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Relationship between Parents' Educational Expectations and Academic Self-Efficacy Mediated by Achievement Goals, Task Value and Parental Involvement in Education

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Abstract: The present study aimed to investigate the relationship between parents' educational expectations and academic self-efficacy mediated by task value, achievement goals and parental involvement in education in first grade high school students in Farooj city, Iran. In so doing, a correlational design was used. The statistical population of the study was all first grade high school students in 2021 of Farooj city (N = 2278). Using cluster random sampling method, 329 people (165 girls and 164 boys) were selected as the research sample. The participants completed the Morgan and Jinks (1999) Academic Self-Efficacy Scale, Achievement Goal. Questionnaire (AGQ) – Elliot and McGregor (2001), Pintrich et al. Task Value Subscale (1991), Jacob's (2010) Scale of Educational Aspirations and Expectations for Adolescents (SEAEA), and Manz et al. (2004) Family Involvement Scale. Data analysis was performed using structural equation modeling. Results indicated educational expectations did not have a direct effect on academic self-efficacy, but it had a significant indirect effect on academic self-efficacy through homework value ($p < 0.05$) and through parental involvement in educational activities ($p < 0.05$). Furthermore, results showed that parents' educational expectations did not have a significant effect on academic self-efficacy through the achievement goals. In general, parents' expectations shape learners' beliefs about the importance of the lessons as well as the degree of involvement and participation in academic activities, and these beliefs in turn affect students' academic self-efficacy.

Keywords: Task value, Achievement goals, Academic self-efficacy, Parents educational expectations, Parental involvement in education.

Introduction

Academic self-efficacy is a key personal construct for improving the educational process (Veyskarami, Soleymani, & senobar, 2021). Academic self-efficacy is students' belief about their ability to succeed in academic subjects, self-regulation in learning and study activities (Di Giunta et al., 2013). Galyon, Blondin, Yaw, Nalls, and Williams (2012) examined the relationship of academic self-efficacy to engagement in class discussion and performance on major course exams among undergraduate students and indicated that students with high academic self-efficacy develop self-confidence in a variety of ways and are more involved in academic activities. In fact, these students have a better ability to manage their learning and persistence against the social pressures that reduce their success. Self-efficacy is one of the motivational strategies that is concerned with people's beliefs in their capabilities to organize and execute a series of tasks to achieve goals (Zahed Babelan & Karimianpour, 2020). Academic self-efficacy include beliefs about studying, doing research activities, asking questions in the classroom, successful and intimate communicating with teachers, building

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friendly relationships with peers, getting good grades on exams, participating in class discussions that one believes he/she is able to do them under certain circumstances and in educational and academic situations (Farazi & Asgari, 2020). Academic self-efficacy affects learning via selecting goals, making decisions, amount of effort and perseverance and continuity in assignments (Adesola & Li, 2018). Overall, researches have shown that academic self-efficacy beliefs have a strong influence on motivations, choices, effort, level of perseverance, and ultimately on their progress and success (Yüksel, Okan, Eminoglu, & Akça-Koca, 2019).

Since recognizing the variables affecting academic self-efficacy helps to better understand this variable, so identifying the predictors of academic self-efficacy prevent the consequences of failure in school and provides a pleasant environment for learning (Asgari, Hojatkhah, & Heydarbeygi, 2016). Environmental factors such as school and family affecting academic self-efficacy. The family is one of the most important aspects that people should receive a large part of the sense of support, motivation and ultimately self-efficacy. If the family strengthens the level of self-confidence and motivation in children, it will create high self-efficacy in individuals. It can be said that the family can be a kind of stimulus for the formation of people's self-efficacy in achieving their success (Nargesi Khorramabadi, 2019). Some of the family factors affected academic self-efficacy include parents educational expectations and parents' involvement in education (Grolnick, 2016; Marrero, 2015).

