

Self-esteem of high school students: A structural equation modelling analysis

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Abstract

The aim of this study is to investigate the effect of the parents' success pressure, academic stress and fear of negative evaluation on high school students' self-esteem. The relationships between self-esteem and parent's pressure for academic success, fear of negative evaluation and academic stress on high school students were investigated employing structural equation modelling. The data were collected from 499 students studying at an Anatolian high school in Duzce province with purposeful sampling method. The characteristic of this school is a project school with successful students who get the highest score in the High School Entrance Examination. The result demonstrates that parental pressure for academic achievement on students and associated academic stress increase students' fear of being evaluated negatively at school, which in turn affects students' self-esteem. The fear of negative evaluation is a partial mediator between parental pressure and self-esteem, and full mediation between academic stress and self-esteem.

Keywords: Parent pressure; fear of negative evaluation; academic stress; self-esteem, high school.

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1. Introduction

Nowadays, ranking and labelling the students by the selection and placement examinations in the education system is the most damaging aspect of human nature. This extreme tension burdens students with great concerns such as I am not ready for the exam, the information I learned is unnecessary, why are the exams applied? I do not understand these lessons, I must be stupid, I know that I cannot succeed in this exam, my family makes many sacrifices for me, but I cannot be a worthy for them. The evaluation of academic achievement, which is one of the most important and most comprehensive processes of education, conveys much more different meaning than a grading process (Baloglu, 2001). It is also an indication of how close education is to its goals and objectives. Students who have experienced success as such; it pursues more success. However, individuals who learn failure lose their ability to use their intellectual capacities and lose their self-confidence. This situation may lead to the loss of self-esteem of students (Bandura, 1982).

The definition of the academic success of students, which is described by (Wolman, 1973) as an action that people use to reach the desired goal is slightly different today. Academic achievement has been included in the literature as a success or failure grade which is usually given only by the teacher with the contraction of meaning within the school (Carter & Good, 1973). Studies have been increasing in recent years in order to increase success, which is expressed as a social image of personality (Martinez, 2001). However, every effort made to increase the success of the child is unfortunately not positively concluded. Excessive anticipation and burden placed on the child's shoulder lead to stress and depression (Harrington & Clark, 1998). Besides, the students' exposure to intensive stress during their education is an important factor in the emergence of burnout syndrome (Cherniss, 1988). Studies conducted in Turkey reveal that the entrance exams to high school and university are regarded as the principal instigator of the academic stress (Uzun & Karatas, 2019).

One of the important concepts affecting the general well-being of individuals who are socially, physically and mentally healthy is self-esteem. It is accepted as a general feature of an individual who; is satisfied with life; has self-love and self-contentment (Kohut, 1971). A positive self-esteem is an important force that directs the individual towards goals. Persons with self-esteem are oriented towards success with their task-specific behaviours. One of the most important tasks of school and education is to educate individuals with high self-esteem. For this purpose, studies on education and self-esteem are conducted. Chung and Lau (1985) examined the relationship between the family perception and social environment and self-esteem. In this study, individuals who have positive family support have a positive self-esteem by feeling positive about the environment. According to Bilgin (2001), stress is a concept that predicts self-esteem.

If a student who asserts that I am willing, enthusiastic, it is a fact that s(he) is prone to be successful but there are many factors that affect academic achievement. Although brilliant intelligence is thought to be sufficient to succeed, it can be stated that academic success cannot be achieved unless supported by some skills and opportunities (Ersoy, 2018; Feldman & Rosenthal, 1991). One of the variables affecting the student's success is the pressure of the family (Wray-Lake, Crouter & McHale, 2010). Pressure is both a physical and a psychological mechanism for fulfilling the demands and expectations from a person, which has several sources. The most pressure on students in education is applied by parents (Ang & Huan, 2006). The positive effects of parental pressure are good academic achievement and attendance, positive attitude towards school and inspiration for education (Malhotra, 2005). Negative effects include lower self-esteem, increased failure rate, mental effects such as depression, stress, anxiety and substance abuse (Patel, Fisher & McGorry, 2007). Studies on parental pressure are aimed at examining the effect of oppression on student achievement and psychology. In most of the studies conducted in the literature, it can be purported that students are exposed to parental pressure. The most important reason for this oppression is to increase the academic achievement of their children in order to have a good job in the future. Moreover, it is

stated that families with low intellectual levels put more pressure on their children (Weiss & Last, 2001).

