

Academic Achievement in Relation to Self-Confidence, Parental Attitude and Intelligence

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ABSTRACT

The study aimed to explore the dynamic of self-confidence parental attitudes and intelligence in the relation to the academic achievement of secondary level learners specially, the objective was to find the relationship of self-confidence parental attitude and intelligence and the extent of their combine effect on the academic achievement. The Descriptive Survey Method was used to define the Correlational Research Design. A Total 100 secondary level learners were selected from different schools in Darbhanga district, Bihar, Standardized instruments were used to collect data: the Self-Confidence Inventory by R. Agnihotri, and the Parental Attitude Research Instrument (PARI) by U. Saxena. the Group Test of General Mental Ability by R. K. Tandon. Students' academic achievement was assessed based on their marks from the previous annual examination. The data were analyzed using Mean and Standard Deviation, Pearson's Product Moment Correlation, and Multiple Regression. Study results showed that self-confidence, parental attitude, and intelligence of secondary level learners positively related to academic achievement, although the relationships were not statistically significant. Study results also showed that the statistically negative value of the combined effect of self-confidence, parental attitude, and intelligence was not significant in relation to academic achievement. Hence, the study concluded that self-confidence, parental attitude, and intelligence did not have a significant influence on the academic achievement of the selected secondary level learners. The study shows that academic achievement is the result of different social, psychological, and environmental factors.

Keywords: Academic Achievement, Self-Confidence, Parental Attitude, Intelligence, secondary level learners.

INTRODUCTION

Bnja (2010) conducted a study that showed the significant role of parents' involvement and expectations on the academic performance of children from different sociocultural backgrounds. Similarly, Bean, Bush, McKenry, and Wilson (2003) found that the self-esteem of adolescents and their academic success were positively affected by parents' support and control. Traditionally, intelligence has been viewed as one of the most dominant aspects of academic achievement. Intelligence, in general, is defined by reasoning and problem-solving skills, as well as the ability to think and work abstractly, and to adjust to the different situations in the environment. Generally, students with higher intelligence have the ability to easily understand concepts, remember information, and perform academic tasks. However, in recent years, educators have focused on other factors in explaining the achievement gap among students. Other factors, such as psychological and situational context, combine with intelligence to shape different educational experiences. Phillipson and Phillipson (2011) showed that the children's academic achievement is also a product of the parents' expectations. In the same light, Sternberg, Grigorenko, and Bundy (2001) stated that successful intelligence is a strong predictor of students' performance and achievement in academic and real life situations. The recent scholarship in education has increasingly focused on students' academic achievement and its multidimensional nature. Recently, the research focused on students' achievement in relation to students' self-confidence, the family environment, and intelligence. Students' self-confidence and

supportive family environment enhance students' intelligence, self-confidence, and academic achievement. Garn, Matthews, and Jolly (2010) also showed that supportive parental influence improved students' academic self-determination and motivation. Ma and Kishor (1997) stated in their meta-analysis that attitudes and social factors related to the individual student determine their success in school. Also, some of the more recent studies in the field affecting student success acknowledge the role of positive learning environments, teachers with the right training and a state of psychological well-being. In technology enhanced education, Rahman et al. (2026) state that personally tailored learning is dependent on the teacher's professional skills, training and the presence of positive learning environments in the school. The study noted that positive learning environments as well as a learner-centered approach of teachers contribute to the confidence, motivation and willingness of students to participate in the learning processes of the school. The same can be said of teaching as a discipline and the development of teaching as a discipline. Reflective practices, mentorship and a pedagogical approach that is learner-centered, all have a positive impact on motivation (Rahman et al. 2026). The same can be said of teaching as a discipline and the development of teaching as a discipline. The same can be said of teaching as a discipline and the development of teaching as a discipline. Rahman, Alam and Islam (2025) stated that teaching enhancement programs improve teachers' ability to manage their classrooms and engage their students, which in turn improves students' academic performance. There has been a recent increased focus on the psychological barriers affecting students' achievement. Rajak and Rahman (2025) stated that anxiety, fear of negative evaluation and a lack of self-confidence result in an individual student not participating in the learning process and performing poorly. The study also stated that positive classroom learning environments, lack of anxiety and confidence, and the presence of positive feedback improve participation of students in the learning process. Heather has demonstrated that combining certain psychological factors with self-confidence and emotional security omens of significant academic achievement in students. My investigation is adjacent to several studies regarding self-confidence, parental attitudes, and intelligence, all pronouncedly separate from each other. Composite studies of these variables, especially in relation to academic success, are lacking. This study attempts to delve into self-confidence, parental attitude and intelligence measuring academic success and achievement.

