

**Review Of the Factors Affecting Students' Academic Performance with
Regards to Expectation Groups**

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Abstract

This review article examines the pivotal role of parental expectations in influencing students' academic performance across various educational levels. It synthesizes diverse findings to underscore the generally positive impact of well-calibrated expectations on students' motivation, engagement, and academic achievement. The review further investigates how students' self-concept, socioeconomic background, and cultural context function as key mediating factors in this relationship. Notably, it addresses the potential adverse outcomes that may result from unrealistic or excessively high parental expectations, such as academic stress, diminished self-esteem, and emotional distress. Drawing from established theoretical perspectives, the review offers a framework for understanding how these complex interactions unfold within the broader educational environment. It emphasizes the importance of adopting a student-centred and culturally responsive approach to parental involvement. The review concludes by providing practical recommendations for educators, parents, and policymakers to cultivate healthy academic environments where expectations are motivating rather than burdensome and where students are supported holistically to achieve their full potential.

Keywords: Positive Correlation, Mediating Factors, Socioeconomic Influence, Dual Impact, Self-Regulated Learning.

1. Introduction

There has been a growing emphasis in educational research on the relationship between parental expectations and students' academic performance, given its profound impact on students' motivation, self-concept, and academic outcomes. Current statistics reveal that in several countries, including India, around 76% of students experience parental pressure related to academic achievement (National Mental Health Survey, 2022). Such pressure can manifest in both positive and negative ways, shaping students' learning experiences and outcomes. Moreover, recent reports highlight that nearly 60% of high-performing students attribute their academic stress to parental expectations, underscoring the critical nature of this issue (Jeynes, 2022).

Although a lot of research has been done in this field, there are still important gaps. Many studies have focused on how parents' expectations impact students' grades. However, There is a scarcity of studies examining the impact of exceedingly high or culturally diverse

expectations. Also, while family income, parental involvement, and students' self-control are known to be important, there aren't many reviews that combine these factors effectively. Additionally, the way students' grades influence what parents expect is not well understood. This review aims to address these gaps by exploring how parents' expectations affect students' grades, the factors involved, and the theories that explain this relationship.

1.1. Impact on Academic Performance

Educational research has thoroughly examined how different factors influence academic performance. Factors such as socioeconomic status, parental involvement, and school environment have been shown to significantly influence student achievement (Stewart, 2007).

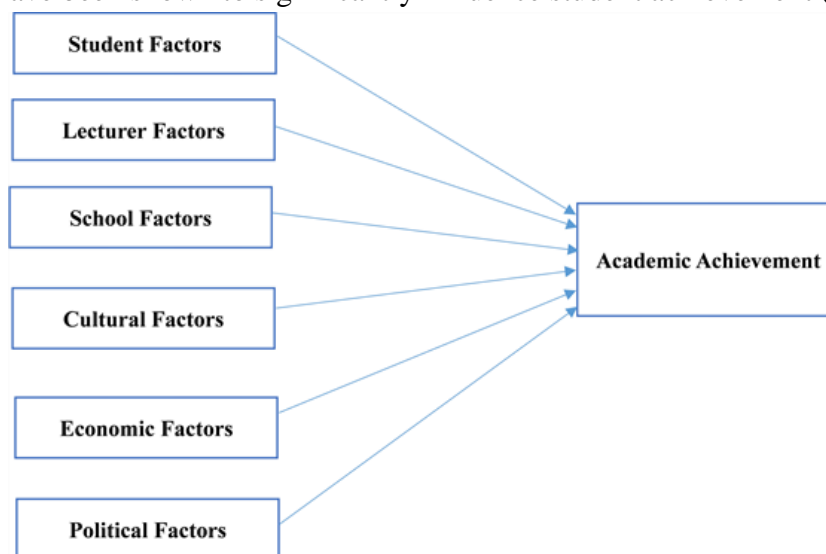


Figure 1: Different Factors that affect Student's Academic Performance

Nonetheless, recent research has underscored the significance of personal traits like motivation, self-efficacy, and study habits in determining academic success. Students' academic success is greatly influenced by their socio-economic status (SES), with higher SES generally associated with better academic outcomes (Considine & Zappalà, 2002; Xuan et al., 2019). Nonetheless, the relationship between socioeconomic status and academic achievement is complex and shaped by a range of mediating factors. Parental involvement plays a crucial role in this relationship, often serving as an intermediary between socioeconomic status and academic performance (Gu et al., 2024; Zhang et al., 2023). Research indicates that parental involvement can have a significant impact on a child's academic achievements more than socioeconomic status, race, ethnicity, or educational background (Wildmon et al., 2024). Interestingly, the school environment and teacher-student relationships also play important roles in mediating the effects of SES on academic achievement. A supportive school environment can lessen the negative impact of low SES on students' academic performance (Berkowitz et al., 2016). The quality of relationships between teachers and students has been recognized as a partial mediator in the link between a school's socioeconomic status (SES) and students' mathematics performance (Xuan et al., 2019). This indicates that enhancing the relationships between teacher and student and school climate could be effective strategies for reducing achievement gaps between students from

different SES backgrounds. In conclusion, while SES remains a significant predictor of academic performance, other Elements like parental engagement, the atmosphere of the school, and the dynamics between teachers and students can influence its impact. The results underscore the necessity of adopting a comprehensive strategy to improving academic outcomes, focusing not only on financial assistance but also on enhancing parental support, enhancing the conditions within schools and fostering stronger connections between teachers and students (Berkowitz et al., 2016; Considine & Zappalà, 2002). Ongoing studies should further investigate the intricate interactions among these elements to develop more effective interventions and policies aimed at reducing educational inequalities.

