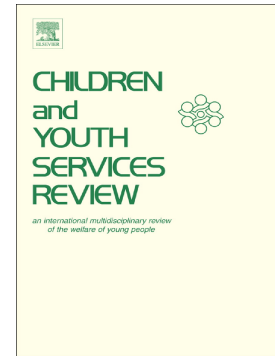


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The relationship between mother–child discrepancies in educational aspirations and children’s academic achievement: the mediating role of children’s academic self-efficacy

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Abstract: We examined the relationships between parent–child discrepancies in educational aspiration and child academic achievement and the mediating role of child’s academic self-efficacy. In total, 829 Chinese elementary students (10 years old) and their mothers (36 years old) were invited to participate. The educational aspirations of the students and their mothers and students’ academic self-efficacy and academic achievement based on their most recent midterm and final examinations were assessed. The results indicated that the absolute difference between mothers’ and children’s raw aspiration scores was negatively associated with children’s academic achievement. Additionally, after accounting for the degree of discrepancy, the direction of the discrepancies showed differential effects. Compared to children whose aspirations were the same as their mother’s, children whose mothers held higher aspirations than their own had lower academic self-efficacy. Furthermore, academic self-efficacy played a significant mediating role in the relationship between children’s academic achievement and the direction of discrepancy “mothers’ aspirations > children’s”. In contrast, the direction “mothers’ aspirations < children’s” was positively associated with children’s academic achievement. The reasons for this finding are also discussed in the paper.

Keywords: discrepancies, academic achievement, self-efficacy, educational aspiration, mother

Ethical approval: All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

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Informed consent: Informed consent was obtained from all individual participants included in the study.

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