

Indian Journal of Modern Research and Reviews

This Journal is a member of the 'Committee on Publication Ethics'

Online ISSN:2584-184X



Research Article

Relationship between Parental Attitude and Academic Achievement among Adolescents in Nadia District

 **Firoj Al Mamun**

Research Scholer, University of Kalyani, Department of Education, Kalyani, Nadia,
West Bengal, India

Corresponding Author: *Firoj Al Mamun 

DOI: <https://doi.org/10.5281/zenodo.19143245>

Abstract

This paper is a descriptive survey research study on the parental attitude and academic success among teenagers in the Nadia District, West Bengal. The sample consisted of 200 (100 Male & 100 Female) high school adolescents who were chosen by a stratified random sampling method in different schools in Nadia District. A Parental Attitude Scale and academic scores of students were used to obtain data using their recent records of school examinations. The data was analysed using both descriptive and inferential statistical methods. The outcomes revealed that the overall average of parental attitudinal score was 72.10 (SD = 7.85) and the overall average score in academic performance was 68.45 (SD = 8.90). The correlation ($r = 0.52$, $p < 0.01$) is positive but significant; its value suggests that the parental attitude is positively related to academic achievement. The second hypothesis examined gender differences in parental attitude using an independent sample t-test. The results showed that male students had a mean score of 71.25 (SD = 7.60) and female students had a mean score of 72.85 (SD = 7.95), with a calculated t-value of 1.45 ($p > 0.05$). The third hypothesis analysed gender differences in academic achievement. The results revealed that male students obtained a mean score of 66.80 (SD = 8.45) and female students obtained a mean score of 70.10 (SD = 8.20), with a calculated t-value of 2.65 ($p < 0.05$), indicating a significant difference, with female students demonstrating slightly higher academic performance. The results found that positive parental attitudes meant a lot in influencing the learning levels and generally learning activities among adolescents.

Manuscript Information

- ISSN No: 2584-184X
- Received: 12-01-2026
- Accepted: 23-02-2026
- Published: 21-03-2026
- MRR:4(3); 2026: 309-314
- ©2026, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Mamun F A. Relationship between Parental Attitude and Academic Achievement among Adolescents in Nadia District. Indian J Mod Res Rev. 2026;4(3):309-314.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Parenting Style, Scholastic Performance, Family Environment, Student Motivation, Learning Support, Socio-Emotional Climate, Guidance.

1. INTRODUCTION

It is common knowledge that academic performance among teenagers is a highly significant indicator of education and progress, and subsequent socioeconomic prospects. The educational psychology/ sociology scholars have continuously pointed out that the academic performance of students depends not merely on personal abilities, but also on the exposure of the students to environmental factors like family background, parental participation, as well as the home learning conditions. Of these, parental attitude towards the education factor is one that is of particularly relevant influence on the learning behaviour of the adolescents, their motivation towards academic performance, and performance in schools. It has been shown that students whose parents have positive attitudes towards education tend to develop greater academic goals and gain higher academic achievements (Fan and Chen, 2001; Hill and Tyson, 2009) [6, 9]. Parents are said to be the primary and most important teachers in the life of a child. Their orientations, expectations, and behaviours about education have a great impact on the academic orientation of the children. At the point when parents are interested in their children's education, they give them instruction and positive communication; as a result, students will develop a positive attitude toward the learning process and be more academically engaged (Epstein, 2001; Jeynes, 2012) [5, 10]. In reference to the parenting style framework formulated by Diana Baumrind, parental attitudes may be classified as authoritative parenting style, authoritarian parenting style, permissive parenting style, and neglectful parenting style. The authoritative parenting style, which the author describes as being full of warmth, support, and relevant supervision, is included among them and has been observed to support greater levels of academic performance and social competence in adolescents (Baumrind, 1991; Steinberg, 2001) [1, 14]. The role of parents in education has been one of the subjects of reviews in the last few decades. The family-school partnership model suggested by Joyce Epstein brings to the fore the fact that the involvement of parents in the education of their children, such as helping them with their homework, keeping track of the progress of the parent-teacher, and keeping in contact with the teachers, can be very useful in boosting the academic achievements of students (Epstein, 2001) [5]. In the learning process being taken by the parents, the students have higher chances of acquiring organised studying habits and greater academic motivation (Gonzalez-DeHass, Willems, and Doan Holbein, 2005) [8]. Different empirical research has supported that the parental attitude is closely linked with academic achievement. The large-scale meta-analysis of the studies carried out by Fan and Chen (2001) [6] analysed a vast number of research works and came to the conclusion that the expectations and encouragement of parents were among the best predictors of academic achievement in students. Similarly, Hill and Tyson (2009) [9] examined parental involvement in the adolescent years and established that parental socialisation into schooling, especially discussing the academic goals and aspirations, enhanced the academic performance. It has also been established by other researchers that parental support and encouragement will also increase the confidence of students and