1.2. Perceived parental expectations

Students' academic performance and grades are often positively linked to the expectations they perceive from their parents across various studies. Studies show that students tend to achieve higher grade point averages and are seen by their teachers as more involved in their education when their parents have greater expectations for their academic success (Chen & Gregory, 2009). This connection is consistent among various age groups, ethnicities, genders, and nationalities (Jeynes, 2022). Interestingly, the impact of parental expectations on academic achievement may vary among different racial and ethnic groups. For European American students, parental involvement makes the most significant individual impact on future grade point averages, while for African American students, earlier educational achievement is the strongest predictor (Seyfried & Chung, 2002). Moreover, the connection between what parents expect and how well students perform seems to be less strong for families from racial or ethnic minority backgrounds compared to European American families (Yamamoto & Holloway, 2010). In conclusion, the expectations set by parents significantly influence students' academic achievements. Research indicates that among different strategies for parental involvement, the expectations set by parents have the greatest influence on students' academic success (Erdem & Kaya, 2020). It is important to understand that the impact of parental expectations can be influenced by elements such as socioeconomic status, previous academic achievements, and racial or cultural background (Benner et al., 2016; Hascoët et al., 2020). The results indicate that while parental expectations are generally beneficial, their impact may vary across different demographic groups and contexts.

1.3. Self-regulated learning (SRL)

Self-regulated learning (SRL) is greatly affected by what parents expect and is essential for students' success in academics. Research has shown that parental involvement, particularly regarding their educational goals for their children, plays a crucial role in significantly boosting students' ability to learn independently (Xu et al., 2009). This relationship between parental expectations and SRL is particularly evident in elementary school students, where higher parental expectations are associated with improved SRL skills. The impact of SRL on students' performance is well-documented across various educational contexts. In online learning environments, positive self-regulated strategies (PSRS) indirectly contribute to academic performance through increased interactions with online activities, while negative self-regulated strategies (NSRS) directly predict academic outcomes (Pardo et al., 2016). Similarly, in

traditional classroom settings, according to research by Ejubović and Puška (2019), self-regulated learning (SRL) positively influences students' satisfaction and academic performance. Nonetheless, the relationship between SRL and academic success is not always straightforward. For example, in some contexts, SRL serves as an intermediary between parental involvement and reading achievement (Xu et al., 2009). This suggests that parental expectations may indirectly influence academic performance by fostering SRL skills in students. Additionally, Studies have indicated that SRL interventions can greatly enhance students' achievements in language learning, their use of strategies, and their self-confidence (Chen, 2022), further highlighting the importance of SRL in academic success. In conclusion, parental expectations, particularly high educational expectations, play a crucial role in developing students' SRL skills. These skills, consequently, greatly influence academic achievement in a range of educational settings. Understanding this relationship can help educators and parents better support students in developing effective SRL strategies, ultimately leading to improved academic outcomes.

1.4. Psychological Effects

Research indicates that parental expectations can have both beneficial and detrimental psychological impacts on students' academic outcomes. While high expectations from parents are linked to better academic performance in adolescents, they can also lead to heightened levels of depression and stress (Ma et al., 2018). This dual impact highlights the complex role parental expectations play in shaping students' educational outcomes and emotional well-being. Interestingly, the connection between parental expectations and students' academic success differs among various racial and ethnic groups. For instance, the link between parental expectations and academic success is not as strong in racial/ethnic minority families compared to European American families (Yamamoto & Holloway, 2010). Moreover, Asian students indicated experiencing higher parental expectations and lower parental satisfaction regarding academic performance compared to their American counterparts, yet Japanese students reported experiencing less psychological maladjustment overall (Crystal et al., 1994). In conclusion, while parental expectations can positively influence academic performance, they can also contribute to psychological stress and depression in students. The impact of parental expectations is mediated by factors such as the value students assign to academic achievement, their confidence in their capabilities, and the encouragement they receive from others (Ma et al., 2018). Moreover, the expectations that parents establish early in a child's life have a significant and enduring effect on their academic outcomes (Froiland et al., 2012), underscoring the necessity of implementing interventions that target both parental involvement and expectations, particularly for young children.

While understanding the psychological impacts of parental expectations is crucial, it is equally important to consider the broader cultural and socioeconomic contexts that shape these expectations.

