

INFLUENCE OF PARENTAL EXPECTATIONS ON PUPILS' SELF-EFFICACY AND ACADEMIC SUCCESS

Ndukwu Eric Chima

Ph.D Student, Department of Educational Foundations, University of Nigeria Nsukka, Nigeria

Ndukwu Edith N.

Ph.D Student, Department of Educational Foundations, University of Nigeria Nsukka, Nigeria

©2017

International Academic Journal of Social Sciences and Education (IAJSSE) | ISSN 2518-2412

Received: 31st October 2017

Accepted: 26th November 2017

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajsse_v1_i5_75_88.pdf

Citation: Ndukwu, E. C. & Ndukwu, E. N. (2017). Influence of parental expectations on pupils' self-efficacy and academic success. *International Academic Journal of Social Sciences and Education*, 1(5), 75-88

ABSTRACT

This study was carried out to investigate the influence of parental expectations for academic success on self-efficacy of pupils in primary schools in Owerri Education Zone II of Imo State, Nigeria. Three research questions and three null hypotheses were formulated to guide the study. The study adopted an export facto research design. The population for the study was 2,334 primary five pupils in the 58 public primary schools in the zone. The sample for the study was 233 pupils who were composed using simple random sampling technique. Two validated and trial tested instruments were used for the study. They are Self-Efficacy Belief Questionnaire

(SEBQ) and Parental Expectation Questionnaire (PEQ). The data obtained with the instruments were analyzed using mean, standard deviation and t-test. It was found that parental expectations have significant influence on pupils' self efficacy belief, but age and gender do not influence pupils' self efficacy belief. Among other things, the educational implication of this study is that, children should develop high self-efficacy belief in their academics. It was recommended that parents should have high but achievable expectations for their children irrespective of their age and gender.

Key Words: *parental expectations, pupils', self-efficacy, academic success*

INTRODUCTION

Nothing in life could be more compelling and gratifying than people's trust in their capabilities to accomplish a given task. Self confidence in one's competence plays a vital role in an individual's life endeavours. Individuals' belief in their ability to satisfactorily achieve a set goal is called self-efficacy belief (Matsubima & Shiomi, 2003). Self-efficacy belief is the belief about one's personal competence in a particular situation (Woolfolk, 2007). It is pupils' belief that they can successfully accomplish a task (Roy & Brad, 2007). Albert Bandura who originated the concept of self-efficacy in 1977, views self efficacy as people's belief in their own ability to succeed in a particular task (Bandura, 1993). People acquire self-efficacy belief through their past experiences, modeling, social persuasion and psychological factors.

People who have consistently succeeded before in education are more likely to achieve academic success than their counterparts who have not succeeded before. Pupils learn through vicarious reinforcement. Verbal persuasion and psychological factors tend to influence how pupils learn. Bandura (1997) propounded that self efficacy belief affects academic achievements. Bandura added that people who have high self-efficacy belief are more likely to achieve success in school than their counterparts who do not. This is because they put in their best and have faith that they will do well. High self-efficacy belief makes pupils to work very hard to conquer a task and achieve success despite all odds. Pupils with high self-efficacy belief resist failure through hard work and see success in hard work, while pupils who have low self-efficacy belief do not work hard because they believe that they cannot do well no matter how they try (Pajares & Schunk,

2001). Pupils with low self-efficacy have been suggested to attribute success to good luck and failures to bad luck while pupils with high self-efficacy attribute success to hard work and failure to laziness.

When individuals have a strong belief in their ability to achieve a particular goal, they may design steps towards achieving the goal. Self-efficacy belief is a motivator (Bandura, 1991). If pupils have a high sense of efficacy in a given area, they will set higher goals, be less afraid of failure, and find new strategies when old ones fail (Shwarter & Hallum, 2008). If their sense of efficacy for doing a particular thing is high, they are likely to set high goals. But if their sense of efficacy is low, however, they may avoid doing a particular thing altogether, or give up easily when problems arise. There is evidence that a higher sense of self-efficacy supports motivation, even when the efficacy is an overestimation. Pupils and adults who are optimistic about the future are more mentally and physically healthy, less depressed, and more motivated to achieve success. Self-efficacy also influences motivation through goal setting (Schwarzer, 2005).

