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A Study on Students' Academic Attitude and Parental Expectations Among Class-X Students

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Abstract:
Academic attitude and parental expectations play an important role in shaping students' educational experiences, motivation and academic development. Class X is a significant stage in school education because students prepare for board examinations and begin making decisions regarding their future academic and career pathways. At this stage, students may experience increased academic responsibilities, examination pressure and expectations from parents. Positive parental expectations can encourage students to develop confidence, interest and commitment towards learning. However, unrealistic expectations, excessive pressure and comparisons with others may negatively affect students' attitudes and emotional well-being. The present study examines the relationship between students' academic attitude and parental expectations among Class X students through a descriptive and analytical review of secondary sources. The paper discusses the meaning and dimensions of academic attitude, the nature of parental expectations and the factors influencing students' educational behaviour. It also highlights the importance of supportive parenting, constructive communication and a balanced academic environment. The study suggests that parents and teachers should work together to promote positive academic attitudes while respecting students' abilities, interests and individual differences.

Keywords: Academic Attitude, Parental Expectations, Class X Students, Academic Motivation, Parental Involvement, Examination Pressure, Academic Achievement.

1. INTRODUCTION

Education is an important instrument for the intellectual, social, emotional and moral development of students. Students' academic success is influenced not only by their intelligence and learning abilities but also by their attitudes towards education, motivation, family background and the expectations placed upon them. Academic attitude refers to students' feelings, beliefs, interests and behavioural tendencies towards learning, school subjects, teachers and academic activities.

Class X is an important stage in the educational journey of students. It is generally associated with board examinations, academic competition and decisions concerning higher secondary education. Students at this stage are expected to demonstrate greater responsibility, discipline and commitment towards their

studies. At the same time, they may experience pressure arising from examinations, career choices, family expectations and comparisons with classmates.

Parents play a significant role in shaping students' academic attitudes. Their expectations regarding marks, examination performance, subject selection and future careers may influence students' motivation and educational decisions. Reasonable expectations, encouragement and emotional support can strengthen students' confidence and interest in learning. On the other hand, unrealistic expectations, excessive monitoring, criticism and comparisons may create anxiety, fear of failure and negative attitudes towards academic activities.

Parental expectations are not necessarily harmful. When they are realistic and accompanied by support, they can communicate confidence in students' abilities and encourage them to work towards meaningful goals. The important issue is the nature, intensity and manner in which expectations are communicated.

Research has demonstrated an association between parental educational expectations and students' academic achievement. Pinquart and Ebeling (2020), in a meta-analysis of 169 studies, reported small to moderate associations between parental educational expectations and academic achievement. Jeynes (2024), in a meta-analysis of 54 quantitative studies, also identified a significant relationship between parental expectations and academic outcomes.

Therefore, understanding academic attitude and parental expectations among Class X students is important for developing a supportive educational environment. The present paper examines these dimensions and discusses ways in which parents, teachers and schools can promote positive academic attitudes without creating unnecessary pressure.

2. REVIEW OF RELATED LITERATURE

The relationship between parental expectations and students' academic attitudes has been examined through educational, psychological and sociological perspectives. The reviewed literature indicates that parental expectations, family involvement, student motivation and the school environment are important influences on academic development.

a. **Patrikakou (1997)** examined a model of parental attitudes and the academic achievement of adolescents using data from 5,643 students. The study indicated that parental expectations and students' perceptions of parental attitudes were important in understanding academic expectations and achievement. The findings emphasise the significance of students' understanding of parental support and expectations.

b. **Yamamoto and Holloway (2010)** reviewed research concerning parental expectations and children's academic performance in different sociocultural contexts. Their review highlighted the importance of considering cultural and social conditions when interpreting parental expectations and their influence on student achievement.

c. **Pinquart and Ebeling (2020)** conducted a meta-analysis of 169 studies examining parental educational expectations and academic achievement among children and adolescents. Their findings indicated small to moderate associations between parental expectations and academic achievement, including longitudinal relationships. The study also identified variations according to age, socioeconomic status and other contextual factors.

d. **Benner, Boyle and Sadler (2021)** examined the influence of parent and teacher educational expectations on adolescents' academic performance. Their study found that higher parental and mathematics teacher expectations were associated with better academic outcomes. Parental involvement,

teacher–student relationships and school–parent communication were identified as mechanisms through which expectations could influence academic performance.

e. **Jeynes (2024)** conducted a meta-analysis of 54 quantitative studies on parental expectations and students' academic achievement. The findings indicated significant relationships between parental expectations and academic outcomes across different student groups. The study supports the importance of parental expectations as one component of parental involvement.

f. **Liem et al. (2025)** examined perceived parental expectations and their role in academic and psychosocial functioning among students in Singapore. Their findings indicated that perceived parental expectations were associated with students' academic self-concept, motivation and achievement goals. The study also highlighted the importance of considering students' psychological well-being when examining parental expectations.