The avoidance behaviour developed against a phenomenon that is not actually expected to create fear is called a phobia. Social phobia, which is manifested as an anxiety disorder, is the belief that the individual will be judged by others and embarrassed in social situations (American Psychiatric Association, 2000). This idea causes fear on the phobic person who has an anxiety of fear of negative evaluation by others (Ozguven & Sungur, 1998). When these individuals receive the sign of negative evaluation from others, they interrupt their relations with the world and try to struggle in this vortex of fear (Cetin, Dogan & Sapmaz, 2010). Various studies are available in this area. According to the study conducted by Yildirim, Cirak & Konan (2011), it was observed that a teacher with this fear negatively affected both his professionalism and his performance. In her study on university students, Ozen (2016) found that students who spend much time on social media and are born in smaller cities have more fear of negative evaluation. Pan, Zhang, Liu & Luo (2018) found that fear of negative evaluation has a significant impact on anxiety in his study.

In this study, the effect of the parents' success pressure, academic stress and fear of negative evaluation on the self-esteem of high school students was examined. However, the effect of parental pressure and academic stress on the fear of negative assessment and the relationship between fear of negative assessment and self-esteem was investigated. At this stage, the mediating effect of fear of negative evaluation; on parental pressure and self-esteem and academic stress and self-esteem was also tested. The most important feature that distinguishes this research from other research studies is to make inferences about increasing the well-being of the student through the variables examined. This study examined the most important problematic of education by means of dominant variables which had a negative effect on the student's ontological reality. Therefore, the results obtained will serve to increase the awareness of the problem teachers in the field of teacher training. There will also be a light for policymakers in the epistemological structuring of education. Therefore, the results obtained will explain the importance of the problem to the teachers of the future especially in the field of teacher training and serve to increase their awareness. There will also be a light for policymakers in the epistemological structuring of education. The following questions were searched in this research.

1. Is there a relationship between pressure of parent, academic stress and a concern for fear of negative evaluation?
2. Is there a relationship between fear of negative evaluation and self-esteem?
3. How do parental pressure and academic stress affect self-esteem through fear of negative evaluation?

2. Method

2.1. Research model

The relationships between the parental pressure for perceived academic achievement, fear of negative evaluation in the school, academic stress and self-esteem of school students were searched in this research, which was designed in the relational model. In this context, structural equation modelling (SEM) was used for the study to explain predictive relationships between independent and dependent variables. SEM is a data analysis method that is frequently used in relational research studies because it allows simultaneous investigation of the predictive relationships in research studies (Fraenkel, Wallen & Hyun, 2012).

2.2. Sample

Research sample consisted of 499 students of an Anatolian high school that got a top degree from the placement exam from secondary school to high school in the province of Duzce in Turkey. Three

hundred and one (60.3%) of the students who participated were female and 198 (39.7%) were male in this study. The reason for choosing this school is that the academic success of the students in the school is high, and therefore the parental pressure for academic success and the academic stress caused will be the most likely to be for this school students. We sought the criteria of high achievement so this school which got the highest score from the exam of the entrance to high school was chosen. Thus, purposive sampling was employed. Other participants' descriptive data of the study are presented in Table 1.

Table 1. The data on the participants of the study

Variables	Grade/Graduate	N	%
Class Level	9. Class	65	13.0
	10. Class	212	42.5
	11. Class	155	31.1
	12. Class	67	13.4
Mother Education Status	Primary	91	18.2
	Secondary	57	11.4
	High	166	33.3
	University	152	30.5
	Master/PhD	33	6.6
Father Education Status	Primary	47	9.4
	Secondary	59	11.8
	High	144	28.9
	University	215	43.1
	Master/PhD	34	6.8
Total		499	100.0

