

# Parental Expectations and the Academic Performance of Grade 10 Students: A Correlational Study

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**Abstract**— This study investigated the relationship between Parental Expectations and the Academic Performance of Grade 10 JHS students at Martin M. Salimbangon National High School. Using a correlational research design, the study aimed to determine the level of parental expectations as perceived by the students and to find out whether there is a significant relationship between the two variables. A Likert-scale questionnaire was used in gathering data from the respondents, and the results were statistically analyzed using the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ). The findings revealed that the relationship between parental expectations and academic performance was not significant, indicating that the level of parents' expectations does not directly influence the students' academic outcomes. This suggests that other factors such as motivation, learning environment, and study habits may have a greater impact on students' performance. The researchers concluded that while parental support and involvement remain vital in a child's education, excessive or insufficient expectations may not necessarily result in higher academic achievement. Hence, parents are encouraged to maintain balanced guidance and emotional support to help learners reach their full potential.

**Keywords**- Family-related factors, School-related factors, Tardiness, Transportation and Environmental factors & Senior High School students

## I. INTRODUCTION

Education was one of the strongest foundations a child could have to shape their future, and behind every student's learning journey were their parents' hopes and expectations. Parental expectations often played a silent yet powerful role in shaping a child's academic path, influencing how they perceived success, set goals, and responded to challenges. For Grade 10 students at a critical transition point before entering senior high school, these expectations could serve as either a source of motivation or pressure.

According to Xu, Li, and Chen (2022), students who perceived their parents as having positive academic expectations tended to demonstrate better self-regulated learning and greater school engagement. Similarly, Li (2024) emphasized that parental expectations fostered students' academic success when combined with parental involvement and emotional support. In addition, Marcenaro-Gutierrez

(2025) found that higher parental expectations significantly contributed to improved academic performance and goal attainment among students. However, it was also important to note that overly demanding or misaligned expectations could result in stress and decreased motivation. This was supported by Zhao and Wang (2022), who stated that excessive parental pressure might have negatively affected students' well-being and led to lower performance outcomes. Furthermore, Chen, Zhang, and Liu (2023) revealed that supportive parental expectations not only enhanced achievement but also strengthened students' self-regulation and learning attitudes. These findings collectively highlighted that parental expectations could either motivate or hinder students' academic growth, depending on how they were expressed and perceived.

Despite the growing number of studies on parental expectations, a research gap remains in understanding how these expectations influence junior high school students, particularly Grade 10 learners preparing for the transition to Senior High School. Previous studies have primarily focused on elementary or senior high school students, leaving limited data on this specific educational stage. Moreover, there is a lack of localized studies examining how parental expectations affect students' academic performance in Martin M. Salimbangon National High School. Addressing this gap will provide a clearer understanding of how parental beliefs and aspirations influence student learning and achievement in this context.

Ultimately, this study aimed to contribute to a deeper understanding of how parental expectations shaped students' academic performance. The research sought to serve as a stepping stone toward evidence-based interventions or programs that could enhance collaboration between parents and schools. It also aimed to empower parents with insights on how to set high yet realistic expectations that were supportive and grounded in their child's individual capabilities.

## II. STATEMENT OF THE PROBLEM

This study aims to determine the correlation between parental expectations and the academic performance of the Grade 10 Junior High School students at Martin M. Salimbangon National High School.

Specifically, it seeks to answer the following:

1. What was the demographic profile of the selected students at 1. What is the demographic profile of the Grade 10 Junior High School students at Martin M. Salimbangon National High School in terms of:
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Monthly family income
2. What is the level of parental expectations toward the academic performance of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
3. What is the level of academic performance of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
4. Is there a significant correlation between age and parental expectations of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
5. Is there a significant correlation between monthly income and parental expectations of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
6. Is there a significant correlation between age and the academic performance of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
7. Is there a significant correlation between monthly income and the academic performance of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
8. Is there a significant correlation between parental expectations and the academic performance of Grade 10 Junior High School students at Martin M. Salimbangon National High School?
9. Based on the findings, what relevant course of action can be proposed?

### I. Significance of the Study

This study was significant because it helped us understand how parental expectations affected the academic performance of Grade 10 Junior High School students, particularly in a public school setting such as Martin M. Salimbangon National High School. Grade 10 JHS was a crucial stage in every student's academic journey, as it prepared them for Senior High School and future career paths. At that point, parents' support and expectations could either inspire students to work harder or put pressure on them, causing stress. The findings of this research benefited researchers, teachers, parents, and students by providing an educational setting. Researchers learned new things, students found better ways to learn,

teachers improved their teaching, and parents better understood their child's learning. During this transition, parental expectations often became more intense, yet not all expectations were grounded in a realistic understanding of the child's abilities or personal experiences. This study was critical because it helped us understand how and why parents formed expectations about their child's academic performance—specifically among Grade 10 Junior High School students at Martin M. Salimbangon National High School. Lastly, this research provided valuable information for schools and families to help students improve their studies.

## III. REVIEW OF RELATED LITERATURE

This chapter presented related literature and studies that supported and strengthened the present research titled “Parental Expectations and the Academic Performance of Grade 10 Junior High School Students.” Variables organized the review, and each section included international, national, and local sources, showing how these studies related to the current research.

