

**THE RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT, PARENT
EXPECTATIONS, TEACHER EXPECTATIONS AND ACADEMIC
ACHIEVEMENT OF SJK(C) CHEE TONG STANDARD 5 STUDENTS**

EWE SIEW PENG

UNIVERSITI TEKNOLOGI MALAYSIA

**THE RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT, PARENT
EXPECTATIONS, TEACHER EXPECTATIONS AND ACADEMIC
ACHIEVEMENT OF SJK(C) CHEE TONG STANDARD 5 STUDENTS**

**EWE SIEW PENG
(MP081279)**

**A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Educational Psychology)**

**Faculty of Education
Universiti Teknologi Malaysia**

DECEMBER, 2010

ACKNOWLEDGEMENT

I would like to express my sincere appreciation to Dr. Nooraini Bte Othman for her encouragement and support as my research advisor. Her professional guidance and inspiration is beyond words.

I would also like to thank my parent, Ewe Lai Huat and Ooi Ah Mooi for their patience, inspiration, and understanding during this busy time in my life. Their positive attitude and thoughtfulness is greatly appreciated.

Finally, I would like to express my appreciation to my course mate, Lim Wai Wai and Kong Bee Leng for their support.

DEDICATION

To my beloved mother and father

ABSTRACT

The main purpose of this study was to study the relationship between independent variables (academic self-concept, parent expectations and teacher expectations) and academic achievement of SJK(C) Chee Tong standard 5 students. Data were gathered from 200 standard 5 students of SJK(C) Chee Tong who will be seating in UPSR examination next year. The reliability of this study was tested with Cronbanch's Alpha and the result was 0.899. The data was analyzed using Statistical Package for Social Science (SPSS) version 14. The findings of this study showed significant weak correlation between academic self-concept and academic achievement. Specific academic subject self-concepts exhibited weak correlations or no correlations with academic achievement. Chinese Comprehension self-concept, Malay Comprehension self-concept, Malay Essay self-concept, English self-concept and Mathematics self-concept showed a weak influence to academic achievement, whereas Chinese Essay self-concept and Science self-concept has no correlation with academic achievement. Meanwhile, the findings also showed parent expectations were weakly linked to academic achievement and teacher expectations has small effect on academic achievement. Further study need to be carried out to find the reason of low correlations between academic self-concept, parent expectations, teacher expectations and academic achievement.

ABSTRAK

Kajian ini bertujuan mengenal pasti hubungan antara pembolehubah tidak bersandar (kendiri akademik, harapan ibu bapa dan harapan guru) dan pencapaian akademik murid tahun 5 SJK(C) Chee Tong. Data dikumpul dari 200 murid tahun 5 SJK(C) Chee Tong yang akan menduduki peperiksaan UPSR pada tahun depan. Kebolehpercayaan kajian ini telah diuji dengan Alpha Cronbanch dan hasilnya ialah 0.899. Data ini dianalisis dengan menggunakan Pakej Statistik bagi Sosial Sains (SPSS) edisi 14. Hasil kajian menunjukkan terdapat hubungan yang signifikan tetapi lemah antara kendiri akademik dan pencapaian akademik. Kendiri akademik mengikut subjek mempunyai hubungan yang lemah atau tiada hubungan dengan pencapaian akademik. Kendiri Pemahaman Bahasa Cina, kendiri Pemahaman Bahasa Malaysia, kendiri Penulisan Bahasa Malaysia, kendiri Bahasa Inggeris dan kendiri Matematik menunjukkan pengaruh yang lemah terhadap pencapaian akademik, manakala kendiri Penulisan Bahasa Cina dan kendiri Sains tidak mempunyai hubungan dengan pencapaian akademik. Sementara itu, hasil kajian menunjukkan harapan ibubapa mempunyai hubungan yang lemah dengan pencapaian akademik dan harapan guru mempunyai efek yang kecil terhadap pencapaian akademik. Kajian lanjutan perlu dilaksanakan untuk mencari sebab-sebab yang menyebabkan hubungan lemah antara kendiri akademik, harapan ibu bapa, harapan guru dan pencapaian akademik.

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 3.5.1	The results of Cronbach's alpha internal consistency test	43
Table 3.7.2.1	Correlation coefficient interpretation (Gay at el., 2009)	46
Table 4.2.2.1	Distribution of Chinese Comprehension self-concept	103
Table 4.2.2.2	Distribution of Chinese Essay self-concept	104
Table 4.2.2.3	Distribution of Malay Comprehension self-concept	105
Table 4.2.2.4	Distribution of Malay Essay self-concept	106
Table 4.2.2.5	Distribution of English self-concept	107
Table 4.2.2.6	Distribution of Science self-concept	108
Table 4.2.2.7	Distribution of Mathematics self-concept	109
Table 4.2.3.1	Distribution of Parent Expectations 1	110
Table 4.2.3.2	Distribution of Parent Expectations 2	111

Table 4.2.3.3	Distribution of Parent Expectations 3	112
Table 4.2.4.1	Distribution of Teacher Expectations 1	113
Table 4.2.4.2	Distribution of Teacher Expectations 2	114
Table 4.2.4.3	Distribution of Teacher Expectations 3	115
Table 4.2.5.1	Distribution of Academic Achievement	116
Table 4.3.1.1	Analysis of academic self-concept by academic Achievement correlations	57
Table 4.3.1.2	Analysis of specific subject academic self-concept by academic achievement correlations	58
Table 4.3.2.1	Analyses of parent expectations by academic achievement correlations	60
Table 4.3.3.1	Analyses of Teacher expectations by academic achievement correlations	60
Table 5.2.1	Summary of the correlation	62

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.7.1	Theoretical Model of Study	10
2.4.1	The relationships among the dimensions of self-concept and achievement	23

LIST OF FLOWCHART

FLOWCHART NO.	TITLE	PAGE
3.6.1	Research Procedure	44

LIST OF GRAPHS

GRAPH NO.	TITLE	PAGE
1.3.1	Last 5 years of SJK(C) Chee Tong UPSR Passes Percentage	6
4.2.1.1	Distribution of the respondents based on gender	49
4.2.1.2	Distribution of the respondents based on races	50
4.2.1.3	Distribution of the respondents based on religion	51

LIST OF PIE CHARTS

PIE CHART NO.	TITLE	PAGE
4.2.2.1	Chinese Comprehension (BC1) self-concept & achievement	52
4.2.2.2	Chinese Essay (BC2) self-concept & achievement	52
4.2.2.3	Malay Comprehension (BM1) self-concept & achievement	53
4.2.2.4	Malay Essay (BM2) self-concept & achievement	53
4.2.2.5	English (BI) self-concept & achievement	54
4.2.2.6	Science (SN) self-concept & achievement	54
4.2.2.7	Mathematics (Math) self-concept & achievement	55
4.2.3.1	Parent expectations & academic achievement	55
4.2.4.1	Teacher expectations & academic achievement	56

LIST OF ABBREVIATIONS

BC1	-	Chinese Comprehension
BC2	-	Chinese Essay
BI	-	English
BM1	-	Malay Comprehension
BM2	-	Malay Essay
Math	-	Mathematics
SN	-	Science

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Questionnaire	95
B	Tables of Distribution	103
C	Confirmation letter from faculty	117

CHAPTER 1

INTRODUCTION

1.1 Introduction

Academic achievement can be described as the excelling of a student in academics, by way of achieving good grades which will ensure the route to successful career in future life. The aims of academic achievement are by and large similar in most educational organizations. Educators stress on the importance of academic achievement, stating that it is the most crucial way of establishing a student firmly on his path to a successful career. Rational and logical thinking have always been associated with learned and educated people. The aim of academics is not to merely gain bookish knowledge, it develops and enhances the ability of an individual to think and perceive the various situations that life offers. The cognitive development and progress of the mental ability of the academician will obviously have a positive impact on the society in which he or she survives. Thus, academic excellence not only ensures an individual development, it ensures the competency of a society in globalization.