Parental expectations are the realistic beliefs that parents have about students' academic achievement and the information that students receive from their parents about their academic achievement (Shirazi & Ghaleei, 2017). Parents' educational expectations about their children's academic achievement are effective predictors of their academic achievement. Parents' educational expectations also play an important role in the development of children's beliefs, expectations and self-efficacy. Research has shown that parents' aspirations and expectations significantly predict students' expectations (Benner & Mistry, 2007). Some studies (Fan & Chen, 2001; Singh et al., 1995) examined the role of parents in shaping academic self-efficacy and revealed that parents 'aspirations/expectations of educational activity are related to students' academic achievement. Research suggests that students who think their parents have higher expectations of them are more likely to engage in problematic behaviors and are superior in academic affairs (Bowen, Hopson, Rose, & Glennie, 2012).

Parental involvement indicates a condition where parents are directly involved in the education of their children (West, Noden, Edge, & David, 1998). Parents actually play a major role in academic success. Assisting in homework is considered to be the most common form of participation that can lead to academic achievement or academic failure (Dumont, Trautwein, Nagy, & Nagengast, 2014). Parental involvement in general has a positive effect on academic performance, academic motivation, literacy skills and math comprehension of children. In fact, different dimensions of this involvement have a very positive effect on students' academic outcomes (Ahi, Mansoori, Dortaj, Delavar, & Ebrahimi Ghavam, 2016; Castro-Schilo et al., 2013; Rahimi, Rasouli Fathabad, & Zare, 2020). In a meta-analysis, Castro et al. (2015) indicated that the parental models most related to high achievement are those focusing on overall supervision of the children's learning actions. The strongest relations are

found when the families have high academic expectations for their children, improve and retain communication with them about school activities, and help them to improve reading skills. Toston (2013) concluded that supportive and collaborative participation is positively related to student achievement. Overall, research shows that parental involvement has a positive, significant relationship with autonomous academic motivation (intrinsic motivation) and a negative and significant relationship with non-autonomous academic motivation and can predict students' academic achievement as well (Menheere & Hooge, 2010).

Academic self-efficacy can also be related to psychological and motivational processes. One of these variables is the achievement goals. (Arslan, Akcaalan, & Yurdakul, 2017) consider achievement goals as skill-related goals in which one uses the efforts in the environment to succeed. Theoretically, this structure is based on cognitive-social theory. Achievement goals refer to the interaction of individual and environmental factors (Hejazi, 2017). According to Huang (2011), achievement goals are "competence-relevant aims that individuals strive for in achievement settings". Achievement goals are divided into two categories according to the role of ability and skill: mastery goals and performance goals, which have yielded four goal orientations: mastery-approach, mastery-avoidance, performance approach and performance avoidance (Huang, 2011). People with a mastery approach orientation strive to progress in learning, understanding, and mastering new tasks, people with mastery avoidance goals are characterized by avoiding misunderstandings and failure to learn with a performance decrement as a metric of incompetence, performance approach goals that emphasize demonstrating competence relative to others, and performance avoidance goals that are focused on avoiding the demonstration of incompetence relative to others (Elliot & Murayama, 2008). Students with mastery goals see difficult assignments as an opportunity to acquire skills and learning, and experience less anxiety and depression, but students with performance goals who feel afraid of failure become anxious and depressed when faced with difficult tasks ((Elliot & Murayama, 2008). Numerous studies have confirmed that achievement goals have a direct impact on academic self-efficacy (Bjørnebekk, Diseth, & Ulriksen, 2013; Lüftenegger et al., 2016; Rahmani, 2011; Wirthwein, Sparfeldt, Pinquart, Wegerer, & Steinmayr, 2013).

