

## ATTITUDES AND EXPECTATIONS OF PARENTS IN STUDENTS' SCHOOL ACHIEVEMENT

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**Abstract:** The purpose of this report is to explore the important role of parental attitudes and expectations in influencing student academic achievement, with particular emphasis on the impact of cultural and socio-economic factors. Methodologically, this study conducts an extensive literature review that includes research on parental involvement in education, focusing on the influence of parental attitudes, expectations, and socioeconomic status on student academic outcomes. The results of the literature review reveal a consistent association between positive parental attitudes toward education, combined with high expectations for academic achievement, and improved student performance across demographic groups. Parents who demonstrate a strong belief in the value of education and hold high expectations for their children's academic success often provide the necessary support, resources, and encouragement to facilitate their children's learning process. This proactive involvement in their children's education creates a conducive environment for academic growth and development. However, the review also highlights persistent differences in parental involvement, influenced by socio-economic factors and cultural beliefs. Families from higher socioeconomic backgrounds tend to have greater access to educational resources, including quality schools, tutoring, and extracurricular activities. As a result, these parents often have higher academic expectations for their children and are more actively involved in their educational pursuits. Conversely, families from lower socioeconomic backgrounds may face systemic barriers to academic achievement, such as limited access to resources and educational opportunities, which may affect parental involvement and expectations. Cultural beliefs and values also play an important role in shaping parents' attitudes and expectations towards education. In cultures where academic achievement is highly valued and seen as a path to success, parents may place great emphasis on their children's education and set high expectations for their children's academic performance. In contrast, in cultures that prioritize holistic development and non-academic pursuits, parents' expectations of education may differ, with an emphasis on a wider range of skills and abilities. Based on the findings, the conclusions drawn suggest that fostering positive attitudes and expectations by parents is critical to promoting academic success for all students. Efforts to enhance parental involvement in education should be sensitive to the different cultural and socio-economic backgrounds of families. Additionally, targeted interventions are needed to address systemic barriers to parental engagement, particularly among low-income and marginalized communities. Recommendations emerging from the study include implementing strategies to promote parental involvement in education, providing support services for families from disadvantaged backgrounds, and promoting cultural sensitivity in educational practices. Collaborative efforts between schools, families, and community organizations are essential to creating inclusive learning environments that empower all students to succeed academically. In conclusion, this report highlights the critical importance of parental attitudes and expectations in shaping students' academic performance. By understanding the complex interplay between parental attitudes, socioeconomic status, and cultural factors, educators and policymakers can develop effective strategies to promote parental involvement and support the academic success of all students. Further research is needed to explore additional factors that influence parents' attitudes and expectations and their impact on students' educational experiences and outcomes.

**Keywords:** parental attitudes, expectations, academic achievement, theory of overlapping spheres of influence, parental involvement.

### 1. INTRODUCTION

The role of parents in shaping the academic trajectory of their children is a topic of enduring interest and importance in the field of education. Parental attitudes and expectations are widely recognized as significant factors that influence students' school achievement (Fan & Chen, 2001). As children navigate their educational journey, the attitudes and expectations held by their parents can profoundly impact their motivation, engagement, and ultimately, their academic success (Davis-Kean, 2005; Stavroulaki, Li & Gupta, 2021). The Theory of Overlapping Spheres of Influence provides a valuable framework for understanding the complex dynamics at play in the relationship between parental attitudes, parental involvement, and students' academic outcomes (Sui-Chu & Willms, 1996). This theory posits that children's development is influenced by multiple overlapping domains, including the family, school, and peer groups (Hill et al., 2004). Within this framework, parental attitudes towards education emerge as a

critical component of the family domain, exerting a significant influence on children's educational experiences and achievements.

Parental attitudes encompass a wide range of beliefs, values, and perceptions related to education. These attitudes are shaped by various factors, including parents' own educational experiences, cultural background, socioeconomic status, and aspirations for their children (Sirin, 2005). Positive parental attitudes towards education are characterized by a belief in the value of education, high expectations for academic success, and active involvement in their children's learning (Eccles & Harold, 1993). In contrast, negative attitudes or indifference towards schooling can hinder children's motivation and engagement in learning activities (Hoover-Dempsey & Sandler, 1997; Benner, Boyle, & Sadler, 2016).

