
NEWSLETTER

Is “Hope for Success” Effective?

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“HIGH expectations, strict requirements” has been the typical educational principle for many parents. However, does “ambition” really work? A study published in *Journal of East China Normal University* uses the statistical data of China Education Panel Studies (CEPS) from 2014 to 2015 to explore the influence of parent-child education expectation deviation on adolescent academic performance and its mechanism by applying the least square regression, propensity score matching and Bootstrap mediation effect test. The results are as follows.

- Comprehensive OLS and PSM estimation results of the whole sample show that parent-child education expectation deviation significantly and negatively affects adolescent academic performance.
- The up-biased parent-child education expectation deviation represented by a strong desire for success is not reasonable and has a significant negative impact on academic performance. There is no significant relation between the downward bias of parent-child education expectation deviation and academic performance, but it does not mean that it is reasonable that the perceived parental education expectation should be lower than the children’s self-expectation.
- Psychological pressure, academic burden and negative emotions play a partial mediating role in the relationship between upward biased parent-child education expectation deviation and academic achievement. The negative impact of over-expectation on individuals may be related to low learning efficiency and insufficient academic input caused by over-study and psychological pressure, which may lead to more severe psychological problems in the long run.
- The results of gender comparison show that compared with girls, boys’ academic performance is more prone to the negative impact of up-biased parent-child education expectation deviation. The mediating mechanism provides a reasonable explanation for this result. The stress level, academic burden, and negative emotions

of boys with high expectation preference are higher than those of girls with high expectation preference.

Based on the research results, this study suggests that in teenager family education, parents should understand the fundamental value of education and make objective evaluation of children's academic ability; Parent-child interaction and communication should be maintained; Parents should help their children to regulate their psychological pressure, academic burden and negative emotions; Parents should pay more attention to boys' educational expectations to help them overcome academic difficulties, build confidence and grow up healthily.

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