Malaysia is now at the mid-point of its journey towards becoming a developed nation by the year 2020. The road ahead will be both challenging and demanding. During the next 10 years, Malaysia has to deal with great changes in the

global environment while improving and upgrading the country's domestic conditions. Thus, upgrading human resources qualities is a priority task to ensure Malaysia can compete in the globalization. As we mentioned above, academic excellence ensures the competency of a society in globalization. Therefore, improving the academic achievement equals to improving the human resources qualities.

As Ministry of Education is a vital party to improve the qualities of the human resources, a lot of implementation has been run to improve the quality of education especially primary education because everyone knows that the foundation is the most important part in learning. These implementations include increasing basic education infrastructure, revising the norms for teacher allocation, and ensuring 50 percents of primary school teachers are university graduates by 2010, strengthening the Integrated Primary School Curriculum (Kurikulum Bersepadu Sekolah Rendah, KBSR) to further improve the 3R skills among pupils, making the curriculum more relevant to current emerging needs of the country, and strengthening all co-curriculum programs to reinforce the development of intellectually, spiritually, emotionally, and physically balanced individuals. However, UPSR (Primary School Achievement Test) result shows not everyone achieves an excellent result.

Last year, a total of 496,439 pupils sat for UPSR, only 42,029 candidates or 8.5 per cent of the pupils scored straight A's in all the tested subjects and the number of candidates who scored D or E grades or failed to achieve the minimum passing requirement is 4 per cent (19,960 pupils).

Based on the UPSR result, it shows that although Ministry of Education has put so many efforts in quality improving, the result was still not satisfied. The excellent pupils are only a few although they all are equally able students. Hilliard III (1991) makes the following statement explaining about all children being born with high ability, "What has become increasingly well documented however is that while maturation and nurturance may explain some aspects of thinking, teaching, and learning, babies start from a cognitive baseline that is nothing short of awesome."

Since all the students are born equally able, the question then becomes, what are contributing factors to the academic success of the primary students. Much research has been done on the variables that impact education achievement. Three factors that have emerged as influential on academic success are academic self-concept, parent expectations and teacher expectations. Therefore, this research focuses on the relationship between independent variables (academic self-concept, parent expectations and teacher expectations) and academic achievement of standard 5 students. Standard 5 students were chosen because they will sit for UPSR exam next year. UPSR is the most important exam for primary student. The findings from the study will give the direction to the authority to make the intervention.

1.2 Background of the problem

Bronfenbrenner's (1977) ecological theory state that a child is at the center of the model and he is constant interaction with the environment. Surrounding the child is the "microsystem" that is comprised of those entities that directly impact the child including family members, teachers, neighborhood, school, etc. Outside of this microsystem is the "exosystem" that includes those entities that exert indirect influences on the child. Beyond the exosystem is the "macrosystem" which influences larger society and culture. The final system is "chronosystem" which contains the elements of time and history (Bronfenbrenner & Morris, 1998; Bronfenbrenner, 1979, 1986; Bubolz & Sontag, 1993). Therefore, academic achievement of a student is not only due to student himself, it also due to the environment surroundings student, like parent expectations and teacher expectations.

In a major study of personality and motivation in relation to school achievement, Cattell, Sealy and Sweney (1966) found that of the total variance in school achievement, 21 to 25 percent were accounted for by a culture fair intelligence test, 27 to 36 percent by personality traits and 23 to 27 percent by motivational traits. The finding suggest that the level of prediction of school

achievement could be doubled by adding measures of personal traits to measures of ability and trebled by the addition of motivational measures. Since the self-concept is both personal and motivational variable, its overall contribution to the variance of academic achievement should be quite high. However, the global, one-dimensional self-concept is not a very useful educational construct (Marsh & Cravan, 1997). Instead, educators emphasize the multidimensional, hierarchical self-concept (Byrne, 1996; Marsh, 1990; Shavelson & Marsh, 1986). It is because how good students feel about themselves in subject areas such as math, science, and economics bears little or no relationship to how good they feel about themselves in subjects such as English, history, and foreign languages (Marsh, Byrne, & Shavelson, 1988). For example, educator finds a weak correlation between a student's math self-concept and his or her verbal self-concept (Marsh & Shavelon, 1985; Marsh et.al., 1988).

The family is the basic institution that children learn who they are, where they fit into society, and what kinds of futures they are likely to experience. It is generally agreed that the family is an important factor in student academic development and achievement. In particular, the home environment may influence the achievement of an individual in any particular endeavor. A growing body of research has shown that students perform better academically when parents are involved with their child's schooling (Astone & McLanahan, 1991; Catsambis & Beveridge, 2001; Christenson, Rounds, & Gorney, 1992; Coleman; Epstein, 1991; Fehrman, Keith, & Reimers, 1987; Feuerstein, 2000; Jeynes, 2003; Keith et al., 1993; Hara, 1998; Rumberger & Palardy, 2005; Sui-Chu & Willms, 1996; Thompson, 2002). In fact, higher parent expectations for children have been associated with a greater likelihood of attending college (Hossler & Stage, 1992), selection of more core academic courses (Catsambis, 2001) and better academic performance (Fehrmann, Keith, & Reimers, 1987; Gill & Reynolds, 1999). Parent expectations influence child expectations (Patrikakou, 1996, 1997; Trusty, 1998) and motivation as well (Jacobs, Davis-Kean, Bleeker, Eccles, & Malachuk, 2005), both which are associated with academic performance.

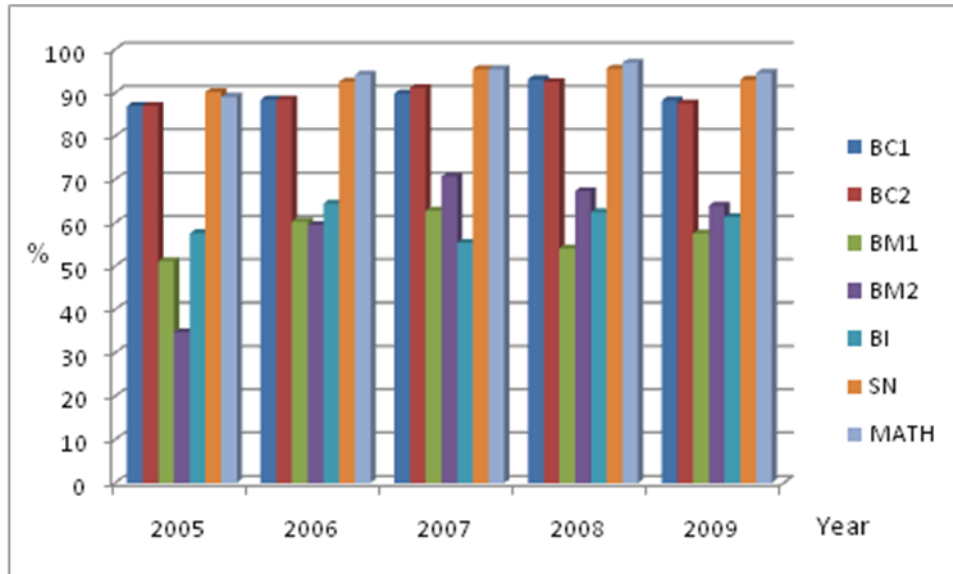
The motivation and the achievements of pupils appear to be affected by what teachers believe they are capable of, irrespective of whether this belief true or not.

