

Original Paper

# Effects of Trust in Parents, Expectations from Parents, and Perception of Parents' Expectations on University Students' Achievement Motivation

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**Key words:** expectations about humanity, expectations about academic achievement and career, trust in parents, achievement motivation, university students

## Abstract

Expectations from parents encourage children, although such expectations could also become a burden on children. Effects of trust in parents, parents' expectations, and perception of parents' expectations on children's achievement motivation were investigated. A questionnaire survey was conducted with university students (N=232). Results indicated that parents' expectations about humanity were related to trust in parents, whereas parents' expectations about academic achievement and career were not. Expectations about humanity were related to feelings of encouragement and increased self-fulfilling achievement motivation. On the other hand, expectations about academic achievement and career were related to the sense of burden and increased competitive achievement motives. Trust in parents increased the feelings of encouragement for both types of expectations, and decreased the sense of burden. It is suggested that correlations between perceptions of expectations and achievement motivation differed according to the content of expectations. Furthermore, trust in parents affected the meaning of children's expectations.

## 1. Introduction

### 1.1 Background

Parents expect various things of children, such as to grow up healthy, to become a kind person, to be good at studies, among others. Such expectations sometimes encourage children and sometimes become a burden on them. Parents' expectations are the source of self-affirmation for children<sup>1)</sup>. When children can meet parents' expectations, they feel accepted by their parents and can feel a sense of achievement. Enomoto<sup>2)</sup> regarded the feeling of self-affirmation as a type of self-evaluation and indicated four factors that construct the feeling: (1) evaluation and evaluative attitudes by others, (2) comparison with others, (3) actual experience of success/failure, and (4) ideal self-image. Parents' expectations and trying to meet them are considered to be closely related to the factors above. Expectations and evaluations are two sides of the same coin. To meet expectations is a successful experience and from expectations and evaluations people can get close to an ideal self-image.

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However, expectations could sometimes become a burden on children. Actually, it is impossible to continue to meet all the expectations. As Aoki<sup>1)</sup> mentioned, children are worried that they would not be accepted by parents if they could not meet the expectations. The experience of not meeting an expectation is a failed experience, which means that one could not reach the desirable level. According to Watabe and Arai<sup>3)</sup>, expectations themselves become a burden when parents' expectations and children's desires do not match or parents' expectations exceed children's abilities. This study examined positive and negative effects of parents' expectations on children, especially the effects of the perception of parents' expectations during childhood on university students.

## *1.2 Findings of relevance in previous studies*

### *1.2.1 Good parent-child relationships and perception of expectations*

Parent-child relationships, whether they are good or not, are important in examinations of parents' expectations. How children recognize parents' expectations is considered to differ depending on children's perception of relationships with their parents. Usually, people might not be happy when someone they dislike expects something of them. People can positively accept expectations generally in good relationships.

Previous studies have indicated that good parent-child relationships were correlated with expectations as well as attitudes toward expectations. Tohyama<sup>4)</sup> focused on correlations among parent-child relationships, parents' expectations, and children's goals in elementary and junior high school students, and reported that good parent-child relationships were related to the level of children's goals as well as the level of parents' expectations that are perceived by children. Moreover, Ito<sup>5)</sup> examined correlations between the perception of parent-child relationships and expectations in university students and indicated perception of expectations differed depending on the relationships with parents. Furthermore, Ito<sup>6)</sup> mentioned that when relationships with parents were supportive, expectations were positively perceived and positive attitudes toward expectations were developed, whereas when relationships with parents were unsupportive, expectations did not affect motivation and functioned negatively.

