



# Impact of Parental Expectations on Adolescents' Academic Achievements and Wellbeing

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<p><b>Received:</b> 29.06.2026</p> <p><b>Accepted:</b> 04.07.2026</p> <p><b>Published:</b> 09.07.2026</p>	<p><b>Abstract</b></p> <p><i>The present study explores the complex relationship between parental expectations and the academic achievement as well as wellbeing of adolescents, a matter of growing concern in contemporary education systems. While parental expectations can serve as motivation for better academic performance, excessive or misaligned expectations often contribute to stress, anxiety, and reduced emotional health in adolescents. This study aims to bridge the gap in existing literature by focusing on students from selected subdivisions of South 24 Parganas in West Bengal, where limited region-specific research has been conducted on this topic. The findings are expected to benefit parents, educators, counselors, and policymakers by providing a deeper understanding of how expectations influence adolescent development across gender. By offering context-based evidence, this study will support the creation of balanced and realistic parental involvement strategies that can enhance student outcomes while protecting their mental health. Therefore, the research holds practical relevance in promoting a supportive academic environment that prioritizes both achievement and wellbeing</i></p> <p><b>Key Words:</b> Parental Expectation, Academic Achievement, Wellbeing</p>
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## Introduction

Adolescence is a formative stage that shapes an individual's academic path and overall wellbeing. During this period that individuals begin to shape their identity, make important academic and career decisions, and establish a sense of autonomy (Blakemore & Mills 2014). At the same time, adolescents often find themselves navigating the pressures and expectations imposed by their parents, particularly in relation to academic performance and future success.

Parental expectations refer to the beliefs, hopes, and aspirations that parents hold regarding their children's behaviors, achievements, and future outcomes—particularly in the context of education. These expectations often stem from parents' personal values, cultural beliefs, past experiences, and socioeconomic background. In many families, academic success is seen not only as a pathway to a better future but also as a reflection of good parenting, leading to heightened expectations from children. Parental expectations can be explicit or implicit (Sony and Kumar 2024).

Wellbeing refers to the overall quality of an individual's life experience, encompassing their physical, emotional, mental, and social health. In the context of adolescence—a developmental stage filled with emotional highs and lows, identity formation, peer influence, and academic demands—wellbeing becomes especially significant. It is a vital indicator of how adolescents cope with internal challenges and external pressures, including those related to school and family life.

According to the World Health Organization (WHO), wellbeing is not merely the absence of disease or infirmity but a state in which an individual realizes their own potential, can cope with normal life stresses, can work productively, and is able to contribute to their community. For adolescents, wellbeing reflects how effectively they balance academic demands, family expectations, personal aspirations, and social relationships (WHO 2022).

In many societies, academic achievement is highly valued as a key determinant of future opportunities and social mobility. Consequently, parents may place considerable expectations on their children to excel in school. While such expectations can serve as motivation and a source of support, they can also become a source of stress and anxiety, potentially affecting the adolescent's psychological wellbeing. The present study purports to investigate the impact of parental expectations on academic achievement and well being of adolescents.

### **Operational Definitions of Key Terms**

#### **Parental expectations**

Parental expectations refer to the set of beliefs, hopes and aspirations that parents hold regarding their children's academic performance, behavior, and future success.

#### **Adolescent**

For this study, the term 'adolescent' refers only to those students who are studying in classes XI and XII, generally aged between 15 to 18 years.

#### **Academic achievements**

Academic achievements represent the extent to which a student has attained their educational goals. These are typically measured through grades, examination results, class rankings, or participation in academic competitions.

#### **Wellbeing**

Wellbeing refers to a student's holistic state of health and happiness, encompassing emotional, mental, physical, and social aspects.