Woolfolk (2010) postulated that motivation to learn is the tendency to find academic activities meaningful and worthwhile and try to benefit from them. Pupils' self-efficacy determines their motivation to achieve success in school. Academic self-efficacy reflects students' confidence in their capacity to successfully accomplish school-related tasks and is consistently related to academic achievement at the college level (Chemers, Hu, & Garcia, 2001; Wright, Jenkins-Guarnieri, & Murdock, 2013, in Susan Antaramian, 2017).

Academic success could also be called high academic achievement. Academic success means achieving the targets people have set for themselves, and against the set standards for whatever task they engaged in. In a specific task like a test, it would mean attaining a score that is above average. Academic success could be defined as achieving excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, Arts, and Culture alike. Some students are high achievers who do not need help to do well in their class works. Others struggle with school works and need extra support and instruction across a variety of subjects. Today's pupils are under higher parental pressure and expectations than the previous generations. This could be due to parents' social and economic status or the level of academic success parents want their children to achieve. It is true that the need for academic success helps students to plan ahead for tests and assignments. It also enables learners to organize their work so that they can avoid being attacked by higher academic tasks than they can afford at the time of reckoning, and to circumvent test panic. Philip Zimbardo an American Psychologist said that academic success depends on hard work and preparation.

In an educational institution, success is measured by academic achievements, or how well a student meets standards set by government and the institution itself. As career competition grows fiercer in the working world, the importance of students doing well in school has caught the

attention of parents, legislators and government alike. Most, if not all parents want or expect their children to do well in academics at all levels. Today's students are under higher parental pressure and expectations than the previous generations.

Most parents show keen interest in their children's achievement both in education and other areas of human survival. That is why many parents strive and try their best to provide for their children's needs. Many parents struggle everyday and do all sorts of things to care for their children (Mba, 2007). Such parents do not labour themselves because they derive joy in suffering, but, it is because they have some expectations for their children. Many enlightened parents believe that they can only expect great achievement and success from their children only when the children are well cared for. Some parents may believe that when they provide children with the necessary things they need, that their children will do well in school (Adebayo, 2000). Such parents tend to blame pupils' poor achievement on low self efficacy belief and low.

Parents' constant provision for their children's needs seems to enable them have influence on their children's actions and prospects from childhood till the adolescence stages (Egereonu, 2001). Parents' influence on their children extends to the kinds of expectations they have for their children's school achievement. Students who believe that their parents expect them to attend the university tend to have better attendance and better attitude towards their academics in secondary schools. The role of parental expectations in affecting children's academic progress has received substantial attention from psychologists and sociologists over the past half century. In general, parental expectations have been found to play a critical role in children's academic success (Yamamoto & Halloway, 2010). When parents' expectations for a child are made known to the child, it appears to energize the child's self-efficacy belief. Parents' expectations for their children are more likely to have influence on the children, if and only if the parents-child's relationships are characterized by warmth and closeness (Family Study, 2009). Katz (1999) held that high expectations without caring can result in setting goals that are impossible for students to attain. Parents who have high expectations for their children try to provide them with nurturing support. Such parents are more involved in their children's life and do their best to share quality time with their children. Children from such homes tend to do well in school because they know that their parents love them and expect them to do well in school. Many educated parents tend to believe strongly in their abilities to help their children learn. Yamamoto and Halloway (2010) posited that parental expectations had a direct significant effect on academic achievement for European American students.