### *1.2.2 Content of expectations*

There are various types of expectations depending on the content. Some of the previous studies did not distinguish the content (e.g. Koyasu and Goushiki<sup>7)</sup>, Tohyama<sup>8)</sup>, Watabe et al.<sup>9)</sup>), though many studies distinguished it (e.g. Kawamura<sup>10)</sup>, Kasuga and Utsunomiya<sup>11)</sup>, Oishi and Sullivan<sup>12)</sup>, Tohyama<sup>4)</sup>). Though the ways of distinction differ depending on the studies, there are some commonalities. For example, Tohyama<sup>4)</sup>, conducting a study with elementary and junior high school students, dealt with "development of personality", "norms (to follow rules)" and "future courses". Oishi and Sullivan<sup>12)</sup> targeted university students and dealt with "human relations" and "academic achievement". Moreover, Kasuga and Utsunomiya<sup>11)</sup> conducted research with university students and extracted two factors, i.e. "expectations about humanity" and "expectations about education/career", through factor analysis of 27 items obtained through a pilot survey and 7 items obtained from Kawamura<sup>10)</sup>, in total 34 items. The former is expectations related to personality, e.g. "to be kind to others", and the latter is expectations about academic achievement and jobs, e.g. "to get good school records", among others. According to Kasuga and Utsunomiya<sup>11)</sup>, "expectations about humanity" are generally acceptable and desirable with following social norms, whereas "expectations about education/career" are sometimes difficult to be achieved and require efforts for achievement. As indicated above, parents' expectations perceived by children can be classified depending on the content. At least, it might be possible to classify them into expectations related to humanity and those related to academic achievement/career at present and in the future.

### *1.2.3 Perception of expectations*

Expectations are not always positively perceived. This fact has been often dealt with in previous studies regarding parents' expectations. Tohyama<sup>8)</sup> indicated that good relationships with parents were

correlated to positive perception of expectations (i.e. children want to meet the expectations), through a survey implemented with elementary and junior high school students. Furthermore, correlations between perception of expectations and children's behaviors as well as adaptation have been examined by various researchers. Kasuga and Utsunomiya<sup>11)</sup> regarded the feelings toward expectations as a part of "reaction styles to expectations" and classified them into "encouragement" and "a burden" through factor analysis, and reported that expectations about humanity were related to encouragement, whereas expectations about education/career were related to a burden. Moreover, encouragement was related to receptive/positive behaviors, whereas a burden was related to evasive/escape behaviors in both boys and girls. Watabe et al.<sup>9)</sup> classified junior high school students' perception of expectations into three types: "positive", "a burden", and "avoiding disappointment" (The last one has a factor correlation of 0.62 with "positive" and includes much fewer items compared to two other factors). They reported that perception of expectations as "a burden" had a positive correlation with distrust and anger against parents as well as disgust towards expectations, whereas "positive" perception had a negative correlation with these factors. As described above, previous studies have generally suggested that relationships with parents would affect perception of expectations, and that when children can positively perceive expectations, good conditions for children would be created, whereas when they negatively perceive expectations, undesirable conditions for them would be produced.

#### *1.2.4 Achievement levels of expectations and future behaviors*

Some preceding studies examined the effects of achievement levels of parents' expectations on children's future behaviors. However, clear findings have not been provided yet. For example, Koyasu and Goushiki<sup>7)</sup> examined achievement levels of expectations in university students and analyzed gaps between expectation levels and achievement levels. Moreover, Tohyama<sup>4)</sup> measured elementary school children's levels of goals for each item of parents' expectations (e.g. regarding an item of "to become a unique person", how much they want to be such a person). The results indicated positive correlations, i.e. when parents' expectation levels were higher, children more strongly desired to meet them. However, neither Koyasu and Goushiki<sup>7)</sup> nor Tohyama<sup>4)</sup> examined how children perceived parents' expectations (e.g. positively or negatively). On the other hand, Ito<sup>6)</sup> examined effects of past parent-child relationships, parents' expectations, and attitudes (perception) toward the expectations on university students' other-oriented achievement motives, i.e. motives to try to achieve goals for others, and indicated that parents' expectations about "growth as a human being" were related to other-oriented achievement motives, mediated by positive perception of the expectations, and a psychological burden of expectations was related to denial of other-oriented achievement motives<sup>†1)</sup>. However, he measured parent-child relationships only through a single item "behaviors toward past academic achievement". On the other hand, he analyzed perception of expectations using a scale consisting of various items. His methods of measurement and analysis are considered inappropriate.

### *1.3 Purpose*

#### *1.3.1 Issues unexamined in previous studies*

As described above, various studies have been conducted on parents' expectations towards children. It has been indicated that parent-child relationships are related to perception of expectations and positive perception of expectations have good effects on children. Moreover, it has been suggested that expectations are classified into two types depending on the content: those related to humanity and those related to academic achievement/career, and they are differently perceived.