Research on teacher expectations for their students has generally found that students live up (or down) to the expectations that their teachers have for them (Jussim & Eccles, 1995; Rubie-Davies, 2007), particularly in the younger grades and when teachers know relatively little about their students' actual achievement level. Moreover, there is evidence that students in school whose teachers have high expectations achieve more than those in other schools (Marks, Doane, Secada, 1998).

Teachers often form their expectations about individual student early in the school year, sometimes based on information about achievement level, race, socioeconomic status, ethnicity, gender, speech characteristics, or labels (Good & Brophy, 1991). Teacher expectations directly affect the ways the teachers treat their students. Specifically, they treat students they perceive to be high achievers differently from those they perceive as low achievers (R. Weinstein, 2002). This differential treatment typically takes four different forms (Good, 1987a, 1987b; Good & Brophy, 2003). First, teachers interact more with perceived high achievers. Their interactions are more positive. They make more eye contact, stand closer, and orient their bodies more directly toward the students, and they seat these students closer to the front of the class. Second, teachers give perceived high achievers more thorough explanations, their instruction is more enthusiastic, they ask more follow-up questions, and they require more complete and accurate students answers. Third, teachers call on perceived high achievers more often, they allow the students more time to answer, and they provide more encouragement and prompt perceived high achievers more often. Fourth, teachers praise perceived high achievers more but criticize them less. They offer high achievers more complete and lengthier feedback and more conceptual evaluations. Children of all ages are aware of the different expectations teachers hold for students (Stipek, 2002). In one study, research concluded, "After ten seconds of seeing and/ or hearing a teacher, even very young students could determine the extent to which that student was loved by the teacher" (Babad, Bernieri, & Rosenthal, 1991, p. 230). Expectations are usually unconscious, and teachers often do not realize that they have different expectations for all students.

1.3 Statement of the problem

Graph 1.3.1: Last 5 years of SJK(C) Chee Tong UPSR Passes Percentage



Graph 1.3.1 showed the last 5 years of SJK (C) Chee Tong UPSR passes percentage. It showed that the results are not satisfying especially subjects Malay and English. Bronfenbrenner's (1977) ecological theory implies that not only the child himself contributes to his academic achievement, but his environmental reinforcements also attribute to his academic attainment and many studies showed that academic self-concept, parent expectations and teacher expectations affect the academic achievement. Thus, the researcher was interested to know the contributions of the variables that mentioned above towards the academic achievement of students SJK (C) Chee Tong so that the school can make some countermeasures.

1.4 Research Objectives

The objectives of this dissertation are as follow:

- i. To identify the relationship between academic self-concept and academic achievement among respondents?
 - a. To identify the relationship between Chinese Comprehension self-concept and academic achievement among respondents?
 - b. To identify the relationship between Chinese Essay self-concept and academic achievement among respondents?
 - c. To identify the relationship between Malay Comprehension self-concept and academic achievement among respondents?
 - d. To identify the relationship between Malay Essay self-concept and academic achievement among respondents?
 - e. To identify the relationship between English self-concept and academic achievement among respondents?
 - f. To identify the relationship between Science self-concept and academic achievement among respondents?
 - g. To identify the relationship between Mathematics Comprehension self-concept and academic achievement among respondents?
- ii. To identify the relationship between parent expectations and academic achievement among respondents?
- iii. To identify the relationship between teacher expectations and academic achievement among respondents?

1.5 Research Questions

The central research questions guiding the study are:

- i. Is there any significant relationship between academic self-concept and academic achievements among respondents?
 - a) Is there any significant relationship between Chinese Comprehension self-concept and academic achievements among respondents?
 - b) Is there any significant relationship between Chinese Essay self-concept and academic achievements among respondents?
 - c) Is there any significant relationship between Malay Comprehension self-concept and academic achievements among respondents?
 - d) Is there any significant relationship between Malay Essay and academic achievements among respondents?
 - e) Is there any significant relationship between English self-concept and academic achievements among respondents?
 - f) Is there any significant relationship between Science Comprehension and academic achievements among respondents?
 - g) Is there any significant relationship between Mathematics self-concept and academic achievements among respondents?
- ii. Is there any significant relationship between parent expectations and academic achievements among respondents?
- iii. Is there any significant relationship between parent expectations and academic achievements among respondents?

1.6 Research Hypotheses

In this study, null hypotheses are tested. They are:

- i. H₀₁: There is no significant relationship between academic self-concept and academic achievement among the respondents.
 - a. H₀₂: There is no significant relationship between Chinese Comprehension self-concept and academic achievement among the respondents.
 - b. H₀₃: There is no significant relationship between Chinese Essay self-concept and academic achievement among the respondents.
 - c. H₀₄: There is no significant relationship between Malay Comprehension self-concept and academic achievement among the respondents.
 - d. H₀₅: There is no significant relationship between Malay Essay self-concept and academic achievement among the respondents.
 - e. H₀₆: There is no significant relationship between English self-concept and academic achievement among the respondents.
 - f. H₀₇: There is no significant relationship between Science self-concept and academic achievement among the respondents.
 - h) H₀₈: There is no significant relationship between Mathematics self-concept and academic achievement among the respondents.
- ii. H₀₉: There is no significant relationship between parent expectations and academic achievement among the respondents.
- iii. H₁₀: There is no significant relationship between teacher expectations and academic achievement among the respondents.

1.7 Theoretical Framework

To understand the variations in academic achievement of students, Bronfenbrenner's (1977) ecological model was applied, and student achievement was conceptualized within the multiple contexts in which they operate. Bronfenbrenner (1977) proposed conceptualizing human development as occurring through the interactions between the person and the various, changing environments within they reside. More specifically, the ecological model views the individual as operating within various environmental systems, with each system occurring within a larger one. The systems are called the microsystem, mesosystem, exosystem, and macrosystem. In the individual level, academic self-concept variables are located within the individual, and are brought into their interactions with others.

The microsystem describes the relationship between the individual and their immediate environments, such as school, home, and community. For children in primary school of Malaysia, it is important to assess the expectation of their parents and teachers towards their academic achievement.

Mesosystem, exosystem and macrosystem are not examined here.