Research consistently demonstrates a strong correlation between parental attitudes towards education and students' academic achievement (Davis-Kean, 2005). Parents who hold positive attitudes towards education tend to convey high expectations for their children's academic success and provide a supportive home environment conducive to learning (Fan & Chen, 2001). These parents are more likely to be actively involved in their children's education, monitoring their progress, providing academic support, and engaging with teachers and schools (Lee & Bowen, 2006).

Conversely, parents with negative attitudes towards education may have lower expectations for their children's academic success and may be less involved in their children's schooling (Sui-Chu & Willms, 1996). This lack of parental involvement can have detrimental effects on students' academic outcomes, as it may result in reduced support and encouragement for learning, limited access to educational resources, and decreased communication between parents and teachers (Hill et al., 2004).

Socioeconomic status (SES) is another important factor that influences parental attitudes towards education and students' academic achievement (Sirin, 2005). Families from higher SES backgrounds often have greater access to resources such as educational materials, tutoring, and enrichment activities, which can contribute to their children's academic success (Davis-Kean, 2005). In contrast, children from low-income households may face barriers to academic achievement due to limited access to resources and opportunities (Sirin, 2005). Addressing socioeconomic disparities in parental involvement and support is therefore essential for promoting educational equity and improving academic outcomes for all students (Benner, Boyle, & Sadler, 2016).

Cultural background also plays a significant role in shaping parental attitudes towards education (Lee & Bowen, 2006). Cultural values, beliefs, and expectations regarding education vary widely across different ethnic and cultural groups, influencing parents' attitudes towards their children's academic success (Hoover-Dempsey & Sandler, 1997). In some cultures, academic achievement is highly valued and seen as a pathway to success and social mobility, leading parents to place strong emphasis on their children's education. In contrast, in cultures that prioritize holistic development and non-academic pursuits, parents may have different expectations and priorities for their children's education (Lee & Bowen, 2006).

Recognizing the importance of parental attitudes and expectations in shaping students' academic outcomes, educators and policymakers have increasingly focused on strategies to enhance parental involvement and support in education (Fan & Chen, 2001). Research suggests that promoting positive parental involvement can lead to improved academic achievement, increased student motivation, and enhanced school success (Hill et al., 2004). Efforts to strengthen partnerships between schools and families, provide resources and support for parents, and create a culture of high expectations for all students can help to foster a supportive educational environment that promotes academic success for all children (Eccles & Harold, 1993).

Parental attitudes and expectations are powerful determinants of students' academic achievement. Within the framework of the Theory of Overlapping Spheres of Influence, parental attitudes towards education emerge as a critical component of the family domain, exerting a significant influence on children's educational experiences and outcomes. Positive parental attitudes towards education are associated with higher academic achievement, while negative attitudes or indifference towards schooling can hinder students' motivation and engagement in learning activities. Addressing socioeconomic disparities and cultural differences in parental involvement and support is essential for promoting educational equity and improving academic outcomes for all students (Benner, Boyle, & Sadler, 2016). By fostering partnerships between schools and families and creating a culture of high expectations for all students, educators and policymakers can help to ensure that every child has the opportunity to succeed academically.

## **2. IMPORTANCE OF PARENTAL ATTITUDES AND EXPECTATIONS**

Parental attitudes and expectations towards education are paramount factors that significantly influence children's academic journey and eventual outcomes (Eccles & Harold, 1993). These attitudes, shaped by various factors such

as cultural background, socioeconomic status, and personal experiences, create the foundation upon which children develop their own perceptions and approaches to learning (Benner, Boyle, & Sadler, 2016).

Parents who hold positive attitudes towards education tend to prioritize and actively support their children's academic endeavors. They instill in their children a sense of value for education, fostering a mindset that views learning as essential for personal growth and success (Lee & Bowen, 2006). Conversely, negative attitudes or indifference towards education can hinder children's motivation and engagement in learning activities (Hoover-Dempsey & Sandler, 1997).

