Do both students’ and parents’ expectations have an influence on the years of schooling finally achieved by Andalusian secondary education students?

**Research question**

**INTRODUCTION**

**THE POWER OF EXPECTATIONS ON STUDENTS’ YEARS OF SCHOOLING**


---

**METHODOLOGY**

Structural equation model with 3 equations:

- Explains students’ years of schooling.
- Reproduces the process which leads to the generation of expectations by learners.
- Reproduces the process which leads to the generation of expectations by parents.

**Data used**

- Social Survey 2010-2018. Education Panel and Transitions to the Labour Market in Andalusia.

**Sample** 1,662 Students

---

**RESULTS**

(Base model)

1. Additional year of students’ expectations → 0.36 years of schooling (23-24 years).
2. Additional year of parents’ expectations → 0.49 years of schooling (23-24 years).
3. (Parents’ expectations further increase the years of schooling)
4. Girls → 0.13 years of schooling more than boys.
5. Immigrants (first generation) → 1.38 years of schooling less.
6. Students (who live only with their father) → 1/1.50 years of schooling less.
7. Students (live with both parents) → 1.30 years of schooling more.
8. Repeating → 2 years of schooling less.
9. Socioeconomic characteristics → Years of schooling of father and mother + level of income → Higher expectations of students and parents.
10. Students with higher scores in mathematics and reading and they read because they like it → Higher expectations (= parents)
11. Soft skills → significantly related to parents’ and students’ expectations.

---

**CONCLUSIONS**

- Value of parents’ and students’ expectations
- The influence exerted by parents’ and students’ expectations depends on Socioeconomic Variables
- The high proportion of repeaters is likely to reduce students’ and parents’ expectations
- A very high predictive depends on Socioeconomic Variables (The educational policy may impact on the educational expectations improving the economic conditions of families or the availability of educational goods)
- (Educational centres must look for alternatives to repeating, for instance, extra tutoring for students with difficulties).