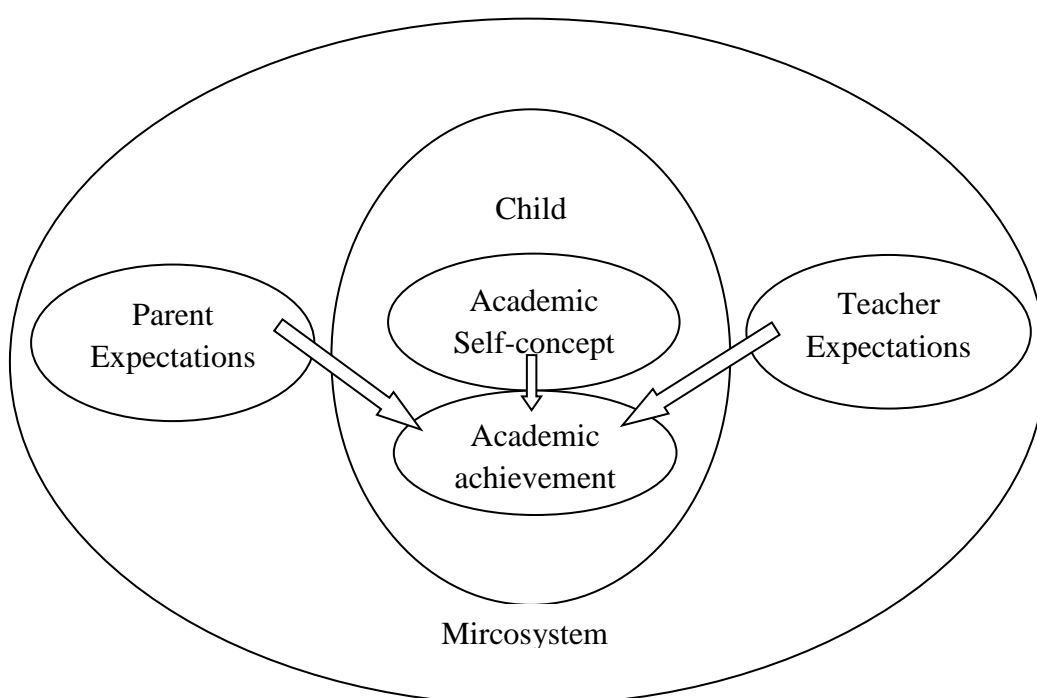


Figure 1.7.1: Theoretical Model of Study

The theoretical model of this study (see Figure 1) contains four variables of interest and is constructed according to Bronfenbrenner's model. Within the child resides the academic self-concept variable and academic achievement variable. Surrounding the child is the microsystem that contains the variables of parent expectations and teacher expectations.

1.8 Scope of study

The survey was carried out in SJK(C) Chee Tong. Questionnaires were distributed to standard 5 students of Year 5 of SJK(C) Chee Tong to study (i) the relationship between academic self-concept (UPSR subjects self-concept) and academic achievement, (ii) the relationship between parent expectations and academic achievement and last but not least, (iii) the relationship between teacher expectations and academic achievement.

1.9 The significant of study

This study is important because all the while, school administrations emphasize on cognitive development. They even provide tuition to upper primary school with hope that they can do well in UPSR, but they did not consider the contribution of the psychological variables, namely academic self-concept, parent expectations and teacher expectations which are much more important.

The researcher hopes to use the findings from the study to inform academic services as well as to create innovative interventions to enhance the academic achievement of children in SJK (C) Chee Tong.

1.10 Limitations of the study

The main purpose of this research is to improve the UPSR results of SJK (C) Chee Tong. The results may not be applied to the other school.

1.11 Definition of important terms

Academic self-concept:

Shavelson, Hubner, and Stanton (1976) defined self-concept as a person's perception of himself. These perceptions are formed through one's experience with the environment, and influenced especially by environment reinforcements and significant others. This definition is also transferable with academic self-concept, and is applicable to students in the school environment. Shavelson et al. (1976) mentioned that academic self-concept was an important piece of a more general self-concept displayed by children and teenagers. In other words, they represented the self-concept as a pyramid with the apex being a more self-concept, and the lower part being divided into academic and non-academic self-concept. The academic self-concept is itself divided into sub-areas of academic self-concept such as English, History, Math and Science. Supporting this model, Marsh (1990), used Confirmatory Factor Analysis to show that each school subject from Grade 5 to 10 corresponded with a distinct academic self-concept. Marsh and collaborations (Marsh, Byrne & Shavelson, 1988; Marsh & Shavelson, 1985) also realized the need to further investigate two higher order academic domains, Mathematics and Verbal, and group students' academic self-concept accordingly. Compared to one general factor of academic self-concept, the results showed a better fit for the two higher order factors of academic self-concept (Marsh, 1990). Marsh (1992) further demonstrated that academic self-concept scales are more distinct and less inter-correlated than the achievement scores pertaining to related academic subjects. In other words, the specific academic subject needs to be taken into consideration when investigating links between academic self-concepts and academic achievement (Marsh, 1992).

Consequently, Marsh (1992) recommended that researchers use different scale for assessing the self-concept linked to specific academic subjects.

In this study, academic self-concept is consisted of 7 subjects UPSR self-concept, namely Chinese Comprehension self-concept, Chinese Essay self-concept, Malay Comprehension self-concept, Malay Essay self-concept, English self-concept, Science self-concept and Mathematics self-concept.

Parent expectations:

Parent expectations refer to the expectations that parents have for their children's education. Goldenburg et al. (2001) reported that students who perceived high parent expectations regarding academics tended to fulfill these expectations. For example, those students with mothers who expected them to complete college were half as likely to drop out as those students who did not perceive their mother to have these expectations.

In this study, parent expectations perceived by the students are examined.

Teacher expectations:

Teacher expectations can be defined as inferences that teacher make about future behavior or academic performance of their students, based on what they know about their students (Good, 1987). These cues can be either objective (e.g. past achievement, students' motivation) or subjective (e.g. teacher prejudices, stereotypes).

Good and Brophy (1977) suggested that a teacher expecting specific behavior and achievement from a student will behave differently toward that student. For example, the teacher may wait less time for students who are assumed to be low achievers to answer, or she may criticize these low expectancy students more often. This treatment by the teacher tells each student what behavior and achievement the teacher expects from him. Weinstein (1998, p. 83) suggest that the "expression of

low expectations by differential treatment can inadvertently lead children to confirm predictions about their abilities by exerting less effort & ultimately performing more poorly.” Some researchers (e.g. Cooper & Tom, 1984; Cooper, 1979) suggest that the real impact of teacher expectations is in sustaining motivation. Thus, a teacher who expects a student to be disinterested may either not notice the student’s interest or may respond inappropriately when the student shows enthusiasm, thus stifling the student’s motivation.

Research has demonstrated that teachers often treat those students they perceive as lower achieving in ways that may prove counter-motivational. Good (1987), for example, found that teachers often seat lower-achieving students farther away from them, pay less attention to the slower student, call on slower students less often, wait less time for them to answer, fail to provide follow-up questions, criticize more frequently, praise less often, and give less frequent and less detailed feedback. All of these teacher behaviors reduce a student’s interest in or desire to engage in achievement activities.

In this study, teacher expectations perceived by the students are examined.

Academic achievement:

Base on Oxford Advanced Learner’s Dictionary, 7th Edition, academic is connected with education, especially studying in schools and universities. Whereas achievement is a thing that somebody has done successfully, especially using their own effort and skill. Therefore, academic achievement means success in education.

In this study, academic achievement means respondents gain a good result in 7 main subjects, namely Malay Comprehensive, Malay Essay, Chinese Comprehensive, Chinese Essay, English, Science and Mathematics.

1.12 Conclusion

This study aimed to examine the factors that may correlate to the academic achievement. It is our hope that the findings from this study will be used to inform academic services as well as to create innovative interventions to enhance the academic achievement of children in SJK (C) Chee Tong.