their persistence and participation in academics (Gonzalez-DeHass *et al.*, 2005, and Jeynes, 2012) [8, 10]. The other relevant aspect of parental attitude is the emotional ambience of the home. Academic problems can be overcome with the help of a positive and supportive home environment that will help adolescents to become resilient in learning. Research shows that teens who experience emotional support and encouragement from parents have a better chance of continuing to be strongly motivated in school and attaining superior educational performance (Spera, 2005; Hill and Tyson, 2009) [13, 9]. On the other hand, negative parent-child attitudes, such as failing to take an interest in education or exerting too much academic pressure, are possible sources of anxiety, which minimises the desire to study (Steinberg, 2001) [14]. Parental attitudes to education are also influenced by socioeconomic and cultural factors. Educated parents and those who have more access to resources tend to be more academic with their children and even offer more encouragement and support (Coleman, 1988; Davis-Kean, 2005) [3, 4]. These parents are likely to take pride in the school performance and be involved in school-related activities. On the other hand, a family with a low educational level might be struggling with the aspect of offering academic guidance, and this might impact the learning opportunities and academic achievement of students. But even in these situations, a good parental attitude, including encouraging and emotional support, can play a significant role in the academic achievements of students (Jeynes, 2012) [10]. Parental involvement is especially important in the Indian educational setting because the cultural focus on education as the social mobility is quite high. Several families residing in India put a lot of effort into assisting their children in their education and pushing them towards excellence in academics. Research works based in India suggest that students who experience the support and guidance provided by parents will have a superior academic performance and enhanced educational goals (Chohan and Khan, 2010; Singh and Kiran, 2013) [2, 12]. But parental attitudes can be different in relation to the socio-economic situation, cultural values, and the educational level of parents. It is a historical fact that the state of West Bengal is traditionally characterised by the presence of high educational and intellectual traditions. In the state, Nadia District is a significant study area that has various student populations in schools. The adolescents of this district belong to different socio-economic backgrounds, and the attitudes of the parents towards education can vary depending on the conditions in the family, cultural values, and access to educational benefits. It is thus important in understanding how such parental attitudes affect the achievement of students in academic performance, to enhance the performance of the students in schools and to empower the family-school relationships in the area. Also, the modern educational research trends tend to consider the overall significance of the home learning environment in the development of students in academic aspects. Proper home environment in which students are encouraged to read and debate, and show intellectual curiosity, is, in fact, very beneficial to students in terms of cognitive development and academic performance (Davis-Kean, 2005; Jeynes, 2012) [4, 10].

With couples keeping communication channels open on education and motivating the kids to strive to achieve their educational aspirations, the adolescents tend to instil stronger studying abilities and high academic confidence. Although the role of parents in education has currently gained more and more importance, comparatively weak empirical research has been devoted to the issue of the association between parental attitude and academic performance among adolescents in Nadia District. The majority of literature available has been done on either a national or international level, and there has been a lack of localised research that determines how parental attitudes determine the academic success of students in a given socio-cultural setting. This gap is significant in studying the issues of education among adolescents in this area and finding efficient measures of improving parental participation in education. Thus, the current research will focus on the status of parental attitude to academic performance in teenagers in Nadia District, West Bengal. The research aims to examine the degree to which parental attitudes determine the academic performance of students and also see how parents' involvement patterns lead to better academic performance. Through the relationships, the study aims to advance the general comprehension of the role of family in education, as well as bring insights that can be used in advising educators, parents, and policymakers to foster conducive learning environments among adolescents.