The reviewed literature suggests that parental expectations can contribute positively to students' academic development when they are realistic, encouraging and sensitive to individual differences. It also indicates that the relationship between expectations and academic outcomes is influenced by family communication, student confidence, teacher support and the broader educational environment.

3. OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives:

1. To understand the meaning and importance of academic attitude among Class X students.
2. To examine the nature and dimensions of parental expectations regarding students' academic performance.
3. To identify the factors influencing academic attitudes among Class X students.
4. To analyse the influence of parental expectations on students' academic motivation and achievement.
5. To examine the possible effects of excessive academic expectations and examination pressure on students.
6. To suggest suitable measures for developing positive academic attitudes and healthy parental expectations.

4. PROPOSITIONS GUIDING THE STUDY

As the present paper is based on secondary sources and does not involve primary data collection, the following propositions guide the discussion. They are not statistically tested hypotheses.

1. Positive academic attitudes are associated with students' interest, motivation and commitment towards learning.
2. Realistic parental expectations and encouragement can support students' academic development.
3. Excessive parental pressure and unrealistic expectations may negatively influence students' academic attitudes and emotional well-being.
4. Parental involvement and effective communication can strengthen students' confidence and educational motivation.
5. Cooperation between parents and teachers can help create a supportive academic environment for Class X students.

5. METHODOLOGY

The present study adopts a descriptive and analytical review method. It is based on secondary sources of information, including educational books, research articles, meta-analyses and relevant theoretical literature relating to academic attitude, parental expectations, parental involvement and adolescent academic development.

The study analyses the topic under the following major themes:

- Meaning and dimensions of academic attitude
- Nature and types of parental expectations
- Factors influencing academic attitude
- Parental involvement and academic motivation
- Examination pressure and academic stress
- Role of teachers, parents and schools in supporting students

The collected information is organised and analysed thematically to understand the possible influence of parental expectations on students' academic attitudes. No primary survey, interview, experiment or statistical analysis has been conducted for this paper.

6. ACADEMIC ATTITUDE AMONG CLASS X STUDENTS

Academic attitude refers to the manner in which students think, feel and behave towards their educational activities. It includes their interest in subjects, willingness to learn, confidence in their abilities, respect for education and commitment to academic responsibilities. A positive academic attitude encourages students to attend classes regularly, complete assignments, participate in discussions, prepare for examinations and seek clarification when they experience learning difficulties. Students with positive attitudes are generally more willing to make efforts and overcome academic challenges. A negative academic attitude may be reflected in a lack of interest, irregular study habits, avoidance of academic tasks, fear of examinations and low confidence. Such attitudes may arise from repeated academic difficulties, unfavourable learning experiences, excessive parental pressure or a lack of encouragement.

6.1 Cognitive Dimension of Academic Attitude

The cognitive dimension includes students' beliefs and perceptions about education, learning and academic achievement. Students who understand the importance of education and believe in their ability to improve are more likely to develop positive academic attitudes.

6.2 Emotional Dimension of Academic Attitude

The emotional dimension includes students' feelings towards school, subjects, teachers and examinations. Interest, enjoyment, confidence and satisfaction contribute to positive academic attitudes. Fear, anxiety, frustration and discouragement may weaken students' interest in learning.

6.3 Behavioural Dimension of Academic Attitude

The behavioural dimension refers to students' actual involvement in academic activities. Regular attendance, preparation, participation, completion of assignments and consistent study habits indicate positive academic behaviour.

7. PARENTAL EXPECTATIONS AND THEIR INFLUENCE ON STUDENTS

Parental expectations refer to the academic standards, educational goals and future achievements that parents anticipate from their children. These expectations may relate to examination marks, subject performance, higher education, professional courses and career choices. Parents generally expect their children to perform well because they believe education provides opportunities for personal development, social mobility and future employment. However, expectations differ according to parents' educational backgrounds, occupations, socioeconomic conditions, family values and personal experiences.

7.1 Positive Parental Expectations

Positive parental expectations are realistic and appropriate to students' abilities and interests. Parents who express confidence in their children, provide learning resources and appreciate their efforts can encourage academic motivation. Such expectations communicate support rather than fear.

7.2 Excessive Parental Expectations

Excessive expectations arise when parents demand academic performance beyond a student's abilities or impose goals without considering individual interests and circumstances. Continuous pressure to secure high marks may result in fear of failure, anxiety and dissatisfaction.