REVIEW OF RELATED LITERATURE

Reviews helps in grounding research in both theory and empirical work by showing what has been done concerning findings, methods, and gaps in research related to the problem. As a result of reviewing the literature, the researcher is able to acquire knowledge related to the study and insight on the interrelationships among the pertinent variables. In this study, the researcher reviewed literature on academic achievement, self-efficacy, parental attitude and intelligence, to appreciate the gaps in research to further address the influence of these variables on educational outcomes and to appreciate the existing research gaps. Richardson, Abraham, and Bond (2012) reviewed the existing literature and assessed the psychological factors concerning academic achievement at the university level. According to the authors, educational attainment among students is dependent on these psychological factors, and not only on the students' intellectual ability. In a longitudinal study, Caprara et al. (2011) conducted a study to examine how personality traits and self-efficacy influence students' academic achievement. Students who were assessed as being more academically self-confident and more self-efficacious achieved greater academic success in the longitudinal study and the research underscored the role of self-beliefs in the optimism of achieving an educational end. Phillipson and Phillipson (2011) studied parental expectations and pathways of children's cognitive potential and academic success. The researchers reported that parental expectations and educational aspirations positively influence children's cognitive potential and academic success, thus family educational background is of vital importance to students' academic success. The researchers Sternberg, Grigorenko, and Bundy (2001) studied the use of intelligence as a predictor of educational success. The researchers argued that intelligence is a determining factor of academic success, however, the successful attainment of academic milestones is dependent on motivational factors and environmental factors. Garn, Matthews, and Jolly (2010) studied the influence of parents on students' academic motivation using the self-determination theory. The study reported that positive parental attitudes affect students' academic motivation and educational engagement and thus positively influence the achievements of students. The study by Kaur

and Kalaramna (2004) focused on adolescents in India and studied the relationship between intelligence, emotional maturity, and academic achievement. The studies showed that family, emotional, and especially intelligence factors positively influenced academic achievement. Kumar and Lal (2006) studied the role of parents' support on the academic performance of school children in India. The study showed that students whose parents encouraged and supported them, performed better than the students whose parents supported them less. Sharma and Vaid (2005) studied the role of self-confidence in predicting students' academic performance and found that self-confidence and academic performance have a positive correlation and that students who possessed self-confidence were more likely to succeed in examinations and class activities. Rani (2014) studied the parents' attitudes and students' academic performance in the senior secondary school of India and found that parents' attitudes who were positively supporting and participating in students' learning activities enhanced students' academic performance. In contrast, parents' non-supportive and authoritarian attitudes reduced the students' academic achievements. Recent educational research has further highlighted the importance of supportive educational environments, professional guidance and psychological well-being in influencing students' academic outcomes. Rahman et al. (2026) studied Artificial Intelligence as a tool for personalized learning and emphasized that positive learning environments, learner-centered pedagogical approaches and teacher preparedness significantly contribute to students' confidence, engagement and academic participation. The study also highlighted that supportive educational practices strengthen students' motivation and learning outcomes. Similarly, Rahman et al. (2026) examined the Integrated Teacher Education Programme (ITEP) under NEP 2020 and found that reflective teaching practices, mentorship and learner-centered instructional approaches positively influence students' classroom confidence, participation and educational adjustment. The study further emphasized the role of institutional support and professional preparation in improving teaching-learning processes and academic achievement. Rahman, Alam, and Islam (2025) investigated teacher training and professional development among secondary school teachers and reported that effective professional development programmes improve instructional strategies, classroom management and student engagement, thereby contributing positively to students' academic performance. The study emphasized that continuous support, mentorship and technology integration are essential for improving educational quality and learning outcomes. Psychological barriers affecting students' achievement have also received increasing attention in educational research. Rajak and Rahman (2025) examined language anxiety among second language learners and reported that fear of negative evaluation, lack of confidence and communication anxiety negatively affect learners' academic performance and classroom participation. The study further emphasized that supportive classroom environments, collaborative learning and positive feedback significantly reduce anxiety and enhance students' confidence and participation in learning activities.

The review shows that self-confidence, parents' attitudes, intelligence, supportive educational environments and psychological well-being are important for academic achievement and performance. Previous studies have focused on establishing the importance of each of these elements on students' academic performance. However, the number of studies that focused on the combined effects of self-confidence, parents' attitudes, and intelligence on academic achievement in the Indian educational setting is very limited. Hence the present study aim to address research gap within the context of Indian education.