REFERENCES

- Alvidrez, J., & Weinstein, R. (1999). Early teacher perceptions later academic achievement. *Journal of Educational Psychology, 91*(4), 731-746.
- Astone, N.M., & McLanahan, S.S. (1991). Family structure, parental practices and high school completion. *American Sociological Review, 56*, 309-320.
- Babad, E., Bernieri, F., & Rosenthal, R. (1991). Student as judges of teachers' verbal and nonverbal behavior. *American Educational Research Journal, 28*(1), 211-234.
- Banks, J. A. (1995). Multicultural education: Historical development, dimension, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbooks of research on multicultural education*. New York: Macmillan.
- Banks, J.A., & Banks, C.A.M. (Eds.) (1995). *Handbook of research on multicultural education*. New York: Macmillan.
- Baumrind, D. (1989). Rearing competent children. In W. Damon (Ed.), *Child development today and tomorrow*. San Francisco: Jossey-Bass.
- Beaton, A.E., Mullis, L., Martin., Gonzalez, E., Kelly, D., & Smith, T. (1996). *Mathematics Achievement in the Middle School Years. IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: TIMSS International Study Center, Boston College.
- Bennett, R. E., Gottesman, R. L., Rock, D. A., & Cerullo, F. (1993). Influence of behavior perceptions and gender on teachers' judgments of students' academic skill. *Journal of Educational Psychology, 85*, 347-356

- Berndt, T.J. & Burgy, L. (1996). Social self-concept. In B. Bracken (Ed.), *Handbook of self-concept*. (pp. 171-209). New York: Wiley.
- Boocock, S.P. (1972). *An introduction to the sociology of learning*. Boston: Houghton
- Bronfenbrenner, U. (1977). *The ecology of human development*. Cambridge, MA; Harvard University Press.
- Bronfenbrenner,U. (1979). *The ecology of human development*. Cambridge, MA; Harvard University Press.
- Bronfenbrenner,U. (1986). Ecology of the family as a content for human development: Research perspectives. *Developmental Psychology*, 22(16), 723-742.
- Bronfenbrenner, U., & Morris, P.A. (1998). The ecology of developmental processes. In W.S.E. Damon & R.M.Lerner (Eds.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (5th ed., pp. 993-1028). New York.
- Brookover, W.B., Patterson, A. & Thomas, S. (1965). *Improving Academic Achievement Through Students' self-concept of Enhancement: Self-concept of Ability and School Achievement, II* (No. CRP-1636). East Lansing, MI: Michigan State University.
- Brookover, W.B., & Thomas, S. (1964). Self-concept of ability and school achievement. *Sociology of Education*, 37 (3), 271-278.
- Brophy, J. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*. 75, 631-661.

- Bubolz, M.M., & Sontag, M.S.(1993). Family theories: Human ecology theory. In P. G. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach*. New York: Plenum Press.)
- Burns, R.B. (2000). *Introduction to Research Methods. (4th ed.)* Pearson Education.
- Byrne, B.M. (1996). Academic self-concept: Its structure, measurement, and relation to academic achievement. In B.A. Bracken (ed.). *Handbook of self-concept* (pp. 287-316). New York, NY: Wiley.
- Byrne, B.M. (1996). *Measuring self-concept across the life span: Issues and instrumentation*. Washington, DC: American Psychological Association.
- Byrne, B., & Gavin, D. (1996). The Shavelson Model revisited: Testing for the structure of academic self-concept across pre, early, and late adolescents. *Journal of Educational Psychology*, 88(2), 215-228.
- Byrne, B.M., & Shavelson, R.J. (1996). On the structure of social self-concept for pre-early, and late adolescents: A test of the Shavelson, Hubner and Stanton (1976) model. *Journal of Personality and Social Psychology*, 70, 599-613.
- Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5(2), 149-177.
- Catsambis, S. & Beveridge, A.A. (2001). Does neighborhood matter? Family, neighbourhood, and school influences on eighth-grade mathematics achievement. *School Focus*, 34(4), 435-457.

- Cattell, R.B., Sealy, A.P. and Sweeny, A.B. (1966) 'What can personality and motivation source trait measurement add to the prediction of school achievement?', *British Journal of Educational Psychology*, 36, 280-95
- Chapman, J.W., Tunmer, W.E., & Prochnow, J.E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A longitudinal study. *Journal of Educational Psychology*, 92, 703-708.
- Choi, N. (2005). Self-efficacy and self-concept as predictors of college students' academic performance. *Psychology in the Schools*, 42(2), 197-205.
- Christenson, S.L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly*, 7, 178-206.
- Chung, R., & Walkey, F. (1989). Educational and achievement aspirations of New Zealand Chinese and European secondary school students. *Youth and Society*, 2(2), 139-152.
- Clark, R. (1993). Homework-focused parenting practices that positively affect student achievement. In N.F. Chavkin (Ed.). *Families and schools in a pluralistic society*,(pp.85-105). Albany, NY: State University of New York Press.
- Cohen, J. (1987). Parents as educational model and definers. *Journal of Marriage and the Family*, 49, 339-349.
- Coleman, J.S. (1990). *Equality and achievement in education*. San Francisco: Westview Press.

- Cooper, H. (1979). Pygmalion grows up: A model for teacher expectation communication and performance influence. *Review of Educational Research*, 49, 389-410.
- Cooper, H.M., & Tom, D.Y.H. (1984). Teacher expectation research: A review with implications for classroom instruction. *Elementary School Journal*, 85, 77-89.
- Coopersmith, S. (1969). *Implications of studies on self-esteem for educational research and practice*. American Educational Research Association. Paper presented in the American Educational Research Association Annual Meeting, Los Angeles, C.
- Coopersmith, S., & Wesleyan, U. (1960). Self-esteem and need achievement as determinants of selective recall and repetition. *Journal of Abnormal & Social Psychology* .60, 310-317.
- Crain, R.M. (1996). The influence of age, race, and gender on child and adolescent multidimensional self-concept. In B. Bracken (Ed.), *Handbook of self-concept* (pp.395-420). New York: Wiley.
- Darley, J.M., & Fazio, R.H. (1980). Expectancy-confirmation processes arising in the social interaction sequence. *American Psychologist*, 35, 867-881.
- Debord, L., Griffin, L., & Clark, M. (1977). Race and sex influences in the schooling processes of rural and small town youth. *Sociology of Education*, 42, 85-102.
- Diener, E. & Fujita, F. (1997). Social comparison and subjective well-being. In B.P.Bunk and F.X. Gibbons (eds.) *Health, Coping and well-being: Perspectives from Social Comparison Theory* (pp. 329-358). Mahwah, NJ: Erlbaum.

- Eagle, E.(1989). Socioeconomic status, family structure, and parental involvement: The correlates, of achievement. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (pp.59-60). Washington, DC: Center for Law and Education.
- Eamon, M.K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work*. 46(3), 256-266.
- Eccles, J.S., Jacobs, J.E. & Harold, R. (1990). Gender-role stereotypes, expectancy effects, and parents' role in the socialization of gender differences in self-perceptions and skill acquisition. *Journal of Social Issues*, 46, 182-201.
- Eccles, J.S. & Jussim, L. (1992). Teacher expectations II: Construction and reflection of student achievement. *Journal of Personality and Social Psychology*, 63(6), 947-961.
- Englund, M., Luckner, A., Whaley, G., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and Quality of Assistance. *Journal of Educational Psychology*, 96(4), 723-730.
- Entwisle, D., & Hayduk, L. (1978). *Too great expectations: The academic outlook of young children*. Baltimore: Johns Hopkins University Press.
- Entwisle, D.R., & Hayduk, L.A. (1988). Lasting effects of elementary school. *Sociology of Education*, 61, 147-159.
- Epstein, J.L. (1991). Effects on student achievement of teachers' practices of parent involvement. *Advances in reading/ language research:Literacy through family, community, and school interaction* (Vol. 5, pp. 261-276). Greenwich, CT: Jai Press.