Sixty-five of the students (13.0%) were ninth graders, 212 of the students (42.5%) were tenth graders, 155 of the students (31.1%) were eleventh graders and 67 of the students (13.4%) were twelfth graders. In addition, as for the educational status of parents of students, it is seen that 91 of the mothers (18.2%) were primary school graduates, 57 of the mothers (11.4%) were secondary school graduates, 166 of the mothers (33.3%) were high school graduates, 152 of the mothers (30.5%) were university and 33 of the mothers (6.6%) were master/PhD graduates. According to the distribution of the education level of the fathers of the students, 47 of the fathers (9.4%) were primary school graduates, 59 of the fathers (11.8%) were secondary school graduates, 144 of the fathers (28.9%) were high school graduates, 215 of the fathers (43.1%) were university and 34 of the fathers (6.8%) were Master/PhD graduates.

2.3. Data collection tools

2.3.1. Parent Academic Success Pressure and Support Scale (PASPSC)

Parental Academic Success Pressure and Support Scale used in this study was developed by Kapikiran (2016) in order to measure the parental pressure and support of secondary school students for school success. PASPSC is a five (5)-point Likert and consists of 15 items. The scale measures both parental pressure and parent support for academic achievement. In this study, only the parental pressure sub-dimension of the scale was used. The highest score that can be taken in the sub-dimension (total of 10 items) calculated from the total score is 50. It is accepted that students with higher scores perceive more academic success pressure than their families. This two-factor structure explains a total of 41.82% of the variance related to parental pressure and support. Factor load values of the items were between 0.43 and 0.89; the parent support sub-dimension varies between 0.60 and 0.71. In the development of the scale, the two-factor model shows that the goodness of fit index is confirmed and that this structure is valid for the measurement of parental pressure and support (GFI = 0.93, RMSEA = 0.06, CFI = 0.95, SRMR = 0.06, $\chi^2 = 247.39$, df = 89, $p < 0.01$). The Cronbach's alpha

internal consistency coefficient, which indicates the reliability of the scale, was found as 0.84 for the sub-scale of parental pressure and 0.71 for the parent support sub-dimension. Cronbach's alpha for the scale was calculated to be 0.82 (Kapikiran, 2016). For the reliability analysis, Cronbach's alpha value was 0.90 for the parental pressure subscale; for parent support sub-dimension, 0.86 and 0.78 for the whole scale.

2.3.2. Fear of Negative Assessment in Academic Environment Scale (FNAAES)

FNAAES was developed by Alkan (2015) to measure students' fear of negative assessment in academic settings. FNAAES is a five (5)-point Likert and consists of 22 items. The scale consists of two sub-dimensions. This two-factor structure explains 37.48% of the variance related to negative evaluation in academic settings. Factor load values of the items were between 0.44 and 0.70 in the first sub-dimension; the second sub-dimension ranges between 0.50 and 0.62. In the development of the scale, the goodness of fit model of this two-factor model reveals that the model is validated and this structure is valid for the measurement of negative evaluation in academic environments (GFI = 0.90, AGFI = 0.88, NFI = 0.94, NNFI = 0.96, RMSEA = 0.05, CFI = 0.97, SRMR = 0.04, $\chi^2 = 485.41$, $df = 208$, $p < 0.01$). The Cronbach's alpha internal consistency coefficient of it was determined as 0.85 for the first sub-scale and 0.78 for the second sub-dimension. The Cronbach's alpha value for the whole scale was calculated as 0.77 (Alkan, 2015). In the reliability analysis for this study, Cronbach's alpha value was calculated as 0.82 for the scale.

2.3.3. Stress Scale Related to Academic Expectations (SSRAE)

SSRAE was developed by Ang and Huan in order to determine the stress levels related to the academic expectations of secondary school students (2006), which is adapted to Turkish by Kelecioğlu and Bilge (2009) is a five (5)-point Likert scale and consisted of two sub-scales. The first sub-dimension called family-teacher expectations consists of five items and the second sub-scale called self-expectations consists of four items. The scale is a total of nine items. The Cronbach's alpha internal consistency coefficient of the scale was determined as 0.77 for the first sub-dimension and 0.85 for the second sub-dimension (Kelecioğlu & Bilge, 2009). In the reliability analysis, the Cronbach alpha value was calculated as 0.85 for the whole scale. The Cronbach's alpha for the first sub-dimension was 0.85 and the second sub-dimension was found to be 0.71.