### *Parental Expectations*

Parental expectations have long been recognized as an important determinant of students' academic performance. According to Pinquart and Ebeling (2019), in their large-scale meta-analysis of 169 international studies examining how parental educational expectations are related to student academic achievement. Their findings show a consistent moderate positive correlation ( $r \approx .30$ ) between parental expectations and children's school performance. Importantly, the relationship was stronger when expectations were matched with the child's own aspirations. The study also found that factors such as socioeconomic status, cultural background, and parent-child communication influenced how expectations were formed and expressed. Their research highlights that while parental expectations can improve performance, unrealistically high expectations can sometimes create stress or pressure. Pinquart and Ebeling recommend that schools encourage healthy and realistic parental involvement by helping families understand how to support their child's individual learning path.

Parental expectations are among the most extensively studied predictors of student achievement. Spera (2005) emphasized that parental expectations constitute a key dimension of parental involvement that positively influences student motivation and academic outcomes; expectations signal to students that their success matters. Similarly, Fan and Chen (2001) concluded in an international meta-analysis that parents' educational expectations are consistently correlated with higher academic performance across cultures, independent of socioeconomic status. Yan and Lin (2002) further found that parental expectations shape students' academic aspirations and engagement, especially in societies that place high cultural value on education. Likewise, Ang and Huan (2006) noted that positive parental expectations, when communicated in supportive ways, can foster greater academic confidence and persistence among adolescents.

Within the Philippine context, parental expectations are intertwined with broader parental involvement practices. Garcia and Reyes (2021) reported that Filipino parents commonly hold high academic expectations that correspond to increased student effort and achievement; however, how these expectations are communicated strongly affects students' motivation and emotional well-being. Gonzales et al. (2020) also found that parental expectations were significant contributors to academic outcomes in selected senior high schools in Central Luzon, reflecting cultural values that equate academic success with family honor and economic opportunity. Espinosa (2021) noted that parental engagement, including expectations, communication, and academic support, significantly correlates with higher student grades. A similar study by Rivera and Dela Cruz (2022) concluded that Filipino parents tend to set high expectations as a reflection of cultural values that view education as the key to family advancement. According to these studies, parental expectations continue to be a major motivator for students' academic performance in the Philippines.

Local research by Mendoza (2023) and Baluran (2022) revealed that parental expectations build students' confidence and discipline. When parents continuously monitor and encourage their children, students show higher levels of effort and commitment to their studies.

#### *Parental Experiences*

Parental experiences describe how parents perceive and manage their involvement in their children's education. Chen, Zhang, and Huang (2020) found that parents' academic involvement—helping with homework and monitoring progress—enhances both academic success and parent-child relationships. Huang and Prochnow (2022) further explained that students who perceive parental support experience greater self-confidence and persistence, linking parents' lived experiences with positive learning behaviors.

In connection with this, Davis-Kean (2005) emphasized that parents' educational background and income—components of their socioeconomic status—also play a crucial role in determining their children's school performance. The study also points out that race and how many years a child has been in school are important factors. This suggests that improving these areas could help all children improve in school, regardless of their background.

In the Philippine setting, Reyes and Magno (2020) discovered that parents often experience both pride and pressure to help their children succeed, viewing education as a family investment. Bautista (2021) observed that Filipino parents' past educational experiences shape how they communicate expectations, sometimes leading to over-involvement or anxiety about performance.

Dizon and Ramos (2023) found that students interpret parental expectations differently—some view them as encouraging motivation, while others perceive them as stressful pressure. This aligns with the present study's findings, showing that expectations can either encourage or burden students depending on the parents' approach.

#### *Gender*

International studies suggest that parental expectations and academic encouragement do not operate in a gender-neutral vacuum. Jerrim et al. (2024) reported that in the United Kingdom, parents tend to overestimate boys' abilities in mathematics compared to girls, illustrating how gendered beliefs can shape parental expectations and, consequently, student self-perceptions (Jerrim et al., 2024). Jacobs and Bleeker (2019) also argued that gender stereotypes influence how parents interact with and encourage their children academically, particularly in STEM-related subjects, where cultural norms often favor males. These findings indicate that gender can mediate the ways in which parental expectations are formed and experienced.

In the Philippine context, Ogena (2020) examined gender differences in educational support and found that while Filipino parents generally maintain high expectations for both sons and daughters, daughters often receive more direct academic supervision and emotional support from parents than sons do.

Ramos (2023) observed in Davao City that although parents did not overtly favor one gender over another, female students tended to perceive more encouragement in daily academic activities. This pattern is consistent with broader educational research showing that female learners often report higher levels of parental involvement in homework and study monitoring, and that such involvement is linked to better engagement and achievement (Hill & Tyson, 2009; Voyer & Voyer, 2014). According to studies, girls are also more likely than boys to see parental academic support as encouragement rather than pressure, which leads to better academic attitudes and results (Fan & Williams, 2010; Pomerantz, Moorman, & Litwack, 2007).

#### *Age*

Developmental research indicates that age is linked with shifts in how expectations are communicated and experienced. Choi and Park (2020) found that parental expectations evolve as children grow older: parents of younger adolescents often engage more directly in academic supervision, whereas parents of older adolescents emphasize autonomy and long-term goals, such as college readiness. Liu, Zhang, and Lee (2021) similarly noted that as students age and gain self-regulatory skills, they rely less on direct parental involvement and more on intrinsic motivation.

Although there is limited Philippine research that directly links student age with parental expectations, DepEd Order No. 8, s. 2015 (K to 12 Policy Guidelines) supports the idea that parental and school support should be age-appropriate, noting that learners' needs and guidance strategies should evolve as students' progress through educational stages. This policy reflects the understanding that support mechanisms—including how expectations are communicated—may vary with age and developmental stage.