Another motivational-cognitive variable that affects academic self-efficacy is the value of the task. The "value of task" is a powerful stimulus to motivate a person to do something. For example if students believe that what they are learning is useful and important, they will be more motivated to learn and work harder (Durik, Vida, & Eccles, 2006). The value of task is a person's perception of the importance of homework and its usefulness, which includes the three components of interest, importance and usefulness (Nie, Lau, & Liau, 2011). Value-expectancy theory is one of the most important theories used in the study of value of academic subjects. According to this theory, students' value beliefs and competencies affect their academic achievement, effort, and level of involvement in academic subjects. According to this theory, students' motivation to participate in an activity depends on two components. The expectations they have for success and the value they place on the task. These two components directly affect achievement, performance and sustainable effort (Guo, Marsh,

Parker, Morin, & Yeung, 2015). The value of the task indicates the importance of the lesson for the student and determines he/she how much time and energy devoted to a lesson (Nie et al., 2011). The researches of Soltaninejad and Mahmudi (2018), Keskin (2014) and Sánchez-Rosas and Esquivel (2016) showed that self-efficacy directly predicts the value of the task. Overall, the results of the studies indicate a positive relationship between self-efficacy and task value. In previous research, self-efficacy has been studied as a predictor variable of task value (Keskin, 2014; Sánchez-Rosas & Esquivel, 2016) while in the present study, the value of task is considered as a predictor of self-efficacy.

Academic self-efficacy is one of the structures that has been much studied and its relationship with many variables has been identified in various studies. In previous studies, most of the role of individual factors in enhancing academic self-efficacy has been studied, but the present study, in addition to the role of individual factors (students), also examines the role of parents in children's self-efficacy because parents' educational expectations and their participation in the educational process can affect the motivational and cognitive processes of children and their self-efficacy. The present study, by studying the role of parents in the formation of educational self-efficacy, can provide supportive information to enhance children's self-efficacy and education. Therefore, the present study aimed to examine the direct and indirect relationship between parents' educational expectations and academic self-efficacy in the form of a structural model and to test the mediating role of task value, parental involvement and achievement goals in this regard. The conceptual model of the research is presented in the figure 1.

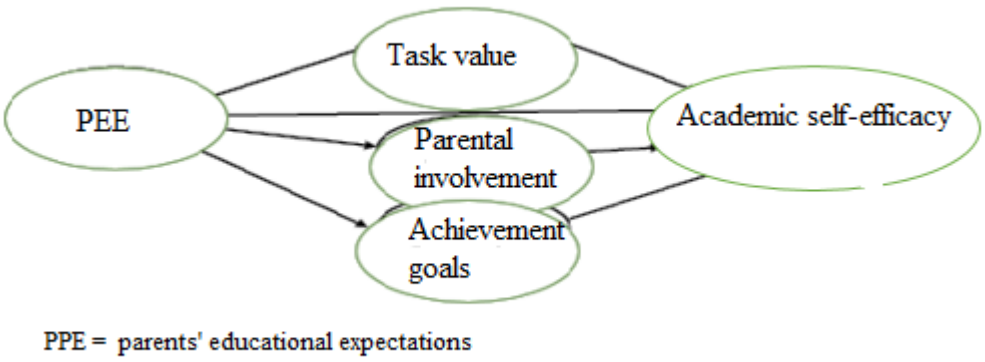

Fig. 1. Conceptual model of research

Material and Methods

The method of the present study was descriptive-correlational. The statistical population of this study included all male and female high school students in Farooj city, Iran, with their parents in the academic year 2021. The number of female students is (1142) and the number of male students is

(1136). The sampling method used was random cluster sampling. The total number of schools in the target population was 8 girls 'schools and 7 boys' schools. From the mentioned schools, four schools were selected for research and three classes were selected from each school to participate in the research. In total, 24 classes were selected as research sample. Cochran's formula was used to estimate the sample size. The sample size was 329 according to the size of population. Finally, 165 female students and 164 male students participated in this study. 25% of the sample studied in the seventh grade, 28% in the eighth grade and 47% in the ninth grade. One of the student's parents (father or mother) participated in the research to complete the questionnaires of parental involvement and parental educational expectancies. Inclusion criteria were studying in the seventh to ninth grades of Farooj public high schools and exclusion criteria were the student's absence from school while conducting the research or dissatisfaction with participating in the research. Research participants were reassured about the confidentiality of research information. The questionnaire was given to the students and parents participating in the study while attending school. The questionnaires of academic self-efficacy, achievement goals and task value were completed by the students and the questionnaires of parental involvement in education and parental educational expectancies were completed by the students' parents. In the descriptive statistics section, mean, standard deviation and correlation were calculated and in inferential statistics section, structural equation modeling was used. The statistical analysis was performed with SPSS and AMOS software version 22. The following questionnaires were used to collect data.