1.5. Cultural and Socioeconomic Factors

Examining how cultural backgrounds and socioeconomic status shape parental expectations and their impact on students. Cultural capital and socioeconomic status (SES) significantly influence students' academic performance and parental expectations. Research consistently shows that families with higher socioeconomic status often possess more cultural capital, which positively influences their children's academic success (Tan, 2015; Tan, 2017). This relationship is particularly evident in mathematics achievement, where parental expectations and home educational resources play crucial roles (Long & Pang, 2016; Tan, 2017). Interestingly, the impact of cultural capital and SES on academic performance varies across different socioeconomic strata and cultural environments. In high socioeconomic gradient economies, cultural capital explains more variance in student achievement compared to medium socioeconomic gradient economies (Tan, 2015). In China, family wealth negatively predicts parental expectations, contrary to the positive effects of home educational resources and parental education (Long & Pang, 2016). This underscores the intricate relationship between cultural influences and socioeconomic status in determining educational results. In conclusion, while SES and cultural capital are strong predictors of academic performance, other factors such as parental involvement, teacher-parent communication, and individual student characteristics also play significant roles (Considine & Zappalà, 2002; Gubbins & Otero, 2019; Zhang et al., 2023). Research by Phillipson & Phillipson (2011) indicates that parental expectations play a role in influencing how cognitive ability impacts academic performance. These results highlight the necessity of considering various factors when tackling educational disparities and creating specific strategies to assist students from varied backgrounds.

1.6. Significance of this Review

This review is important because it has the potential to enlighten educators, parents, and policymakers about the complex influence of parental expectations on student performance. By understanding these dynamics, stakeholders can develop strategies that foster supportive environments where high expectations are balanced with emotional support, ultimately enhancing student performance while mitigating stress. This review aims to enhance the ongoing conversation in educational psychology regarding parental involvement by showcasing effective strategies for engaging parents in their children's learning process.

It has been noticed that the expectations of parents play a crucial role in shaping students' academic success. This literature review examines the complex relationships between parental expectations, student performance, and other influential factors.

Numerous studies have consistently shown a affirmative link between the expectations of parents and the educational success of children (Davis-Kean, 2005; Pearce, 2006; Vartanian et al., 2007; Yamamoto & Holloway, 2010). However, the relationship is not as straightforward as initially assumed. Goldenberg et al. (2001) found that prior student achievement influenced subsequent parental expectations, rather than the reverse.

Academic self-concept (ASC) is crucial as it mediates the relationship between parental expectations and student achievement. As noted by Neuenschwander et al. (2007), ASC acts

as a partial mediator in how parental expectations impact students' academic outcomes. This highlights the importance of students' self-perception in attaining academic success.

The reciprocal nature of ASC and achievement has been debated in the literature. While Gonzalez-Pineda, Carlos Nunez, and Gonzalez-Pumariiega (2002) found ASC to be causally related to academic achievement but not vice versa, Marsh et al. (2005) demonstrated a reciprocal relationship model linking ASC with students' performance in mathematics.

Socioeconomic status (SES) and gender also play significant roles in predicting academic achievement. In some cases, these factors have shown stronger relationships with achievement than parental expectations. This suggests that while parental expectations are important, they should be considered alongside other influential variables.

Research has examined how factors at the school level influence the link between what parents expect and how well students perform. Notably, when individual-level factors are accounted for, the overall expectations of parents at a school do not significantly impact a student's performance. Nonetheless, a slight negative interaction across levels was detected, suggesting that in schools where the average parental expectations are higher, the connection between individual parental expectations and student performance is marginally diminished.

Prior academic achievement has been shown to influence subsequent parental expectations, suggesting a bidirectional relationship between these variables. This finding emphasizes the dynamic nature of parental expectations and their responsiveness to students' academic performance over time.

In conclusion, while parental expectations significantly influence student achievement, the relationship is complex and mediated by factors such as academic self-concept. Ongoing research should further investigate how factors at the individual, family, and school levels interact to influence academic performance.

1.7. Positive and Negative impacts on Students' Performance

Parental expectations can influence students' academic performance and overall well-being in both positive and negative ways. Generally, high expectations from parents are linked to better academic outcomes. Studies have consistently shown a positive link between the expectations of parents and the academic performance of teenagers (Froiland et al., 2012; Ma et al., 2018). Family aspirations in kindergarten have long-lasting effects, significantly predicting 8th-grade achievement through mediators such as student expectations (Froiland et al., 2012). Moreover, research indicates that academic success is more positively influenced by the expectations set by parents compared to other forms of parental involvement, such as homework assistance (Erdem & Kaya, 2020; Wilder, 2013). However, high parental expectations can also have negative consequences. Studies have shown that adolescents' depression is positively linked to high expectations from parents (Ma et al., 2018). The aspiration-expectation gap, where parental aspirations exceed realistic expectations, negatively predicts various outcomes, including academic self-concept, grade-point averages, and long-term educational attainment (Marsh et al., 2023). Additionally, parental expectations can be influenced by factors such as child behavior problems, potentially leading to lower expectations and reduced academic performance, even when controlling for past performance (Rutchick et al., 2009). In

conclusion, although parental expectations typically enhance students' academic success, it is important to strike a balance. Excessively high or unrealistic expectations can lead to negative outcomes, including depression and reduced academic performance. The key lies in fostering supportive, realistic expectations that encourage academic success while considering the child's capabilities and welfare (Ma et al., 2018; Marsh et al., 2023; Rutchick et al., 2009).