2.3.4. Rosenberg Self-Esteem Scale (RSES)

RSES was developed in 1965 through Rosenberg. The scale is a Likert type and consists of 10 items. The scale was adapted to Turkish by Cuhadaroglu (1986) and was calculated over total scores. Scale scores range from 0 to 30. It is accepted as higher the score, the higher the self-esteem. First version of the scale adapted to Turkish, the Cronbach alpha coefficient was calculated as 0.71 and the reliability coefficient for this study was 0.87.

2.4. Data collection and analysis

Permissions were obtained from the administration of the school where the data will be collected. The data collection tools were distributed to the students by visiting the classrooms and by explaining the purpose of the research. Although the necessary permits were obtained by legal procedures, it was not given to the students who stated that they would not participate in the research because participation was voluntary. Before analysing the data, the forms belonging to the 19 students whose scales were incomplete and inadequately filled were not included in the data set. After the data were processed to the computer, the extreme values were examined and 18 data deviating from the normal distribution were excluded from the analysis. Before analysing data, skewness and kurtosis coefficients were examined and values showing the normality (skewness-kurtosis coefficient/standard error) were in the range of ± 1.96 . In the analysis of the data, the relationships between parental pressure for academic success, fear of negative evaluation in academic environments, academic stress and self-esteem were examined with Pearson Moments Multiplication Correlation. In addition, the

predictive role of academic stress on parental pressure and negative assessment at school and the mediating role of academic stress on self-esteem were examined by using the SEM analysis. Parental pressure was considered as latent variables and the predictors of academic stress were considered as latent variables in this model. The fit indices for path analysis that were df , χ^2/df , GFI, AGFI, IFI, NFI, RMR and RMSEA were taken into account to evaluate the model.

3. Findings

Correlation analysis, first of all, was conducted in order to test the relationship between self-esteem, as a predicted variable, parental pressure, fear of evaluation and academic stress, which are predicting variables. Pearson Product Moment Correlation Analysis was employed. The relationships between predictor and predicted variables were given in Table 2.

Table 2. Investigation of correlation of variables with Pearson product-moment correlation

Variables	1	2	3	4
Parental pressure for academic achievement	1	0.39**	0.30**	-0.03**
Fear of negative evaluation		1	0.40**	-0.38**
Academic stress			1	-0.25**
Self-esteem				1

$n = 499$, * $p < 0.05$, ** $p < 0.01$

It was observed that scores of parental pressures for academic achievement and the fear of negative evaluation in academia ($r = 0.39$, $p < 0.01$) and academic stress scores ($r = 0.30$, $p < 0.01$) were positive and a moderately meaningful relationship. In addition, there is a negative ($r = -0.03$, $p < 0.01$) relationship between the parental pressure for academic achievement and self-esteem. In addition, there was a negative ($r = -0.03$, $p < 0.01$) relationship between the parental pressure for academic achievement and self-esteem. In other words, as the parental pressure for academic success increases, the fear of negative assessment at school and academic stress increase. Moreover, as the parental pressure increases, the self-esteem scores decline. There was a positive and moderate significant relationship between the students' fear of negative evaluation in academic circles and academic stress scores ($r = 0.40$, $p < 0.01$). In other words, as the fear of negative evaluation increases, students' academic stress increases. In addition, there found a significant negative relationship between self-esteem and fear of negative evaluation in academic circles ($r = -0.38$, $p < 0.01$). I mean that students who have fear of being evaluated negatively at school have low self-esteem. In addition, there occurred a significant negative correlation between the total scores of the students on academic stress scale and self-esteem ($r = -0.25$, $p < 0.01$). Simply, students with rising stress have lower self-esteem. After examining the relationships between the predicted and predictor variables of the study, predictor effect of parental pressure for academic success, fear of negative evaluation in academic circles, academic stress variables on self-esteem variable was tested and mediating effect of academic stress on self-esteem was tested by SEM. The model tested is shown in Figure 1.