- Fehrman, P.G., Keith, T.Z. & Reimers, T.M. (1987). Home influence on school learning: Direct and indirect effects of parental involvement on high school grades. *Journal of Educational Research*, 80(6), 330-337.
- Feidler, K. (2000). Illusory correlations: A simple associative algorithm provides a convergent account of seemingly divergent paradigms. *Review of General Psychology*, 4, 25-58.
- Festinger, L. (1954). *A theory of social comparison process*. *Human Relations* 7, 117-140.
- Feuerstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *Journal of Educational Research*, 94(1), 29-39.
- Fiske, S.T. & Neuberg, S.L. (1990). A continuum of impression formation, from category-based to individuating processes: Influences of information and motivation on attention and interpretation. In M.P. Zanna (Ed.). *Advances in experimental social psychology* (pp.1-74). New York: Academic Press.
- Fraenkel, J.R., & Norman, E. W. (1996). *How to Design and Evaluate Research in Education*. (3th ed.). McGraw-Hill. Inc.
- Gay, L.R., Geoffrey, E.M., Peter, A. (2009). *Educational Research, Competencies for Analysis and Application*. (9th ed.). Pearson Education.
- Gill, S., & Reynolds, A.J. (1999). Educational expectations and school achievement of urban African American children. *Journal of School Psychology*. 37(4), 403-424.
- Goldenberg, C. (1992). The limits of expectations: A case for case knowledge about teacher expectancy effects. *American Educational Research Journal*, 29, 517-544

- Goldenberg, C., Gallimore, R., Reese, L., & Garnier, H. (2001). Cause or effect? A longitudinal study of immigrant Latino parents' aspirations and expectations, and their children's school performance. *American Educational Research Journal*, 38(3), 547-582.
- Good, T. (1987a). *Teacher expectations*. In D. Berliner & B. Rosenshine (Eds), *Talks to teachers* (pp.159-200). New York: Random House.
- Good, T. (1987b). Two decades of research on teacher expectations: Finding and future directions. *Journal of Teacher Education*, 37(4), 32-47.
- Good, T.L., & Brophy, J.E. (1977). *Educational Psychology: A realistic approach*. New York: Holt, Reinhart, & Winston.
- Good, T.L., & Brophy, J.E. (1991). *Looking in classrooms (5th ed.)*. New York: Harper & Row.
- Good, T.L., & Brophy, J.E. (1994). *Looking in classrooms (6th ed.)*. New York: Harper & Row.
- Good, T., & Brophy, J.E. (2003). *Looking in classrooms (9th ed.)*. Boston: Allyn and Bacon.
- Good, T.L., & Nichols, S.L. (2001). Expectancy effects in the classroom: A special focus on improving the reading performance of minority students in first-grade classrooms. *Educational Psychologist*, 36, 113-126.
- Hamilton, D.L., Sherman, S.J., & Ruvolo, C.M. (1990). Stereotype-based expectancies: Effects on information processing and social behavior. *Journal of Social Issues*, 46, 35-60.

- Hao, L., & Bonstead-Bruns, M. (1998). Parent-child differences in Educational Expectations and the academic achievement of immigrant and native students. *Sociology of Education*.71,175-198
- Hara, S.R. (1988). Parent involvement: The key to improved student achievement. *School Community Journal*, 8(2), 9-19.
- Harris, M.J., & Rosenthal, R. (1985). Mediation of interpersonal expectancy effects: 31 meta-analyses. *Psychological Bulletin*. 97, 363-386.
- Harter, S. (1990). Causes, correlates and the functional role of global self-worth: A life-span perspective. In R. J. Sternberg & J. Kolligian, Jr. (Eds), *Competence considered* (pp.67-97). New Haven, CT: Yale University Press.
- Hay, I. (1997). Investigating the influence of achievement on self-concept using an intra-class design and a comparison of the PASS SDQ-1 self-concept tests. *British Journal of Educational Psychology*, 67, 311-321.
- Higgins. E.T., & Bargh, J.A. (1987). Social cognition and social perception. *Annual Review of Psychology*. 38, 369-425.
- Hilliard III, A. (1991). *Do we have the will to educate all children? Educational Leadership*, 49(1), 31-36
- Henderson, A. (1988). *Parents are school's best friends*. Phi Delta Kappan, pp. 149-153.
- Hess, R.D., & Holloway, S.D. (1984). Family and school as educational institutions. In R.D. Parke, R.M. Emde, H.P. McAdoo, & G.P. Sackett (Eds.). *Reviewing child development research: Vol.7: The family* (pp.179-222). Chicago: University of Chicago Press.

- Hoge, R.D., & Butcher, R. (1984). Analysis of teacher judgments of pupils achievement levels. *Journal of Educational Psychology*, 76, 771-781.
- Hossler, D., & Stage, F.K. (1992). Family and high school experience influences on the postsecondary educational plans of ninth grade students. *American Educational Research Journal*, 29, 425-51.
- House, J.D. (2003). Self-belief and science and mathematics achievement of adolescent students in Hong Kong: Findings from the Third International Mathematics and Science Study (TIMSS). *International Journal of Instruction Media* .30(2), 195-212.
- Hughes, J. N., Hill, C. R., & Wong, S. W. (2005). *Relationship factors predict teachers' academic expectations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, G. A
- Ireson, J. Hallam, S. & Plewis, I. (2001). Ability grouping in secondary schools: Effects on pupils' self-concepts. *British Journal of Educational Psychology*, 71(2), 315-326.
- Jacobs, J.E., Davis-Kean, P., Bleeker, M., Eccles, J.S., & Malachuk, O. (2005). "I can, but I don't want to": The impact of parents, interest, and activities on gender differences in math. In A.M.Gallagher & J.C. Kaufman (Eds.). *Gender differences in mathematics: An integrative psychological approach*. (pp.246-263). New York: Cambridge University Press.
- Jacobs, J.E., & Eccles, J.S. (1992). The impact of mothers' gender-role stereotypic beliefs on mothers' and children's ability perceptions. *Journal of Personality and Social Psychology*, 63, 932-944.
- Janes, R.C. (1996). *An Examination of the relationship between teacher expectations, attribution theory and student achievement*. Unpublished M. Ed thesis, Memorial University of Newfoundland.

- Jeynes, W.H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society*, 35(2):202-218.
- Judd, C.M., & Park, B. (1993). Definition and assessment of accuracy in social stereotypes. *Psychological Review*. 100, 109-128.
- Jussim, L. (1986). Self-fulfilling prophecies: A theoretical and integrative review. *Psychological Review*, 93, 429-445.
- Jussim, L. (1989). Teacher expectations: Self-fulfilling prophecies, perceptual biases, and accuracy. *Journal of Personality and Social Psychology*. 57, 469-480.
- Jussim, L. (1991). Social perception and social reality: A reflection-construction model. *Psychological Review*, 98, 54-73.
- Jussim, L. & Eccles, J.S. (1992). Teacher expectations 2: Construction and reflection of student achievement. *Journal of Personality and Social Psychology*, 63, 947-961.
- Jussim, L., & Eccles, J. (1995). Naturalistic studies of interpersonal expectancies. *Review of Personality and social psychology*, 15, 74-108.
- Jussim, L., & Harber, K.D. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and Social Psychology Review*, 9, 131-155.
- Jussim, L., Smith, A., Madon, S., & Palumbo, P. (1998). Teacher expectations. In J. Brophy (Ed.), *Advances in research on teaching*, (Vol.7, pp.1-48). Stanford, CT: JAI Press Inc.
- Kahneman, D., & Tversky, A. (1973). On the psychology of prediction. *Psychological Review*. 80, 237-251.