Academic Self-efficacy Scale: Jinks and Morgan (1999) Academic Self-efficacy Scale was used to measure academic self-efficacy. This scale has 30 questions in the form of four-choice Likert (strongly disagree, 1, disagree, 2, agree, 3, and strongly agree, 4), and it has three subscales: talent, effort and context. In this test, the minimum score is 20 and the maximum score is 120, and the higher the score, the higher academic self-efficacy. Jinks and Morgan (1999) reported the internal consistency of the scale using the Cronbach's alpha method as 0.82. Also, Cronbach's alpha coefficient of three subscales of talent, effort and context were reported as 0.78, 0.66, and 0.70, respectively. In this study, the reliability coefficient of this questionnaire using Cronbach's alpha method was 0.84. The correlation of academic self-efficacy subscales was analyzed in the present study and the correlation ranged from 0.52 to 0.63.

Task Value Questionnaire: Pintrich and De Groot (1990) scale was used to measure the task value of students. This questionnaire has 6 items that are scored in the form of Likert (from completely false to very true). The reliability coefficient for this scale in the study of Pintrich and De Groot (1990) was equal to 0.90. In the present study, the reliability coefficient was obtained .81. In the present study, the task value for three lessons, Persian, Science and Mathematics was investigated. For each lesson, a task value questionnaire was provided to the participants separately and a total of 18 items were answered for the three lessons.

Achievement Goals Questionnaire: Elliot and McGregor (2001) developed this questionnaire to measure goal orientation according to a four-dimensional (2*2) model. This questionnaire has 12

items and four subscales. Subscales measure mastery-approach, mastery-avoidance, performance approach, and performance-avoidance (Elliot & Murayama, 2008). Answers are scored on a 5-point Likert scale from strongly disagree (score 1) to strongly agree (score 5). The score of each subscale indicates the degree of goal orientation of the respondents (Sheikholeslami & Daftarchi, 2015). In Putwain, Sander, and Larkin (2013) research, in order to determine the reliability of this questionnaire, Cronbach's alpha method was used and the obtained coefficients for the mastery-approach, mastery-avoidance, performance approach, and performance-avoidance were 0.67, 0.57, 0.78 and 0.72 respectively.. The researchers also confirmed the construct validity of this questionnaire using confirmatory factor analysis. In the research of Sheikholeslami and Daftarchi (2015), a retest method was used to evaluate the reliability. 40 subjects were tested and retested one month apart and the obtained coefficients for the mastery-approach, mastery-avoidance, performance approach, and performance-avoidance were 0.81, 0.76, 0.65, and 0.70 respectively. Also, to check the validity of the questionnaire, the correlation of each item with the corresponding subscale score was calculated. The range of coefficients for the mastery-approach was 0.40 to 0.60, for the mastery-avoidance was 0.85 to 0.86, for the performance approach was 0.73 to 0.89 and for and performance-avoidance was 0.58 to 0.69 and all coefficients were significant at the level of 0.01. In the present study, the total reliability of the questionnaire using Cronbach's alpha coefficient method was 0.82.