2. OBJECTIVES OF THE STUDY

- 1) To test the degree of parental attitude to education among teens in Nadia District.
- 2) To determine the academic performance of the teenagers enrolled in the secondary school level in Nadia District.
- 3) To establish the dependency of parental attitude and academic achievement among teenagers in Nadia District.

Hypotheses of the Study

- 1) **H₀₁:** There is no significant relationship between parental attitude and academic achievement among adolescents in Nadia District.
- 2) **H₀₂:** There is no significant difference in parental attitude toward education between male and female adolescents in Nadia District.
- 3) **H₀₃:** There is no significant difference in academic achievement between male and female adolescents in Nadia District.

3. METHODOLOGY

- 1) **Research Design:** The current study assumed the descriptive survey research design to explore the association between parental attitude and academic achievement in the context of adolescents. This research design suits since it enables the researcher to obtain quantitative information concerning a high number of respondents and examine the association between the variables without controlling for them.
- 2) **Location of the Study:** The location of the study was Nadia District. The district is heterogeneous in terms of all three government, government-aided and private secondary

schools. Different socio-economic and cultural students were factored into so as to achieve a representative view regarding the parental attitudes and the performance of students in studies.

- 3) **Population of the Study:** The study population was all the adolescents who were enrolled in the secondary schools (Class IX and X) of known secondary schools in Nadia District.
- 4) **Sample and Sampling Method:** A secondary sample of 200 adolescents was picked among several secondary schools in Nadia District. There were male and female students in the sample. The stratified random sampling method was employed to have an appropriate representation of gender and school type. Students were randomly selected in each of the schools that were chosen to take part in the study.
- 5) **Variables of the Study:** Two key variables will be part of the current analysis; these are parental attitude and academic achievement. Parental attitude is viewed as the independent variable, and it is the perceptions, expectations, encouragement, supervision and emotional support of parents concerning the education of their children. It gives a reflection on how much the parents are involved in the learning activities of the students and the educational guidance. The dependent variable is academic achievement, which is considered to describe the scholastic performance of adolescents based on the marks or percentage that they get when they are examined in schools. Along with these primary variables, there were categorical ones, including gender (male and female), and the location of school (rural and urban), which were looked at in order to find the differences between groups of adolescents studying in Nadia District.
- 6) **Tools to be used and Standardized Values:** In this study two data collection tools were generated. The former was the Parental Attitude Scale designed by S. L. Sharma (1979) in order to assess the degree of parental attitude to the education of adolescents. The scale has 40 items that address areas like parental encouragement, parental acceptance, parental control and the expectation of parental education. It has a Likert-type format of response (Agree, Undecided, Disagree). The scale is conventionalised and is commonly applied in the research of education. The coefficient of scale consistency is reported to be around 0.82 which means that the scale is highly reliable and scale validity was made by depending on the method of expert judgment and validity of constructs. The second instrument was academic achievement records, which were acquired based on the recent school results of the students in an examination. To analyse the data, the descriptive statistics, i.e. Mean (M) and Standard Deviation (SD), have been used to describe it, whereas the inferential statistics, like Pearson Product-Moment Correlation (r), and independent sample t-test have been applied to test the hypothesis of the study.

Testing of Hypothesis-1

In order to determine whether this hypothesis was valid or not, we collected data on 200 adolescents in the secondary schools. The scores of parental attitudes were obtained by the standardised parental attitude scale, and the achievement in academics was obtained by the marks that pupils received during their recent school examination. The received data were examined with the help of descriptive statistics (Mean and Standard Deviation) and inferential statistics (Pearson product-moment correlation).

Table 1: Descriptive Statistics of Parental Attitude and Academic Achievement (N = 200)

Variables	N	Mean (M)	Standard Deviation (SD)
Parental Attitude	200	72.10	7.85
Academic Achievement	200	68.45	8.90

Descriptive Analysis

The descriptive statistics of the parental attitude and academic achievement are presented in Table 1. The average of parental attitude is 72.10, and it implies that parental attitude towards the education of adolescents is moderate in general. The standard deviation of 7.85 indicates that the parental attitude score among the students varies moderately.