### **Review of Related Literature**

**Almorth, M., Laszlo, K. & Kosidou, K. (2019). "Academic Expectations and Mental Health in Adolescence: A Longitudinal Study Involving Parents' and Their Children's Perspectives"**, *Journal of Adolescent Health*, 64(6), 783-789. The study investigated how parental academic expectations and their alignment with children's expectations predicted the mental health of adolescents. It also examined whether parent-child relationship factors moderated these associations and whether similar patterns existed with academic aspirations. The results showed that parental expectations below university level significantly increased the odds of high externalizing scores. When both parent and child had low expectations, the odds were more than doubled. No significant link was found with internalizing symptoms. Democratic parenting showed some moderating effects. Similar results emerged when aspirations were used. Overall, the study concluded that low academic expectations from both parents and children might contribute to increased externalizing problems in adolescents.

**Adhikari, P., Adhikari, U. R., & Roy, M. (2020). A correlational study to assess the parental expectations and level of stress among adolescents studying in a selected high school, Purba Bardhaman, W.B., International Journal of Scientific Research and Reviews, 9(1), 266-279.**

The objectives of the study were to assess adolescents' perception of parental expectations, their stress levels, the correlation between the two, and their association with socio-demographic variables. A descriptive survey research design was used, and 180 adolescents from classes VIII–X were selected using convenience, purposive, and stratified random sampling techniques.. A positive correlation was found between parental expectations and stress. Significant associations were observed between both parental expectations and stress with variables such as gender, academic performance, family income, and parents' education.

**Roy, A. (2022). Effect of parental expectations on depression among school-going adolescents of Purulia: A comparative study, *International Journal of Creative Research Thoughts*, 10(2), b379–b385.** The primary aim of this study was to investigate the relationship between parental expectations and the level of depression among school-going adolescents. It also explored variations in parental expectations across demographic groups and analyzed the relationship between parental expectations and adolescent depression. The findings indicated a positive correlation between parental expectations and depression levels among adolescents. It was observed that parental expectations were significantly higher in urban areas compared to rural regions. Correspondingly, students from urban areas exhibited elevated levels of depression. Moreover, students

**Shih, Ching WANG, Ded & Manual Selvaraj BEXCI. Ph. D (2024). The influence of parental expectations on Academic Achievement and Psychological Wellbeing of Chinese High School Students. *Educational Administration Theory and Practice* , 30(11), (1243 – 1250)**

Parental expectations are often believed to drive academic success but their impact on students' psychological wellbeing remains debated. This study examines the relationship between parental expectations, academic performance (GPA) and Psychological wellbeing (stress, anxiety, depression levels) among Chinese High School students. The findings reveal that parental expectations do not significantly influence GPA, Further it showed weak correlations with stress, anxiety and depression levels of the students suggesting that academic pressure from parents does not directly contribute to psychological distress.

**Baghwar, A. and Kumari, Dr. P (2026). Impact of Parental Expectations on Students' Academic Performance With Reference to the Mediating Role of School Environment and Teacher Support. *International Journal of Advanced Research and Multi-disciplinary Trends (IJARMT)*, 3(1), (191- 200).**

The present research paper has assessed the impact of the factors like parental expectations, school environment and teacher support on academic success of 100 students of Secondary level. The results indicated that parental expectations were strong determinant of students academic success, with the fact that moderate and balanced expectations produced superior results. School climate and teacher support promoted academic motivation, confidence and interest.

### **Objectives of the Study**

1. To examine the relationship between parental expectations and adolescent academic achievement.
2. To examine the relationship between parental expectations and adolescent wellbeing.
3. To analyze the effect of parental expectations on adolescent academic achievements and wellbeing

4. To study the impact of parental expectations on academic achievements of adolescent Boys.
5. To identify the impact of parental expectations on academic achievements of adolescent girls.
6. To identify the impact of parental expectations on wellbeing of adolescent Boys.
  