1.8. Rationale

Expectations set by parents have been recognized as a crucial element affecting the academic achievements of students from different cultural and ethnic backgrounds. The rationale for writing a review paper on this topic stems from the need to synthesize and analyze the intricate connections between parental expectations and student performance. Research has shown that the set expectations of parents vary by racial/ethnic group and have different impacts on student outcomes (Yamamoto & Holloway, 2010). A meta-analysis encompassing 54 quantitative studies found that the expectations of parents have a statistically a deep influence on academic success across different demographic groups (Jeynes, 2022). Moreover, Children's expectations and academic achievements are shaped by the expectations set by their parents. Additionally, factors such as child behavior problems can bias parental expectations, potentially leading to lower expectations and reduced academic performance (Rutchick et al., 2009). In conclusion, a review paper on this topic would be significant in consolidating the current understanding of how parental expectations influence student performance. It would help identify effective strategies for parental involvement, such as communicating positive educational expectations (Pinquart & Ebeling, 2019), and guide future research and educational interventions. The review might also consider the necessity for additional research on particular parental involvement strategies that enhance student engagement, as emphasized in recent studies (Yang et al., 2023).

2. Conceptual Framework

Theoretical perspectives underpinning parental expectations:

2.1. Bronfenbrenner's ecological systems theory (impact of family environment on child development)

Bronfenbrenner's ecological systems theory provides a comprehensive framework for understanding the complex interactions among different environmental factors and their impact on child development. This theory suggests that the growth of a child is shaped by several interrelated frameworks, extending from close family interactions to wider societal and cultural settings (Espelage, 2014; Hong et al., 2011). At the microsystem level, the family environment is pivotal in influencing a child's development. The relationship between parents and children, along with attachment and the general family environment, significantly influences a child's cognitive, emotional, and social growth (Hong et al., 2011; Yang & Oh, 2024). The mesosystem, which involves interactions between different microsystems, highlights how family-school relationships can influence a child's educational outcomes and social integration (Odom et al., 2004; Yang & Oh, 2024). The theory also considers more distal influences on child development. The exosystem, which includes parents' work environments and socioeconomic status, indirectly affects children by impacting parental stress levels and

resources available for child-rearing (Eccles & Roeser, 2010; Yang & Oh, 2024). The macrosystem includes wider cultural and societal elements, like social policies and cultural norms, that influence the overall environment in which children develop (Odom et al., 2004; Yang & Oh, 2024). Finally, the chronosystem accounts for the temporal dimension, recognizing how significant life events and historical contexts influence development over time (Yang & Oh, 2024). Interestingly, Studies indicate that direct interactions within the microsystem, known as proximal processes, often exert a stronger influence on children's development than contextual factors. Nonetheless, the impact of both proximal and contextual elements can differ based on the child's individual traits and the particular developmental outcome being assessed (Ashiabi & O'Neal, 2015). Ultimately, ecological systems theory of Bronfenbrenner's, offers a comprehensive perspective on child growth, highlighting the interconnected nature of various environmental systems. This model emphasizes the necessity of considering multiple levels of influence when researching child development and creating interventions aimed at fostering positive outcomes (Crawford, 2020; Yang & Oh, 2024).. By recognizing the complex interplay between family, community, and societal factors, researchers and practitioners can develop more comprehensive strategies to support children's growth and well-being.

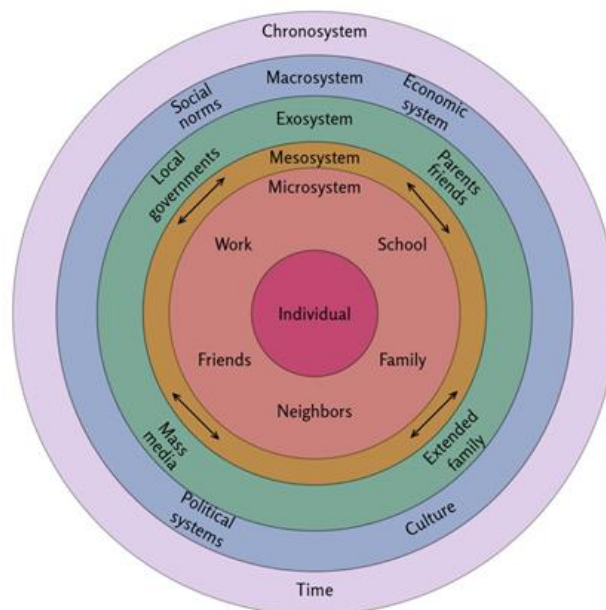


Figure 2: Bronfenbrenner's Ecological Systems Theory

2.2. Social learning theory (role modeling and reinforcement of learning behaviors)

According to Social Learning Theory, people acquire behaviors by watching and mimicking others, as well as through the reinforcement of these actions. This theory highlights the crucial role of social environments in influencing behavior and learning. Role modeling is a key component of Social Learning Theory, where individuals observe and imitate the behaviors of others, particularly those they perceive as attractive, competent, or successful (Manz & Sims, 1981). This process involves attentional, retention, motor reproduction, and motivational processes. For example, in organizational settings, managers can use day-to-day modeling to

