**PARENTAL EXPECTATION AND STUDENTS ACADEMIC ACHIEVEMENTS: A LITERATURE REVIEW**

**Deri Indrahadi**

dindrahadi@gmail.com

Departement of Social Studies Education Postgraduate Program, Yogyakarta State University, Indonesia.

**Amika Wardana**

amika.wardana@uny.ac.id

Departement of Social Studies Education Postgraduate Program, Yogyakarta State University, Indonesia.

**Ike Sylvia**

sya.anindya@yahoo.co.id

Faculty Of Social Science, Padang State University, Indonesia.

**Abstract**

This study explains the role of parents in the education of children who have an influence on student academic achievement. This literary study is taken from 30 articles including two meta-analyses related to parental academic expectations and student academic achievement. Parents differ based on race / ethnic group. The results also show parents' expectations with results obtained at the same time or in a weaker future for racial/minority families from European American families. This article concludes with a discussion of the implications of education and suggestions for future research.

**Abstrak**

Studi ini menjelaskan peran harapan orang tua pada pencapaian pendidikan anak-anak memiliki efek pada prestasi akademik siswa. Studi literarur ini diambil dari 30 artikel termasuk dua meta analisis yang terkait harapan akademik orang tua dan prestasi akademik siswa. Temuan ini menunjukkan bahwa tingkat ekspektasi orang tua berbeda berdasarkan ras / kelompok etnis. Hasil juga menunjukkan bahwa hubungan harapan orang tua dengan hasil pencapaian siswa secara bersamaan atau di masa depan lebih lemah untuk keluarga ras / etnis minoritas daripada keluarga Eropa Amerika. Artikel ini diakhiri dengan diskusi tentang implikasi pendidikan serta saran untuk penelitian masa depan.

**Keywords**: ***Students***, ***Parents' expectations, Academic achievement***

**INTRODUCTION**

Because a significant relationship to student academic achievement, the influence of expectations of parent education has developed in the past decade in the world of education, social and psychology. Eccles and Wigfield (2002) put forward the theory of expectations of achievement motivation. Individual expectations and values ​​are influenced by their social context (parents, teachers, peers, environment, and community) and previous academic achievements. Academic achievement, persistence, and choice of individual fields of study are influenced by individual expectations and values ​​(Ecles & Wigfield, 2002). Benner & Mistry (2007) Examining 522 adolescents in America (ages 9-16) years showed that parents' expectations and teacher expectations had a significant influence on adolescent competence and academic performance. Literary studies (Seginer 2016) reveal parents' expectations to be a cause and influence on adolescent academic achievement.

Several scientific studies related to parental expectations and student academic achievement have been focused in Europe and America (Yamamoto & Holloway 2010) and carried out in long-term longitudinal studies (Pingault et al. 2015; Yamamoto & Holloway 2010). Using the National Educational Longitudinal Survey (NELS) data surveyed from 1988, 1990, 1992 and 1994 Goyette and Xie (1999) examined 13,113 eight-year Asian-American and White students in America, his analysis showed that Asian-American ethnicities had hope higher education than whites. From the Chicago Longitudinal Survey data, Reynolds (2000) examined 712 African-American students surveyed when in the fourth and sixth grades (1990 and 1992), the results showed that parents' perceptions had an influence on reading and mathematics in the sixth grade.

Several previous studies have established that the role of parents, especially parents 'academic expectations, influences students' academic achievement consistently based on longitudinal research in America and Europe. The study emphasizes the importance of the role of parental involvement which positively influences students 'academic expectations and parents' expectations have a strong relationship to student achievement (Fan and Chen 2016), Coleman Report correctly states that children are influenced by human capital which includes applications that owned by their parents (Coleman 1988).

**Parental Academic Expectations**

Although the term "parent expectations" has been defined in various ways in the literature, most researchers characterize parental expectations as realistic beliefs or judgments parents have about the future achievements of their children as reflected in the value of the course, the highest school level achieved, or college attendance (Alexander et al. 1994; Glick and White 2004; Goldenberg et al. 2001). Parents' expectations are based on assessing the child's academic abilities and available resources to support certain levels of achievement. Most researchers measure the expectations of parents with the question "how far" they think their child will go to school or by estimating the value a child will receive in school that year. All researchers also asked about student perceptions of parental expectations as a proxy for parents' expectations themselves (Gill and Reynolds 1999). The expectations of parents are generally contrasted with the aspirations of parents, which usually refers to the desires, desires or goals that parents have formed regarding the achievement of their children's future (Seginer 1983).