#### *Monthly Income*

Sociological research shows that socioeconomic status often influences the resources parents can provide, yet parental aspirations and expectations can remain high regardless of income. For example, Sirin (2005) found that family income

correlates with access to educational resources, but expectations themselves are shaped by cultural and social values that transcend material circumstances. This suggests that while wealth may provide advantages, it does not necessarily predict the level of parental expectations.

Reyes and Galang (2021) examined the influence of family income on educational support among Filipino high school students. They found that although income affects access to resources (such as tutorial services and learning materials), many parents across income levels still express high academic expectations for their children, often driven by cultural values that prioritize education as a path to socioeconomic mobility.

*Parental Expectations and Academic Performance*

Yamamoto and Holloway (2010) explored how parental expectations influence children's academic performance across different cultural backgrounds. They found that while high expectations generally lead to better academic outcomes, the way expectations are formed and how they affect students vary depending on sociocultural context. For example, Asian American parents often emphasize effort over ability, leading them to maintain high expectations regardless of past performance, while European American parents tend to base expectations more on previous academic results. The study also highlights that cultural beliefs, trust in school systems, and parental confidence shape how expectations are communicated and acted upon. Ultimately, they emphasize that expectations must be understood within the social, cultural, and economic background of each family, not treated as one-size-fits-all.

*Individual Child Abilities and Parental Expectations*

The relationship between what children have achieved in the past and what parents expect from them in the future is often influenced by how parents think about what causes good school performance. Some parents believe that a child's ability or intelligence is a fixed trait, which means they expect their child's performance to stay the same over time. For these parents, past success is a strong sign of what will happen (Weiner, 2005). However, other parents believe that effort is the key to success and that if a child puts in more or less effort, their performance could change. Parental aspirations are different from expectations. Aspirations are parents' hopes and dreams for their children's future, while expectations are what they think their children can achieve (Seginer, 1983). Parents' aspirations are often shaped by their personal goals and what society says about education's role in achieving success (Astone & McLanahan, 1991; Carpenter, 2008). Researchers usually ask parents what they hope for or wish for their children's achievements in school (Aldous, 2006; Goldenberg et al., 2001).

IV. RESEARCH METHODOLOGY

This chapter discussed research design, research environment, research respondents, research instrument, data-gathering procedures, data analysis, and ethical considerations in studying the factors that affected parental expectations on the academic performance of Grade 10 Junior High School students.

*Research Design*

The study was a quantitative research method that followed a correlational design. A correlational study was a type of research that examined whether two or more variables were related, without attempting to change or control them. The researcher observed and collected data, then checked if those things moved or changed together. For example, this study might have examined whether students with parents who had high expectations tended to have better grades. If both went up together, that indicated a positive correlation. If one went up while the other went down, that indicated a negative correlation. And if there was no pattern, then there was no correlation. This type of study was helpful when researchers wanted to see patterns or trends in real-life settings, such as schools or families, without conducting experiments. However, it was important to remember that just because two things were related didn't mean one was causing the other. A correlational study could tell us that a relationship existed, but not the reason for it (Creswell, 2012). Still, it was a helpful first step in research because it helped spot essential connections that might lead to deeper studies later on (Gravetter & Forzano, 2018).

*Research Environment*

The study was conducted at Martin M. Salimbangon National High School in Curva, Medellin, Cebu. The school, previously recognized as Curva National High School, was officially renamed Martin M. Salimbangon National High School and was one of the public schools in Cebu Province. Martin M. Salimbangon National High School had 566 Junior High School (JHS) students and 345 Senior High School (SHS) students enrolled. In addition to the students, the school employed 36 teachers to support and guide the students through their academic journey. The Senior High School program was divided into two primary strands: Humanities and Social Sciences (HUMSS) and Technical-Vocational-Livelihood (TVL).

*Research Respondents*

The respondents of this study were the parents of selected Grade 10 students from Martin M. Salimbangon National High School. The Grade 10 students came from three sections: Humility, Industrious, and Patience, with a total population of 143 students. To select the respondents, the researchers used stratified sampling to group the students according to their section. After determining the sample size using Slovin's formula, simple random sampling was applied to select the respondents from each section. From the total population, 20 students were randomly selected from each section, resulting in a total of 60 respondents for the study. This ensured that each section was equally represented in the sample.

TABLE 1. Distribution of the Respondents

Section	Total Population	Desired Size
Humility	49	20
Industrious	48	20
Patience	46	20
Total	143	20

*Data Analysis*

This study utilized quantitative data. The demographic profile of Grade 10 students at MMSNHS was analyzed using frequency and percentage. The data on the relationship between students' academic performance and their parents' expectations were analyzed using the weighted mean and Pearson's *r*.

*Ethical Considerations*

Ethical considerations guided the researchers' research design and practices, and they adhered to a specific code of conduct when collecting data from the respondents. This study allowed the researchers to ensure the respondents' protection and privacy. Only after the research teacher had approved the study was it carried out.

To ensure the privacy of the respondents, the three ethical principles were followed:

*Autonomy*

The researchers ensured that the respondents' participation in the study is voluntary and that they have the right to withdraw from involvement, considering their autonomy, rights, and dignity as humans. Before conducting the study, the researchers provide consent letters to the respondents to get their participation approval. They also sent approval letters to the school principal to allow the researchers to conduct the study and use junior high school grade 10 students as the respondents.

*Beneficence and Non-maleficence*

The researchers ensured that the chosen respondents were free from personal, physical, or emotional risks. They patiently assisted the participants and were willing to help them answer the questionnaires. The researchers were to wear face masks and apply hand sanitizers when conducting the study with the participants.