7.3 Career-Related Expectations

Some parents have strong preferences regarding their children's future careers, such as medicine, engineering, civil services or other professional occupations. While career guidance is important, students should also be encouraged to explore their interests, abilities and aspirations before making educational decisions.

7.4 Parental Comparison

Comparing children with siblings, relatives, neighbours or classmates may negatively affect self-confidence. Each student has different learning abilities, interests and developmental needs. Parents should focus on individual progress rather than comparisons with others.

8. FACTORS AFFECTING ACADEMIC ATTITUDE AND PARENTAL EXPECTATIONS

8.1 Family Background and Socioeconomic Status

Family background influences the educational opportunities and expectations available to students. Parents' education, occupation, income and access to learning resources may shape their expectations regarding academic performance. A supportive family environment can encourage students to develop confidence and positive attitudes towards education.

8.2 Parental Education and Awareness

Educated and informed parents may be better positioned to understand educational requirements, subject choices and career opportunities. However, parental education alone does not determine the quality of support. Understanding students' abilities, communicating effectively and providing encouragement are equally important.

8.3 Examination and Board Examination Pressure

Class X students often experience pressure because of the importance attached to board examination results. Parents may associate marks with future educational and career opportunities. Excessive emphasis on examination performance can reduce students' enjoyment of learning and increase fear of failure.

8.4 Students' Self-Confidence and Academic Ability

Students' perceptions of their own abilities influence their academic attitudes. Those who believe that they can improve through effort are more likely to approach difficult subjects positively. Repeated criticism and unrealistic parental demands may weaken confidence.

8.5 Peer Comparison and Competition

Students may compare their performance with classmates and friends. Healthy competition can encourage improvement, but excessive comparison may create insecurity and dissatisfaction. Parents and teachers should emphasise individual progress and learning rather than ranking alone.

8.6 Communication Between Parents and Students

Open communication helps students express their academic difficulties, interests and career aspirations. Parents who listen to their children and discuss educational goals respectfully can develop trust and mutual understanding. Lack of communication may result in misunderstandings and unnecessary pressure.

8.7 Teacher and School Support

Teachers influence students' academic attitudes through instructional methods, feedback, encouragement and classroom relationships. Communication between teachers and parents can help identify students' learning needs and establish realistic academic goals.

8.8 Social and Cultural Expectations

Social beliefs about prestigious careers, academic achievement and family reputation may influence parental expectations. In some families, students may feel responsible for fulfilling parental aspirations. Educational guidance should help families recognise the importance of individual interests and balanced development.

9. ANALYSIS AND DISCUSSION

The review indicates that academic attitude and parental expectations are closely connected with students' educational experiences. Parental expectations may encourage students to work towards academic goals, but their influence depends on how expectations are expressed and supported.

Students who receive encouragement, guidance and appreciation are more likely to develop confidence and a positive attitude towards learning. In contrast, students who experience constant criticism, comparison and pressure may develop fear of examinations and negative feelings towards academic activities.

The relationship is also influenced by students' abilities, family circumstances, teacher support and school environment. Therefore, parental expectations should be understood as one component of a wider educational and social context.

The major dimensions of academic attitude are presented in Table 1.

Table 1: Dimensions of Academic Attitude Among Class X Students

Dimension	Meaning	Indicators
Cognitive	Students' beliefs and perceptions about education	Belief in the value of education, learning goals, academic confidence
Emotional	Feelings towards learning and school activities	Interest, enjoyment, satisfaction, examination anxiety

Behavioural	Students' actions and participation in academic activities	Attendance, assignment completion, preparation, classroom participation
Motivational	Willingness to make efforts towards academic goals	Persistence, self-improvement, goal-setting and commitment

Source: Conceptual classification prepared by the author based on the reviewed literature.

Different forms of parental expectations and their possible influence are summarised in Table 2.

Table 2: Types of Parental Expectations and Their Possible Influence

Type of expectation	Characteristics	Possible influence on students
Realistic expectations	Goals suited to students' abilities and interests	Encourage confidence and motivation
Supportive expectations	Encouragement and guidance without excessive pressure	Promote positive academic attitudes
High but achievable expectations	Challenging goals accompanied by necessary support	Encourage effort and academic improvement
Unrealistic expectations	Demands beyond students' abilities or circumstances	May create anxiety and fear of failure
Career-related expectations	Strong preferences regarding future professions	May provide direction or restrict personal choice
Comparative expectations	Comparing performance with other students	May reduce confidence and increase competition

Source: Prepared by the author based on the thematic review.

The possible relationship between parental expectations and students' academic attitudes is presented in Table 3.