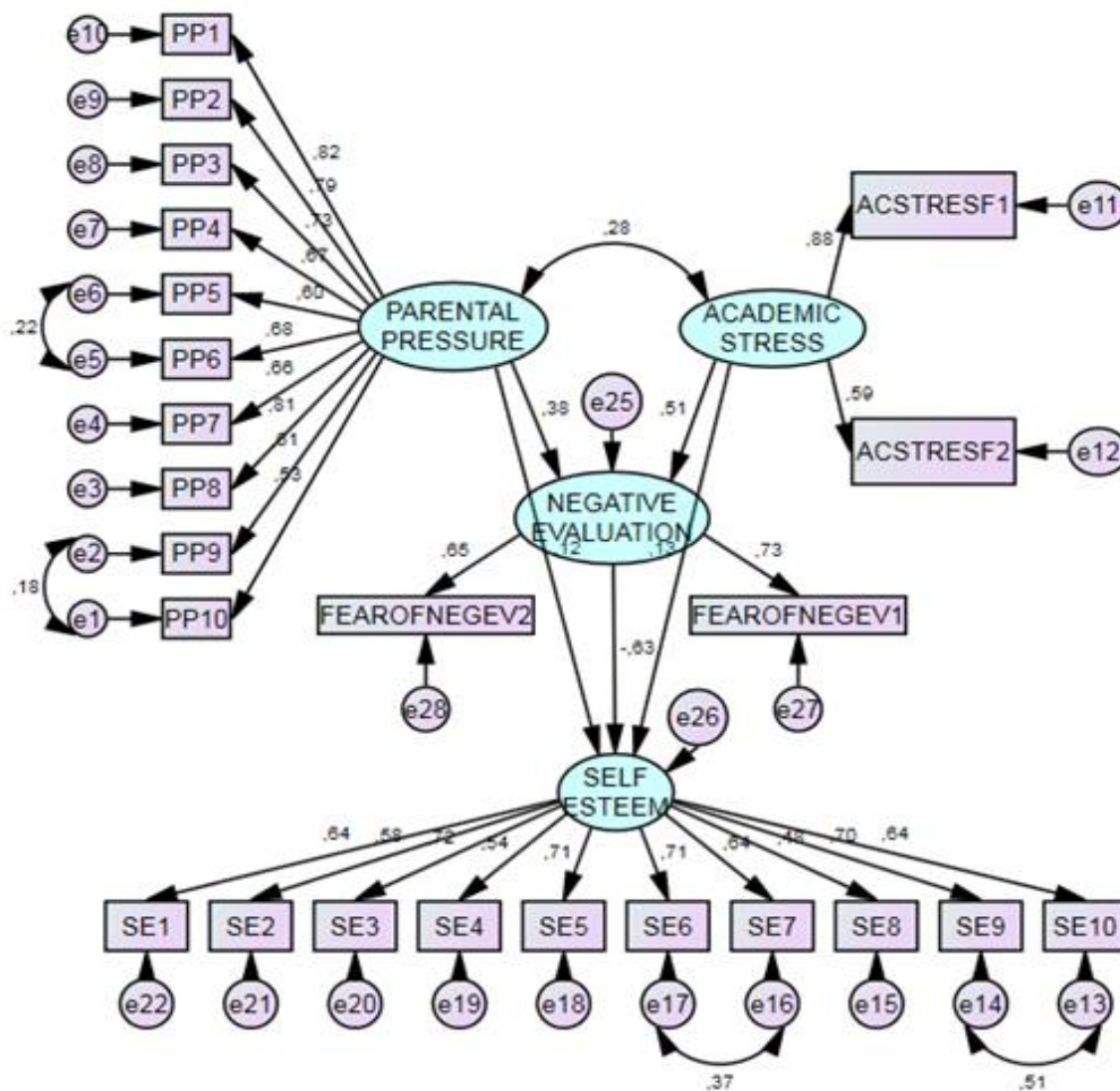


Figure 1. Structural equation modelling between academic pressure for academic achievement, academic stress, fear of negative evaluation and self-esteem

Model adaptation index values were examined at first without any modification process in SEM given in Figure 1, but it was observed that the model did not meet the criteria of goodness of fit. After that, two modifications were made on the parental pressure scale by considering the corrections shown in the model. In addition, two modifications were made on the self-esteem scale. In this process, the covariance path was drawn; the components were correlated and modified. It has been observed that the model fulfils the criteria of goodness of fit after these modification procedures. It has been observed that the data obtained with the drawn model is sufficiently compatible and the accuracy of the model is ensured. The goodness of fit coefficients are presented in Table 3.