*Confidentiality*

The researchers guarantee that the personal information of all participants will remain private and not be shared. Each respondent's data will be carefully protected throughout the study. The researchers beforehand provided the transmittal letter and consent letter and presented them to the research teacher to check the ethical ways of conducting the study. The researchers beforehand provided the adapted survey questionnaires and presented them to the research teacher to check the validity and reliability of the instrument. The researchers must not present the respondents' data to the public. All information supplied by the key respondents is handled with the strictest confidentiality.

V. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter included the presentation, analysis, and interpretation of the data gathered from the respondents regarding the relationship between parental expectations and the academic performance of Grade 10 students. The results were shown through tables and explanations to clearly describe how parental expectations relate students' academic performances.

Specifically, the analysis of data was presented as follows:  
 1. Analysis on the demographic profile of the respondents in terms of gender, age, and monthly family income. It described the distribution of Grade 10 students according to these characteristics to provide a clear understanding of their background.  
 2. Analysis on the level of parental expectations toward the academic performance of Grade 10 students, showing how much parents expected their children to achieve in school.  
 3. Analysis on the level of academic performance of Grade 10 students, based on their general averages or academic ratings.  
 4. Analysis on the relationship between the respondents' demographic profile and their level of parental expectations, which included the correlation between gender and parental expectations, age and parental expectations, and monthly family income and parental expectations.  
 5. Analysis on the relationship between the demographic profile and the students' academic performance, focusing on gender and academic performance, age and academic performance, and monthly family income and academic performance. Finally, Analysis on the relationship between parental expectations and academic performance, which determined whether a significant connection exists between how much parents expect from their children and how well the students actually perform in school.

*The Demographic Profile (Gender) of the Grade 10 Junior High School Students.*

This part presented the distribution of the Grade 10 Junior High School respondents according to their gender. This information helped determine whether the respondents was predominantly male or female, which provided insights into possible gender-related factors affecting academic performance or parental expectations.

TABLE 1.1 *The Demographic Profile (Gender) of the Grade 10 Junior High School Students.*

Gender	Frequency	Percentage
Male	16	26.67%
Female	44	73.33%
<b>Total</b>	60	100%

The table showed the gender distribution of the respondents. Out of 60 students, 44 were female and 16 were male. This meant that the majority of the respondents in this study were female 73.33%, while a smaller portion were male 26.67%.

The dominance of female respondents implied that female students were more willing to participate in surveys or research-related activities. This could also have reflected the general population of Grade 10 students, where female learners may have outnumbered males. Understanding this helped determine if gender had any influence on parental expectations or academic performance.

According to Ogena (2020) in her study "Gender and Academic Motivation among Secondary Students" published in the Philippine Journal of Education, female students tend to be more participative and academically motivated, which could explain their higher representation in studies related to school performance.

*The Demographic Profile (Age) of the Grade 10 Junior High School Students.*

This table showed the age distribution of the Grade 10 students who participated in the study. Identifying the age range of the respondents helped in understanding whether their level of maturity and learning behavior aligned with Grade 10 students.

TABLE 1.2 *The Demographic Profile (Age) of Grade 10 Junior High School Students.*

Age	Frequency	Percentage
14 years old	4	6.66%
15 years old	43	71.66%
16 years old	8	13.33%
17 years old	2	3.33%
18 years old	3	5%
<b>Total</b>	<b>60</b>	<b>100%</b>

This part presented the age distribution of the respondents. Most students were 15 years old, while only a few were 14, 16, or 17 years old. The results showed that 71.66% of the respondents were 15 years old, which was considered the normal age for Grade 10 students.

This indicated that most of the respondents were of the appropriate age for their grade level, suggesting a consistent educational progression. Age was an important factor in learning behavior and parental expectations since parents might have expected more maturity and responsibility from students within the standard age range.

According to DepEd Order No. 8, s. 2015 (K to 12 Policy Guidelines), the typical age for Grade 10 students was around 15 to 16 years old, supporting that the respondents' age distribution fell within the expected range for junior high school learners.

*The Demographic Profile (Monthly Family Income) of the Parents of Grade 10 Junior High School Students.*

This table illustrated the respondents' monthly family income. This data provided an overview of the students' socioeconomic background, which could have influenced both parental expectations and academic outcomes.

TABLE 2.3 *The Demographic Profile (Monthly Family Income) of the Parents of Grade 10 Junior High School.*

Monthly Family Income	Frequency	Percentage
1,000 below	36	60%
10,000-20,000	21	35%
20,000-30,000	3	5%
<b>Total</b>	<b>60</b>	<b>100%</b>

This table showed the monthly family income of the respondents. A majority of the students came from families earning below ₱1,000 per month. This suggested that economic status could influence both parental expectations and academic performance. Families with limited income may have placed high expectations on their children to perform well academically, hoping that education would improve their family's financial situation.

As stated by Reyes and Galang (2021) in "Socioeconomic Status and Academic Achievement among Filipino Students" published in the Asia Pacific Journal of Multidisciplinary

Research, students from low-income families often experienced greater pressure to succeed academically due to their parents' aspirations for upward mobility. This meant that most respondents belonged to low-income families 60%, followed by middle-income families 35%, and only a few from higher-income households 5%.

*Level of Parental Expectations Toward Academic Performance of Grade 10 Junior High School Students.*

This presented the level of parental expectations as perceived by the Grade 10 students. It showed how much parents encouraged, motivated, or pressured their children to perform well academically.