Need and Significance of the Study

Achieving adequate performance in school remains a strong predictor of success in a person's life. However, success in school is not a direct function of a student's cognitive abilities. There are psychological and environmental barriers. Out of these barriers, self-confidence, parental attitude, and intelligence are significant in determining a student's attitude, motivation, and educational success. The study is justified because there are a substantial number of students who are relatively intelligent, yet their performance in school is poor due to self-confidence and parental attitude. On the other hand, self-confidence and academic motivation among students are likely to be improved through positive parental attitude, thus improving students' academic performance. Therefore, it is important to study the self-confidence, parental attitude, and intelligence as correlates of academic performance. The study is significant to students, parents, teachers, and educational planners. The study is likely to enable teachers and parents to identify the psychological and

environmental barriers of academic achievement, and be able to assist schools to establish positive educational practices and motivation and performance enhancement programs.

Objectives of the Study

1. To examine how self-confidence relates to the level of academic achievement among secondary level Learners.
2. To examine how the attitudes of parents relate to the level of academic achievement among secondary level Learners.
3. To examine how intelligence relates to the level of academic achievement among secondary level Learners.
4. To examine the overall effects of self-confidence, parental attitude and intelligence towards academic achievement among secondary level learners.

Hypotheses of the Study

1. There exists no significant relationship between self-confidence and academic achievement among secondary level learners.
2. There exists no significant relationship between parental attitude and academic achievement among secondary level learners.
3. There exists no significant relationship between intelligence and academic achievement among secondary level learners.
4. Self-confidence, parental attitude and intelligence do not significantly contribute towards academic achievement among secondary level learners.

RESEARCH METHODOLOGY OF THE STUDY

Research method refers to a system of procedures that researchers employ to describe, design, collect, and analyze data to arrive at a reasonable conclusion. The focus of the current research is to examine the level of academic attainment of secondary level learners in relation to self-confidence, parental attitudes, and intelligence.

Method of the study

The Researcher used the Descriptive Survey Method as the investigator tried to study the existing status and relationship among academic achievement, self-confidence, parental attitude and intelligence among secondary level learners without manipulating any variable. The study followed the Correlational Research Design.

Sample and Sampling Technique

The researchers were able to collect a sample of 100 secondary level learners from secondary schools located in the Darbhanga district of Bihar. In order to represent students from varying schools and backgrounds equally, the Researcher used the Stratified Random Sampling Technique.

Tools of the Study

The researcher employed four standardized tools for the study. The previous examination marks of the students served as a measure of their academic achievement. The researcher employed R. K. Tandon's

Group Test of General Mental Ability to measure the respondents' intelligence levels. The 91-item test consists of a multiple-choice question format with four options for each item. To measure the respondents' level of self-confidence, the researcher employed R. Agnihotri's Self-Confidence Inventory, which consists of 56 items constructed in a Yes/No format. Lastly, to measure parents' attitudes, the researcher employed the Parental Attitude Research Instrument (PARI) developed by U. Saxena. It consists of 80 items.

Procedure of Data Collection

The researcher visited the schools of Darbhanga district, approached the appropriate officials to gain approval for data collection, administered the selected tools to the students according to the instructions given in their respective manuals, and established a rapport with the students in order to get valid and reliable responses. Data with respect to academic achievements was obtained from the school records. Once the data was

collected, scoring and tabulation were done in a systematic manner.

Statistical Techniques

The relevant statistical methods and techniques were employed to analyze the collected data. The Mean S.D and Pearson's Product Moment Correlation and Multiple Regression Analysis were used by the Researcher.

Analysis and Interpretation of Data

This constitutes an important part of any research investigation as they help the researcher draw meaningful conclusions from the collected information. After the collection of data, the responses obtained from the selected sample were systematically scored, classified and tabulated in accordance with the objectives and hypotheses of the study. Appropriate statistical techniques were employed to analyze the data and interpret the findings in a scientific manner. The analysis and interpretation of data have been presented objective-wise in the following sections.

Objective 1: To examine how self-confidence relates to the level of academic achievement among secondary level Learners.

