

Background

- While many secondary students across America have expectations to enroll in college and attain postsecondary education, many do not meet those expectations.
- Nearly two-thirds of 10th grade students in 2002 did not meet their 10th grade educational expectations by 2012, 10 years later (Molefe et al., 2017).

Different factors play a role in whether students meet their educational expectations or not, including:

- Students' academic motivation and aspirations (Buzdar et al., 2017; Cham et al., 2014; Guo et al., 2015),
- Risk factors associated with socioeconomic status (SES) (Boxer et al., 2011; Pike et al., 2013),
- Parents' level of education (Messersmith & Scheulenberg, 2008),
- Parents' and teachers' expectations (Ou & Reynolds, 2008), and
- Race and gender (Andres et al., 2008)

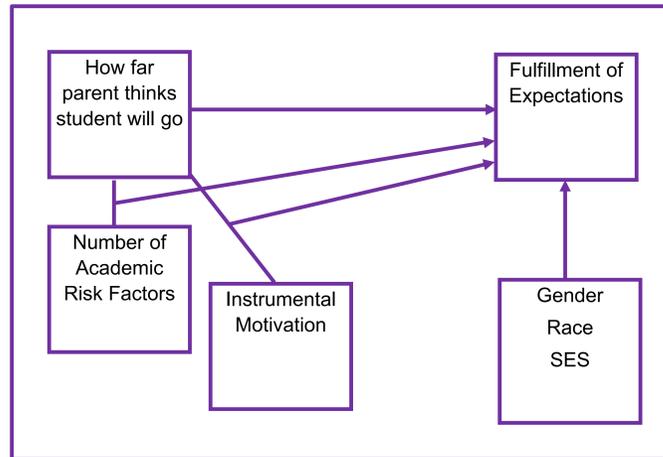


Photograph of students graduating. Retrieved February 7th, 2022, from Stock Images on PowerPoint.

Methods

- Data were obtained from the Educational Longitudinal Study of 2002.
- Dependent variable: Fulfillment of educational expectations, collected in the third wave (F3), conducted in 2012, eight years after participants would have graduated from high school.

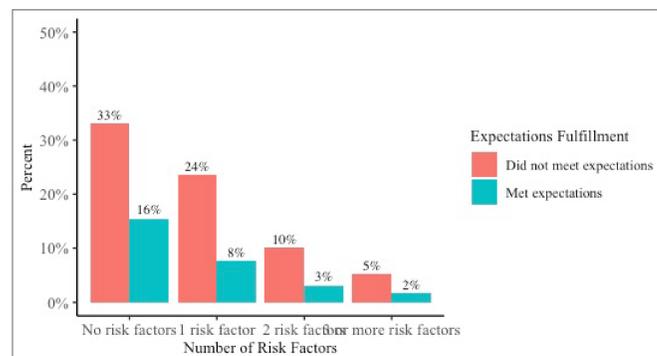
Conceptual Model



Design, Sample, & Analysis

- Descriptive correlational
- 5,753 cases included in the analysis. Of these, 52.5% were female, and 47.5% were male.
- The race distribution was 9.7% Asian, 10.5% Black or African American, 12.9% Hispanic, 5.7% Multiracial, and 61.2% White.
- Multilevel binary logistic regression using AM Software

Reported Risk Factors by Expectation Fulfillment



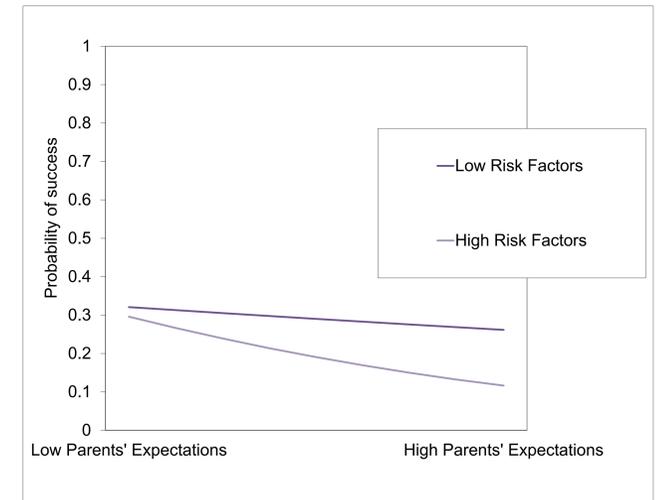
Results

- The Adjusted Wald test showed good model fit: $F(14, 366) = 12.006$.
- Compared with students whose parents expected a college degree, those with parents who expected an advanced degree had significantly less (nearly 5%) odds of fulfilling expectations.
- The number of academic risk factors ($t = -2.878, p < .01, Exp(B) = 0.966$) was a significant predictor, with an increase in risk factors associated with a 3.4% decrease in the odds of expectation fulfillment.
- High instrumental motivation coupled with low parental expectations was associated with a reduction in the odds of expectation fulfillment by more than 6% ($t = -2.201, p < .05$).
- As the number of risk factors decreases and parents' expectations increase, the odds of expectation fulfillment increase by 107.5% ($t = 2.718, p < .01$).
- Compared with the reference group of White students, Asian students had approximately 9.2% higher odds of success ($p < .01$), and Multiracial students had 6.5% lower odds of success ($p < .05$). A unit increase in SES was associated with a 5.3% increase in the odds of expectation fulfillment ($p < .001$).
- Neither gender nor instrumental motivation were significant predictors of success.

