

## Parent's Expectations and School Achievement: Longitudinal Perspective among Chilean Pupils

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**Abstract :** The aim of our study is to examine if the family socio-economic status (SES) has an influence on students' academic achievement. We first make the hypothesis that the more their families have financial and social resources, the more students succeed at school. We second make the hypothesis that this family SES has also an impact on parents' expectations about their children educational outcomes. Moreover, we want to study if that parents' expectations play the role of mediator between parents' socio-economic status and the student' self-concept and academic outcome. We test this model with a longitudinal design thanks to the census-based assessment from the System of Measurement of the Quality of Education (SIMCE). The SIMCE tests aim to assess all the students attending to regular education in a defined level. The sample used in this study came from the SIMCE assessments done three times: in 4th, 8th and 11th grade during the years 2007, 2011 and 2014 respectively. It includes 156.619 students (75.084 boys and 81.535 girls) that had valid responses for the three years. The family socio-economic status was measured at the first assessment (in 4th grade). The parents' educational expectations and the students' self-concept were measured at the second assessment (in 8th grade). The achievement score was measured twice; once when children were in 4th grade and a second time when they were in 11th grade. To test our hypothesis, we have defined a structural equation model. We found that our model fit well the data (CFI = 0.96, TLI = 0.95, RMSEA = 0.05, SRMR = 0.05). Both family SES and prior achievements predict parents' educational expectations and effect of SES is important in comparison to the other coefficients. These expectations predict students' achievement three years later (with prior achievement controlled) but not their self-concept. Our model explains 51.9% of the achievement in the 11th grade. Our results confirm the importance of the parents' expectations and the significant role of socio-economic status in students' academic achievement in Chile.

**Keywords :** Chilean context, parent's expectations, school achievement, self-concept, socio-economic status

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