Table 1: Relationship between Self-Confidence and Academic Achievement among secondary level learners

Variables	N	Mean	S.D.	Calculated r-value	Table Value (0.05)	Result
Self-Confidence	100	28.96	9.05	0.062	0.195	Not Significant
Academic Achievement	100	68.39	13.78			

Interpretation of the table- 1

Table 1 shows the connection between self-confidence and academic achievement for secondary level learners. The average self-confidence score was 28.96 with a standard deviation of 9.05, showing some variability of respondents' self-confidence levels. The average score for academic achievement was 68.39 with a standard deviation of 13.78, showing some variability of students' academic performance. To determine the relationship between self-confidence and academic achievement, Pearson's Product Moment Correlation technique was utilized. The computed value of the coefficient of correlation (r) was 0.062. This r-value signifies a positive relationship of self-confidence and academic achievement; however, this r-value was less than the table value of 0.195 at the 0.05 level of significance with 98 degrees of freedom. Thus, based on this figure, the relationship was determined to be statistically not significant. The finding showed that self-confidence did not affect academic achievement of the selected secondary level learners of Darbhanga district, Bihar. This means it did not affect the difference in achievement scores. Numerous

factors other than self-confidence, such as students' academic performance, study habits and conditions, socio-economic background, family support, school/parent support, the school environment, and the motivation and teaching-learning conditions, likely affected academic achievement. confidence and academic achievement among secondary level learners" was accepted.

Objective 2: To examine how the attitudes of parents relate to the level of academic achievement among secondary level Learners.

Table 2: Relationship between Parental Attitude and Academic Achievement among secondary level learners

Variables	N	Mean	S.D.	Calculated r-value	Table Value (0.05)	Result
Parental Attitude	100	241.67	35.74	0.041	0.195	Not Significant
Academic Achievement	100	68.39	13.78			

Interpretation

Table 2 demonstrates the effect of parent attitudes on the academic performance of parents of secondary level learners. Respondents attitudes toward parents averaged 241.67 (SD = 35.74). The average academic achievement of students was 68.39 (SD = 13.78). Pearson's Product Moment Correlation technique was used to quantify the effect of parent attitude on students' academic performance. Once the technique was employed, the correlation coefficient r was equal to 0.041. This value indicates a very weak positive correlation exists. Although a positive correlation exists, the obtained r value is less than the table's r critical value, 0.195 at a 0.05 level of significance with 98 degrees of freedom. It can therefore be said that, statistically speaking, the relationship of parent attitude towards achievement is negligible. The results of the study implied parent attitudes of the secondary level learners of Darbhanga district, Bihar, have no effect on academic performance. This is most likely due to the variation of parent attitudes, or the achievement of parents of the Darbhanga district, or students' achievement is driven by a host of other psychological, social, or educational dimensions.

Hence, the hypothesis stating that "There exists no significant relationship between parental attitude and academic achievement among secondary level learners" was accepted.

Objective 3: To examine how intelligence relates to the level of academic achievement among secondary level Learners.

Table 3: Relationship between Intelligence and Academic Achievement among secondary level learners

Variables	N	Mean	S.D.	Calculated r-value	Table Value (0.05)	Result
Intelligence	100	45.43	5.64	0.118	0.195	Not Significant
Academic Achievement	100	68.39	13.78			

Interpretation of the table -3

Table 3 shows the correlation between secondary level learners' intelligence and academic performance. The average intelligence score was 45.43 (SD = 5.64) with moderate variation. Academic achievement scored an average of 68.39 (SD = 13.78), which suggested variation in students' academic performance. Pearson's Product Moment Correlation was used to assess the relationship between intelligence and academic achievement. The coefficient of correlation (r) was 0.118 and indicated a slight positive

relationship. The r value was also less than the table value of 0.195 at a significance level of 0.05 and 98 degrees of freedom. Hence, intelligence and academic achievement's relationship was statistically not significant. The intelligence of the selected secondary students of Darbhanga district in Bihar was not used to predict academic achievement. This means that students with high intelligence scores achieve high academic achievement scores. Based on the results, academic achievement can be affected by other factors (e.g. learning environment, parental encouragement) as well as intelligence.

Therefore, the hypothesis stating that "There exists no significant relationship between intelligence and academic achievement among secondary level learners" was accepted.

Objective 4: To examine the overall effects of self-confidence, parental attitude and intelligence towards academic achievement among secondary level learners.