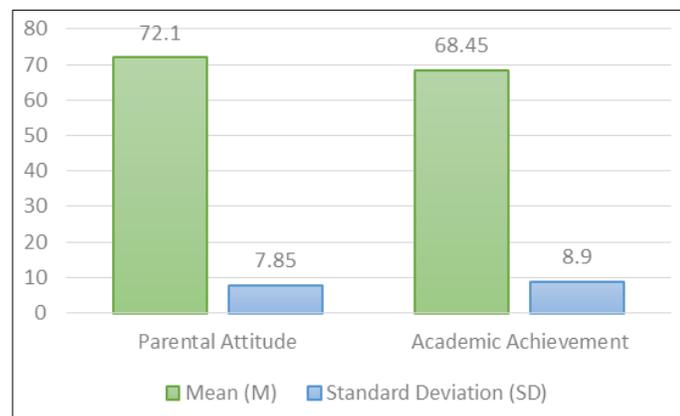


Fig 1: Descriptive Statistics of Parental Attitude and Academic Achievement (N = 200)

On the same note, the average score of academic achievement is 68.45, which means that their performance in school is average among the adolescents in the sample. The standard deviation of 8.90 indicates that there is little variation in the scores of examinations among students. These descriptive statistics show that the variability of both variables is enough to continue with an inferential analysis.

Table 2: Correlation between Parental Attitude and Academic Achievement

Variables	N	r value	Level of Significance
Parental Attitude & Academic Achievement	200	0.52	$p < 0.01$

Inferential Analysis: The Pearson Product-moment correlation coefficient (r) was used to examine the relationship between the parent attitude and academic achievement. Table 2 shows that

the parental attitude and academic achievement have a correlation coefficient of $r = 0.52$. The value indicates that there is a moderate positive correlation between the two variables. The correlation is found to be significant ($p < 0.01$) at the 0.01 level of significance. The value of positive correlation shows that when students have a positive attitude towards their parents that is more supportive and encouraging, they have a better academic score. In contrast, teenagers with less supportive attitudes toward their parents can also be characterised by a lower level of academic performance.

Discussion of the Hypothesis: According to the null hypothesis (H_{01}), these were that there is no major connection between parental attitude and academic performance of adolescents in Nadia District. The correlation coefficient ($r = 0.52$) obtained, however, is statistically significant with an alpha of 0.01, which means that there is a good correlation between the variables.

Thus, a rejection of the null hypothesis (H_{01}) is made, and the conclusion made shows that there is a significant positive correlation between parental attitude and academic achievement among the study area adolescents.

Testing of Hypothesis-2

The score of the parental attitude of 200 adolescents was tested to prove this hypothesis. The sample size used was 100 males and 100 females who were sampled in secondary schools. Descriptive statistics (Mean and Standard Deviation) and inferential statistics (Independent Sample t-test) were used to analyse the data to find out whether there is a significant difference between the two groups.

Table 3: Gender wise Descriptive Parental Attitude Statistics

Gender	N	Mean (M)	Standard Deviation (SD)
Male Students	100	71.25	7.60
Female Students	100	72.85	7.95

The Table 3 espouses the descriptive statistics of parental attitude scores between male and female adolescents. The average score of male students is 71.25, with an average score of 72.85 for female students. It means that the female students moderately have a higher perception of the positive parental attitude than male students.

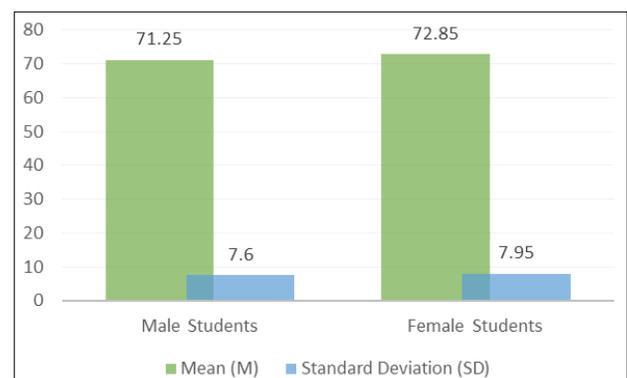


Fig 2: Gender wise Descriptive Parental Attitude Statistics

The means of standard deviation (7.60 among men and 7.95 among women) indicate that there is a moderate variability in scores of parental attitudes in at least two groups. Nevertheless, the distinction between the two mean scores is relatively not that significant, and the same should be statistically tested to understand whether the difference is statistically significant.