Parents could expect certain accomplishments from their children but, too high parental expectations on school children may trigger anxiety on a school child. Sigelman and Shaffer (1995) found that high parental expectations can only cause anxiety, poor performance, and failures to pupils in school. They concluded that limits that are too severe or harshly enforced are difficult to attain. To Sigelman and Shaffer, such tasks engender tension and restrictive behaviours rather than motivation and engagement. When parents pressure a child with an

academic expectation higher than the child's ability, the child may either drop out of school or stay in school with anxiety (Sigelman & Shaffer, 1995). Sigelman and Shaffer were of the view that high parental expectation has little fish big pond effect (Woolfolk, 2010).

High parental expectations occur when parents expect their child to achieve the highest academic grade or be the best in the class. Parents' expectations are influenced by the reason parents ascribe for their children's achievement in school. Many parents believe that they are brilliant and that children must be as well.

Stevenson and Lee (1990) in their study on "Family Based Expectations" found that parental expectations have positive influence on children. They held that children will generally live up to, or down to, their parents' expectations. This is because parents' expectations for their children trigger self-fulfilling-prophecy (a prediction if believed comes true). Stevenson and Lee (1995) held that low parental expectations may also make a child to be dull and unserious with the child's studies and life as well. Low parental expectation occurs when parents expect a child to do little or not to do well in school because of one reason or the other. Katz (1999) opined that caring without high expectation is dangerous on students. Parental expectation seems to be best when it is moderately high. Parental expectation is moderately high when it is attainable and realistic. That is when parents expect their child to do well in school, but in event the child did not do well, they take it in good fate and encourage the child. It is unfortunate that despite the varied kinds of expectations different parents have in their children's education, pupils' academic achievement in the state and national common entrance examinations have continued to decline steadily. This could be attributed to the cumbersome expectations many parents have for their children. Some parents assume that their children's academic success is determined by their own achievement or the child's gender.

Gender is both a psychological and sociological construct capable of affecting a person's actions. Gender is a concept used to distinguish between males and females. Particularly in the cases of men and women, masculine and feminine, that is attributes assigned to them (Woolfolk, 2010). The characteristics demonstrated by boys and girls vary from sex to social role and gender identity. Sexologist John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word "gender" to refer to anything. However, Money's meaning of the word (gender) did not become widespread until the 1970s, when feminist theory embraced the distinction between biological sex and the social construct of gender. Today, the distinction strictly followed in some contexts, like feminist literature. The meaning of gender has expanded to include "sex" or even to replace the latter.

Most researchers believe that gender determines the kind of expectations parents have for their children. Denzin (2008) was of the view that gender tends to be one of the factors that affect pupils' perseverance and achievement at all levels of education. Pupils' self efficacy belief seems to be influenced by gender. In this study, gender serves as a moderating variable in determining

pupils' self efficacy belief and achievement. The researcher seeks to know whether gender and parental expectation influence pupils' self-efficacy belief and academic achievement in Owerri education zone II of Imo State.

STATEMENT OF THE PROBLEM

In a culturally bounded society like Nigeria, pupils seem to be influenced by the stereotype placed on their gender. Both pupils with high and low self efficacy and achievement tend to believe that their parents expect them to perform highly or lesser because of their gender. Evidence has shown that the prevailing problem in Owerri education zone II of Imo State, Nigeria is that, the achievements of pupils in the state and national common entrance examinations are declining steadily. Parents, teachers, and the government are worried, especially, now that pupils' poor achievement is attributed to low self efficacy belief and low achievement motivation. There is fear that if pupils' achievements in the state and national examinations continue to fall like this, it may make pupils to drop out of school, become deviants, or indulge in examination malpractices. This may also affect the future economic and technological growth of Nigeria. Studies in Europe and America show that when parental expectation for a child is made known to the child, it appears to energize the child's self efficacy belief and achievement motivation. One wonders if the above statement is true of Nigerian pupils who operate in different socio-cultural environments.

GENERAL OBJECTIVE

This study aimed at investigating the influence of parental expectations for academic success on self-efficacy belief and achievement of pupils in primary schools in Owerri education zone II of Imo state, Nigeria.

