

Parental Expectations and Student Performance in Secondary School Mathematics Education

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Abstract : Parental expectations often differ to that of their children and the influence and involvement of parents, at home, may affect the student performance in the classroom. This paper presents results from a survey of Asian and European background secondary school mathematics students (N=128) in Melbourne, Australia. Student responses to survey questions were analysed using confirmatory factor analysis, followed by t-tests and ANOVA. The aim of the analysis was to identify similarities and differences in parental expectations in relation to ethnicity, gender, and the year level of the students. The notable findings from the analysis showed no significant difference (at 0.05 level) in parental expectations and student performance, in relation to ethnicity or gender. Conversely, there was a significant difference in both parental expectations and student performance between year 7 and year 12 students. Further, whilst there was a significant difference in parental expectations between year 7 and year 11 students, the students' performances were not significantly different. The results suggest further research may be needed to understand the parental expectations and student performance between the lower and upper secondary school mathematics students.

Keywords : ethnic background, gender, parental expectations, student performance, year level

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