TABLE 2. *Level of Parental Expectations Toward Academic Performance of Grade 10 Junior High School Students.*

Statement	Not at all (1)	Slightly (2)	Moderately (3)	Highly (4)	Very Highly (5)	Weighted Mean	Interpretation
Gilauman <i>oako, oga makakuhang oo taas nga grado ang akong anak sa iyang subject.</i>	1	3	16	21	19	3.90	Highly
Gilauman <i>oako, oga ang akong anak makapag-asa sa mga top sa iyang klase.</i>	3	2	24	14	17	3.66	Highly
Gilauman <i>oako, oga magpapakarot, awat, akong anak ug buhaton ang labing mayo.</i>	1	2	2	23	32	4.77	Very Highly
Gisasa <i>oako, oga pangardaw ng honor o award ang akong anak.</i>	0	5	13	18	24	4.02	Highly
Gilauman <i>oako, oga makubaran ng buho sa oras ang mga buhaton sa akong anak.</i>	0	1	10	28	21	4.15	Highly
Ma-disappoint ko kung makakuhang oo ubos nga grado ang akong anak.	14	15	12	14	5	2.80	Moderately
Nag-set ko oo mga tungod (goals) sa performance sa akong anak ug pagpapalitan bin.	1	7	11	24	17	3.82	Highly
Gilauman <i>oako, oga maglathay sa kolehiyo, ang akong anak human sa high school.</i>	1	3	2	7	37	3.77	Highly
Gisatayan <i>oako, oga ang performance ug kalibutan sa akong anak sa eskwelahan.</i>	2	7	11	26	14	4.01	Highly
Nisig ko oga ang akong oga gilauman makatubag sa mga ma-motivate ang akong anak nga mag-aram.	0	0	6	25	29	4.39	Very Highly
Overall Weighted Mean						3.93	Highly

Description: 1.00-1.79 (Not at all), 1.80-2.59 (Slightly), 2.60-3.39 (Moderately), 3.40-4.19 (Highly), 4.20-5.00 (Very Highly)

This presented the responses of the parents of the selected Grade 10 students regarding their expectations toward the academic performance of their children. The table showed the weighted mean and verbal interpretation of ten statements related to how parents set academic standards and expectations for their children. The overall weighted mean of 3.93 was verbally interpreted as Highly, indicating that, in general, parents had a high level of expectations for their children.

The findings indicated that most students perceived their parents as highly expectant of their academic performance. The highest weighted means (4.77 and 4.39) showed that many parents strongly encouraged their children to get high grades and academic awards. This aligned with the common

Filipino family value that views education as the key to success and social mobility.

Meanwhile, the lowest mean score (2.80) may suggested that a small portion of parents did not put excessive pressure on their children or preferred to give them more autonomy in their studies. The results reflected a balance—many parents were highly expectant but some are lenient, possibly to avoid stress or burnout in their children.

The overall result (3.93) confirmed that parental expectations played a strong motivational role in students' learning behavior. Students often felt motivated to meet their parents' standards because of respect, family pride, and emotional support.

This result implied that high parental expectations could be both beneficial and challenging. On the positive side, students whose parents expected much from them were more likely to be goal-oriented, disciplined, and academically driven. According to Spera, 2005; Fan & Chen, 2001, such expectations could enhance self-efficacy, motivation, and performance Spera, 2005; Fan & Chen, 2001. However, extremely high expectations without emotional support might have led to academic stress or anxiety (Yan & Lin, 2002; Ang & Huan, 2006). Therefore, teachers and parents needed to work together to maintain a healthy balance — encouraging students while ensuring that expectations remained realistic and supportive.

According to Garcia and Reyes (2021) in their study “The Influence of Parental Expectations on Students’ Academic Motivation” published in the International Journal of Educational Research in the Philippines, students who perceived high parental expectations often demonstrated stronger academic motivation and self-discipline. Similarly, Gonzales et al. (2020) found that parental involvement and expectations were significant predictors of students’ success in secondary education. This meant that parental expectations likely contributed to the strong academic performance of Grade 10 students, consistent with the idea that family engagement was one of the key factors in educational success.

*Level of Academic Performance of Grade 10 Junior High School Students.*

This table displayed the academic performance of the Grade 10 respondents based on their general averages. This table aimed to show the overall performance level of the students and identified the academic trends within the group.

TABLE 3 *Level of Academic Performance of Grade 10 Junior High School Students*

Grades	Frequency	Percentage
90-100	30	49.2%
85-89	18	29.5%
80-84	11	19.7%
75-79	1	1.6%
<b>Total</b>	<b>60</b>	<b>100%</b>

This presented the academic performance of Grade 10 students based on their general averages. The data showed that almost half of the respondents 49.2% achieved scores in the 90–100 range, while 29.5% scored 85–89. A smaller portion of students 19.7% received 80–84, and only 1.6% scored 75–79.

This indicated that the majority of Grade 10 students performed very well academically, with most students earning high scores in the 85–100 range. The minimal percentage in the 75–79 range suggested that only a few students were performing at a lower satisfactory level. Overall, the data reflected strong academic performance among the respondents.

The findings implied that the students were generally academically capable and met or exceeded the expectations set by their parents and teachers. High academic performance may have been influenced by several factors such as parental expectations, study habits, and personal motivation. The results also suggested that parental involvement, support, and encouragement might have played a positive role in helping students achieve higher grades (Fan & Chen, 2001; Garcia & Reyes, 2021).