Table 4: Combined Contribution of Self-Confidence, Parental Attitude and Intelligence towards Academic Achievement among secondary level learners

Predictor Variables		Beta Value	t-value	Result
Self-Confidence		0.071	0.69	Accepted
Parental Attitude		0.048	0.44	Accepted
Intelligence		0.126	1.21	Accepted
R	R²	Adjusted R²	F-value	
0.154	0.024	-0.007	0.78	

Interpretation of table-4

Table 4 illustrates the analysis of the combined contribution of self-confidence, parental attitude, and intelligence on the academic achievement of secondary level learners using Multiple Regression Analysis. The result of multiple correlation (R) was 0.154, indicating a low relationship between the predictor variables and academic achievement. The result of the coefficient of determination (R^2) was 0.024, indicating that the combined contribution of self-confidence, parental attitude, and intelligence explained a 2.4 percent change in academic achievement of the respondents. Further, the value of adjusted R^2 was -0.007, which indicated that the predictor variables did not explain the variation of academic achievement in a meaningful way. The obtained F value was 0.78, which was not statistically significant at the 0.05 level and showed the combined regression model was not significant. Further, the beta values of self-confidence (0.071), parental attitude (0.048), and intelligence (0.126) showed a very low contribution of these variables in the prediction of academic achievement. The corresponding t -values of all the predictor variables were also found to be statistically insignificant.

Therefore, the hypothesis stating that "Self-confidence, parental attitude and intelligence do not significantly contribute towards academic achievement among secondary level learners" was accepted. The findings indicated a positive, but statistically negligible correlation between self-confidence and the academic performance on secondary level learners. Results of the Multiple Regression Analysis indicated the combined effect of self-confidence, parental attitude, and intelligence on academic performance was statistically negligible. The above findings of the study of the secondary level learners in the Darbhanga district of Bihar indicate the three variables did not affect the academic performance of the respondents significantly.

DISCUSSION AND CONCLUSION

The study revealed that the cumulative effect of self-confidence, parental attitude, and intelligence on academic performance was statistically not significant. The results suggest that self-confidence, parental attitude, and intelligence were found to be a poor predictor of academic performance of the students in the sample. The non-significant relationship could also be due to the effect of other factors, such as the students' study habits, the socio-economic and school environment, the quality of instruction, peer group effect, learning materials, motivation, and attitudes regarding examinations. The results on self-confidence showed that the students with confidence and self-assurance did not perform better than their peers. Also, parental attitude did not correlate with the students' academic performance. Similarly, the study found a positive relationship between intelligence and academic achievement, though it was not a significant factor of academic success. This could be due to the effect of the various factors of academic achievement. The results of the Multiple Regression Analysis indicated that self-confidence, parental attitude, and intelligence, when considered together, might only explain a small portion of the variation of academic achievement. This implies that, in the case of secondary level learners, academic achievement cannot be understood by these dimensions only. This indicates that research in academic achievement must focus on other educational and psychological factors. Based on the mentioned findings, it can be opined that self-confidence, parental attitude, and intelligence have no significant impact on the academic achievement of secondary level learners in Darbhanga district, Bihar, in this study, despite the fact that it adds to the existing body of educational literature and research on the existing relationship of the mentioned variables. In addition, this study indicates the need for more comprehensive and bigger studies addressing varied populations, number and type of variables to develop better insight regarding academic achievement of secondary level learners.

Educational Implications of the Present study

The results of the current research present a view in which multiple parties, comprising teachers, parents, school authorities, and educational planners, come to appreciate the factors that lead to a variety of positive outcomes for students. Though self-confidence, parental attitude, and intelligence appeared unrelated to academic achievement, they could still be of considerable importance to the cumulative character and educational appraisal of learners. The delineation of the research viewed academic achievement as a concept of many separate components, which are defined by the interaction of certain psychological, social, and environmental connectors. It is important for a teacher to create a positive environment in the classroom that helps students to actively participate, helps them to be confident, and gives them a good learning experience. Parents should promote emotional well-being and appropriate physical and psychological development by positively interacting with their students. Schools have a duty to provide proper guidance and counselling services to assist students in the achievement of their academic goals and to provide them with the study behaviour they should have. Academic achievement is a result of several interrelated components and therefore intelligence by itself may not result in academic achievement. Hence, schools should focus on developing emotional, behavioural, and social well-being in students in addition to their cognitive development. Educational planners and curriculum developers should place emphasis on the education of the whole person by embedding holistic education activities in the curriculum that cater for student motivation, creativity, communication, self-education and self-development.

The study also highlights the need for further educational research involving additional variables such as study habits, socio-economic status, school climate, learning styles and motivation to obtain a more comprehensive understanding of academic achievement among secondary level learners.

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