Researchers tend to measure the aspirations of parents by asking for the school level that parents "want" or "hope" to achieve by their children (Aldous 2006; Goldenberg et al. 2001). Although the aspirations and expectations of parents are conceptually different, the term is sometimes used interchangeably for example (Fan and Chen 2001; Juang and Silbereisen 2002; Mau 1995). The researcher also assessed parents' aspirations and expectations separately but combined them into a single measure for analytical purposes such as Bandura et al (1996). In this literature review, we finalize to see how much influence parents expect on students' academic achievement in American and Europe.

**Race and Student’s Academic Achievement**

We found 14 reports that contrasted with the expectations of parents in two or more groups. Of the eight articles which contrasted with Asian parents with other groups, seven found that Asian-American parents tended to have higher expectations than parents in other racial groups (Glick and White 2004; Hao and Bonstead-Burns 1998; Okagaki and Frensch 1998; Peng and Wright 1994; Suizzo and Stapleton 2007; Sy et al. 2005; Vartanian et al. 2007). For example, the findings of Peng and Wright (1994) that utilized NELS data found that 80% of Asian-American parents from eighth grade expected their children to attain at least a bachelor's degree, compared to 50% of Latin parents, 58% of parents African Americans, and 62% European-American parents. Four of the eight articles examine whether high expectations of Asian parents persist after controlling parental socio-economic status, and find that they do so (Glick and White 2004; Hao and Bonstead-Burns 1998; Suizzo and Stapleton 2007; Sy et al 2005). Findings related to Latin and African-American expectations relative to other groups were rather inconsistent. In four studies, Latin parents expressed expectations that were far lower than one or more other groups (Hao and Bonstead-Burns 1998; Okagaki and Frensch 1998; Peng and Wright 1994; Vartanian et al. 2007), but one recent analysis using ECLS -K data found that Latinos had higher expectations for their kindergarten than African-American and European-American parents after controlling for maternal education, family income and maternal depression (Suizzo and Stapleton 2007).

Two articles found that African-American parents held much higher expectations than European-American parents after controlling for socioeconomic status (SES) (Glick and White 2004; Hao and Bonstead-Burns 1998), while one study reported no difference which was signed between the two groups after SES was controlled (Suizzo and Stapleton 2007). In short, it seems that Asian-American parents have higher expectations than parents in other groups, but it is difficult to draw definitive conclusions about the relative expectations of African-American, Latin, and European-American parents. As we will discuss at this time, it is possible that these inconsistent findings are partly due to differences in study at the age of the child when parents 'expectations are assessed, the way parents' expectations arise, variability across racial/ethnic groups in the SES family, and the tendency of most studies to compare large and heterogeneous categories (Latin) rather than better subgroups.