Table 4: Difference in Parental Attitude Between Adolescents (Male and Female) t-test.

Variables	N	Mean	SD	t-value	Level of Significance
Male Students	100	71.25	7.60	1.45	$p > 0.05$
Female Students	100	72.85	7.95		

An independent sample t-test was used to establish the possibility of the observed difference between male and female adolescents as statistically significant. The t-value is calculated to be 1.45, which is not significant at 0.05 level of significance ($p = 3.8512$).

Considering the t-value calculated is less than that of the critical value necessary to achieve a level of significance, the difference in parents' attitude scores between male and female students is not statistically significant.

According to the null hypothesis (H_{02}), it was assumed that no significant difference exists between parental fate towards education among boy and girl adolescents in the district of Nadia. According to the statistical analysis, the obtained t-value (1.45) does not exceed the t-value of the 0.05 mark, which means that the difference between the two groups is not statistically significant.

That is why the null hypothesis (H_{02}) is accepted.

Testing of Hypothesis-3

To examine this hypothesis, the academic achievement scores of 200 adolescents were analysed. The sample consisted of 100 male students and 100 female students selected from different secondary schools. Academic achievement was measured through the marks obtained by students in their latest school examination. The data were analysed using descriptive statistics (Mean and Standard Deviation) and inferential statistics (Independent Sample t-test) to determine whether there was a significant difference between the two groups.

Table 5: Descriptive Statistics of Academic Achievement by Gender

Gender	N	Mean (M)	Standard Deviation (SD)
Male Students	100	66.80	8.45
Female Students	100	70.10	8.20

Descriptive Analysis: Table 5 presents the descriptive statistics of academic achievement for male and female adolescents. The mean score of male students is 66.80, while the mean score of female students is 70.10. This indicates that female students have slightly higher academic achievement compared to male students.

The standard deviation values (8.45 for males and 8.20 for females) indicate moderate variation in academic performance within both groups. Although female students appear to perform somewhat better academically than male students, it is

necessary to conduct further statistical testing to determine whether this difference is statistically significant.

Table 6: t-test for Difference in Academic Achievement between Male and Female Adolescents

Variables	N	Mean	SD	t-value	Level of Significance
Male Students	100	66.80	8.45	2.65	$p < 0.05$
Female Students	100	70.10	8.20		

Inferential Analysis: An independent sample t-test was conducted to determine whether the difference in academic achievement between male and female students is statistically significant. The calculated t-value is 2.65, which is significant at the 0.05 level ($p < 0.05$).

This indicates that the difference between the academic achievement scores of male and female students is statistically significant.

Interpretation of the Hypothesis: The null hypothesis (H_{03}) stated that there is no significant difference in academic achievement between male and female adolescents in Nadia District. However, the calculated t-value (2.65) is significant at the 0.05 level, indicating a meaningful difference between the two groups.

Therefore, the null hypothesis (H_{03}) is rejected.

4. FINDINGS

The study investigated the relationship between parental attitude and academic achievement among adolescents in Nadia District using both descriptive and inferential statistical techniques. The descriptive analysis showed that the mean score of parental attitudes was 72.10 (SD = 7.85) and the mean academic achievement score was 68.45 (SD = 8.90) among the 200 adolescents included in the sample. The first hypothesis was tested using the Pearson Product-Moment Correlation coefficient, which revealed a moderate positive correlation ($r = 0.52$, $p < 0.01$) between parental attitude and academic achievement. This result indicates that students who experience supportive and encouraging parental attitudes tend to achieve higher academic performance. The second hypothesis examined gender differences in parental attitude using an independent sample t-test. The results showed that male students had a mean score of 71.25 (SD = 7.60) and female students had a mean score of 72.85 (SD = 7.95), with a calculated t-value of 1.45 ($p > 0.05$). Since the value was not statistically significant, it indicates that parental attitudes toward education are similar for both male and female adolescents. The third hypothesis analysed gender differences in academic achievement. The results revealed that male students obtained a mean score of 66.80 (SD = 8.45) and female students obtained a mean score of 70.10 (SD = 8.20), with a calculated t-value of 2.65 ($p < 0.05$), indicating a significant difference, with female students demonstrating slightly higher academic performance.