The expectations parents have for their children's academic achievement also play a crucial role in shaping their educational journey. Parents with high expectations for their children typically set ambitious goals and provide the necessary support and resources to help them succeed academically (Davis-Kean, 2005). These expectations serve as a source of motivation for children, driving them to strive for excellence and meet their parents' standards (Lee & Bowen, 2006).

However, parental attitudes and expectations are not uniform across all families and can vary significantly based on cultural background and socioeconomic status. In some cultures, academic achievement is highly esteemed and seen as a means of achieving success and upward mobility (Lee & Bowen, 2006). Parents from these cultural backgrounds may place a strong emphasis on their children's education, setting high expectations and providing unwavering support to help them excel academically.

Conversely, in cultures that prioritize holistic development and non-academic pursuits, parental expectations regarding education may differ. While academic achievement remains important, these cultures may also value creativity, emotional intelligence, and interpersonal skills as essential components of a well-rounded education (Lee & Bowen, 2006).

Socioeconomic status (SES) also plays a significant role in shaping parental attitudes and expectations towards education. Families from higher SES backgrounds often have greater access to educational resources, including quality schools, tutoring services, and extracurricular activities (Davis-Kean, 2005). These parents may have higher academic expectations for their children due to their awareness of the opportunities available to them and their desire to see their children succeed. On the other hand, children from low-income households may face systemic barriers to academic achievement, including limited access to quality education and inadequate resources (Sirin, 2005). Parents from these backgrounds may have lower expectations for their children's academic success, reflecting their perception of the challenges they face and the limited opportunities available to them.

Despite these disparities, research consistently shows that parental attitudes and expectations have a significant impact on children's academic outcomes across all demographic groups (Fan & Chen, 2001). Positive parental involvement, characterized by high expectations and active support for children's learning, is associated with higher levels of academic achievement and increased motivation to succeed (Hoover-Dempsey & Sandler, 1997).

### **3. CULTURAL PERSPECTIVES ON PARENTAL EXPECTATIONS**

Cultural perspectives on parental expectations regarding education are diverse and multifaceted, reflecting the rich tapestry of values, beliefs, and traditions that shape family dynamics and educational aspirations across different cultural contexts. These perspectives play a crucial role in influencing the educational experiences and outcomes of children, as they inform parents' attitudes, priorities, and approaches to their children's schooling.

In many cultures, academic achievement is highly esteemed and viewed as a pathway to success, social mobility, and the fulfillment of familial aspirations (Lee & Bowen, 2006). Parents from these cultural backgrounds often place significant emphasis on their children's education, setting high expectations for academic performance and actively supporting their children's learning endeavors. This emphasis on academic success may stem from cultural values that prioritize hard work, diligence, and the pursuit of excellence, as well as broader societal norms that equate educational attainment with social and economic advancement.

Conversely, in cultures that prioritize holistic development and non-academic pursuits, parental expectations regarding education may differ significantly. While academic achievement remains important, these cultures may also value creativity, emotional intelligence, and interpersonal skills as essential components of a well-rounded education (Lee & Bowen, 2006). As a result, parents from these cultural backgrounds may have more nuanced expectations for their children's educational journey, emphasizing a balance between academic excellence and personal growth.

Cultural perspectives on parental expectations can also influence parents' attitudes towards various aspects of their children's education, including the choice of academic pathways, career aspirations, and the importance of extracurricular activities. For example, in cultures where certain professions are highly valued or traditionally revered, parents may encourage their children to pursue careers in fields such as medicine, engineering, or law, regardless of their individual interests or aptitudes (Lee & Bowen, 2006).

Similarly, cultural attitudes towards extracurricular activities, such as sports, arts, or community service, can vary widely, with some cultures placing a strong emphasis on these activities as integral components of a well-rounded education, while others may prioritize academic pursuits above all else.