**METHODS**

To obtain relevant literature, we conducted a literature-based search from the Google Scholar database, ERIC, JSTOR used the key "parent expectations" and "academic achievement" We limited our search to articles reviewed in journals published after 1990. Researchers produced 30 articles that report studies that assess parents' expectations about their children's academic achievements and two meta-analyses (as in the table). In 18 of these articles, the authors compared the expectations of parents in two or more racial/ethnic groups or examined the relationship between parent's expectations and students' academic achievement in two or more groups. In this paper, we refer to race and ethnicity, which can be defined as an individual inheritance based on nationality, language and/or culture (Betancourt and Lopez 1993). Various terms have been used to indicate racial/ethnic groups in the studies we reviewed, generally, the research covers race in the United States: African-American, Asian-American, Latin, and European-American.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Penulis/Publisher** | **Location** | **Sample** | **Method** |
|  | Yoko YamamotoSusan D. Holloway[Educational Psychology Review](https://link.springer.com/journal/10648)September 2010, Volume 22, [Issue 3](https://link.springer.com/journal/10648/22/3/page/1), pp 189–214Parental Expectations and Children's Academic Performance in Sociocultural Context (Yamamoto and Holloway 2010) | America  | 33 articles reporting on studies that assessed parental expectations concerning their children's academic achievement and two meta-analyses. In 18 of these articles, the authors contrasted the expectations of parents in two or more racial/ethnic groups or examined the relationship between parental expectations and students' academic performance in two or more groups.  | Meta-Analysis |
|  | Xitao Fan dan Michael ChenSource: Educational Psychology Review, Vol. 13, No. 1 (2001), pp. 1-22Parental Involvement and Students' Academic Achievement: A Meta-Analysis (Fan- and Chen 2016) | America  | About 2000 articles, papers, reports from ERIC and PSYCHLITThese were either published (e.g., in journals and as book chapters) or unpublished (e.g., conference presentations, technical reports) | Meta-Analysis |
|  | Min ZhanChildren and Youth Services Review28 (2006) 961– 975Assets, parental expectations and involvement, and children’s educational performance (Zhan 2006) | America  | NLSY97 1370 children’s | Regression Models  |
|  | Rachel SeginerPARENTING: SCIENCE AND PRACTICE January–March 2006 Volume 6 Number 1 Pages 1–48Parents’ Educational Involvement: A Developmental Ecology Perspective (Seginer 2009) |  | 620 PsychLIT and 109 ERIC journal articles, books, and book chapters entries. Of these, 60 studies that analyzed the relationship between parental involvement and child outcomes. | GLM /SEMAveraging CorrelationsRegression Models  |
|  | Yanyan Zhang • Eileen Haddad • Bernadeth Torres •Chuansheng ChenJ Youth Adolescence (2011) 40:479–489.The Reciprocal Relationships Among Parents’ Expectations, Adolescents’ Expectations, and Adolescents’ Achievement: A Two-Wave Longitudinal Analysis of the NELS Data (Zhang et al. 2011) | U.S | National Education Longitudinal Study of 1988 (NELS:88).The sample consisted of 14,376 students (51.1% females; 6.5% Asian, 11.1% Hispanic, 9.2% African American, and 73.2% White). | Cross-lagged path models and Multiple-group analyses were used to test for gender and ethnic differences in the model |
|  | Paul Koshy, Alfred Michael Dockery & Richard SeymourStudies in Higher Education.Parental expectations for young people’s participation in higher education in Australia(Koshy et al. 2017) | Australia  | HILDA Australia 3252 children in 1635 households, of which 1204 were couple parent households (with 2422 children) and 431 were single-parent households (830 children). | Factor Analysis |
|  | Judith C. Stull Research in Education, Number 90 (November 2013) © Manchester University Press.Family socioeconomic status, parent expectations, and a child’s achievement(Stull and Salle 2013) | America  | The data are from a nationally representative sample of children enrolled in kindergarten in the US in the Spring of 2000. | The least squares regression analysis using the mediation model is used to distinguish the direct and indirect effects of the family SES score on achievement. |