effect behavioral changes among employees (Manz & Sims, 1981). Reinforcement learning is another crucial aspect of Social Learning Theory, where behaviors are strengthened or weakened based on their consequences. Studies on social reinforcement indicate that individuals are more likely to respond quickly to the faces of peers who frequently provide positive social reinforcement, and they also find these peers more likable (Jones et al., 2011). The ventral striatum and orbital frontal cortex have been shown to have a positive correlation with the anticipation of receiving social reinforcement (Jones et al., 2011). Social Learning Theory bridges behaviorism and cognitive approaches, incorporating elements of both (Rumjaun & Narod, 2020). It has been applied to various fields, including criminology, where it has been used to explain deviant behaviors (Pratt et al., 2009), misconduct by police (Chappell & Piquero, 2004), and the illegal copying of software (Burruss et al., 2012). The theory suggests that differential association, differential reinforcement, definitions (attitudes), and modeling are key factors in determining behavior (Akers & Lee, 1996). In conclusion, Social Learning Theory offers a detailed framework for comprehending how people learn and sustain behaviors by observing, imitating, and receiving reinforcement in social settings. Its applications span various domains, from education and organizational behavior to criminology and technology use.

2.3. Bourdieu's concept of cultural capital (socioeconomic factors influencing expectations)

Bourdieu's idea of cultural capital pertains to the non-monetary social assets that facilitate social mobility beyond just economic factors. This concept includes a person's knowledge, skills, education, and advantages, which elevate their societal status (Goldthorpe, 2007; Kim & Kim, 2008). Cultural capital is vital in understanding the persistence of educational inequality across generations and the perpetuation of social structures (Farkas, 2018; Mikus et al., 2019). Bourdieu suggests that children from families with substantial cultural capital develop particular ways of perceiving, thinking, and behaving that align with the expectations of educators and academic institutions (Moll et al., 2023). This alignment gives these children an advantage in the education system, as their cultural capital is more easily converted into academic success (Mikus et al., 2019). The concept extends beyond education, influencing various aspects of life, including personal finance and health outcomes (Abel, 2008; Aldridge, 1998). In summary, Bourdieu's cultural capital theory suggests that socioeconomic factors significantly influence expectations and outcomes in education and beyond. It highlights how cultural resources interact with economic and social capital to structure people's life chances and choices, contributing to the persistence of social inequalities (Abel, 2008; Edgerton & Roberts, 2014). This concept has been widely applied in sociology to study the impact of cultural reproduction on social reproduction, though its interpretation and application have evolved over time (Lamont & Lareau, 1988; Trainor, 2008).

3. Positive Influences of Parental Expectations

Parental high expectations have been shown to positively influence various aspects of students' academic performance and behavior.

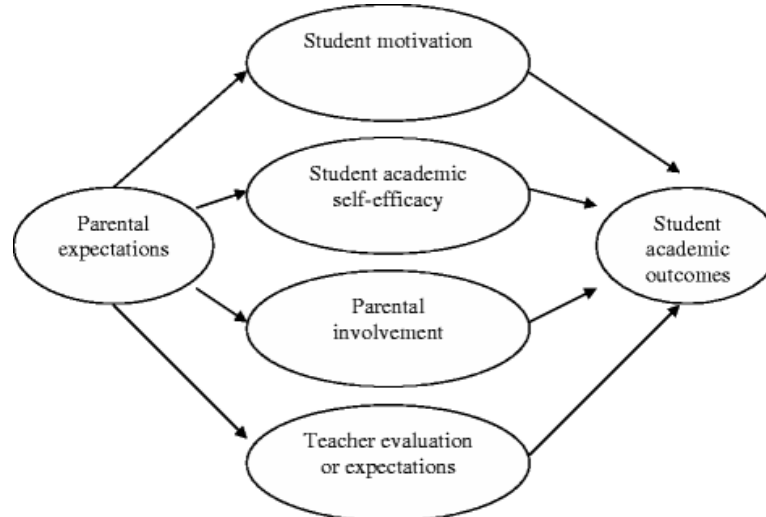


Figure 3: Mediating Factors Linking Parental Expectations and Academic Outcomes

Research indicates a positive correlation between parental expectations and the academic success of adolescents (Ma et al., 2018). Studies have shown that parental involvement, which frequently involves high expectations, significantly boosts grades directly and encourages more time dedicated to homework, further improving academic achievement (Fehrmann et al., 1987). Supportive parenting styles, particularly authoritative parenting, have been linked to better school adjustment and self-regulated learning in adolescents (Fuentes et al., 2019; Huang & Prochner, 2003). Parenting approaches characterized by compassion and support greatly enhance academic performance. This influence is both direct and indirect, as it boosts self-esteem and decreases the tendency to procrastinate academically (Batool, 2020). Additionally, according to Froiland (2013), when parents support their children's autonomy, it is associated with children's inherent motivation to learn and their positive emotional experiences. Regarding learning behaviors, high-quality parental guidance before children start school has a significant direct impact on IQ and an indirect influence on academic achievement in later grades (Englund et al., 2004). Engaged parental involvement is linked to a reduction in ADHD symptoms and improved academic performance. Additionally, the connection between parental engagement and academic performance is influenced by children's focus within the home setting (Rogers et al., 2009). The results underscore the significance of nurturing parenting techniques in developing self-regulated learning skills, persistence, and problem-solving skills in students.

4. Negative Influences of Excessive Expectations

Research findings indicate that excessive expectations can have significant negative influences on children and adolescents, particularly in terms of academic stress, anxiety, and mental health challenges.