7. To identify the impact of parental expectations on wellbeing of adolescent girls.

### **HYPOTHESES OF THE STUDY**

- There is no significant relationship between parental expectations and adolescent academic achievement.
- There is no significant relationship between parental expectations and adolescent wellbeing.
- Parental expectations have no significant effect on adolescent academic achievements and wellbeing.
- Parental expectations have no significant impact on academic achievement of adolescent boys.
- Parental expectations have no significant impact on academic achievement of adolescent girls.
- Parental expectations have no significant impact on wellbeing of adolescent boys.
- Parental expectations have no significant impact on wellbeing of adolescent girls.

### **Research Design**

Research design is a blueprint that provides the overall structure to integrate all elements of a quantitative study so that the results are reliable and valid. The major objective of the present study was to find out the impact of parental expectations on academic achievements and wellbeing of adolescents. The study was conducted through a descriptive survey approach. To test the pre-determined hypotheses, a tool named “Assessment of Parental Expectations, Achievements and Wellbeing of Adolescents” was constructed and used by the researcher. Data were collected from higher secondary school students of Class XI and XII. To analyze the data, both descriptive and inferential statistical methods were applied.

### **Variables**

**Independent Variable** –Impact of parental expectations

**Dependent Variable** –Academic achievements and wellbeing of adolescents

**Categorical Variable** –Girl and Boy Students

### **Population and Sample of the Study**

The population refers to the total group of individuals who share common characteristics related to the study. For the present investigation, the population comprised of Class XI and XII school students of South 24 Parganas district. These students formed the overall population from which the sample was drawn. In the present study 100 students of Class XI and XII from four different schools were selected randomly. They were within 15 years to 18 years. and participated as respondents for the present study. They were 50 boys and 50 girls and were both from rural as well as urban locations.

### Tools Used for Data Collection

For the present purpose a questionnaire was developed after ample review of related research articles. The first part of the questionnaire contained detailed information of the student, viz. Name, Age, Education and similar other items. Second part consisted of 25 close ended statements followed by five response categories. The respondents were asked to select any one response category to put their opinion. The questionnaire was reviewed by three experts and after necessary the final version was prepared.

#### Step-I Review of instrument

While reviewing related literature for the study and research instrument related item . We were selected relevant tools were also reviewed to get an idea.

#### Step-II Selection of items

After step-I the researcher has proceed for the selection of the proper items.Finally there were 28 items have been selected.

#### Step-III Modification of items

The item was verified from three experts and opinion may be applicable or not to measure the expected status of students 28 items were prepared with an experts rating schedule. The experts are requested to put their opinion by Appropriate, Inappropriate and remarks. All the experts put their individual opinion about the items and suggest which items should be appropriate for the test. The researcher had made some modification on the basis of experts view.

#### Step-IV Reliability and Validity of the Tool

The draft scale was validated by a panel of seven experts in the field of Education, Psychology and Teacher Education. The content validity index was 0.89, which indicated that the scale was acceptable for the present study.

On the other hand the scale was administered for a pilot study among 30 participants. The internal consistency of the scale was measured with Cronbach's Alpha test. The value was 0.80 indicating good reliability.

### Result and Interpretation

#### Testing of Hypothesis

**Ho1: There is no significant relationship between parental expectations and adolescents' academic achievement.**

**TABLE 1**

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	100	19.96	2.84	0.18
Academic Achievement		35.10	3.721	

#### Interpretation

The obtained correlation value between parental expectation and academic achievement is 0.18, which indicates a positive relationship between the two variables. A positive correlation signifies

that when parental expectation varies, academic achievement also tends to vary in the same direction. However, the magnitude of the relationship is weak, showing that the strength of the association is not strong. Although the direction is positive, the correlation is not statistically significant ( $p > 0.05$ ), which means that the observed relationship may be due to chance rather than a meaningful pattern.

Hence, it can be said that higher parental expectation does not necessarily produce higher academic achievement, even though the variables move in the same direction. Therefore, the null hypothesis (H01) is accepted.