|  | Lingxin Hao dan Melissa Bonstead-BrunsSociology of Education, Vol. 71, No. 3 (Jul. 1998), pp. 175-198Parent-Child Differences in Educational Expectations and Academic Achievement of Immigrant and Genuine Students (Bonstead-bruns 2014) | Mexico  | The resulting sample included 1,373 immigrant students (234 Chinese, 219 Filipinos, 147 Koreans, and 773 Mexicans) and 16,539 native students (777 Mexicans, 2,376 blacks, and 13,386 whites). | Regression analysis with control variables of immigrants and non-migrants, white Mexico and black. |
|  | Kimberly Goyette dan Yu XieExpectations of Education for Asian-American Youth: Determining Factors and Ethnic Differences (Goyette and Xie 1999)Sociology of Education, Vol. 72, No. 1 (Jan. 1999), pp. 22-36 | America | The size of the sample for our analyses of educational expectations in 1990 was 13,112 | Using linear multivariate and logistic regression models to test these differences in educational expectations |
|  | Benner, A. D., & Mistry, R. S.Congruence of mother and teacher educational expectations and low-income youth's academic competence(Benner and Mistry 2007)Journal of Educational Psychology, 99(1), 140-153. | America | Participants were a diverse sample of 522 low-income urban youth (ages 9-16). | Multiple group analyses within a structural equation modeling framework explored the moderating effects of congruent dissonant adult expectations on the relationships in the path analysis model. |
|  | [Diane S. Kaplan](https://www.tandfonline.com/author/Kaplan%2C%2BDiane%2BS), [Xiaoru Liu](https://www.tandfonline.com/author/Liu%2C%2BXiaoru) &[Howard B. Kaplan](https://www.tandfonline.com/author/Kaplan%2C%2BHoward%2BB)The Journal of Educational Research, 94:6, 360-370The Effect of Self Feeling and Parents' Expectations on Children's Academic Performance (Kaplan et al. 2016) | America | The present analysis was based on data from 1,864 pairs of parents and their age-eligible biological children. | ordinary least squares regression to analyze |
|  | Christopher SperaKathryn R. WentzelHolly C. MattoJ Youth Adolescence (2009) 38:1140–1152Parents 'Aspirations for the Education of Their Children: Relationships with Ethnicity, Parent Education, Children's Academic Performance, and Parents' Perceptions of School Climate (Spera, Wentzel, and Matto 2009) | America | Sample 13,577 Middle school students and middle school parents. | Multivariate Analysis |
|  | [Ann M. Beutel](https://www.tandfonline.com/author/Beutel%2C%2BAnn%2BM) & [Kermyt G. Anderson](https://www.tandfonline.com/author/Anderson%2C%2BKermyt%2BG)The Sociological Quarterly 49 (2008) 335–361Race and Expectation for Parent and Child Education: The Case of South Africa (Anderson 2008) | South Africa | Our sample size for the models predicting parents’ educational expectations in 2005 is547 (89 blacks, 326 coloreds, and 132 whites), and the sample size for the modelspredicting children’s educational expectations in 2005 is 874 (334 blacks, 393 coloreds, and 147 whites). | Multivariate analysis |
|  | [Sukhdeep Gill](https://www.sciencedirect.com/science/article/pii/S0022440599000278%22%20%5Cl%20%22%21) [Arthur J Reynolds](https://www.sciencedirect.com/science/article/pii/S0022440599000278#!)Journal of School Psychology, Vol. 37, No. 4, pp. 403–424,Educational Expectations and School Achievement of Urban African American Children (A. J. Reynolds 2000) | America  | 712 elementary school students. | The mediation effect model is used to test the process of influencing the expectations of parents and teachers for sixth-grade results. |
|  | [Claude Goldenberg](https://journals.sagepub.com/doi/abs/10.3102/00028312038003547?casa_token=5-qJepwIFkYAAAAA:61e9IuEu_rxKg5hceYQhD9Db2nPajtEx8MfBxRj9GSlR7r8kV7CegW079SleYdaP7YDshDiTcJalyN4), [Ronald Gallimore](https://journals.sagepub.com/doi/abs/10.3102/00028312038003547?casa_token=5-qJepwIFkYAAAAA:61e9IuEu_rxKg5hceYQhD9Db2nPajtEx8MfBxRj9GSlR7r8kV7CegW079SleYdaP7YDshDiTcJalyN4)American Education Research Journal Vol. 31, 8, pp. 547-582Cause or Effect? A Longitudinal Study of Immigrant Latino Parents' Aspirations and Expectations, and Their Children's School Performance (Gallimore, Reese, and Garnier, n.d.)  | America  | Longitudinal studies (kindergarten to sixth grade) of 81 Latin children and immigrants. | Qualitative and Quantitative Studies with Linear Regression Analysis |