Scale of Educational Aspirations and Expectations for Adolescents (SEAEA): This scale was designed by Jacob (2010) to assess parents' expectations and aspirations about their children's academic achievement and has 34 items. Answers are calculated based on a 4-point Likert scale from strongly disagree (score 1) to strongly agree (score 4). This questionnaire has a subscale of expectations and evaluation of education, readiness for academic achievement, stability of expectations and aspirations and consistency for higher education. Jacob (2010) examined the psychometric properties of this scale and in the exploratory factor analysis, obtained four factors: expectations and value of education, preparation for academic achievement, stability of expectations and aspirations, and consistency for higher education. The total reliability of the instrument was reported to be 0.84 and for factors ranging from 0.76 to 0.90. In the present study, the reliability of Cronbach's alpha was 0.77 and the correlation of subscales ranged from 0.41 to 0.83, which indicates the validity of this questionnaire. Also, the correlation between this questionnaire and the Parental Involvement Questionnaire was 0.47, which indicates a good convergent validity.

Family Involvement Scale: Family Involvement Questionnaire, High School Version questionnaire is a 40-item questionnaire designed to gather information about the nature and level of parental involvement in their adolescent work and education. Parents answer each question on a 4-point Likert scale (rarely, sometimes, often or always) and the scoring method is from 1 (rarely) to 4 (always). This questionnaire was designed by Manz, Fantuzzo, and Power (2004). Grover (2015) reported a reliability of 0.93 and obtained three factors: home-based activities, school-based activities, and school-home communication by exploratory factor analysis of. In the present study, Cronbach's alpha questionnaire (0.84) was obtained. The correlation between the subscales ranged from 0.51 to 0.87,

which indicates the appropriate validity of this questionnaire. Also, the correlation between this questionnaire and the educational expectations questionnaire was 0.47, which indicates a good convergent validity.

Results

In the research model, the parents' educational expectations was considered as predictor, parents' involvement in education, task value and achievement goals were considered as mediating variables and academic self-efficacy was considered as the criterion variable. The descriptive findings are presented in Tables 1 and 2.

Table 1. Mean and standard deviation of research variables

Variables	Components	Mean	SD
Academic self-efficacy	Total scale	95.01	10.91
	Effort	12.79	2.13
	Context	41.91	5.44
	Talent	40.31	5.13
Achievement goal orientation	Mastery-approach	12.78	2.13
	Mastery-avoidance	11.50	2.37
	Performance-approach	11.48	2.37
	Performance-avoidance	10.10	2.57
Task value	Math	23.31	5.62
	Farsi	23.89	5.70
	Science	23.90	5.31
Parents Educational Expectancies	Total scale	108	.72
	Readiness for academic achievement	23	.18
	Stability of expectations and aspirations	11	.10
	Consistency for higher education	10	.08
	Expectations and evaluation of education	32	.22
Parents Involvement in Education	Total scale	34	.22
	Items not included in any subscales	105.45	1.09
	Home-based activities	11.80	.16
	School-based activities	25.19	.26
	School-home communication	25.11	.37
	Items not included in any subscales	44	.43

Table 2. Correlation matrix of research variables

Variables	Self-efficacy	Parents involvement	Farsi TV	Science TV	Math TV	Achievement goals	M-approach	M-avoidance	P-approach	P-avoidance
Parents Educational Expectancies	.48**	.49**	.17**	.43**	.28**	.20**	.28**	.16**	.14**	.070
Academic self-efficacy	1	.44**	.50**	.58**	.65**	.42**	.58**	.43**	.29**	.16**

Table 2 presents the correlation matrix of research variables. According to Table 2, there was no significant correlation between performance-avoidance goals and parents' educational expectations, but other correlation coefficients were positive and significant. The table 3 shows the standardized

direct, indirect and total effects of the model paths. Sobel test was used to test the significance of mediating variables. The value of test statistics in the paths of parents' educational expectations to academic self-efficacy mediated by task value is 2.17 and in the paths of parents' educational expectations to academic self-efficacy mediated by parents' involvement in education is 2.71. Considering that the value of test statistics obtained in both paths is more than 1.96, as a result, the effects of mediating variables in this regard are significant. However, since the value of test statistics in the path of parents' educational expectations to academic self-efficacy mediated by achievement goals was 1.76 and the value of statistic is less than 1.96, the effect of the mediating variable of achievement goals in this regard is not significant. Table 4 shows the model fitness indices. According to Table 4, the model benefits from a good fitness.