*The Relationship Between Age and the Parental Expectations of the Grade 10 JHS Students.*

This section presented the analysis of the relationship between the respondents’ age and their level of parental expectations. The purpose of this analysis was to determined whether differences in age influence how much parents expected from their children. Using the Pearson correlation coefficient, the relationship between the two variables was examined and interpreted.

TABLE 4.1.2 *The Relationship Between the Age and the Parental Expectations of the Grade 10 JHS Students*

Variable 1	Variable 2	Critical r-value	Computed r-value	Findings
Parental Expectations	Age	0.254	0.035	Not Significant

\*Description: 0.00–0.19 (Very Weak Relationship), 0.20–0.39 (Weak Relationship), 0.40–0.69 (Moderate Relationship), 0.70–0.89 (Strong Relationship), 0.90–1.00 (Very Strong Relationship)

\*\*Description: If  $r_{computed} > r_{critical}$  ( $r_{a} = 0.254$  at 0.05 level,  $df = 58$ ) → There is a significant relationship & If  $r_{computed} < r_{critical}$  → There is no significant relationship.

The computed Pearson correlation analysis between age (Y) and parental expectations (X) yielded a coefficient of  $r = 0.035$ , indicating a weak negative relationship between the two variables. The negative correlation suggested that as students’ age increases, the level of parental expectations tended to slightly decrease. However, since the computed  $r$  value (0.035) was lower than the critical  $r$  value of 0.254 at the 0.05 level of significance, it indicated that there was no significant relationship between age and parental expectations among Grade 10 students.

This result aligned with studies showing that parental expectations often depended more on academic performance and family values than on the child’s age. According to Yamamoto and Holloway (2010), parental expectations were

shaped by parents' educational beliefs and aspirations for their children's success, rather than by demographic characteristics such as age. Similarly, a study by Davis-Kean (2005) found that parents' expectations were closely related to their perceptions of their child's abilities and educational environment, not necessarily the child's age.

The implication of this result was that parents may have maintained a consistent level of academic expectation across different age groups in Junior high school, reflecting stable family attitudes toward education. This consistency suggested that both younger and older students experienced comparable levels of encouragement and pressure from their parents. Educators and guidance counselors could have used this finding to promote communication between parents and students to ensure that parental expectations remained supportive and developmentally appropriate.

*The Relationship Between Monthly Income and the Parental Expectations of the Grade 10 JHS Students.*

This section presented the analysis of the relationship between parental expectations and monthly income of the respondents. The purpose was to determine whether the level of parental expectations was influenced by the family's financial capacity. Using the Pearson correlation coefficient, the relationship between the two variables was examined and is summarized in the table below.

TABLE 4.1.3 *The Relationship Between the Monthly Income and the Parental Expectations of the Grade 10 JHS Students.*

Variable 1	Variable 2	r-value	r-computed	Findings
Parental Expectations	Monthly Income	0.254	-0.049	Not Significant

\*Description: 0.00–0.19(Very Weak Relationship), 0.20-0.39(Weak Relationship), 0.40- 0.69(Moderate Relationship), 0.70-0.89(Strong Relationship), 0.90-1.00(Very Strong Relationship)

\*\*Description: If r computed > r critical ( $r_a = 0.254$  at 0.05 level,  $df = 58$ ) → There is a significant relationship & If r computed < r critical → There is no significant relationship.

The analysis of the relationship between parental expectations (X) and monthly income (Y) revealed a very weak positive correlation ( $r \approx -0.049$ ), indicating that there was no significant relationship between household income and the level of parental expectations among the respondents. This meant that higher or lower income does not meaningfully affect how much parents expected from their children. Interestingly, the result also suggested that students from lower-income families may still have experienced high parental expectations, reflecting that parents' aspirations and values toward education were not solely determined by financial resources.

This finding aligned with previous studies showing that parental expectations were strongly shaped by parents' educational beliefs and cultural values, rather than economic capacity (Davis-Kean, 2005; Yamamoto & Holloway, 2010). The implication was that schools and educators should recognize that academic encouragement and support were not limited to higher-income families, and efforts to foster student

motivation should considered parental values alongside economic factors.

*The Relationship Between the Age and the Academic Performance of the Grade 10 JHS Students.*

The following table presented the relationship between age and academic performance of the Grade 10 students. The purpose was to determine whether a student's age had an effect on their academic achievement. Using Pearson's correlation coefficient, the data were analyzed to examine the strength and direction of the relationship between the two variables.

TABLE 4.2.2. *The Relationship Between the Age and the Academic Performance of the Grade 10 JHS Students.*

Variable 1	Variable 2	Critical r-value	Computed r-value	Findings
Academic Performance	Age	0.254	0.13	Not Significant

\*Description: 0.00–0.19(Very Weak Relationship), 0.20-0.39(Weak Relationship), 0.40- 0.69(Moderate Relationship), 0.70-0.89(Strong Relationship), 0.90-1.00(Very Strong Relationship)

\*\*Description: If r computed > r critical ( $r_a = 0.254$  at 0.05 level,  $df = 58$ ) → There is a significant relationship & If r computed < r critical → There is no significant relationship.

The table presented the relationship between the age of Grade 10 students and their academic performance. Based on the computations, the Pearson correlation coefficient was found to be  $r \approx 0.13$ , indicating a weak relationship between the two variables. When compared to the critical r-value ( $r_a \approx 0.254$ ) at 58 degrees of freedom, the computed r was lower than the critical value, showing that the relationship was not statistically significant at the 0.05 level. This means that age did not have a meaningful or consistent effect on the academic performance of the students.

