

**Impact Of Parental Expectations On Students' Academic Performance
With Reference To The Mediating Role Of School Environment And
Teacher Support**

Ashok Baghwar

Ph.D. Research Scholar

Department of Management

ICFAI University

Ranchi, Jharkhand, India

Email: a.baghwar@gmail.com

Dr. Pallavi Kumari

Associate Professor

Department of Management

ICFAI University

Ranchi, Jharkhand, India

Email: pallavikumari@iujharkhand.edu.in

Abstract

The present research paper has tested how parental expectations influence the performance of students in education and how the school environment and support of the teachers mediate the effect of parental expectations. Different family and institutional influences affect academic success, including parental expectations, which are among the key factors in defining motivation and engagement in students and their learning achievements. The research was carried out on a sample of 100 students in secondary schools and assumed a descriptive and analytical approach of revealing the interrelationships of the main variables. The results indicated that parental expectations were strongly determinant in the academic performance with moderate and balanced expectations producing superior results as compared to low and unrealistically high expectations. Also, it was found that positive parental expectations have a positive impact that is enhanced by a positive school climate and teacher support, which promoted academic motivation, confidence, and interest. The research highlighted that the academic success of students can be attained in an integrated approach that incorporates the parents, teachers, and schools. The results are useful to the educators, parents and policymakers in formulating strategies that will be used to enhance academic performance in addition to the wellbeing of the students.

Keywords: Parental Expectations, Academic Performance, School Environment, Teacher Support, Student Achievement

1. INTRODUCTION

The factors affecting academic performance are a complicated combination of individual factors, family factors, and institutional factors with the parental expectations being a key factor. Parents are usually first-time agents of socialization whose values, norms, and expectations have a strong influence on the motivation and the interest and the performance of their children in schools. Studies have continually pointed out that parental expectations may have a positive influence on the student by instilling discipline, goal orientation, and academic

perseverance. Meanwhile, unrealistic or too high expectations might lead to an increase in stress, anxiety, and self-confidence, which negatively affect the academic performance. The subtle impact of parental expectations is important to understand, as it will help educators and policy makers to maximize the performance of students without compromising their psychological health. When balanced and supportive parental intervention may lead to resilience, learners with such an intervention develop stronger learning patterns, and their academic and personal growth over time.

Besides the influence of parents, the school and teacher are other important factors that mediate the learning experiences of students. The school environment, both physical and psychosocial, is positive and it offers students the chances to engage in collaborative learning, development of skills as well as positive interaction with peers. Properly designed curricula, advanced learning materials, and extra-curricular activities additionally boost the engagement and academic performance. Equally, teacher support that encompasses mentoring, coaching, motivation and personalized care is critical in the process of converting parent dreams into the success of learning. The assistance of teachers Lets students overcome academic difficulties, develop confidence, and form intrinsic motivation, which strengthens the influence of the expectations of parents on performance. The school environment and teacher support are closely interplayed to produce synergistic effect which enhances the ability of students to achieve internal and external academic expectations.

The parental expectations and performance of the student is not always equal in all situations because the cultural, social, and economical factors play a significant role in the perception and reaction to the expectation. Parental pressure can result in more academic effort in areas where academic success is highly valued and in other areas may result in disengagement or emotional stress. So are the differences of school infrastructure, teacher quality and peer culture which facilitate or impede the positive influence of parental expectations. Thus, the mediating effect of the school environment and teacher support can be discussed as a more comprehensive perception of academic performance as a result of concurrent effects of family and institutional factors.

The present research explores the relationships among the expectations of the parents, school climate, teacher support, and academic achievement of the students. This study will allow a better understanding of the relationship between the familial and institutional factors on the educational outcomes since the research will uncover the direct and mediating effects. The results are likely to guide evidence-based interventions to parents, teachers, and policy makers to improve academic performance of students in addition to creating a learner-friendly, balanced learning environment. Also, by learning these dynamics, schools may develop interventions that lead to not only academic performance but also student welfare, closing the disparity between parental expectations and school life.

2. REVIEW OF LITERATURE

Affuso et al. (2023) studied the impacts of teacher support, parental monitoring, motivation and self-efficacy highly on the academic performance levels of students in the long run. Their longitudinal research indicated that parent participation was a major element in fostering the

academic behaviours of the students with the most evident outcome being regular tracking of the students' homework, expectation on academic performance, and promotion of goal-oriented learning. The support of teachers was observed to improve an intrinsic motivation and self-efficacy, which mediated the relationship between the parental expectations and academic performance. The article highlighted that students had higher level of performance when the parental expectations were coupled with positive interactions with the teacher, and this demonstrated that there is a dynamic nature between the home and school settings. Furthermore, Affuso et al. implied that strategies to be used in the area of parental engagement and teacher-student interaction should be employed to achieve the best academic outcomes since only focusing on parental expectations without sufficient school support might not be the best option. This research supported the role of collaborative approach in promoting academic excellence.