SPECIFICALLY OBJECTIVES

1. Determine the influence of age on the self efficacy belief of pupils in their academic activities.
2. Determine the influence of parental expectations on pupils' self-efficacy belief.
3. Determine the influence of gender on pupils' self-efficacy belief.

RESEARCH QUESTIONS

1. What is the influence of age on self efficacy belief motivation of pupils in their academics?
2. What is the influence of parental expectations on pupils' self-efficacy belief?
3. What is the influence of gender on pupils' self-efficacy belief?

HYPOTHESES

Three null hypotheses were formulated and will be tested at 0.05 probability level.

HO₁: There is no significant difference in the mean self efficacy belief ratings of pupils based on age.

HO₂: There is no significant difference in the mean self efficacy belief score of pupils whose parents have either high or low expectations for their academic success.

HO₃: There is no significant difference in the mean score of male and female pupils' self-efficacy belief.

RESEARCH METHODOLOGY

Research Design

This study adopted ex-post-facto research design to determine the influence of parental expectations for academic success on self-efficacy belief of pupils. Ex-post-facto study is that in which the independent variable is not manipulated. The design is appropriate for the study because no variable was manipulated in this study. Ex-post-facto or causal-comparative design helps us to establish a relationship between two or more variables (Ali, 2006). Ex-post -facto research design can only be used to examine the influence of the independent variable on the dependent variables.

Area of the Study

The Area of this Study was Owerri Education Zone II of Imo State. Currently there are 58 public primary schools in the area. Owerri education zone II is a place the achievement of pupils in state and national common entrance examinations have been discouraging in the recent past.

Population of the Study

The population of this study was 2011/2012 primary five pupils in 58 public primary schools in Owerri education zone II numbering 2,334 (1,361) boys and (973) girls. Source: (Research and Statistics) Imo state Universal Basic Education Board, Owerri 2012. Primary five pupils were chosen to know their problems on time and know how to prepare them to achieve success in common entrance examinations in the future.

Sample and Sampling Technique

The sample for the study is 233 2011/2012 primary five pupils who were randomly sampled from 10 out of the 58 public primary schools in the area. The ten schools were composed using a simple random sampling technique. Twenty-three (23) pupils were drawn from nine primary schools while 26 pupils were drawn from one school for the study, using simple random sampling technique. 233 is 10% of 2334. The choice of the sample size is based on Margaret

Smith's (2004) proposition that ten percent of a target population should be sufficient in all research situations.

Instruments for Data Collection

The researcher used two instruments for the study. They are: Self-Efficacy Belief Questionnaire (SEBQ), and Parental Expectations Questionnaire (PEQ).

The self-efficacy belief questionnaire (SEBQ) and Parental expectation questionnaire (PEQ) developed by the researcher to assess pupils' self efficacy belief in their academic activities and parents' expectations on their children. The questionnaires have 10 items each. It is a four point rating scale with response options ranging from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree.

Validation of the Instruments

The instruments were validated by three experts in educational psychology and measurement and evaluation units, University of Nigeria Nsukka (UNN). Their corrections were used to form the instrument for the study.

Method of Data Collection

The instruments were administered to the respondents by the researcher with the help of ten research assistants (Teachers) to facilitate the study. The researcher instructed the research assistants to read out and explain the items in the instrument to the pupils in their vernacular and collect the instruments back from the respondents the same day, when they must have filled in their opinions in the questionnaires, to avoid losses.

Method of Data Analyses

The data collected by administering the various research instruments were organized in tables and analyzed using mean and standard deviations in answering the five research questions posed by the researcher to guide the study. A mean of 2.5 was used as the yardstick for low or high score. Any item scoring a mean below 2.5 was seen to be low while any item scoring 2.5 and above was seen to be high. The five null hypotheses were tested at 0.05 level of significance using t-test.

RESEARCH RESULTS

The results of this study are presented in this chapter. The data presented are in accordance with the research questions and null hypotheses formulated to guide the study.

Research Question I: what is the influence of age on the self efficacy belief of pupils in their academics?