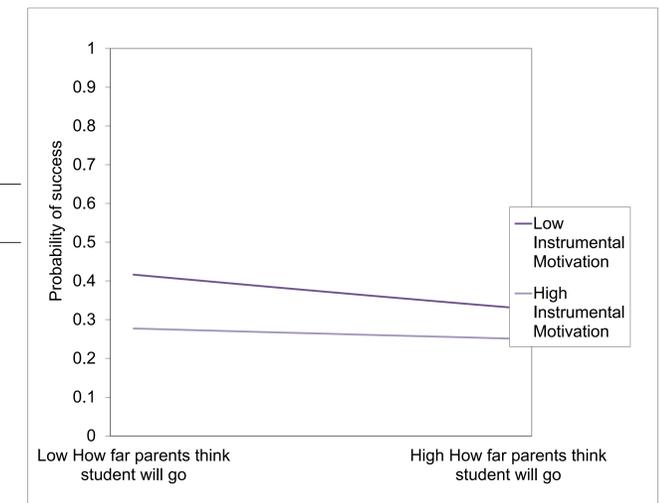
Logistic Regression Coefficients Table

Parameter Name	B	Standard Error	t-Statistic	p > t	Odds Ratio
Asian	0.09	0.031	2.85	0.005	1.092
Black or African American	-0.041	0.024	-1.68	0.095	0.96
Hispanic	-0.017	0.02	-0.85	0.399	0.983
Multiracial	-0.067	0.028	-2.37	0.018	0.935
Student's sex	0.02	0.014	1.44	0.150	1.02
SES	0.052	0.012	4.28	0.000	1.053
Risk factors	-0.035	0.012	-2.88	0.004	0.966
Instrumental motivation	-0.015	0.011	-1.39	0.165	0.985
Parents expect no college degree	0.008	0.042	0.20	0.840	1.008
Parents expect advanced degree	-0.049	0.02	-2.45	0.015	0.952
Motivation*NoCollege Degree	-0.063	0.028	-2.20	0.028	0.939
Motivation*AdvDegree	-0.01	0.015	-0.63	0.531	0.99
RiskFactors*NoCollege Degree	0.073	0.027	2.72	0.007	2.075
RiskFactors*AdvDegree	0.003	0.017	0.19	0.849	1.003

Interaction between Academic Risk Factors and Parents' Expectations



Interaction between Instrumental Motivation and Parents' Expectations



Research Questions

- To what degree do parental expectations of students' educational attainment predict whether students fulfill their expectations, controlling for race and gender?
- To what degree is the relationship between parental expectations of students' educational attainment and students' fulfillment of expectations moderated by i) the number of academic risk factors a student reports, and ii) students' instrumental motivation, controlling for race and gender?

Selected References

- Boxer, P., Goldstein, S. E., DeLorenzo, T., Savoy, S., & Mercado, I. (2011). Educational aspiration-expectation discrepancies: Relation to socioeconomic and academic risk-related factors. *Journal of Adolescence*, 34(1), pp. 609–617. <https://doi.org/10.1016/j.adolescence.2011.10.002>
- Buzdar, M. A., Mohsin, M. N., Akbar, R., Mohammad, N. (2017). Students' academic performance and its relationship with their intrinsic and extrinsic motivation. *Journal of Educational Research* 20(1), pp. 74–82. http://jer.iub.edu.pk/journals/JER/Vol-20.N1/5_Students_Academic_Performance.pdf
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- Rojewski, J. W. (1995). Impact of at-risk behavior on the occupational aspirations and expectations of male and female adolescents in rural settings. *Journal of Career Development*, 22(1). Pp. 33–48. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.878.2719&rep=rep1&type=pdf>

Discussion

- Findings from this study support past research regarding the significance of risk factors and parents' expectations in predicting expectation fulfillment.
- Instrumental motivation was not found to be a significant predictor except when interacting with parents' expectations. Further research could examine the relationship between parents' expectations and intrinsic motivation.
- Contrasting findings, such as a lack of significance in the predictive power of instrumental motivation or gender in expectation fulfillment, warrant further examination of these variables over time and across context.