Table 3. Fit indices for the model

Fit indices	Perfect fit	Acceptable fit	Model results	Situation
χ^2/df	$0 \leq \chi^2 \leq 3sd$	$3 \leq \chi^2 \leq 5sd$	2.66	Perfect
RMSEA	$RMSEA \leq 0.05$	$RMSEA \leq .08$	0.05	Acceptable
NNFI	NNFI	$NNFI \leq 0.94$	0.92	Acceptable
GFI	GFI	$GFI \leq 0.89$	0.90	Acceptable
AGFI	AGFI	$AGFI \leq 0.89$	0.87	Acceptable
IFI	IFI	$IFI \leq 0.94$	0.92	Acceptable
SRMR	$SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$	0.06	Acceptable

When we look at the goodness of fit indicators regarding the model, it is seen that the values are within the acceptable range ($\chi^2 = 649.737$, $SD = 244$, $\chi^2/SD = 2.66$, $RMSEA = 0.05$ (LO = 0.053, HI = 0.063), $SRMR = 0.06$, $GFI = 0.92$, $NNFI = 0.91$, $TLI/NNFI = 0.92$). After evaluating the indicators of goodness of fit index for the model, the paths and model estimation of the model are discussed. The standardised and unstandardised regression coefficients obtained from the structural model and C.R. (t) Parameter estimates are given in Table 4.

Table 4. Path coefficients for structural model

Path	Unstandardised regression coefficients	Standardised regression coefficients	C.R.	p
FNE ← PPfA	3,743	0.383	6,200	***
FNE ← AS	3,779	0.505	6,272	***
SE ← AS	0,073	0.125	1,162	0.24
SE ← PPfA	0,143	0.125	2,164	0.03
SE ← FNE	-0,062	-0.630	-5,145	***

*** $p < 0.01$ FNE: Fear of negative evaluation, PPfA: Parental pressure for achievement, AS: Academic stress, SE: Self-esteem

The standardised and non-standardised regression coefficients of the established model and the t values are presented in Table 4. After examining predictions of these parameters, total, direct and indirect effects were examined in order to comment on the predictive effect of the variables in the model in Table 5.

Table 5. Direct, indirect and total effect of structural model

Predicted	Predictor	Standardised Effects			t	SE
		Total	Direct	Indirect		
FNE	FPfA	0.377	0.377	-	6.200***	0.604
FNE	AS	0.505	0.505	-	6.272***	0.603
SE	FNE	-0.628	-0.628	-	-5.145***	0.012
SE	FPfA	-0.112	-	-0.237	2.164***	0.066
SE	AS	-0.192	-	-0.317	1.162***	0.063

The direct, indirect and direct effect values in Table 5 show that parental pressure ($\beta = 0.38$, $p < 0.01$) and academic stress ($\beta = 0.51$, $p < 0.01$) effect the fear of negative evaluation directly and positively. Furthermore, the fear of negative evaluation affects self-esteem ($\beta = -0.63$, $p < 0.01$) directly and negatively. Parental pressure ($\beta = -0.24$, $p < 0.01$) and academic stress ($\beta = -0.32$, $p < 0.01$) affect self-esteem indirectly and negatively. In the model, the total effect of parental pressure on fear of negative evaluation was determined as $d = -0.63$ and the total effect of academic stress

variable on fear of negative evaluation was calculated as $d = 0.50$. The effect of fear of negative evaluation on self-esteem variable was found as $d = -0.45$. Cohen (1988) asserts; if the effect size is lower than 0.2, it is weak effect. If the effect size is between 0.3 and 0.7, it is medium effect. If the effect size is greater than 0.8, it is high effect. From this point of view, it can be said that parental pressure and academic stress may have a medium level effect on fear of negative evaluation. Similarly, the fear of negative evaluation may have a moderate effect on self-esteem.