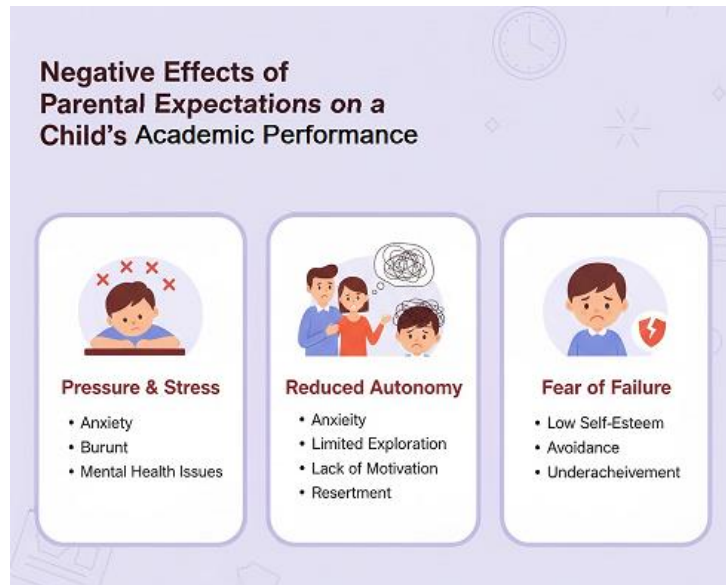


Figure 4: Negative Influences of Parental Expectations

According to Ma et al. (2018), high parental expectations are positively linked to both academic achievement and depression in adolescents. This paradoxical effect highlights the intricate nature of what parents expect and how it affects the well-being of their children. The mismatch between parental aspirations and students' abilities or interests can lead to disengagement and adverse outcomes. Studies have shown that the aspiration-expectation gap negatively predicts various outcomes, including academic self-concept, grade-point averages, and long-term educational attainment (Marsh et al., 2023). This indicates that when parents' hopes for their children far surpass their expectations or the child's capabilities, it can negatively impact the child's academic and personal growth. Interestingly, excessive pressure can be counterproductive, potentially reducing academic performance rather than enhancing it. The "Double Reduction" Policy in China, which aimed to reduce academic stress, resulted in improved mental health symptoms among students (Liu et al., 2022). This finding supports the notion that reducing intense academic demands can positively impact students' well-being, and potentially the academic performance of the students. In conclusion, while parental expectations can positively influence academic outcomes, having expectations that are too high or not grounded in reality can result in heightened stress, anxiety, and difficulties with mental health. The research emphasizes the importance of balancing expectations with students' abilities and interests and highlights the need for supportive parenting practices that promote both academic success and emotional well-being.

5. Mediating Factors

Parental engagement both at home and in school serves as an important intermediary between parents' expectations and students' academic success. Research indicates that involvement in school activities, academic socialization, and home-based participation by parents partially mediate the link between the SES of the family and the educational success of adolescents (Zhang et al., 2021). Specifically, parent-child communication and home monitoring have been identified as critical mediating factors (Guo et al., 2018). Socioeconomic status shapes

access to resources and opportunities, indirectly influencing academic performance through parental expectations and involvement. Research indicates that family SES positively influences parental educational expectations, which in turn affects academic outcomes (Zhang et al., 2023). Additionally, teacher-parent communication mediates the effect of SES on educational expectations (Zhang et al., 2023). Notably, a supportive family environment and active parental participation can somewhat offset the impact of socioeconomic status on academic success, particularly in non-urban areas (Gu et al., 2024). Bidirectional influences exist where students' achievements shape parental expectations over time. A long-term study conducted by Xiong et al. (2021) revealed that academic achievement significantly influences parental involvement in a positive direction, but the reverse effect was not observed. This suggests that adolescents' academic characteristics can evoke changes in parenting behaviors. Gender differences were also observed, with the influence of academic success on parental involvement is observed solely among teenage girls. (Xiong et al., 2021). To sum up, the relationship between parents' expectations and students' academic performance is shaped by a complex interaction of parental involvement, socioeconomic factors, and reciprocal influences. The results underscore the necessity of considering various elements when assessing how parental expectations influence students' academic performance. A summary of key empirical studies highlighting these mediating relationships is presented in Table 1.

Table 1: Summary of Key Studies on Mediating Factors Influencing Parental Expectations and Academic Performance

Author(s) & Year	Focus of Study	Key Findings	Implications	Relevance to Present Study
Zhang et al. (2021)	Examined parental involvement and socioeconomic status (SES) as mediators of students' academic success.	Found that school participation and home-based engagement by parents partially mediate the link between SES and students' educational outcomes.	Suggests that enhancing parental involvement can mitigate the effects of low SES on achievement.	Demonstrates how parental engagement functions as a mediating mechanism in shaping students' academic success, a key theme in the present review.
Guo et al. (2018)	Investigated home-based parental involvement and communication patterns.	Identified parent-child communication and home monitoring as critical mediating factors between parental expectations and academic outcomes.	Highlights the importance of effective family communication in promoting academic success.	Supports the review's emphasis on home environment and communication as vital mediators of parental expectation effects.