|  | [Markus P. Neuenschwander](https://journals.sagepub.com/doi/abs/10.1177/0165025407080589?casa_token=ewa5PKrZU9EAAAAA:dA_7q2TBWLuZFELNozD5Nuy4S-A4IdKBl0cy-FzAl9JCd7IbCUCE1695wOykV5iCDLvrZTo6OVkTDdo), [Mina Vida](https://journals.sagepub.com/doi/abs/10.1177/0165025407080589?casa_token=ewa5PKrZU9EAAAAA:dA_7q2TBWLuZFELNozD5Nuy4S-A4IdKBl0cy-FzAl9JCd7IbCUCE1695wOykV5iCDLvrZTo6OVkTDdo), [Jessica L. Garrett](https://journals.sagepub.com/doi/abs/10.1177/0165025407080589?casa_token=ewa5PKrZU9EAAAAA:dA_7q2TBWLuZFELNozD5Nuy4S-A4IdKBl0cy-FzAl9JCd7IbCUCE1695wOykV5iCDLvrZTo6OVkTDdo)International Journal of Behavioral Development2007, 31 (6), 594–602Parents' expectations and students' achievement in two western nations (Neuenschwander et al. 2015) | Swiss and America  | MSALT data and theSwiss data correspond according to the age of the participants. Alldata sets’ mean age fell between 11.17 and 11.94. | Structural equation model (SEM) |
|  | [Sivanes Phillipson](https://www.tandfonline.com/author/Phillipson%2C%2BSivanes) & [Shane N. Phillipson](https://www.tandfonline.com/author/Phillipson%2C%2BShane%2BN)Academic Expectations, Belief of Ability, and Involvement by Parents as Predictors of Child Achievement: A cross‐cultural comparison(Phillipson, n.d.)Educational Psychology: An International Journal of Experimental Educational Psychology, 27:3, 329-348 | Hongkong  | 158 parents of students from three elementary schools (two Cinta and one English-Celtic) in Hong Kong participated in this study. | The unstandardized achievement scores for each student were used as the dependent variable in a series of sequential (hierarchical) multiple regression analyses. |
|  | Abraham M. Rutchick, Joshua M. Smyth, Leonard M. Lopoo, Jerome B. DusekGreat Expectations: The Biasing Effects of Reported Child Behavior Problems on Educational Expectancies and Subsequent Academic Achievement(Rutchick 2009)Journal of Social and Clinical Psychology, Vol. 28, No. 3, 2009, pp. 392-413 | America  | 884 children (53% female; age M = 9.75 years) | The linear regression model in which the latent outcome is continuous. |
|  | [Leanne Elliott](https://www.sciencedirect.com/science/article/pii/S0190740917311234?via%3Dihub" \l "!) [Heather J.Bachman](https://www.sciencedirect.com/science/article/pii/S0190740917311234?via%3Dihub#!)Parents' educational beliefs and children's early academics: Examining the role of SES(Elliott and Bachman 2018)Children and Youth Services Review 91 (2018) 11–21 | America  | 13,399 children were drawn from the Longitudinal Study of Early Childhood, Kindergarten 2010–11 (ECLS-K: 2011) and their parents. | Regression models testing SES and believe the main effects on child achievement. |
|  | [Edward M. Sosu](https://www.sciencedirect.com/science/article/pii/S0883035514000688?via%3Dihub" \l "!)Predicting maternal aspirations for their children's education: The role of parental and child characteristics(Sosu 2014)International Journal of Educational Research 67 (2014) 67–79 | Inggris  | 2200 children’s, represented a 90% response rate of all eligible participants. | In the first phase, descriptive and bivariate analysis using quadratic analysis and variance analysis (ANOVA) was conducted to explore the aspirational nature of parental education.In phase two, the multivariate analysis used ordinal logistic regression. |
|  | [Laura Hopson](https://journals.sagepub.com/doi/10.1606/1044-3894.4258) Ph.D., MSSW, [Patricia Weldon](https://journals.sagepub.com/doi/10.1606/1044-3894.4258), MSW, Ph.D. (cand.)Parental Expectations and Academic Success in the Context of School Climate Effects (Hopson and Weldon 2013).Families in Society: The Journal of Contemporary Social Services 2013, 94(1), 45–52. | New York | Data from (New York State Education Department [NYSED], 2008). 485 participated in the survey, resulting in an overall response rate of 76%. | The main analysis used hierarchical linear regression to examine the relationship between primary perceptions (i.e., parental support, parental expectations, school climate), demographic variables, and values. |
|  | Joanne Banks, Bertrand Maître, Selina McCoy and Dorothy Watson Parental Educational Expectations of Children with Disabilities(Banks, Banks, and Maître 2016).The Economic and Social Research Institute | Ireland  | Use longitudinal data on children aged 9 and 13 years. | Logistic Regression Model. |