Furthermore, cultural perspectives on parental expectations intersect with broader societal factors, such as gender roles, socioeconomic status, and immigration experiences, to shape parents' attitudes towards education. For example, in cultures where traditional gender roles are prevalent, parental expectations regarding education may differ for male and female children, with boys often being encouraged to pursue careers in STEM fields, while girls may be encouraged to focus on traditionally female-dominated professions (Lee & Bowen, 2006). Similarly, immigrant parents may bring their own cultural values and expectations regarding education to their new country, navigating the complexities of assimilation, acculturation, and the pursuit of the American Dream.

It is important to recognize that cultural perspectives on parental expectations are not static or monolithic; rather, they are dynamic and subject to change over time, influenced by factors such as globalization, technological advancements, and shifting societal norms. As such, educators and policymakers must adopt a culturally responsive approach to working with families from diverse cultural backgrounds, acknowledging and respecting the cultural values, beliefs, and expectations that shape parents' attitudes towards education.

Efforts to promote positive parental engagement and involvement in education should be grounded in an understanding of cultural perspectives on parental expectations, recognizing the unique strengths, assets, and contributions that families from diverse cultural backgrounds bring to the educational process. By fostering partnerships between schools and families that honor and celebrate cultural diversity, educators can create inclusive learning environments that empower all students to succeed academically, regardless of their cultural background or socioeconomic status (Benner, Boyle, & Sadler, 2016). Ultimately, by embracing cultural perspectives on parental expectations, educators can work collaboratively with families to support the educational success and well-being of every child (Oishi & Sullivan, 2005).

#### **4. THE ROLE OF PARENTAL INVOLVEMENT IN ACADEMIC SUCCESS**

Parental involvement is a key element of academic success and is recognized as one of the most important factors in shaping children's educational outcomes (Fan & Chen, 2001). It includes a wide range of attitudes, actions and behaviors through which parents actively participate in the education of their children, both at home and at school. Extensive research has consistently demonstrated a strong correlation between parental involvement and student academic achievement across grade levels, socioeconomic backgrounds, and cultural contexts (Hill et al., 2004; Benner, Boyle, & Sadler, 2016; Liu, Peng, Zhao & Luo, 2022).

One of the primary ways that parental involvement contributes to academic success is by fostering a supportive home environment that prioritizes learning and intellectual development (Eccles & Harold, 1993). Engaged parents create a home environment conducive to learning by providing educational resources, setting high academic expectations, and encouraging their children to excel academically. They establish routines and structures that promote study habits, time management skills, and a positive attitude toward learning, laying the foundation for academic success (Hill et al., 2004).

Furthermore, parental involvement extends beyond the home environment to include active involvement in their children's school and educational experiences. Involved parents communicate regularly with teachers, attend parent-teacher conferences, and volunteer in school activities, demonstrating their commitment to their children's education (Davis-Kean, 2005). They work with teachers and school administrators to identify and address their children's academic needs, provide feedback on their progress, and advocate for their educational rights and interests (Fan & Chen, 2001).

Parental involvement also plays a critical role in shaping students' motivation, engagement, and overall academic attitudes (Hoover-Dempsey & Sandler, 1997). Children whose parents are actively involved in their education tend to show greater motivation to learn, higher levels of academic engagement, and more positive attitudes toward school (Hill et al., 2004). Involved parents provide emotional support, encouragement, and praise for their children's academic achievements, fostering a sense of self-confidence, self-efficacy, and intrinsic motivation for academic success (Eccles & Harold, 1993).

In addition, parental involvement has been shown to have a positive impact on student academic performance in a variety of subject areas and grade levels. Research shows that students whose parents are actively involved in their education tend to achieve higher grades, perform better on standardized tests, and demonstrate greater academic ability compared to their peers whose parents are less involved (Davis-Kean, 2005). This relationship between parental involvement and academic success holds across a variety of demographic groups, highlighting the universal importance of parental involvement in promoting student success (Fan & Chen, 2001).

