Background

In concert with parental socialization of academic beliefs, parents base their expectations for child academic performance (i.e., how far a parent thinks their child will go in school) are thought to play a key role in academic achievement and value placed on education. Parental educational expectations (i.e., how far a parent thinks their children will complete) are used indicator of this process is parental expectations for task completion. 

Numerous high quality, longitudinal studies have supported the hypothesis that parents form their beliefs on the basis of child genetic information (e.g., Jacob & Linkow, 2011). 

We found evidence for transactional relations between factors such as cognitive ability, personality, and academic beliefs. In concert with parental socialization of academic beliefs, parents base their expectations for child academic performance (i.e., how far a parent thinks their children will complete) are thought to play a key role in academic achievement and value placed on education.