- Kaplan, D., Liu, X., & Kanplan, H. (2001). Influence of parents' self-feelings and expectations on children's academic performance. *Journal of Educational Research*, 94(6), 360-365.
- Keith, T.Z., Keith, P.B., Troutman, G.C., Bickley, P.G., Trivette, P.S. & Singh, K. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review*, 22(3), 474-496.
- Kellaghan, T., Sloane, K., Alvarez, B. & Bloom, B.S. (1993). Involving parents in home processes and learning. *In the home environment and school learning: Promoting parental involvement in the education of children.* (pp.144-153). San Francisco: Jossey-Bass.
- Kessen, W. (Ed.).(1975). *Childhood in China.* New Haven, CT: Yale University Press.
- Knapp, M. S., & Woolverton, S. (1995). Social class and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education.* New York: Macmillan.
- Kong, C-K. (2000). *Chinese students' self-concept: Structure, frame of reference, and relation with academic achievement.* Dissertation Abstracts International Section A: Humanities and Social Sciences, 61(3-A) 880.
- Kozulin, A. (2003). Psychological tools and mediated learning. In A. Kozulin, B. Gindis, V. Ageyev & S. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 15-38). New York: Cambridge University Press.
- Lamborn, S.D., Mounts, N.S., Steinberg, L., & Dornbusch, S.M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1065.

- Leung, F.K.S. (2002). Behind the high achievement of East Asian students. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 8 (1), 87-108.
- Lewis, M. (1987). Social development in infancy and early childhood. In J.D. Osofsky (Ed.). *Handbook of infant development (2nd ed.)*. New York: Wiley.
- Madon, S., Jussim, L. & Eccles, J.S. (1997). In search of the powerful self-fulfilling prophecy. *Journal of Personality and Social Psychology*, 72, 791-809.
- Marjoribanks, K. (1979). *Families and their learning environments: An Empirical Analysis*. London: Routledge/ Kegan Paul.
- Marks, H., Doane, K., & Secada, W. (1998). Support for student achievement. In F. Newmann et al. (Eds.), *Encyclopedia of adolescence (Vol.1, pp. 527-531)*. New York: Garland.
- Marsh, H.W (1990). The structure of academic self-concept: The Marsh/ Shavelson model. *Journal of Educational Psychology*, 82, 623-636.
- Marsh, H.W. (1990). *Self-Description Questionnaire, II*. San Antonio, TX: The Psychological Corporation.
- Marsh, H.W. (1992). Content specificity of relations between academic achievement and academic self-concept. *Journal of Educational Psychology*, 84, 35-42.
- Marsh, H.W. (1993). Academic self-concept: Theory, measurement, and research. In J. Suls (Ed.), *Psychological perspectives on the self (Vol. 4, pp. 59-98)*. Hillsdale, NJ: Erlbaum.
- Marsh, H.W., & Ayotte, V. (2003). Do multidimensional dimensions of self-concept become more differentiated with age? The differential distinctiveness hypothesis. *Journal of Educational Psychology*, 95, 687-706.

- Marsh, H.W., Byrne, B.M. & Shavelson, R.J. (1988). A multi-faceted academic self-concept: Its hierarchical structure and its relation to academic achievement. *Journal of Educational Psychology*, 80, 366-380.
- Marsh, H.W., & Cravan, R.G. (1997). Academic self-concept: Beyond the dustbowl. In G. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement and adjustment*. Orlando, FL: Academic Press.
- Marsh, H.W., Craven. R. & Debus, R. (2000). Structure, stability, and development of young children's self-concepts: A multicohort-multioccasion study. In W. Craig (Ed.), *Childhood social development: The essential readings*. (pp.223-271). Malden, MA: Blackwell Publishers.
- Marsh, H.W., Hey, J., Roche, L.A. & Perry, C. (1997). Structure of physical self-concept: Elite athletes and physical education students. *Journal of Educational Psychology*, 89, 369-380.
- Marsh, H.W., Kong, C-K. & Hau, K-T. (2000). Longitudinal multilevel models of the big-fish-little-pond effect on academic self-concept: Counterbalancing contrast and reflected-glory effects in Hong Kong schools. *Journal of Personality and Social Psychology*, 78(2), 337-349.
- Marsh, H.W., & O'Neil, R. (1984). Self description questionnaire. III: The construct validity of multidimensional self-concept rating by late adolescents. *Journal of Educational Measurement*, 21, 153-174.
- Marsh, H., & Shavelon, R. (1985). Self-concept: Its multifaceted hierarchical structure. *Educational Psychologist*, 20, 107-123.
- Marsh, H.W., Smith, I., & Barnes, J. (1983). Multitrait-multi-method analyses of the self-description questionnaire: Student-teacher agreement on multidimensional ratings of student self-concept. *American Educational Research Journal*, 26, 333-357.

- Marsh, H.W., & Yeung, A.S. (1997). Causal effects of academic self-concept on academic achievement: Structural equation models of longitudinal data. *Journal of Education Psychology*, 89, 41-54.
- Marsh, H.W., & Yeung, A-S. (1998). Longitudinal structural equation models of academic self-concept and achievement: Gender differences in the development of math and English constructs. *American Educational Research Journal*, 35, 705-738.
- Markus, H., & Nurlus, P. (1986). Possible selves. *American Psychologist*, 38, 299-337.
- Maughan, A., & Cicchetti, D. (2002). Impact of child maltreatment and interadult violence on children's emotion regulation abilities and socioemotional adjustment. *Child Development*, 75, 1525-1542.
- McKown, C. (2005). Applying ecological theory to advance the science and practice of school-based prejudice reduction interventions. *Educational Psychologist*, 40(3), 171-189.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.
- McWhirter, E.H., Hackett, G., & Bandalos, D. (1998). A causal model of the educational plans and career expectations of Mexican American girls. *Journal of Counselling Psychology*, 45(2), 166-181.
- Miller, D.T., & Turnbull, W. (1986). Expectancies and interpersonal processes. *Annual Review of Psychology*, 37, 233-256.
- Montemayor, R., & Eisen, M. (1977). The development of self-conceptions from childhood to adolescence. *Developmental Psychology*, 13, 314-319.

- Morse, S. & Gergen, K.J. (1970). Social comparison, self-consistency, and concept of self. *Journal of Personality and Social Psychology*, 16, 148-156.
- Muijs R. D. (1997). Predictors of academic achievement and academic self-concept – a longitudinal perspective. *British Journal of Education Psychology*, 67, 263-277.
- Mullis, I.V.S., Martin, M.O., Beaton, A.E., Gonzalez, E.J., Kelly, D.L., & Smith, T.A. (1997). *Mathematics Achievement in the Primary School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: TIMSS International Study Center, Boston College.
- Oakes, J., & Guiton, G. (1995). Matchmaking: The dynamics of high school tracking decisions. *American Educational Research Journal*, 32, 3-33.
- Papanastasiou, E. (2002). Factor that differentiate mathematics students in Cyprus, Hong Kong, and the USA. *Educational Research and Evaluation*, 8 (1), 129-146.
- Patrikakou, E.N. (1996). Investigating the academic achievement of adolescents with learning disabilities: A structural modeling approach. *Journal of Educational Psychology*, 88(3), 435-450.
- Patrikakou, E.N. (1997). A model for parental attitudes and academic achievement of adolescents. *Journal of Research and Development in Education*, 31(1), 7-26.
- Piaget, J. (1963). *The origins of intelligence in children*. New York: W.W. Norton & Company, Inc..
- Pintrich. P., & Schunk, D. (2002). *Motivation in education: Theory, research, and applications (2nd ed.)*. Upper Saddle River, NJ: Merrill/ Prentice Hall.