|  | Jean Baptiste Pingault,Sylvana M. Côté ,Amélie Petitclerc,Frank Vitaro,Richard E. TremblayPlos One. March 24, 2015Assessing Independent Contribution of Maternal Education Expectations to Achieving Child Education in Early Adult Period: Analysis of Suitability Score Trends (Pingault et al. 2015). | Canada  | 1,279 participants from the Quebec Longitudinal Study of Kindergarten Children. | Multivariate regression and matching tendency scores |
|  | [John R. Reynolds.](https://www.sciencedirect.com/science/article/pii/S0049089X07000701#!) [Stephanie Woodham Burge](https://www.sciencedirect.com/science/article/pii/S0049089X07000701#!)Social Science Research 37 (2008) 485–499The expectation of education and increasing achievement of female post-secondary school (J. R. Reynolds and Burge 2008) | America  | 9252 black students, Hispanic, and white students. | Use OLS regression to assess gender differences in high school seniors’ educational expectations. |
|  | [Carter, Rebecca S](https://search.proquest.com/indexinglinkhandler/sng/au/Carter%2C%2BRebecca%2BS/%24N?accountid=31324); [Wojtkiewicz, Roger A](https://search.proquest.com/indexinglinkhandler/sng/au/Wojtkiewicz%2C%2BRoger%2BA/%24N?accountid=31324).Adolescence; Spring 2000; 35, 137Involvement of parents with youth education: Do girls or boys get more help? (Rebecca and Roger 2000) | America  | The results showed that, after student grades, test scores, and educational aspirations, parents helped girls in several ways and boys in other ways. Generally, girls experience more involvement of parents with their education than boys. | Logistic Regression Model |
|  | [John Mark Froiland](https://journals.sagepub.com/doi/abs/10.1177/0143034312454361?journalCode=spia), [Aubrey Peterson](https://journals.sagepub.com/doi/abs/10.1177/0143034312454361?journalCode=spia), [Mark L. Davison](https://journals.sagepub.com/doi/abs/10.1177/0143034312454361?journalCode=spia)School Psychology International34(1) 33–50The long-term effects of early parent involvement and expectations of parents in the US (Froiland, Peterson, and Davison 2012) | America  | NationalCenter for Education Statistics Early Child Longitudinal Study-KindergartenCohort (ECLS–K). Most of the analyses involved approximately 7,600 students who remained in the study until 8th grade. | Structural Equation Modeling (SEM) was implemented to test the final. This enabled a simultaneous examination of the multivariate relations between parent involvement and achievement while controlling for child race/ethnicity and family SES. |
|  | [Sarah Irwin](https://journals.sagepub.com/doi/abs/10.1111/j.1467-954X.2012.02139.x), [Sharon Elley](https://journals.sagepub.com/doi/abs/10.1111/j.1467-954X.2012.02139.x)The Sociological Review, Vol. 61, 111–130 (2013)Parents' hopes and hopes for the future work of their children (Irwin and Elley 2013) | Inggris  | 250 respondent's | Qualitative analysis |
|  | [Jun Li](https://www.tandfonline.com/author/Li%2C%2BJun)Race Ethnicity and Education, Vol. 7, No. 2, July 2004 Routledge Expectations of parents of Chinese immigrants: people's theory of children's school achievement (Li 2007) | Canada  | The data was collected in Ottawa, Canada. (from October 1999 to February 2000). Seven recent independent Chinese immigrant families from Mainland China, both parents, and their adolescent children, participated in the study. | Qualitative analysis with interview |
|  | [Shaljan Areepattamannil](https://www.tandfonline.com/author/Areepattamannil%2C%2BShaljan) & [Daphnee HL Lee](https://www.tandfonline.com/author/Lee%2C%2BDaphnee%2BH%2BL)The Journal of Genetic Psychology: Research and Theory on Human Development, 175:1, 51-57.Linking the expectations and aspirations of the education of immigrant parents to the performance of their children's schools (Areepattamannil and Lee, n.d.) | Canada  | 783 children’s from immigrants aged 5-18 years in Canada | Multiple Regression Analysis |
|  | Kathryn R. WentzelMerrill-Palmer Quarterly, Vol. 44, No. 1 (January 1998), pp. 20-37Parents' Aspirations for Achieving Children's Education: Relationships with Parental Trust and Social Address Variables (Wentzel, Russell, and Baker 2016) | America  | 363 parents (42% of African Americans and 58% of Americans of the United States) from elementary school children’s | Multiple Regression Analysis |