As for the model, it is observed that as the parental pressure and academic stress increase for academic success, students' fear of negative evaluation in academic circles increases. As the fear of negative evaluation in academic settings increases, it is understood from the model that there is a significant decrease in the self-esteem of students. As can be understood from the model, direct effect of parental pressure on self-esteem is significant, whereas the direct effect of academic stress on self-esteem is meaningless. According to this, the fear of negative evaluation is a partial mediator between parental pressure and self-esteem and plays a full mediation role between academic stress and self-esteem. Moreover, as the rate of predicting value of parental pressure and academic stress on fear of negative evaluation was 49%, the level of predicting value of parental pressure, academic stress and self-esteem on fear of negative evaluation was 27%.

4. Discussion, conclusion and recommendations

The perception of secondary school students' academic pressures for academic achievement and the fear of negative evaluation of academic stress in school were investigated in this study. In addition, the mediation role of fear of negative evaluation on self-esteem was examined with a structural equation model. In this study, it was investigated how the parental pressure and academic stress predicted the fear of negative evaluation in the school. The mediation role of fear of negative evaluation on self-esteem was examined with a structural equation model.

In addition, the correlation between parental pressure for academic achievement, academic stress, fear of negative evaluation in school and self-esteem was examined. When the correlation values are examined, there is a positive, significant and moderate relationship between the parental pressure for academic success and the fear of negative evaluation in academic circles. In other words, as the parental pressure increases for academic success, the fear of negative assessment of high school students in academic circles is increasing. There is a moderate, positive and significant relationship between parental pressure for academic achievement and academic stress. As parental pressure increases, the academic stress levels of secondary school students also increase. There is a negative, low level and significant correlation between parental pressure for academic achievement and self-esteem. In other words, as the parental pressure increases, the self-esteem of high school students decreases. There is a positive and a moderate and significant relationship between academic stress and fear of negative evaluation in academic circles. Besides, there is a moderate, negative and significant relationship between fear of negative evaluation and self-esteem. As the fear of negative evaluation increases, the academic stress of secondary school students increases and their self-esteem decreases.

There is a negative, low level and significant relationship between academic stress and self-esteem. As academic stress increases, self-esteem decreases. As for the SEM that is testing the mediating effect, while parental oppression has partially explained self-esteem through fear of negative evaluation, it is seen that academic stress explains self-esteem fully through the fear of negative evaluation. In other words, academic stress does not directly explain self-esteem. However, it is seen that it explains the self-esteem over the fear of negative evaluation. Besides, it is understood that parental pressure for academic achievement and academic stress predict the fear of negative assessment in the school by close to 50%. When we look at the role of mediation, it is seen that parental pressure and academic stress decrease self-esteem through fear of being evaluated negatively.

Considering the fact that secondary education is an important step in the transition to tertiary education, and where the data are gathered, it is expected that family pressure will increase for academic success when it is considered that the students with high academic performance and higher education compared to other schools. Secondary education is an important step in the transition to higher education in Turkey. Considering that there are competitive and successful students in the school where data are collected, it is an expected result that family pressure will increase for academic success. However, it has been shown in various studies that parental pressure for academic achievement yields physiological and psychological pathology on students. Deb, Strodl and Sun (2015) research showed that family pressure increased students' anxiety disorder which increased the number of psychiatric problems and negatively affected the mental health of students.