Table 3: Relationship Between Parental Expectations and Academic Attitude

Parental behaviour	Possible student response	Possible academic outcome
Encouraging students' efforts	Increased confidence	Greater willingness to learn
Setting realistic academic goals	Clear direction and motivation	Improved study discipline
Appreciating individual progress	Positive self-image	Greater academic commitment
Providing learning resources	Better learning opportunities	Support for academic development
Constant comparison with others	Reduced self-confidence	Negative academic attitude
Excessive pressure for high marks	Fear and anxiety	Reduced enjoyment of learning
Imposing career choices	Reduced autonomy	Conflict regarding future goals
Communicating openly	Trust and emotional security	Better cooperation and motivation

Source: Prepared by the author based on the reviewed literature. The responses shown are possible influences, not measured findings from a primary survey.

The major factors affecting academic attitude and parental expectations are presented in Table 4.

Table 4: Factors Influencing Academic Attitude and Parental Expectations

Factors	Influence on parental expectations	Influence on students' academic attitude
Parental education	Shapes awareness of educational opportunities	May influence learning support and guidance
Family income	Influences access to educational resources	May affect learning opportunities
Social background	Shapes career aspirations and educational values	Influences perceptions of academic success
Board examination pressure	May increase expectations regarding marks	May increase motivation or examination anxiety
Student ability	Influences parents' assessment of performance	Affects confidence and academic self-concept
Peer competition	May encourage comparison of performance	May influence motivation and self-esteem
Teacher support	Helps parents understand students' progress	Encourages confidence and participation
Parent–student communication	Helps establish realistic expectations	Promotes trust and positive attitudes

Source: Prepared by the author based on the thematic analysis.

The analysis suggests that parental expectations should be balanced with students' individual abilities, interests and emotional needs. Parents should encourage academic achievement while recognising that marks alone do not represent the complete development of a student.

10. EDUCATIONAL IMPLICATIONS

The study has several implications for parents, teachers, schools and educational planners.

1. **For parents:** Parents should establish realistic academic expectations and provide encouragement, emotional support and appropriate learning resources. They should avoid unnecessary comparisons and criticism.
2. **For students:** Students should develop self-confidence, positive study habits, personal learning goals and responsibility for their academic progress.
3. **For teachers:** Teachers should identify students' learning needs, provide constructive feedback and encourage participation without creating unnecessary competition.
4. **For school administrators:** Schools should organise parent–teacher meetings, academic guidance programmes and counselling activities to help students manage examination pressure.
5. **For educational planners:** Educational programmes should promote holistic development, career awareness, life skills and student well-being along with academic achievement.
6. **For parents and teachers together:** Regular communication should be maintained to understand students' abilities, interests, academic difficulties and future aspirations.

11. LIMITATIONS OF THE STUDY

The present study has the following limitations:

1. The study is based on secondary sources and does not include primary data collected directly from Class X students, parents or teachers.
2. The paper provides a general discussion of academic attitude and parental expectations and does not examine a specific school, district or educational board.
3. Differences among students based on gender, rural and urban background, socioeconomic status and type of school have not been statistically examined.
4. The study does not use experimental or longitudinal methods to establish causal relationships between parental expectations and academic attitudes.
5. Students' academic attitudes and parental expectations may vary according to family circumstances, cultural background and individual abilities, which cannot be fully represented through a general review.
6. The paper does not measure the actual levels of academic attitude, parental expectations or examination stress among Class X students.
7. The findings discussed are based on existing literature and should not be interpreted as the results of a primary investigation conducted by the author.

Despite these limitations, the study provides an understanding of the importance of parental expectations and academic attitudes and highlights the need for a supportive relationship between parents, teachers and students.

12. CONCLUSION

Academic attitude and parental expectations are important factors influencing the educational development of Class X students. This stage of schooling involves significant academic responsibilities and preparation for board examinations. Students require motivation, confidence, emotional support and appropriate guidance to meet these challenges.

The reviewed literature indicates that realistic and supportive parental expectations can encourage academic motivation and achievement. However, excessive pressure, unrealistic demands, constant comparison and imposed career choices may negatively influence students' academic attitudes and emotional well-being.

Parents should recognise the individual abilities, interests and aspirations of their children. Teachers and schools should provide academic guidance, constructive feedback and opportunities for students to develop confidence and independent decision-making skills. Cooperation between parents and teachers is essential for establishing realistic educational goals and supporting students during this important stage.

In conclusion, academic achievement should not be judged only through examination marks. Positive academic attitudes, self-confidence, independent thinking, emotional well-being and the ability to make informed educational choices are equally important. A balanced approach to parental expectations can contribute to the academic success and holistic development of Class X students.

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