**FINDINGS DAN DISCUSSION**

**Findings**

**Correlation Between Academic Expectation and Student Academic Achievement**

Several empirical study findings, this meta-analysis study took the findings of which Pearson correlated between parents' expectations and student academic achievement. Twenty-five studies met the criteria and were then used in this meta-analysis. Although most articles and papers that were initially identified are non-empirical, almost all studies show empirical results of the relationship between parental expectations and student academic achievement.

Table I, Correlation between parent's expectations on student academic achievement

|  |  |
| --- | --- |
| **Coefficients:** | **Dependent Variable** |
| Sex | 4.22 |
| Etnicity  | 4.16 |
| Parental Expectation | .51 |
| R2 (Maximum) | .78 |
| Signif. codes 0’\*\*\*’ 0.01 ‘\*\*’ 0.05 ‘\*’ |  |

Table I presents the GLM analysis for the effect on the correlation coefficient between parental expectations and student academic achievement. In this analysis, both the correlation coefficient between parent expectations and student academic achievement from the table I are clear that academic achievement and parents 'expectations have a strong effect on the correlation coefficient between parent involvement and student academic achievement, student academic achievement and parents' expectations -one accounts for around 51%. On the other hand, academic achievement and its relationship to gender and ethnicity show a relatively small relationship, although statistically, these findings are significant.

**Discussion**

The purpose of this study was to look at the findings regarding the relationship between parental expectations and the academic performance of students in various racial/ethnic groups. The findings of this study show evidence that parents' expectations are higher in Asian-American families than other racial/ethnic groups. Findings of the expectations of education for Latin and African-American families appear diverse and deserve further investigation. Although student academic achievement is one of the strongest predictors of parental expectations among European American families, it does not show strong results for racial/ethnic minority families. To explain this pattern, we identified three factors that moderate the relationship of previous performance with parents' expectations about the future and those that might be related to membership in racial/ethnic minority groups. We argue that parents who believe that effort is the main determinant of academic success are unlikely to base their expectations on past performance because relative effort can be controlled and therefore less stable over time. Conversely, parents who believe that performance is a function of genuine abilities, which are often considered relatively stable over time, are more likely to see past achievements as a reliable indicator of future performance.

As far as Asian-Americans tend to focus on the role of effort in achievement, the influence of past academic performance tends to be less prominent for them in predicting future children's performance compared to other groups. Second, parents' own experiences with school institutions and their perceptions of how school personnel treat members of their ethnic groups or cultures influence the extent to which parents receive teacher assessments of the progress of their children's school

Parents with limited resources and support, especially low SES and/or immigrant parents, may underestimate the possibility of their children's future academic success even when past achievements are high because they do not feel personally able to help their children obtain skills required. Our review also shows that parents' expectations are strongly related to student performance among European-American families, but not minority families. To explain this pattern, four processes in which parents' expectations influence children's academic trajectory: (a) increase student motivation; (B) instilling higher student competency beliefs; (c) stimulate greater parental involvement, and (d) increasing teacher expectations for student appointments. Our review shows that this process does not occur in the same way or at the same level in all racial/ethnic groups.

The findings show how communication difficulties or other problems in parent-child relationships, which are sometimes conditioned by ethnic background and immigrant status, can reduce the motivational effects of high parents' expectations. In addition, it seems that Asian-American parents may be stronger at articulating their expectations, which might make students more likely to understand and internalize them. We also suggest that for some groups, especially Asian Americans, students' beliefs about their academic competencies may not be a strong determinant of achievement as for other groups. As we noted, more research examining student competency beliefs across ethnic groups is needed to compare the importance of this belief as a mediator between parental expectations and student outcomes. Regarding the relationship between parental expectations and their involvement in school, we review work that shows that for some groups, especially Latinos, higher parents' expectations are not always interpreted into the type of parental involvement directly related to academic achievement. It is important to have studies that investigate various types of parental involvement that contribute to student academic achievement in various groups.

**Explanation of Findings of Parents' Academic Expectations with Student Academic Achievement**

From the identification of 21 articles that examined parental expectation relationships with student achievement including two meta-analysis studies. In these eight articles, the researchers tested and found strong and consistent evidence of a positive or significant relationship between parent expectations and achievement for European American families (Davis-Kean 2005; Entwisle and Alexander 1990; Neuenschwander et al. 2007; Okagaki and Frensch 1998 ; Pearce 2006; Peng and Wright 1994; Phillipson and Phillipson 2007; Sy and Schulenberg 2005). None of the studies examining the relationship between expectations of parents from European American families and children's achievements failed to find a relationship. However, the findings are inconsistent for Asian or African-American Americans. On the one hand, Okagaki and Frensch (1998) found that when SES and other parental involvement variables were controlled, a measure of parents' expectations was a significant predictor of grades of fourth and fifth-grade students for European and Asian American American students. Similarly, Sy and Schulenberg (2005) conducted a path analysis using ECLS-K data and found that the pathway from parents' expectations to the achievement of kindergarten children was similar for European Americans and Asian Americans.