Table 1: Mean ratings and Standard Deviation of Pupils on Self Efficacy Belief Based on Age

Age of Respondents	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
10-12	210	3.00	.47653	.03288	
13-15	23	2.8739	.35830	.07471	.12

Data in Table 1 show the mean ratings and standard deviation of pupils on self efficacy belief based on age. The data indicate that the mean self efficacy belief score of (210) pupils whose ages fall between 10-12 years is 3.00 with a standard deviation of .48. The mean score of the (23) pupils who fall within the ages of 13-15 years is 2.87 with a standard deviation of .36. The table also indicates a mean difference of .12 on self efficacy belief between pupils whose ages range between 10-12 years and those who fall between 13-15 age bracket in favour of those whose ages fall between 10-12 years. Data in the table above show the influence of age on pupils' self efficacy belief. A corresponding hypothesis raised to further address the research question is:

H₀₁: There is no significant mean difference on pupils' self-efficacy belief based on age.

Table 2: A t-test on the Influence of Age on Pupils' Self Efficacy Belief and Achievement Motivation

Age of Respondents	t	d/f	Sig. (2-tailed)	Mean difference	Std .error difference
Self-Efficacy Belief	1.212	321	.227	.12418	.10247

Data in Table 2 indicate that age of pupils has no significant mean difference on their self efficacy belief. This is indicated by the calculated t-value of 1.21 respect of self efficacy which is significant at .227 probability level and therefore not significant at .05 levels of significance. Thus, the null hypothesis of no significant mean difference on self-efficacy based on age is upheld.

Research Question 2: What is the influence of parental expectations on pupils' self-efficiency belief?

Table 3: Mean Score, Standard deviation and Mean Difference of the Influence of Parental Expectation on Self-Efficacy Belief

Parental expectation	N	Mean	S/D	Std Error	Mean Diff.
High parental expectation	151	3.162	.35055	.02853	
Low parental expectation	82	2.659	.48070	.053	.50

Table 3 shows the mean Scores, Standard deviations and Mean Difference of the Influence of Parental Expectation on Self-Efficacy Belief. The indicate the mean academic self efficacy of 3.16 with a standard deviation of .350 of 151 pupils whose parents have high academic expectation, and a mean of 2.65 with a standard deviation of .480 of 82 pupils whose parents have low academic expectation. The table also indicates a high/low parental expectation mean difference of .50, is in favour of pupils whose parents have high academic expectation. To further address the research question the following hypothesis was raised.

HO₂: There is no significant difference in the mean self efficacy belief scores of pupils whose parents have high expectations for their academic success and those whose parents have low expectations in their academic success.

Table 4: A t- test on the Influence of Parental Expectation on Pupils’ Self-Efficacy

Parental expectation	T	d/f	Sig.(2-tailed)	Mean Difference	Std. Difference	Error
Self-Efficacy Belief	9.146	231	.000	.50316	.05501	

Data in Table 4 show the influence of parental expectation on pupils’ self-efficacy. Table 4 shows that parental expectations have significant influence on pupils’ self-efficacy beliefs. This is indicated by the calculated t-value of 9.146 which is significant at 0.00 levels and therefore significant at 0.05 levels of significance. Therefore, the null hypothesis which states that there is no significant difference in the mean self efficacy belief scores of pupils whose parents have high expectations for their academic success and those whose parents have low expectations in their academic success is rejected.

Research Question 3: What is the influence of gender on pupils’ self-efficiency belief?

Table 5: Mean Score and Standard Deviation of Pupils’ Self Efficacy Belief Based on Gender

Gender	N	Mean	Std. Deviation	Std. Mean	Error
Male	114	3.0632	.42097	.03943	
Female	119	2.9118	.49782	.04564	

Table 5 shows the mean score and standard deviation of pupils’ self efficacy belief based on gender. The data indicate a mean self efficacy belief score of 3.06 with a standard deviation of .420 for 114 boys and a mean of 2.91 with a standard deviation of .497 for 119 girls. The table also indicates a mean difference of .151 between boys and girls favour of the boys.