Table 3. Standard coefficients of total, direct and indirect paths in the proposed model

Path	Standardized Total effects	Standardized indirect effects	Standardized direct effects
Parents educational expectancies to parents involvement in education	.60	-	.60
Parents educational expectancies to achievement goals	.33	-	.14
Parents educational expectancies to task value	.36	-	.18
Parents educational expectancies to academic self-efficacy	.39	-	
Achievement goals to academic self-efficacy	.26	-	.26
Task value to academic self-efficacy	.58	-	.58
Parent involvement to academic self-efficacy	.15		.15
Parents educational expectancies to academic self-efficacy through task value	-	.10	-
Parents educational expectancies to academic self-efficacy through parent involvement	-	.09	-
Parents educational expectancies to academic self-efficacy through achievement goals		.04	

Table 4. Fitness indices of the proposed model

Indices	X2	Df	X2/DF	RMSEA	P	IFI	GFI	CFI	TLI	NFI
Value	135.78	116	1.17	.023	.10	.96	.96	.99	.99	.95

Discussion

The aim of the present study was to examine the relationship between parents' educational expectations and academic self-efficacy in the form of a structural model and to test the mediating role of task value, parental involvement and achievement goals in this regard. The results indicated that parents educational expectations do not have a direct and significant effect on academic self-efficacy but have an effect on academic self-efficacy through mediating variables.

The results showed that there was a significant indirect relationship between parents' educational expectations and academic self-efficacy. According to Bandura cognitive-social theory, the basis of one's cognitions is in social systems, and environmental factors affect not only what one thinks, but also what one does. Bandura (1999), notes that parents 'beliefs, expectations, and attitudes about school strongly influence students' beliefs about educational expectations and goals. Thus, parents can model positive expectations, attitudes, and behaviors by displaying positive attitudes toward homework. There have been very few studies that directly mention the relationship between parents 'expectations and self-efficacy, but some studies have examined specific dimensions of parents' expectations and their participation in improving the quality of education activities. The results of Bowen et al. (2012), and Galyon et al. (2012) are in line with the results of the present study. Fan and Chen (2001), have found in research that parents' aspirations / expectations are more effective than other parenting roles, such as participation and engagement, in educational activity or academic achievement. As a result, parents can make a high level of self-efficacy in children by having good expectations of students.

The results showed that there was a significant relationship between parents' involvement in education and academic self-efficacy. The results of the present study were consistent with the earlier researches (Ahi et al., 2016; Rahimi et al., 2020; West et al., 1998). The results showed that when the parents of students participate in education and the necessary support is provided in the learning process, students will be more efficient in academic activities and this success will have a positive effect on their level of self-efficacy.

The findings also showed that there was a significant relationship between achievement goals and academic self-efficacy. The results of the present study were consistent with the previous studies (Asgari et al., 2016; Fan & Chen, 2001; Putwain et al., 2013). Mastery-approach goals had a stronger correlation with academic self-efficacy than other goal orientations, and students with mastery goals had higher self-efficacy. These results are consistent with the previous studies (Alhadabi & Karpinski, 2020; Hsieh, Sullivan, & Guerra, 2007; Sakiz, 2011). Also, this part of the study that the correlation between performance-avoidance goals with academic self-efficacy was not significant that are consistent with the research conducted by Huang (2011), Lüftenegger et al. (2016) and Rahmani (2011). The results showed that the path of mastery goals on self-efficacy was positive and significant and performance goals on self-efficacy was negative and significant. If students see self-confidence and ability in themselves and the achievement of skills and mastery in goals is important to them, they will achieve success and academic self-efficacy (Bahadori Khosroshahi, Habibi-Kaleybar, & Farid, 2017).