- Programme for International Student Assessment (2004b). *Learning for Tomorrow's World: First Results from PISA 2003* (OECD Publication No. 53799 2004). Paris: Organisation for Economic Co-operation and Development.
- Raudenbush, S.W. (1984). Magnitude of teacher expectancy effects on pupils IQ as a function of the credibility of expectancy induction: A synthesis of finding from 18 experiments. *Journal of Educational Psychology*, 76, 85-97.
- Ritts, V., Patterson M. L., & Tubbs, M. E. (1992). Expectations, impressions, and judgments of physically attractive students: A review. *Review of Educational Research*, 62, 413-426.
- Rosenthal, R., & Jacobson, L. (1968) *Pygmalion in the classroom*, New York: Holt, Rinehart and Winston.
- Rubie-Davies, C.M. (2007). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology* 77:289-306.
- Rumberger, R.W., & Palardy, G.J. (2005). Test scores, dropout rates, and transfer rates as alternative indicators of high school performance. *American Educational Research Journal*, 42(1), 3-42.
- Salili, F., Chiu, C., & Lai, S. (2001). The influence of culture and context on student's achievement orientations. In Salili, F., Chiu, C.Y. & Hong, Y.Y. (Eds.), *Student Motivation: The Culture and Context of Learning* (pp.221-247). New York: Plenum.
- Schreiber, J.B. (2002) Institutional and student factors and their influence on advanced mathematics achievement. *Journal of Educational Research*, 95(5), 274-286.

- Scott-Jones, D. (1987). Mother as teacher in families of high- and low-achieving low-income Black first-grader. *Journal of Negro Education*, 56, 21-34.
- Shavelson, R.J., & Bolus, R. (1982). Self-concept: The interplay of theory and methods. *Journal of Educational Psychology*, 74(1), 3-17.
- Shavelson, R.J., Hubber, J.J. & Stanton, G.C. (1976). Self-concept: Validatin of construct interpretations. *Review of Educational Research*, 46, 407-441.
- Shavelson, R.J. & Marsh, H.W. (1986). On the structure of self-concept. In R. Sehwarzer (Ed.). *Anxiety and cognitions*. Hillsdale, NJ: Erlbaum.
- Shen, C. (2002). Revisiting the relationship[between students' achievement and their self-perceptions: Across-national analysis based TIMSS 1999 data. *Assessment in Education*, 9 (2), 161-184.
- Skaalvik, E.M., & Valas, H. (1999). Relations among achievement, self-concept, and motivarion in mathematics and language arts: A longitudinal study. *Journal of Experimental Education*. 67(2), 135-149.
- Smith, D.M., Neuberg, S.L., Judice, T.N., & Biesanz, J.C. (1997). Target complicity in the confirmation of erroneous perceiver expectations: Immediate and longer term implications. *Journal of Personality and Social Psychology*,73, 974-991.
- Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, S.M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.
- Steinbergn, L., Dornbusch, S.M., & Brown, B.B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist*,47, 723-729.

- Stevenson, H.W., Chen, C., & Lee, S. (1993). Motivation and achievement of gifted children in East Asia and the United States. *Journal for the Education of the Gifted*, 16(3), 223-250.
- Stevenson, H.W., Chen, C., & Uttal, D.H. (1990). Beliefs and achievement: A study of Black, White and Hispanic children. *Child Development*, 61, 508-523.
- Stevenson, H.W., & Lee, S. (1990). Contexts of achievement : A study of American, Chinese, and Japanese children. Monographs of the Society for Research in *Child development*, 55, 1-106.
- Stevenson, H.W., Lee, S-Y., Chen, C., Lummis, M., Stigler, J., Fam, L., & Fang, G. (1990). Mathematics achievement of children in China and the United States. *Child Development*, 61 (4), 1053-1066.
- Stevenson, H.W., Stigler, J.W., Lee, S-Y., Lucker, G.W., Kitamura, S., & Hsu, C-C. (1985). Cognitive performance and academic achievement of Japanese, Chinese, and American children. *Child Development*, 56(3), 718-734.
- Stipek, D. (2002). *Motivation to learn (4th ed.)*. Boston: Allyn & Bacon.
- Stipek, D., & MacIver, D. (1989). Development change in children's assessment of intellectual competence. *Child Development*, 60, 521-538.
- Sui-Chu, E., & Willms, J. (1996). Effects of parent involvement on eighth-grade achievement. *Sociology of Education*, 69, 126-141.
- Suls, J.M. (1977). *Preface*. In J. Suls (ed.) *Psychological Perspectives on the Self* (Vol.4, pp ix-xi). Hillsdale, NJ: Erlbaum.
- Tauber, R. (1997). *Self-fulfilling prophecy: A Practical guide to its use in education*. Westport, CT: Praeger.

- Thompson, F.T. (2002). Student achievement, selected environment characteristics, and neighborhood type. *The Urban Review*, 34(3), 277-292.
- Thompson, M.S., Alexander, K.L., & Entwisle, D.R. (1988). Household composition, parental expectations, and school achievement. *Social Forces*, 67, 424-451.
- Trusty, J. (2000). High educational expectations and low achievement: Stability of educational goals across adolescence. *Journal of Educational Research*, 93, 356-366.
- Tucker, C.M., Harris, Y.R., Brady, B.A., & Herman, K.C. (1996). The association of selected parent behaviors with the academic achievement of African American children and Caucasian children. *Child Study Journal*, 26(4), 253-277.
- Uttal, D.H., Lummis, M., & Stenvenson, H.W. (1988). Low and high mathematics achievement in Japanese, Chinese, and American elementary-school children. *Developmental Psychology*, 24(3), 335-342.
- Vispoel, W.P. (1995). Self-concepts in the arts: An extension of the Shavelson model. *Journal of Educational Psychology*, 87, 134-145.
- Vollmer, F. (1986). The relationship between expectancy and academic achievement. How can it be explained? *British Journal of Educational Psychology*, 56, 64-74.
- Vygotsky, L.S. (1978). *Mind in society*. M.Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
- Walberg, H.J. (1984). *Families as partners in educational productivity*. Phi Delta Kappan, 65, 397-400.

- Wang, B.F. (2001). *Toward an understanding of Hong Kong and United States students' mathematics achievements*. Unpublished Doctoral Dissertation, University of Illinois at Chicago, Chicago, IL.
- Watkins, D.. & Biggs, J. (eds.) (2001). *Teaching the Chinese learner: Psychological and Pedagogical Perspectives*. Hong Kong: Comparative Education Research Centre. The University of Hong Kong.
- Weinstein, R. (2002). *Reaching higher: The power of expectations in schooling*. Cambridge, MA: Harvard University Press.
- Weinstein, R. (1998). Promoting positive expectations in schooling. In N. Lambert & B. McCombs (Eds.), *How students learn: Reforming through learner-centered Education* (pp. 81-111). Washington, DC: American Psychological Association.
- Wentzel, K.R. (1998). Social support and adjustment in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90, 202-209.
- Wentzel, K.R. & Erdley, C.A. (1993). Strategies for making friends: Relations to social behavior and peer acceptance in early adolescence. *Development Psychology*, 29, 801-826.
- West, C. & Anderson, T. (1976). The question of preponderant causation in teacher expectancy research. *Review of Educational Research*. 46, 613-630.
- Wilkins, J.K.M. (2004) Mathematics and science self-concept: An international investigation. *Journal of Experimental Education*. 72(4), 331-346.
- Wong, N.S.W., & Watkins, D. (2001b). Self-esteem and ability grouping: A Hong Kong investigation of the big fish little pond effect. *Educational Psychology*, 21(1), 79-87.

- Woolfolk Hoy, A., Davis, H., & Pape, S. J. (2006). Teacher knowledge and beliefs. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 715-737). Mahwah, NJ: Erlbaum.
- Yeung, A.S., McInerney, D.M., Russell-Bowie, D., Suliman, R., Chui, H., & Lau, I.C. (2000). Where is the hierarchy of academic self-concept? *Journal of Educational Psychology*, 92, 556-567.