Alhosani, Singh, and Al Nahyan (2017) examined the sources of student achievement, specifically how school leadership and school climate relate to student achievement with special emphasis on parental involvement. They also stated that the schools which had good leaders, clear communication and the existence of positive psychosocial climate facilitated parents to have more say in the education of their children. The expectations of the parents when matched with the school mission and teaching strategies made a great contribution to the performance of the students. The authors pointed out that parental involvement was not restricted to academic monitoring at home only, but also participating in school activities and decision-making. The research also found that the impact of parental expectations was mediated by the school climate, where the children in schools with favourable climates became more responsive to the parental expectations, whereas in environments with poor climates, the children were either stressed or disengaged. These results indicated that school environment, as well as, institutional support structures were of great importance in determining the effectiveness of parental expectations.

Benner et al. (2021) researched the effect that parent and teacher educational expectations have on the academic performance of adolescents and examined the processes that these expectations mediated. Their research study established that parental expectations had a major influence on the students' motivation, goal setting and involvement in self-regulated learning activities at home. Conversely, educator expectations had a role on classroom behaviours, engagements, and effort in accomplishing assignments. The study showed that high parental expectations, as such, were not arrears of academic achievement unless they were supplemented with teacher support which offered feedback, reinforcing and guidance in the school environment. Benner et al. also noted that lack of congruency in the expectations between parents and teachers can be stressful or confusing to students which will adversely affect performance. Their results emphasized the need to use coordinated communication between home and school to make sure that expectations were always consistent, realistic and responsive to the developmental needs of the student.

Bouchouuna (2024) compared parental expectations and attitudes with school achievement of students and noted that both parental affective and cognitive behaviours had a specific impact on the academic achievement of students. The researchers also found out those parents with high expectations and positive views towards education promoted more effort, persistence and resilience in their children. The effectiveness of these expectations was mediated through constructive feedback, emotional support and recognition of accomplishments, which demonstrates that how the expectations were delivered was of equal importance to the expectations themselves. Bouchouuna also observed that the higher students believed that parental expectations were achievable and supportive and not punitive and overly demanding, the more they internalized them. The researchers found that parental expectations were best acting in conjunction with positive home practices as it was found that expectations, support, and student self-efficacy were interrelated, and the combination of the three was necessary to define academic success.

3. RESEARCH METHODOLOGY

The methodology of the research presented in this study offered a systematic approach to the investigation of the effects of parental expectations on academic performance of students with a specific emphasis on mediation variables of the school environment and teacher support. The association of the main variables in a learning setting was investigated in a descriptive and analytical manner. The design of the methodology was to measure academic performance variations in relation to the factors of family and school so that a holistic picture regarding the interaction between parental expectations and school-related support systems is achieved. The methodological framework through incorporation of structured observation, academic records and contextual assessment allowed identification of patterns and trends that led to useful interpretation and analysis of study objectives.

3.1. Research Design

The research design used was a descriptive and analytical research design, which helped in the investigation of relationships between parental expectations, school environment and teacher support and academic performance of students. This structure allowed the study to test the effect of the independent variables (parental expectations) on the dependent variable (academic performance) and taking into consideration the moderating effect of school environment and teacher support. Through this method, patterns, trends, and interconnections might be identified and interpreted in the context of the educational theory and practice in a systematized way.

3.2. Sample Size and Population

A sample of 100 students who were selected in secondary and higher secondary schools was used to conduct the study. These students were chosen because of a wide spectrum of academic performance, family background, and school settings. The population was varied with both male and female students in cities and semi-urban ones to make it varied and inclusive. It was crucial to focus on this age group, as academic motivation, engagement, and outcomes are highly influenced by parental expectations and institutional support in the age group of adolescents.

3.3. Data Collection

The research data were collected by means of systematic observation and observation of academic documents, parent involvement documentation, and teacher interactions. Parental expectations, teacher support, and school environment were gathered using the school reports, teacher notes, and written parental communications. Through this approach, it was possible to determine the impact of these factors on the academic performance of students and have the whole picture of contributions made by the home as well as school.

3.4. Data Collection Tools and Instruments

The researchers used structured assessment instrumentation in order to gather data about academic performance of the students and contextual variables. These measures were performance records, school environment rating scales, and teacher support indices that measured instructional assistance, guidance and mentorship accorded to students. The parental expectations were recorded with the help of the structured records of parental involvement and educational expectations expressed in terms of meetings, reports, and school correspondences. The instruments were geared towards systematic and constant data collection to analyze sufficiently.