5. CONCLUSION

The findings of the study clearly indicate that parental attitude plays a significant role in shaping adolescents' academic

achievement. The positive and statistically significant correlation ($r = 0.52$, $p < 0.01$) between parental attitude and academic achievement suggests that supportive parental behaviour, encouragement, and involvement in educational activities contribute positively to students' scholastic performance. Adolescents who receive guidance, emotional support, and educational motivation from their parents tend to develop better study habits and stronger academic commitment. The results also show that parental attitudes toward education do not differ significantly between male and female adolescents, as indicated by the non-significant t-value (1.45, $p > 0.05$). This suggests that parents in the study area generally provide similar educational encouragement to both boys and girls. However, the significant difference found in academic achievement ($t = 2.65$, $p < 0.05$) indicates that female adolescents perform slightly better academically than male adolescents. Overall, the study emphasises the importance of creating a supportive home learning environment and strengthening parental involvement in education. Encouraging positive parental attitudes and active engagement in children's academic activities can significantly enhance students' educational outcomes and contribute to their overall academic success.

REFERENCES

- Baumrind D. The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*. 1991;11(1):56–95. Available from: <https://doi.org/10.1177/02724316911111004>
- Chohan BI, Khan RM. Impact of parental support on the academic performance and self-concept of students. *Journal of Research and Reflections in Education*. 2010;4(1):14–26. Available from: <https://www.ue.edu.pk/jrre/articles/41002.pdf>
- Coleman JS. Social capital in the creation of human capital. *American Journal of Sociology*. 1988;94(Suppl):S95–S120. Available from: <https://doi.org/10.1086/228943>
- Davis-Kean PE. The influence of parent education and family income on child achievement. *Journal of Family Psychology*. 2005;19(2):294–304. Available from: <https://doi.org/10.1037/0893-3200.19.2.294>
- Epstein JL. *School, family, and community partnerships: Preparing educators and improving schools*. Boulder (CO): Westview Press; 2001. Available from: <https://www.routledge.com/School-Family-and-Community-Partnerships/Epstein/p/book/9780813344486>
- Fan X, Chen M. Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*. 2001;13(1):1–22. Available from: <https://doi.org/10.1023/A:1009048817385>
- Finn JD. Parental engagement that makes a difference. *Educational Leadership*. 1998;55(8):20–24. Available from: <https://eric.ed.gov/?id=EJ565777>
- Gonzalez-DeHass AR, Willems PP, Doan Holbein M. Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*. 2005;17(2):99–123. Available from: <https://doi.org/10.1007/s10648-005-3949-7>
- Hill NE, Tyson DF. Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*. 2009;45(3):740–763. Available from: <https://doi.org/10.1037/a0015362>
- Jeynes WH. A meta-analysis on the effects of parental involvement on students' academic outcomes. *Urban Education*. 2012;47(4):706–742. Available from: <https://doi.org/10.1177/0042085912445643>
- Organisation for Economic Co-operation and Development. *PISA 2018 results (Volume II): Where all students can succeed*. Paris: OECD Publishing; 2019. Available from: <https://doi.org/10.1787/b5fd1b8f-en>
- Singh R, Kiran UV. Parental involvement and academic achievement of students. *International Journal of Educational Research and Technology*. 2013;4(3):1–5. Available from: <https://soeagra.edu.in/ijert/ijertsep2013/1.pdf>
- Spera C. A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*. 2005;17(2):125–146. Available from: <https://doi.org/10.1007/s10648-005-3950-1>
- Steinberg L. We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*. 2001;11(1):1–19. Available from: <https://doi.org/10.1111/1532-7795.00001>
- Fan X, Chen M. Parental involvement and students' academic achievement: A meta-analysis. ERIC Report. 1999. Available from: <https://eric.ed.gov/?id=ED430048>

Creative Commons License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-Non-commercial-No Derivatives 4.0 International (CC BY-NC-ND 4.0) License. This license permits users to copy and redistribute the material in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and the source. No modifications, adaptations, or derivative works are permitted.

About the corresponding author



Firoj Al Mamun is a Research Scholar in the Department of Education at the University of Kalyani, Nadia, West Bengal, India. His academic interests focus on educational research, pedagogy, and learning methodologies. He is dedicated to advancing knowledge in education and contributing to scholarly discussions in teaching and learning practices.