

Abstract

This research aimed to examine the relationships between students' perception of parental, teacher expectations and their self-expectations, in what way these expectations associated with their motivations, self-efficacy in learning and academics performance in a secondary school in Hong Kong. Students (N=182) completed questionnaires about their demographic information, academic achievement expectations, and motivations of learning. The academic performance data were retrieved from students first term and second examinations. Junior form teachers (N=24) completed a questionnaire about their expectations on students. Results indicated that teacher expectations significantly correlated with students' perception of teacher expectations. Also, there were statistically significant different for each type of expectations to play a different role: parental expectations related to students' intrinsic motivation of learning; teacher expectations improved students' ability perception and students' self-expectations positively related with their academic performance. However, neither types of expectations have statistically significantly relationship with extrinsic motivation. Besides, intrinsic motivations negatively correlated with as the level of study increased, and girls had better academic performance than boys. Implications for parents, teachers and Education Bureau are discussed.

Keywords: expectation, motivation, self-efficacy, academic performance