3.5. Data Analysis

Data analysis was done qualitative and quantitative methods in an attempt to determine the relationships between variables. Descriptive statistics was used to generalize the results of academic performance and situational variables, whereas analytical statistics investigated the mediating effect of school environment and teacher support on the association between parental expectations and academic performance. Trends, patterns, and correlations were found in order to explain how the combined effects of familial and institutional variables influenced performance of students. Synthesis was then done on the results to give some insights on effective approaches to maximize academic performance using integrated parental and institutional support.

4. RESULTS AND DISCUSSION

This section shows and discusses the results of the study on the influence of parental expectations on academic performance of students with specific reference to the mediating variables of school environment and teacher support. The discussion of the results is done concurrently in a bid to offer a coherent perspective of how family and institutional variables interrelate to affect the academic achievements of the students sampled.

Table 1 gives the percentage-based representation of the key variables of the study parental expectations, school environment, teacher support, and academic performance, in the low, moderate, and high levels. The table gives the summary of the distribution of students in each of the categories, whereas Figure 1 gives a graphical representation of the same data, to help one easily compare the variables.

Table 1: Distribution of Key Study Variables

Variable	Low (%)	Moderate (%)	High (%)
Parental Expectations	18	46	36
School Environment	22	51	27
Teacher Support	20	48	32
Academic Performance	24	49	27

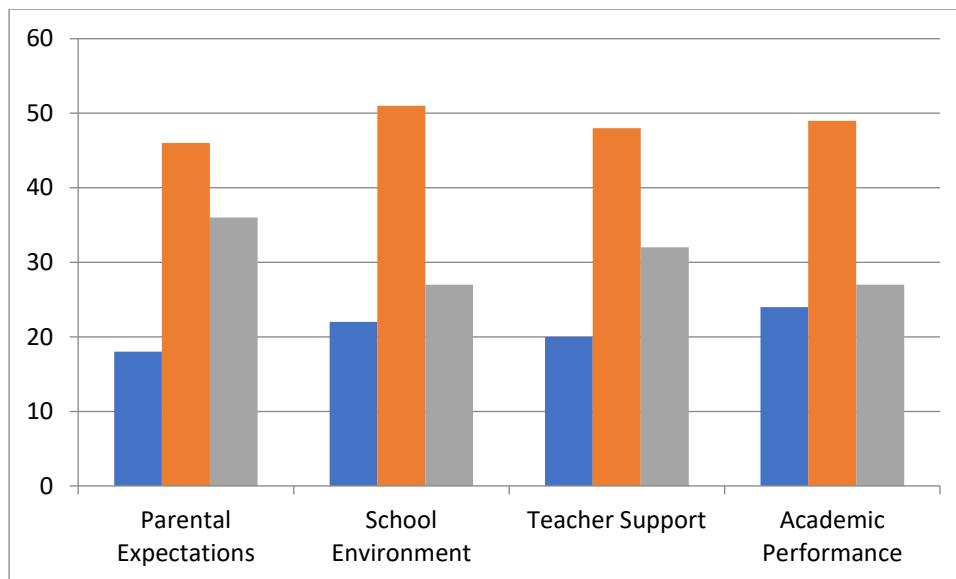


Figure 1: Graphical Representation of Distribution of Key Study Variables

The findings show that most of the students belonged to the moderate range of all variables where 46% of students reported moderate parental expectations, 51% perceived a moderate school climate, 48% had reported moderate teacher support and 49% reported moderate academic achievement. Parental expectations were highest in high levels (36%), and the teacher support (32%), and academic performance had 27% in high category. All the variables showed lower percentages in the low category. In general, the distribution indicates that students had an average level of family and institutional support, which was associated with the average results of academic performance.

Table 2 shows the spread of the academic performance of students in various categories of parental expectations in the form of low, moderate and high. Table shows the proportion of students gaining moderate and high academic achievements in each group of parental expectations. The same data has been presented in the form of a graph in figure 2 which somehow presents the comparative pattern of academic performance with different degrees of parental expectations.