The benefits of parental involvement extend beyond academic achievement to include broader social-emotional and developmental outcomes. Engaged parents provide a supportive and nurturing environment that enhances children's social skills, emotional well-being, and overall development (Hoover-Dempsey & Sandler, 1997). They instill values such as persistence, resilience and responsibility, which are essential for navigating the challenges of academic life and beyond (Hill et al., 2004; Oishi & Sullivan, 2005). Despite overwhelming evidence supporting the positive effect of parental involvement on academic success, differences in parental involvement persist among different demographic groups. Socioeconomic factors, cultural beliefs, and structural barriers can impede parents' ability to actively participate in their children's education, contributing to disparities in academic outcomes (Sirin, 2005; Liu, Peng, Zhao & Luo, 2022).

Therefore, efforts to promote parental involvement should be informed by an understanding of these contextual factors and seek to address systemic barriers to engagement.

Educators, policymakers, and community stakeholders play a crucial role in promoting and facilitating parental involvement in education. Schools can create welcoming and inclusive environments that actively involve parents in decision-making processes, provide opportunities for parent education and training, and offer support services to address families' diverse needs (Davis-Kean, 2005). Collaboration between schools, families, and community organizations is essential for fostering partnerships that support children's academic success and well-being (Oishi & Sullivan, 2005; Stavroulaki, Li & Gupta, 2021).

In conclusion, parental involvement is a powerful predictor of academic success, with far-reaching implications for children's educational outcomes and overall development (Stavroulaki, Li & Gupta, 2021). Engaged parents play a critical role in creating a supportive home environment, fostering motivation and engagement, and promoting academic achievement (Stavroulaki, Li & Gupta, 2021). By recognizing the importance of parental involvement and addressing barriers to engagement, educators and policymakers can work collaboratively with families to ensure that every child has the opportunity to succeed academically and thrive in school.

## 5. CONCLUSIONS

In conclusion, parental involvement is a powerful predictor of academic success, with far-reaching implications for children's educational outcomes and overall development. Engaged parents play a critical role in creating a supportive home environment, fostering motivation and engagement, and promoting academic achievement (Eccles & Harold, 1993). By actively participating in their children's education, parents demonstrate the value they place on learning and academic success, which can significantly influence their children's attitudes towards school (Hoover-Dempsey & Sandler, 1997). Research consistently shows that students whose parents are involved in their education tend to perform better academically, achieve higher grades, and exhibit greater academic competence compared to their peers whose parents are less involved (Davis-Kean, 2005).

Furthermore, the benefits of parental involvement extend beyond academic achievement to encompass socioemotional and developmental outcomes. Engaged parents provide emotional support, encouragement, and guidance, which are essential for children's social and emotional well-being (Hill et al., 2004). By fostering a positive parent-child relationship and creating a nurturing home environment, parents help build their children's self-esteem, resilience, and sense of belonging, which are critical for success both in school and in life (Lee & Bowen, 2006).

However, despite the overwhelming evidence supporting the positive impact of parental involvement on academic success, disparities in parental involvement persist across different demographic groups (Sirin, 2005). Socioeconomic factors, cultural beliefs, and structural barriers can hinder parents' ability to actively participate in their children's education, contributing to inequalities in academic outcomes. Therefore, efforts to promote parental involvement should be informed by an understanding of these contextual factors and seek to address systemic barriers to engagement (Fan & Chen, 2001; Liu, Peng, Zhao & Luo, 2022).

Educators, policymakers, and community stakeholders play a crucial role in promoting and facilitating parental involvement in education (Lee & Bowen, 2006). Schools can create welcoming and inclusive environments that actively involve parents in decision-making processes, provide opportunities for parent education and training, and offer support services to address families' diverse needs (Hill et al., 2004). Collaboration between schools, families, and community organizations is essential for fostering partnerships that support children's academic success and well-being (Oishi & Sullivan, 2005; Stavroulaki, Li & Gupta, 2021).

In summary, parental involvement is a multifaceted construct that encompasses a wide range of behaviors, attitudes, and actions through which parents support their children's education (Eccles & Harold, 1993). From creating a supportive home environment to actively participating in school activities, parental involvement plays a critical role in shaping children's academic success, socioemotional well-being, and overall development. By recognizing the importance of parental involvement and working collaboratively with families to address barriers to engagement,



educators and policymakers can create inclusive learning environments that empower all children to succeed academically and thrive in school.

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