Zhang et al. (2023)	Analyzed how SES influences educational expectations and outcomes through parental and teacher interactions.	Found that family SES positively affects parental educational expectations and teacher-parent communication mediates this relationship.	Demonstrates the interconnected role of SES, expectations, and school collaboration.	Aligns with the review's focus on socioeconomic influences and teacher-parent cooperation in academic achievement.
Gu et al. (2024)	Studied the moderating effect of family environment and parental participation in non-urban settings.	Reported that supportive family environments and active parental engagement reduce the negative impact of low SES on academic achievement.	Encourages interventions focused on strengthening family participation in rural or low-income areas.	Reinforces the review's consideration of contextual and environmental factors affecting the parental expectation–achievement relationship.
Xiong et al. (2021)	Conducted a longitudinal study on bidirectional relationships between student performance and parental involvement.	Found that students' academic achievements influence parental involvement, with stronger effects observed among female adolescents.	Suggests that student performance can reshape parenting behaviors over time.	Extends the review's understanding of the reciprocal nature of expectations and performance over time.

6. Methodological Insights

Parental expectations have been consistently identified as a significant factor influencing students' academic performance across various studies. The methods used to explore this connection have been diverse, providing various perspectives on the complex connection between what parents expect and how students perform academically. Long-term studies have been especially useful in assessing the long-term impact of parental expectations on educational results. For instance, a study by Froiland and Davison (Froiland & Worrell, 2016) utilized structural equation modeling to analyze data collected over time, revealing that parental support for autonomy had an indirect effect on academic achievement by influencing intrinsic life goals and student expectations. Similarly, Briley et al. (Rutchick et al., 2009) used longitudinal data to demonstrate how parental expectations influenced children's own expectations and subsequent academic performance, even after controlling for baseline achievement. Interestingly, meta-analyses have provided a broader perspective on the

relationship between what parents expect and how students perform is significant. (Tan et al. Erdem & Kaya, 2020) performed a systematic review of 55 studies, revealing that parental expectations had a significant impact on academic performance when it was compared to other types of parental engagement. In a similar vein, Wilder (Jeynes, 2022) analyzed 54 quantitative studies, revealing statistically significant effects of parental expectations across diverse student populations. In conclusion, while various methodological approaches have been employed to study longitudinal studies and meta-analyses have proven to be particularly valuable in elucidating the link between the expectations of parents and the performance of students. These approaches enable researchers to observe the evolving nature of this relationship over time and to combine results from various studies providing a more comprehensive understanding of the influential factors at play (Antony-Newman, 2018; Chen & Gregory, 2009; Gubbins & Otero, 2019; Kang et al., 2024; Tan et al., 2019; Yamamoto & Holloway, 2010).

However, many studies rely predominantly on cross-sectional survey methods, limiting causal interpretation. There is also a lack of qualitative insights into how students and parents interpret academic expectations, especially in culturally diverse or underrepresented populations.

7. Discussion

The influence of parental expectations on students' academic performance is a multifaceted topic that encompasses various determinants and implications. The discussion of this topic will center on identified themes, contradictions in existing research, cultural and contextual differences, and practical implications for educators, parents, and policymakers.

A prevalent theme in research is the identification of personal and social-contextual factors that significantly impact academic performance. Studies show that student engagement and learning strategies, categorized as individual factors, along with school environment and social-familial influences, as social-contextual factors, play crucial roles in student achievement. These findings suggest a need to integrate personal and environmental aspects to effectively enhance academic performance (Lee and Shute, 2010).

Contradictions in research findings often arise due to differences in cultural and contextual backgrounds. For example, while some studies highlight the positive effects of high parental expectations on academic achievement, others indicate that excessive pressure may lead to stress and counterproductive outcomes. These discrepancies may stem from varying definitions and perceptions of "expectations" across different cultural backgrounds, emphasizing the importance of context in interpreting research findings (Swargiary & Roy, 2024).

Cultural and contextual differences can significantly influence parental expectations. For instance, the role of parental expectations may vary across different ethnic and socioeconomic backgrounds, affecting how children perceive and respond to academic challenges. It is essential to recognize these differences to avoid generalizations and to tailor educational strategies to meet diverse needs (Lochman & Wells, 2004)

Practical implications for educators, parents, and policymakers revolve around creating supportive and culturally sensitive educational environments. Educators can use these insights to develop inclusive teaching practices that consider both individual and contextual factors affecting students. Parents should be encouraged to set realistic and supportive expectations,

which can foster positive educational outcomes without inducing undue stress on children. Policymakers might consider these findings to create programs and policies that address diverse family and cultural backgrounds, promoting equal educational opportunities for all students (Pas et al., 2014).

Overall, addressing the influence of parental expectations requires a nuanced understanding of various contributing factors. By recognizing common themes, resolving contradictions, and considering cultural differences, stakeholders can better support students in achieving their academic potential.