Table 2: Parental Expectations and Academic Performance

Parental Expectations	Moderate Performance (%)	High Performance (%)
Low	62	18
Moderate	71	34
High	68	29

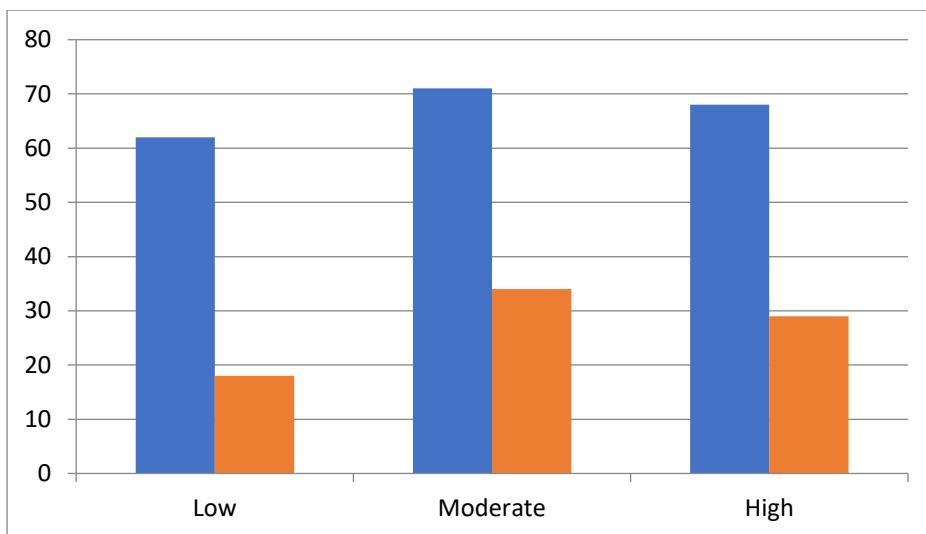


Figure 2: Graphical Representation of Parental Expectations and Academic Performance

Table 2 indicates that the low parental expectations resulted in moderate and high academic performance by 62% and 18% respectively among students. Moderate parents had 71% moderate and most of them high performance at 34%. Children with high parental expectations depiction had 68% moderate and 29% high academic achievements among the students. The findings also show that low to moderate parental expectations led to improvement in academic performance and very high expectations also led to slight negative change in high academic performance indicating that moderately high expectations were the most effective.

The correlation between the school environment quality and the academic achievements of the students is demonstrated in Table 3. School environment is classified into poor, average, and supportive level where school academic performance outcome is low, moderate, and moderate high. This has been evident in the table with the trend being that improvement in school environment is linked to the increasing better academic performance of students.

Table 3: Mediating Role of School Environment

School Environment	Academic Outcome
Poor	Low to Moderate
Average	Moderate
Supportive	Moderate to High

The findings show that school environment provides a valuable mediating environment to academic performance. Positive school climates, which are available resources, good peer relationships, and favourable learning climate seem to improve academic performance of the students. On the other hand, school environments that are not favourable to parents could curtail the efficacy of parental anticipations through constraints in learning opportunities, and the essence of the institutional aid in the transformation of the family dreams to academic achievement is paramount.

Table 4 shows the distribution of the academic performance of the students at different levels of teacher support. The table identifies low, moderate and high levels of teacher support and correlates this level of support with performance outcome in academics. The findings show a gradual positive increase in academic performance according to the amount of teacher support and students with low teacher support have low to moderate-performance whereas students with high teacher support have moderate to high academic performance.

Table 4: Teacher Support and Academic Performance

Level of Teacher Support	Academic Performance
Low	Low to Moderate
Moderate	Moderate
High	Moderate to High

The results indicate that teacher support is important in improving the academic performance of students. Strict supervision, support, and teaching support by parents seem to enhance the engagement of students and their learning abilities. This trend underscores the mediating nature of teacher support on academic performance, which implies that teacher-student relationships that are supportive can have a great impact on academic performance despite different parental expectations.

On the whole, the findings showed that parental expectations had a strong impact on academic performance, yet the effectiveness of these expectations was mostly determined by the availability of supportive school settings and teacher support. The combined results indicated that the combination of family involvement and institutional support provides the best means of academic success. These findings supported the need to adopt collaborative education systems in which parents, schools, and teachers take part in enhancing the academic growth of students.

5. CONCLUSION

The current research had determined that the expectations of parents are important in determining the academic performance of the students and that their effects are greatly enhanced by the mediating effects of the school environment and teacher support. The results revealed that students who were exposed to balance and realistic parental expectations provided higher academic results than those that experienced low involvement or excessive pressure. Also, favourable school settings that were defined by good learning climates, sufficient resources as well as affirmative peer relationships provided an increased capacity to students to react positively to parental demands. The teacher support became a significant consideration in terms of supporting the students, strengthening their motivation, and assisting them in handling the academic requirements. Together, the research emphasized that academic success does not occur due to single-factor impacts but it is a product of an interdependent association between school and family systems. The study highlighted the need to have joint actions between the parents, teachers and education institutions to create a condition that leads to the continuity of academic performance, emotional stability, and a comprehensive growth of the students.

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