**Ho2: There is no significant relationship between parental expectations and adolescent Wellbeing.**

**TABLE 2**

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	100	19.96	2.84	- 0.013
Wellbeing		28.83	4.849	

**Interpretation**

The correlation coefficient between parental expectation and adolescent wellbeing is  $-0.013$ , which indicates a very slight negative relationship, almost equal to zero. This magnitude shows that there is no meaningful association between the two variables. A value so close to zero signifies that when parental expectation increases or decreases, it does not correspond with any noticeable change in adolescent wellbeing.

Therefore, it can be said that parental expectation does not influence or predict the wellbeing of adolescents in the sample. Thus, the null hypothesis (H02) is accepted.

**Ho3: Parental expectations have no significant effect on and adolescents' academic achievement and wellbeing.**

**TABLE 3**

Variables	N	Mean	SD	ANOVA (F Value)
Parental Expectations	100	19.96	2.84	382.019 Significant at 0.05 Level
Academic Achievement		35.10	3.721	
Wellbeing		28.83	4.849	

**Interpretation**

The results show that the calculated F-ratio (382.019) is much higher than the critical F-ratio corresponding p-value is less than 0.05, which indicates that the difference among the groups is

statistically significant. It further indicates that there is significant relationship among three variables, viz, parental expectations, academic achievement and wellbeing of both boys and girls. In other words, adolescents with different levels of parental expectations show significant variation in their academic and psychological outcomes.

Therefore, the null hypothesis (H03), is rejected. It can be concluded that parental expectations have a significant effect on both academic achievement and wellbeing of adolescents.

**Ho4: Parental expectations have no significant impact on academic achievement of adolescent boys.**

**TABLE 4**

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	50	19.74	2.827	0.01
Academic Achievement		34.84	3.376	

**Interpretation**

The correlation value between parental expectations and academic achievement of adolescent boys is 0.01, which indicates a very slight positive relationship, almost negligible. A correlation in the range of  $-0.01$  to  $+0.01$  signifies no real association, even though the direction is technically positive. This shows that as parental expectations change, there is no consistent change in boys' academic achievement. Hence, it can be concluded that boys' academic achievement does not vary with parental expectations. The extremely small magnitude and high p-value confirm that the variables are not related in any meaningful way. Hence, it can be concluded that boys' academic achievement does not vary with parental expectations. Therefore, the null hypothesis (H04) is accepted.

**Ho5: Parental expectations have no significant impact on academic achievement of adolescent girls.**

**TABLE 5**

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	50	20.18	2.86	- 0.01
Academic Achievement		35.36	4.054	

### Interpretation

To examine the impact of parental expectations on the academic achievement of adolescent girls, the correlation between the two variables was calculated. The obtained correlation coefficient is  $-0.01$ , which indicates a very weak negative relationship, almost equal to zero. A correlation value so close to zero suggests that there is no meaningful association between parental expectation and the academic achievement of girls. The negative direction shows that as parental expectation increases, academic achievement might slightly decrease; however, the magnitude is so small that it carries no real practical significance. Therefore, the null hypothesis is accepted.

### H06: Parental expectations have no significant impact on wellbeing of adolescent boys.

TABLE 6

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	50	19.74	2.827	- 0.02
Wellbeing		28.56	5.548	

### Interpretation

The correlation value between parental expectation and wellbeing of adolescent boys is  $-0.02$ , indicating a very slight negative relationship, but the magnitude is extremely small. This suggests that there is no meaningful relationship between the variables.

A negative correlation normally indicates that if one variable increases, the other decreases, but in this case the value is so close to zero that it shows no actual directional trend. Thus, variations in parental expectation do not correspond with variations in the wellbeing of boys in the sample. The high p-value (0.89) further confirms that the relationship is not statistically significant. Therefore, the null hypothesis (H06) is accepted.

### H07: Parental expectations have no significant impact on wellbeing of adolescent girls.

TABLE 7

Variables	N	Mean	SD	Pearson's Correlation (r value)
Parental Expectations	50	20.18	2.18	- 0.01
Wellbeing		29.10	4.07	

### Interpretation

The correlation value between parental expectation and academic achievement of adolescent girls is  $-0.01$ , which indicates a very slight negative relationship, almost close to zero. A correlation of this magnitude suggests that there is no meaningful relationship between the two variables.