Our results showed that there was a significant relationship between task value and academic self-efficacy. The results of the present study are consistent with the results by Keskin (2014), and Soltaninejad and Mahmudi (2018). The results of previous studies and the present study indicate a positive relationship between self-efficacy and task value. According to expectation-value theory, students' motivation to participate in an activity depends on two components: the expectation they

have for success and the value they place on the task. The degrees to which these two components are important to students directly affect academic achievement, academic performance, sustained effort, and academic self-efficacy. As a result, the more the student values the assignment, the more effort and success they will have, and this success will also affect their level of self-efficacy.

Also, the present study revealed that in the proposed model, parents' educational expectations did not have a direct effect on academic self-efficacy. The results of the present study are consistent with the results of the research of Lee (1987). Explaining the lack of a significant relationship between parents 'educational expectations and academic self-efficacy, it can be said that if parents' expectations from education are regardless of their children's abilities, it may not affect self-efficacy and sometimes it can even have negative effects. According to attribution theory, internal factors and the feedback one gives oneself to achieve success and compensate for failures are much more effective in self-efficacy than external factors. In fact, intrinsic motivation is a factor that makes a person do something, and external factor alone will not motivate behavior and consequently increase academic self-efficacy.

The results of the fitted model showed that parents' educational expectations had a significant effect on self-efficacy through the task value of and parental involvement in education. Parents who have more reasonable educational expectations, their academic expectations are commensurate with their children's abilities and try to express their expectations clearly, have the children with high self-efficacy. This clearness and rationality in expressing educational aspirations and expectations will cause the student to have the necessary sensitivity according to the demands of parents to do homework and to do the homework correctly is valuable for them. It seems that appropriate educational expectations, along with the importance and value of the task, will lead to good academic self-efficacy. Explaining the mediating effect of parental involvement in education between educational expectations and academic self-efficacy, it is likely that parents who expect them in proportion to their children's abilities are more likely to participate in their child's educational activities. When students observe that their parents are interested in their education, it will affect their attitudes toward school and learning. As a result, they are more motivated to engage in educational activities in schools and will seek to meet their parents' expectations, which in turn will increase academic self-efficacy (Bowen et al., 2012).

Finally, the findings indicated that parents' educational expectations did not have a significant effect on academic self-efficacy through achievement goals. It seems that since the achievement goals refer to individual motivators for behavior and each person will have goals to perform his behaviors, he will therefore go to things that are in line with his goals and set paths in life. Every student has their own priorities and will take steps to achieve their desires, but it is possible that the path that the child has chosen for himself is not in line with the expectations of the parents.

Findings generally revealed that parents' educational expectations have an indirect effect on academic self-efficacy through mediating variables of task value and parental involvement in education. In explaining this finding, it can be said that parents, based on their experiences, consider some lessons more important and valuable and pass this perception and belief to their children. They participate

more in learning these lessons, which can lead to better performance of their children in those lessons and increase their self-efficacy. Accordingly, although motivational and cognitive variables directly affect self-efficacy, parents' educational expectations affect their self-efficacy through the formation of children's motivation and beliefs about the lesson as well as the degree of involvement and participation in educational activities.

This study has some limitations. The first limitation is related to the sample of study. Due to the fact that the sample was high school students in Farooj city, therefore, in generalizing the findings to students of other grades and cities should be cautious. Another limitation of the research is the lack of inference of the cause-and-effect relationship due to the correlational research method. Also, in this study, only the questionnaires were used to collect information, so it is possible that there is a bias in the information obtained. Due to the limitations, it is suggested to conduct a longitudinal study to investigate the effects of cognitive variables and environmental variables on self-efficacy. Parents 'educational expectations should also be considered along with variables such as parents' educational style, socio-economic status of parents and mother's level of education. According to the results of the present study, it is suggested that trainings be provided to form reasonable educational expectations in parents and their greater participation in school activities.

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