In the literature, there are several factors behind the pressures of families to press their children for academic success. These include high academic expectations (Aglia & Renk, 2009; Naumann, Guillaume & Funder 2012; Yamamoto & Holloway), perfectionist families (Stoeber & Rambow, 2007), socio-economic anxieties (Chen, 2012; Kung, 2016) and parental styles (Kiama, Aloka & Gumbi, 2018). Besides, several studies found the high-level relationship between parent expectation and pressure for academic achievement, and academic stress (Rapheal & Paul, 2018; Singh, 2014). High academic success of the students, their presence in a competitive education environment and the increased participation of parents in the academic process may increase the academic pressure on students. In particular, the aim of settling in a high-ranking university and the necessity of having the basic achievements required by this goal can cause families to press their children for success directly and indirectly. As can be understood from the descriptive data of the study group, most of the parents consist of undergraduate and graduate graduates. It is thought that this situation affects the academic expectations of the parents of their children and consequently, they put pressure on their children for high achievement.

Another variable influenced by the academic stress that emerged with academic success is the fear of negative assessment of students in academic circles. As parental pressure for academic achievement and academic stress increase, it is observed that the fear of negative assessment and anxiety of secondary education students in academic circles has increased significantly. This finding is similar to the finding of different studies in the literature (Alkhazaleh & Mahasneh, 2015; Jones & Hattie, 1991; Stoeber & Rambow, 2007). In different studies, there is evidence that family pressure for academic achievement reinforces the feeling of embarrassment and guilt against the family as well as fear and anxiety in the students (Gloria & Ho, 2003; Genc, 2016; Oner & Lecompte, 1998). There is also evidence that parental oppression has reduced academic achievement (Kung, 2016). There is an academic competition in the existing education system in Turkey but also in the case of families is also turned into competition with each other. Families with high socio-economic status produce various academic strategies in line with their own habitus to protect their current situation and to present better status to their children. With the Bourdieusian approach, it can be thought that these academic strategies produced by the transfer of cultural capital from the family to the child bring with them academic pressures. It can be thought that families with high socioeconomic level and educational reserve have produced various academic pressures along with their concerns about the continuity of their children's academic success and the need to reproduce these positions. As a matter of fact, there are studies to support this in the literature (Reay, 2004; Tsiplakides, 2018). Another effect of academic stress on the academic achievement of the parent and the associated academic stress on children is that they reduce their self-esteem. Unrealistic levels of academic expectation of parents, extremely competitive attitude, and authoritarian and disciplining approach styles cause children to lose their confidence and respect and loss of self-control. This situation is also supported by the findings of various studies in the literature (Akhtar & Aziz, 2011; Eskilson, Wiley, Muehlbauer & Dodder, 1986; Robinson, 1991; Schraml, Perska, Grossi & Simonsson-Sarnecki, 2011; Troshikhina & Manukyan, 2016; Uyanik Balat, Sezer, Bayindir, & Yilmaz, 2019). In addition, the evidence supporting the finding that there is a negative, low and significant relationship between academic stress and self-esteem has been demonstrated by different studies (Nikitha, Jose & Valsaraj, 2014). There is also a negative, low-level

correlation between the fear of negative evaluation and self-esteem in school. Besides, fear of negative evaluation has a full mediating role between academic stress and self-esteem. Students' anxiety about meeting their expectations from their families and failures in the school affect their self-esteem and self-confidence negatively. Various studies supporting this finding are also available in the literature (Chung & Lau; 1985; Nelson, Newman, McDaniel & Buboltz, 2013; Oishi & Sullivan, 2005; Smith, 2005). As a result, parental pressure for academic achievement on students and associated academic stress increase students' fear of being evaluated negatively at school. This fear causes students to lose their self-esteem. The fear of negative evaluation is a partial mediator between parental pressure and self-esteem and full mediation between academic stress and self-esteem. This study contains some limitations in itself. The first of these studies only the data are collected in one of the secondary schools in Duzce in Turkey, the characteristic of which is that its students are very successful. A variety of types and types of schools can be included in different studies. In addition, various qualitative studies may investigate the factors that force families to academic repression, different reasons for increasing students' fear of negative evaluation and academic stress. It may be accepted that there is no data in the study that the situation that students describe as oppression is perceived in the same way for families. Especially in the various seminars and training offered by the schools, various physiological and psychological effects of parental pressure on students can be expressed and schools can help to raise awareness about this issue. In particular, the various physical and psychological effects of parental pressure on the students can be expressed in the various seminars and training offered by the schools to increase the parental awareness.

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