The result suggested that within the Grade 10 population, where most students were between 14 and 16 years old, the narrow age range made it unlikely for age to play a significant role in shaping performance outcomes. The weak and non-significant correlation implied that students' academic success could not be explained simply by how old they were. A 14-year-old and a 16-year-old student, for instance, may have exhibited similar levels of maturity, motivation, and study habits, leading to comparable academic results despite their age difference.

Rather than focusing on age as a determining factor, the findings emphasized the importance of environmental and personal influences, such as study discipline, teacher support, and motivation. This aligns with the insights of Steinmayr et al. (2014), who noted that academic achievement is more strongly shaped by factors such as self-regulation, parental involvement, and effective learning strategies rather than by age alone.

*The Relationship Between the Monthly Income and the Academic Performance of the Grade 10 JHS Students.*

This section presented the analysis of the relationship between the respondents' monthly family income and their academic performance. The purpose of this analysis was to

determine whether students’ academic achievement was influenced by their family’s economic status. Using Pearson’s correlation coefficient, the data were analyzed to identify the strength and significance of the relationship between these two variables.

TABLE 4.2.3. *The Relationship Between the Monthly Income and the Academic Performance of the Grade 10 JHS Students.*

Variable 1	Variable 2	Critical r-value	Computed r-value	Findings
Academic Performance	Monthly Income	0.254	0.09	Not Significant

\*Description:0.00–0.19(Very Weak Relationship), 0.20-0.39(Weak Relationship), 0.40- 0.69(Moderate Relationship), 0.70-0.89(Strong Relationship), 0.90-1.00(Very Strong Relationship)  
 \*\*Description: If r computed > r critical ( $r_a = 0.254$  at 0.05 level,  $df = 58$ ) → There is a significant relationship & If r computed < r critical → There is no significant relationship.

The computed Pearson correlation coefficient ( $r = 0.09$ ) indicated a very weak positive relationship between monthly income and academic performance of the Grade 10 students. When compared with the critical r-value ( $r_a = 0.254$ ,  $df = 58$ ) at the 0.05 level, the computed r was lower than the critical value, meaning the relationship was not statistically significant.

This result suggested that a family’s monthly income had little to no influence on the academic performance of the students. In other words, whether a student came from a low-, middle-, or high-income family, their grades do not significantly differ. Many students from lower-income households still performed well academically, possibly because of strong motivation, parental encouragement, or personal discipline.

The finding supported previous studies emphasizing that academic achievement was influenced more by non-financial factors, such as parental expectations, learning attitudes, and school support, rather than by family income alone (Davis-Kean, 2005; Sirin, 2005).

This implied that even though higher income could provide better educational resources, students from all income levels could achieve high academic performance when given proper guidance and motivation. Schools and teachers should therefore have focused on equal academic opportunities and emotional support, ensuring that economic background does not limit educational success.

*The Relationship Between the Parental Expectations and the Academic Performance of the Grade 10 JHS Students.*

This section presented the analysis of the relationship between parental expectations and academic performance of the Grade 10 students. The purpose of this analysis was to determine whether the level of parents’ expectations significantly influenced their children’s academic achievement. Using the Pearson Product-Moment Correlation Coefficient, the data were computed to identify the strength and direction of the relationship between the two variables.

TABLE 4.3. *The Relationship Between the Parental Expectations and the Academic Performance of the Grade 10 JHS Students.*

Variable 1	Variable 2	Critical r-value	Computed r-value	Findings
Parental Expectations	Academic Performance	0.25	-0.044	Not Significant

\*Description:0.00–0.19(Very Weak Relationship), 0.20-0.39(Weak Relationship), 0.40- 0.69(Moderate Relationship), 0.70-0.89(Strong Relationship), 0.90-1.00(Very Strong Relationship)  
 \*\*Description: If r computed > r critical ( $r_a = 0.254$  at 0.05 level,  $df = 58$ ) → There is a significant relationship & If r computed < r critical → There is no significant relationship.

The Pearson correlation analysis revealed a very weak negative relationship between parental expectations (X) and academic performance (Y) among Grade 10 students ( $r = -0.044$ ,  $df = 58$ ,  $p > .05$ ). The computed r value did not exceed the critical values at either the 0.05 (0.254) or 0.01 (0.330) significance levels, indicating that the relationship between parental expectations and academic performance was not statistically significant. This means that within the group of Grade 10 students who participated, variations in parental expectations were not directly associated with differences in students’ academic performance.

While the correlation was weak and not significant, this finding remains academically valuable and insightful. It suggests that parental expectations alone may not be the determining factor in shaping students’ academic outcomes. Instead, the results highlight the possibility that students’ performance is influenced by a combination of internal and external factors such as motivation, learning environment, teaching quality, peer influence, and even students’ emotional well-being. The finding also indicates that some students may still perform well academically regardless of the level of expectation from their parents, possibly due to self-driven goals or school-based support.

Previous research has reported mixed findings regarding the influence of parental expectations on students’ academic success. Some studies have suggested that high parental expectations could sometimes increase academic pressure and stress, which may interfere with students’ satisfaction and overall performance when those expectations are perceived as demanding rather than supportive (Ilyas et al., 2024). Similarly, other research has pointed out that while parental expectations can enhance students’ academic self-concept in certain situations, their actual effect on performance can be complex and indirect, depending on contextual factors such as socioeconomic status, parental involvement, and individual motivation (Frontiers in Health Informatics, 2024).