A negative correlation signifies that if one variable increases, the other tends to decrease. However, since the value is extremely small, it shows that changes in parental expectation do not produce any noticeable changes in academic achievement among girls. Hence, it can be said that there is no actual directional trend between parental expectation score and girls' academic achievement in the sample. Therefore, the null hypothesis is accepted.

Precisely, based on the analysis and interpretation of the collected data, it can be concluded that parental expectations do not have a significant relationship with adolescents' academic achievement or their wellbeing. Overall, the statistical results suggest that parental expectations alone do not strongly influence adolescent outcomes, and other personal, social and school-related factors may play a more important role.

### Major Findings

1. There is no significant relationship between parental expectations and adolescent academic achievement, as the obtained correlation ( $r = 0.18$ ) is weak and statistically insignificant. ( $O_1/H_{01}$ )
2. There is no significant relationship between parental expectations and adolescent wellbeing, as the correlation value ( $r = -0.013$ ) is extremely low. ( $O_2/H_{02}$ )
3. ANOVA results show that there is a significant difference among Low, Moderate, and High parental expectation groups in relation to their academic achievement and wellbeing. ( $O_3/H_{03}$  Rejected)
4. There is no significant impact of parental expectation on the academic achievement of adolescent boys, as indicated by a negligible correlation ( $r = 0.01$ ). ( $O_4/H_{04}$ )
5. There is no significant impact of parental expectation on academic achievement of adolescent girls, as the correlation is extremely low ( $r = -0.01$ ). ( $O_5/H_{05}$ )
6. There is no significant impact of parental expectation on wellbeing of adolescent boys, as shown by a weak negative correlation ( $r = -0.02$ ). ( $O_6/H_{06}$ )
7. There is no significant impact of parental expectation on wellbeing of adolescent girls, because the correlation ( $r = -0.01$ ) indicates no meaningful association. ( $O_7/H_{07}$ )

### Conclusion

Adolescence is a crucial developmental stage where academic progress and emotional wellbeing are deeply interconnected. During this period, parental expectations often act as a significant external factor shaping the experiences of young learners. However, the impact of parental expectations on adolescents varies depending on their coping skills, motivation level, and the support system available at home and school. As academic demands increase, unrealistic or excessively high expectations may create stress, whereas balanced and supportive expectations may contribute to healthy development. Therefore, understanding how parental expectations influence academic achievement and wellbeing is essential for parents, educators and policymakers.

In the present study, it has been seen that parental expectations do not have any significant relationship with adolescents' academic achievement or their wellbeing. The results show that both boys and girls experience similar outcomes regardless of how high or low their parents' expectations are. This indicates that adolescents' performance and emotional health are shaped

more strongly by internal factors such as self-confidence, personal interest, peer support, study environment and school experiences rather than parental pressure alone. The findings highlight the need for parents to adopt a balanced approach—setting realistic expectations while remaining emotionally supportive. Excessive pressure may not improve performance and may sometimes affect emotional stability. Schools, on the other hand, should create an environment where students feel encouraged, supported and motivated to learn without fear of failure. A positive school climate, student-centered teaching strategies, and supportive teacher–student relationships can enhance both academic engagement and wellbeing.

Further, adolescents should be encouraged to develop critical thinking, emotional resilience and healthy coping strategies to deal with expectations from family, school and society. Parent awareness programs, counseling support and collaborative school–family partnerships can play an important role in fostering a nurturing environment.

Overall, the study concludes that while parental expectations are an important part of adolescent life, they do not directly determine academic achievement or wellbeing. A holistic support system involving parents, teachers and the school community is essential for promoting healthy development among adolescents. Creating a balanced environment that values both achievement and emotional wellness will help adolescents grow into confident, capable and mentally strong individuals.

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