8. Findings of the Review

The following are the findings of the study:

- Parental expectations have a powerful impact on academic performance of students, which influences motivation, engagement, and future performance.
- Effects of the expectations are two way as well- previous performance of the students also changes the future expectations of the parents.
- Reasonable and, at the same time, realistic expectations would lead to academic achievement, whereas overambitious and unrealistic expectations would result in stress, anxiety, and low self-esteem.
- Socioeconomic status, the culture of the place, and parental engagement mediate the strength and nature of this relationship.
- Self-managed learning and academic self-concept intermediaries the effects of parental expectation as internalized and reacted to by students.
- The gain of academic performance through supportive parenting styles and positive communication is more effective as compared to control-oriented or pressuring styles.
- Cultural differences have a role in the degree and understanding of what the parents expect in dissimilar societies.
- School environment and teacher student relationships are external buffers, which either enhance the effects of parental expectations, or weaken them.
- Aspiration-expectation gap Parental aspirations that are too high to match realistic expectations may also have adverse integration influence on student confidence and future performance.
- Early parental expectations have been seen to affect academic paths of students even at a later age and this is where their long-term developmental impact is realized.

9. Research Gap

Despite the fact that recent scholarly research (e.g., Gu et al., 2024; Haspolat and Yalcini, 2023) still suggests that parental expectations can be viewed as a definitive factor of how students perform in schools, there are still significant research gaps. A great part of the literature focuses on quantitative relationships between parental expectations and academic achievement, but provides little information on the psychosocial process. The two-sided impact of expectations has been demonstrated by studies by Ma et al. (2018) and Marsh et al. (2023), who have shown a combination of positive and negative effects of expectations on adolescents, which improve academic performance and increase depression or stress,

respectively, but there is a lack of longitudinal and cross-cultural studies that examine the dynamics of these emotional reactions. Moreover, recent studies both in the course and in the aftermath of the COVID-19 pandemic (Kang et al., 2024; Clemente-Suarez et al., 2024) are changing the context of learning drastically, but there is little research on how digital learning processes and the disrupted nature of family dynamics have changed parental expectations and student malleability.

The other significant gap is that marginalized and low-socioeconomic-status groups are underrepresented in empirical research. Even though the mediation of parental influence by socioeconomic and cultural factors has been demonstrated (Gubbins and Otero, 2019), most of the evidence comes across high-income or urban-based environments, which constitute a limited view of various family experiences. In addition, parental expectations have been a unidirectional factor in most studies, whereas some articles, including Xiong et al. (2021) and Froiland and Worrell (2016), have expressed that the study has found a reciprocal dependency between parental involvement and student achievement- an unexplored area. The mediation effect between intervening variables such as self-regulated learning (Chen, 2022) and parental expectations should be further, mixed-method research to better understand how psychological and behavioral characteristics define academic performance. Lastly, the state of meta-analyses is still suboptimal (Jeynes, 2022; Erdem and Kaya, 2020), so the lack of integrative frameworks of emotional, cultural, and socioeconomic dimensions in one integrated model of influences on parental expectations remains.

10. Recommendations

Drawing from the research papers provided, here are several important suggestions for parents, educators, and policymakers to enhance children's learning and development: For parents, it is crucial to create a supportive home environment that promotes learning and engagement. This includes providing structure and autonomy support for children's academic activities (Raftery et al., 2012). Parents should also strive to maintain open communication with teachers and actively participate in school-family partnerships (Raftery et al., 2012; Spear et al., 2021). Additionally, parents should be mindful of balancing digital device usage with other activities to support healthy cognitive development (Clemente-Suárez et al., 2024). Educators are encouraged to develop innovative and creative teaching strategies that incorporate digital technologies while also fostering meaningful interactions with students during online classes (Hutchison et al., 2020; Zheng et al., 2022). Teachers should pay attention to delivering socially distant yet engaging learning experiences, exercising compassion for students' circumstances (Anderson & Hira, 2020). Zheng et al. (2022) emphasize the importance of teachers providing extra support to younger students in online classes and creating a pleasant learning environment. According to Raftery et al. (2012), policymakers ought to contemplate enacting comprehensive interventions to foster robust partnerships between schools and families. They should also focus on building "happy schools" that contribute to effective education delivery, both online and in-person (Zheng et al., 2022). Additionally, policymakers should work on strengthening support systems for single-parent households, including child support enforcement, affordable childcare, and tailored education and job training programs (Rees et

al., 2023). In summary, fostering equitable and high-quality education necessitates a joint effort from parents, teachers, and policymakers. Implementing these recommendations allows everyone involved to work together in creating a supportive educational setting that addresses the diverse requirements of students and their families, particularly in response to the evolving educational challenges posed by the COVID-19 pandemic (Durrani et al., 2023; Spear et al., 2021).

11. Conclusion

The conclusion of this review shows that parental expectations continue to be among the strongest determinants of academic success in students, which imparts either cognitive or emotional effects. Understanding and support in expectations generates a motivation to perform better and engage in self-regulated learning and positive academic identities in students (High, 2012). Nevertheless, overly high expectations, which are unrealistic, unrelated to the unique potential of a child, could cause opposing outcomes like anxiety, emotional distress, and burnout on academic performance. The results highlight the fact that the parental expectation and student performance is indeed a multidimensional phenomenon, which is affected by socioeconomic status, cultural values, and the quality of parent-adolescent communication. Therefore, to promote academic excellence, the practice should be balanced and sensitive whereby the ambitions of parents have to take into consideration the ability and interests of students. Teachers and policy-makers should encourage awareness campaigns where parents establish healthy and motivating goals and establish working relationships with schools in order to build enabling learning environments that are conducive to academic success and psychological health.

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