A corresponding hypothesis raised to further address the research question is:

HO₃: There is no significant difference in the mean score of male and female pupils' self-efficacy beliefs.

Table 6: A t-test on the influence of Gender on Pupils' Self-efficacy Belief

Gender	Mean	Std Deviation	T	d/f	Sig.(2-tailed)	Mean difference	Std .error difference
Male	3.0632	.42097					
Female	2.9118	.49782	2.501	231	0.13	.15139	.06052

Table 6 shows a t-test on the influence of gender on pupils' self-efficacy belief. The data show that gender does not have influence on pupils' self-efficacy belief. This is indicated by the calculated t-value of 2.501 which is significant at 0.13, and therefore not significant at 0.05 probability level. The null hypothesis which states that gender has no significant difference in the means score of male and females' self-efficacy beliefs is up-held.

DISCUSSION

Influence of Age on Pupils' Self Efficacy Belief

The result of this study reveals that age does not influence pupils' self efficacy belief. It was also indicated that there is no significant mean difference on pupils' self efficacy belief based on age. The findings of this study is at variance with the study conducted by Rubie-Davies and Robyn (2010) which found that high parents' expectation, positively influence older students' self perception and achievement goal. The study of Tanja (2010) which indicated that age affect people's motivation to work. The variation of the results could be as a result of the sample or methods used in the studies.

Influence of Parental Expectation on Pupils' Self Efficacy Beliefs

The findings of this study indicate that parental expectations have significant influence on pupils' self efficacy belief. This is indicated by both mean rating scores and the tested null hypotheses. This implies that high parental expectation leads to high self efficacy belief and consequently high academic success. The study of Li Jun (2002) revealed that high education expectation of Chinese parents lead to their children's self confidence and high academic achievement. This present study is in agreement with the research work conducted by Li Jun.

Influence of Gender on Pupils' Self Efficacy Beliefs

The findings of this study indicate that gender does not influence pupils' self efficacy belief. This was shown by the tested null hypothesis which indicated that there is no significant mean difference between boys and girls. That implies that gender influences self efficacy belief and that there is a variation on pupils' self efficacy belief based on gender. The findings on this study are at variance with the study of Murphy and Ross (1990) which found gender to be an

influential factor in determining mathematics and learning success. Murphy and Ross suggested that gender maintains a significant influence on mathematics self efficacy belief. The findings of this current research work validates the result of the study of Lent, Lopez and Beischke (1991) which revealed that gender is an influential source of self efficacy information in modeling.

CONCLUSIONS

The researcher made some conclusions in this study based on the findings of the study. The conclusions are as follows:

1. Age influences pupils' self-efficacy belief.
2. Parental expectations have significant influence on both pupils' self efficacy belief.
3. It is only high but attainable parental expectations that have positive influences on pupils' self-efficacy beliefs.
4. Gender does not influence pupils' self efficacy belief.
5. High self-efficacy beliefs lead to high academic success.

EDUCATIONAL IMPLICATIONS OF THE FINDINGS

The results of this study have obvious educational implications to parents and pupils. The results of this study have provided empirical evidence on self-efficacy beliefs, age and gender. The findings of this study suggest that; there is need for parents to have high expectations for their children and communicate their expectations to the children. Parents should treat their children well and share quality time with their children irrespective of the pupils' age and gender. When efficacy beliefs of pupils are raised, their academic success will be sure.

RECOMMENDATIONS

Based on the findings of this study the researcher made the following recommendations:

1. Parents should have high but realistic and attainable expectations for their children at all times. Parents should encourage their children to have high self-efficacy beliefs. Parents should make their expectations known to their children. To ensure that, parents should share quality time with their children and praise them when they perform well in school.
2. As models, parents should demonstrate self confidence behaviour before their children, so that their children will emulate and practice them in their academic activities.
3. Parents should have high but achievable expectation for the children
4. Irrespective of age and their gender.
5. Pupils should develop high self-efficacy beliefs in their academic activities to achieve optimal academic success.