However, more recent research conducted by Vartanian and colleagues (2007) with 9,494 participants showed that parents' expectations were a significant predictor of completion of tertiary institutions for non-Asians but not for Asian-Americans after controlling for grade 8 GPA and standardized test scores. Davis-Kean (2005) studied children aged 8 to 12 years and found a similar pattern with African-Americans; expectations of parents have a significant direct influence on academic achievement for European Americans but not African-American students. In connection with Latino families, none of the studies we reviewed found a significant relationship between parental expectations and student performance. The Okagaki and Frensch (1998) study described previously found no evidence of a relationship between parent expectations and student scores for Latin students nor did two recent longitudinal studies focus on Latin immigrant families. A study by Goldenberg et al (2001) assessed the expectations of parents of Latin families and their children's academic achievements each year from kindergarten to sixth grade.

Analysis carried out with a small sample of 57 did not find a significant pathway from parents' expectations for academic achievement (as measured by teacher ratings) or to read and score math tests. Similar results emerged from a large study of 1,050 Latino immigrant students and families, who found that parents' expectations were assessed when 10th graders were not related to the mathematics achievement of children in 12th grade (Carpenter 2008). These inconsistent findings raise questions about mechanisms through which parents' expectations have an effect on the student's educational process. It is possible that parental expectations affect student academic outcomes through a variety of mechanisms, some of which are stronger for certain racial/ethnic groups. We have identified four mechanisms related to high parental expectations: (a) internalizing children for parents' performance appraisal; (B) higher competency beliefs of children; (c) more intensive and effective parental involvement; and (d) more optimistic and positive teacher perceptions about children's abilities (see Figure 2). We now turn to the evidence for each of these mechanisms and discuss the reasons why certain mechanisms can function differently for racial/ethnic minority families than for European American families.

**Implications for Education**

From the findings of this literature review, it is possible to have implications in education. The results of the review suggest the need for teachers to get a clearer understanding of the beliefs parents to have in various ethnic/racial groups about their children. For example, some teachers may be aware of the high academic expectations held by Asian-American parents, but they may not understand how those expectations play a role in student achievement. It is unlikely that teachers realize that parents' expectations may not be related to the performance of previous students in this group, nor do they need to be aware that parents' expectations may not be related to students' perceptions of their academic competencies. Teachers who have a clear and accurate understanding of the process by which parent expectations are formed and understood by children will be in a better position to help their students overcome the effects of parents' expectations that are too high or too low. Our review shows that there is a great deal of variability in academic expectations held by racial/ethnic minority parents other than Asian Americans.

Today, many teachers may have the mistaken impression that Latin and African-American parents are uniformly less likely to value education or have high expectations for their children than parents in other groups. Teachers can be prevented from making assumptions about the expectations of parents based on their ethnic or racial background, and are encouraged to be sensitive to cultural and ethnic values. This finding shows the need for better communication between school personnel and racial/ethnic minority parents. Introducing open communication with parents and providing guidance on how to measure values ​​will help parents build realistic expectations for their children and will increase their sense of self-efficacy in supporting them at school. Providing clear guidance to parents about how to support their children's academic progress at home will also increase their involvement in the education of their children. As Hoover-Dempsey and his colleagues suggest (Hoover-Dempsey and Sandler 1997; Hoover-Dempsey et al. 2005), teacher invitations are one of the important elements that facilitate parents' decision to be involved in the education of their children.

Our review also brings new attention to the fact that some ethnic minority parents do not trust their children's teachers or may have difficulty communicating with them because of cultural and economic differences. Accurate assessments of the progress of their child's school and academic progress are needed for parents to form realistic expectations about their children's academic future. To overcome the difficulties some parents have in assessing the potential of their children, it may be useful for schools to offer parent seminars or peer interventions that illustrate strategies for initiating contact with their children's teachers and developing relationships of trust and support with them. Finally, parents' expectations must be communicated to their children and accepted by them so that they influence children's internal standards and self-perceptions.

**CONCLUSION**

Despite the idea that parents' expectations have a positive influence on student academic achievement, there are still many inconsistent findings in the empirical research literature. This meta-analytic study was conducted to examine the relationship between parental expectations and student academic achievement. Future researchers who plan to examine the relationship between parental expectations and student achievement should pay special attention to the operational definition and measurement of parental expectations, and must carefully define these measurements. Future research must determine how academic achievement can be measured most precisely. If possible, both global indicators of academic achievement (eg GPA) and academic achievement specific indicators (for example, scores or test scores) can be used in future studies. This will provide strong evidence of the relationship between parental expectations and academic achievement.

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