Although the present study did not find a significant relationship, the result supports previous insights emphasizing that the role of parental expectations is multifaceted. Expectations can be both a source of encouragement and a potential source of stress, depending on how they are expressed and interpreted by students. This implies that for expectations to become truly effective, they must be accompanied by emotional support, open communication, and understanding from parents. When parents balance their

aspirations with care, empathy, and positive reinforcement, students are more likely to feel motivated rather than pressured.

The findings of this study reveal that parental expectations, while important, may not directly determine academic performance. The absence of a significant relationship underscores the importance of holistic approaches in supporting students—where academic success is viewed not only as a product of parental pressure but as an outcome of encouragement, self-efficacy, and a nurturing environment. Therefore, educators and parents are encouraged to collaborate in creating spaces that promote both academic growth and emotional well-being, ensuring that students are not only achieving but also thriving in their educational journey.

## VI. SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATION

### *Findings*

Based on the collected and interpreted data, the study revealed the following insights:

1. Majority of the respondents were female 44 or 73.33%, while male respondents were 16 or 26.67%.
2. Most respondents were around 15 years old, which is the usual age for Grade 10 students.
3. The majority of the respondents came from families with a monthly income ranging from ₱1,000 below.
4. The total parental expectations' weighted mean obtained was 3.93, indicating that parents were generally highly expectant of their children's academic performance. This shows that parents, regardless of their demographic background, tend to maintain high expectations for their children's success in school.
5. Most students achieved grades between 90–100, interpreted as Outstanding, which indicates that the respondents generally performed well academically.
6. The computed correlation between age and parental expectations showed a weak positive relationship, suggesting that parental expectations slightly increase as students grow older. However, since the relationship was not statistically significant, this indicates that parents generally maintain similar expectations for their children regardless of age.
7. The result between monthly income and parental expectations revealed a very weak positive correlation, which indicated no significant relationship. Parents from both low- and high-income groups tended to had similar levels of hope and aspiration for their children's academic success.
8. The study found that the computed Pearson r-value of 0.13 shows a weak positive relationship between the age of Grade 10 students and their academic performance. Since this value did not exceed the critical value of 0.254, the result is not statistically significant. This means that age has no significant relationship with the students' academic performance.
9. The result indicated a very weak positive correlation, showed no significant relationship between family monthly income and students' academic performance. This meant that academic achievement was not strongly affected by family income, as students from all economic backgrounds could performed well with proper motivation and support.

10. The study revealed that the computed Pearson r-value shows a weak positive relationship between parental involvement and the academic performance of Grade 10 students. However, since the computed r-value did not exceed the critical value, the result is not statistically significant. This means that parental involvement has no significant relationship with the students' academic performance.

### *Conclusion*

The respondents of this study were the parents of selected Grade 10 students from Martin M. Salimbangon National High School. The Grade 10 students came from three sections: Humility, Industrious, and Patience, with a total population of 143 students. To select the respondents, the researchers used stratified sampling to group the students according to their section. After determining the sample size using Slovin's formula, simple random sampling was applied to select the respondents from each section. From the total population, 20 students were randomly selected from each section, resulting in a total of 60 respondents for the study. This ensured that each section was equally represented in the sample.

### *Recommendations*

Based on the findings and conclusions of the study, the following recommendations were made:

1. Based on gender, parents should be consistent in their expectations for both male and female children, ensuring that both receive equal encouragement and support. Schools can organize gender sensitivity programs that promote equal academic opportunities for all students.
2. Based on age, teachers should provide appropriate age motivation and learning strategies, especially since younger learners may need more encouragement to meet expectations. Parents should understand developmental differences and adjust their expectations according to the child's learning capacity.
3. Based on monthly income, families with lower income levels should be supported through school programs, scholarships, or academic aid to help their children perform well despite financial limitations. Parents should be reminded that financial status should not limit educational aspirations and that encouragement and involvement matter more than material support.
4. Based on the result of parental expectations, parents are encouraged to maintain high but realistic expectations, focusing on their child's effort, improvement, and well-being rather than perfection. Schools can host seminars or workshops for parents about the importance of supportive parenting and its effect on student achievement.
5. On academic performance, students should continue to develop good study habits, self-discipline, and time management to sustain high performance. Teachers should recognize and reward effort and consistency, not only top grades, to keep students motivated.
6. Since there was no significant relationship found between parental expectations and academic performance, parents should still use their expectations as a source of motivation, not pressure. Schools should establish open communication channels with parents to align expectations and provide

consistent academic support. It is also recommended that schools conduct seminars and workshops to guide parents in promoting positive and supportive expectations.

7. As an innovation, the school may implement a Parent-Student Progress Portal — a digital platform or system (accessible through a QR code or mobile app) where parents can regularly view their child’s performance updates, feedback, and motivational messages from teachers. This would strengthen parental engagement and help bridge communication between home and school.

8. For future researchers:

-investigate the factors affecting parental expectations, such as:

- Socioeconomic status (income level and financial stability)
- Parents’ educational attainment
- Cultural beliefs and family values
- Child’s gender, age, and previous academic performance
- Parenting styles and communication patterns

-conduct studies involving a larger sample size or different grade levels to make findings more generalizable.

-explore qualitative approaches, such as interviews or focus group discussions, to understand the deeper reasons behind parental expectations.

-examine how parental involvement style, home learning environment, and family relationships affect students’ motivation and academic outcomes.

-compare results between public and private schools, or between urban and rural settings, to analyze how environment influences parental expectations.

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