REFERENCES

- Adebayo, T.A. (2000). *Comparative education*. Ibadan: Oxford Press.
- Ali, A. (2006). *Conducting research in education and social sciences*. Enugu: Tashwa Networks.
- Antaramian, S. (2017). The importance of very high life satisfaction for students' academic success. *Educational psychology & counselling | research article*. Department of psychology, Christopher Newport University, 1 Avenue of the arts, Newport news, va 23606, USA <http://dx.doi.org/10.1080/2331186x.2017.1307622>e-mail: susan.antaramian@cnu.edu.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychology Journal*. 84, 191-215.
- Bandura, A. (1991). Self-efficacy mechanism in physiological activation and health promoting behaviour. In J. Madden (Ed.), *Neurobiology of Learning, emotion and affect*. New York: Raven.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behaviour and human decision processes*, 50, 248-287.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and Functioning. *Education Psychologist*, 28, 117-148
- Bandura, A. (1997). *Self-efficacy the exercise of control*. New York: Freeman.
- Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology*, 93, 55–64. doi:10.1037/0022-0663.93.1.55
- Cohen, S., Kamarck, T., & Mermelstein, D.
- Denzin, G.M. (2008). Social learning theory. In N.J Salkind (Ed.), *Encyclopedia of educational psychology*. Thousand Oaks: sage.
- Egereonu, A.C. (2001). *Human development: A psycho educational approach*. England: Open University Press.
- Family Studies (2009). Parental expectation of early childhood education: Functioning. *Education Psychologist*, 28, 117-148.
- Katz, S.R. (1999). Teaching in tensions: Latino immigrant youth, their teachers, and the structures of schooling. *Teachers college record*, 100, 4, 53-74.
- Lent, Lopez & Beischke (1991). Self efficacy. Retrieved on 22/6/2011 from <http://www.Positivepractice.com/efficacy>
- Li, J. (2002). *Parental expectations of chinese immigrants*. Unpublished Doctoral Dissertation, University of Ottawa.
- Matsushima, R., & Shiomi, K., (2003). Social Self-efficacy and Interpersonal Stress in Adolescence. *Social Behaviour & Personality*. New York: McGraw-Hill.
- Mba, L.O. (2007). *Education achievement and family background*. Aba: Union Publishers.
- Pajares, F., & Schunk, D.H. (2001). Self-belief and school success: self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayn (Ed.), *perception*. London: Ablex Publishing.

- Pajares, F., & Schunk, D.H. (2001). Self-belief and school success: self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayn (Ed.), *perception*. London: Ablex Publishing.
- Roy, F. & Brad, J. (2007). *Social psychology and human nature*. USA: Wadsworth Publishing Company.
- Rubie-Davies, Christine M, Peterson & Robyn (2010). *Expectations of achievement: students, teachers and parents perceptions*. Retrieved from Wikipedia.
- Schwarzer, R. (1992). *Self-efficacy: Though control of Action*. Washington: DC. Hemisphere.
- Schwarzer, R. (2005). Social cognitive theory. In M. Conner & P. Norman (Eds.), *Predicating Health Behaviour* (2nd ed.). Buckingham, England: Open University Press.
- Sigelman, C.K. & Shaffer, D.R. (1995). *Developmental psychology: Life span and human development*. Calif: Brooks/Cole pub.
- Tanja Rabl, (2010). Age, discrimination, and achievement motives: A study of German employees. *Personnel Review*,39, 448 – 467.
- Woolfolk .A. (2007). *Educational psychology*: Ohio, Pearson Education, Inc.
- Woolfolk, A (2010). *Educational psychology: upper saddle River, New Jersey: Pearson Education, Inc.*
- Wright, S. L., Jenkins-Guarnieri, M. A., & Murdock, J. L. (2013). Career development among first-year college students: College self-efficacy, student persistence, and academic success. *Journal of Career Development*, 40, 292–310. doi:10.1177/0894845312455509