However, previous studies measured perception of expectations without distinguishing expectations depending on the content, that is, as "the whole of expectations". For example, Kasuga and Utsunomiya<sup>11)</sup> evaluated "the whole of expectations" including expectations about humanity and those about education/career. The same goes for Watabe et al.<sup>9)</sup> and Ito<sup>6)</sup>. Even when expectations were classified depending on the content, evaluation was made of "the whole of expectations", and perception of each type of expectation

had not been examined. As Kasuga and Utsunomiya<sup>11)</sup> indicated, social and individual receptivity, possibilities of achievement, and achievement costs are considered to be different depending on the content of expectations, which means perception of expectations differs individually. Therefore, it is considered important to examine perception of expectations depending on the content of expectations.

### *1.3.2 Purposes of this study*

Do people that positively perceive parents' expectations owing to positive perception of relationships with parents and those that have an experience of achieving the expectations have high motivation and positive attitudes at present? This study examined the question above.

This study dealt with interpersonal trust as an index of positive perception of relationships with parents. There were many components in relationship quality. Among them, interpersonal trust has been related to mental health and social or interpersonal adjustment in the previous studies<sup>13, 14)</sup>. Sakai<sup>15)</sup> developed the interpersonal trust scale, which includes similar items with the ones of parent-child relationships used by Tohyama's study<sup>4, 8)</sup> on parents' expectation. Ito<sup>6)</sup> mentioned the importance of supportiveness of the parent-child relationship. If parents are supportive of their children, they would feel trust in their parents, which would be the basis of acceptance in the parents' expectations of them.

In this study, expectations were classified into two types depending on the content, i.e. expectations about humanity and those about academic achievement/career. The level of expectations, the feeling of encouragement and the sense of a burden, and the level of achievement were examined about each item of the two types of expectations. Furthermore, motivation was classified into two types based on Horino and Mori<sup>16)</sup>: self-fulfilling achievement motives and competitive achievement motives. The former tries to achieve one's own goals without considering evaluation from others or society. The latter aims to be highly appraised by society through competing with others and beating them.

## **2. Methods**

### *2.1 Participants*

Participants were students at A university. The number of respondents to a questionnaire was 297 (64 males, 221 females, and 5 unidentified). Among them, valid responses, i.e. responses without omissions except a question<sup>†2)</sup> about "persons that were actually regarded as parents" (described later) (N=232, 50 males and 182 females) were analyzed.

### *2.2 Content of the survey*

The questionnaire was entitled "Survey on parent-child relationships in university students". It consisted of four pages (A3-size, two-side printing, one sheet, half fold), including the survey request at the top. At first, the meaning of "parents" was described. In principle, "parents" were one's own parents. When one's father and mother greatly differed in his/her role as a parent or in the case of single parent families or parents being absent, respondents were required to answer about "the person most involved in your upbringing." At the end, they were asked "Actually whom did you regard as parents?" This study did not deal with differences between one's father and mother, referring to Watabe et al.<sup>9)</sup> and dealt with parents as a whole. Considering that responses might differ depending on the person about whom participants made a response, respondents were asked about "the person most involved in your upbringing" in the final section of the questionnaire. Details about each item are described in the "Results" section.

#### *2.2.1 Trust in parents*

Trust in parents was used as an index of good parent-child relationships. Eight items were used based on Sakai's analyses<sup>15)</sup>. Sakai originally developed 14 items to measure interpersonal trust in his study on students over 20 years old. In later studies he revised them to develop the shorter version. It includes some plainer expressions but has basically the same meanings. In this study, we selected the items from the

shorter version (Sakai<sup>15</sup>, p.49) to reduce the respondents' burden to answer a whole questionnaire. Then we slightly changed the response to each item as for example, trust to "parent", not to mother or father. Respondents were required to answer using the four-point scale (1. No to 4. Yes).

### 2.2.2 Levels of parents' expectations, feelings towards expectations, and achievement levels

Based on Kasuga and Utsunomiya<sup>11</sup>, 9 items were established for each type of expectation (Table 1). For example, "I want my child to be considerate" and "I want my child to be kind to others", in expectations about humanity, and "I want my child to be good at studies" and "I want my child to get into a company with a good reputation", in expectations about academic achievement/career. Participants were asked three questions below:

#### (1) Levels of parents' expectations

Participants were required to answer using the five-point scale; "1. I think my parents did not expect it", "2. I think my parents might not have expected it", "3. I think my parents slightly expected it", "4. I think my parents rather expected it" and "5. I think my parents much expected it" about 20 items.

#### (2) Feelings towards parents' expectations

Participants were asked "Were you encouraged?" and "Did you have the sense of a burden?" about each item and were required to answer each using the five-point scale; 1. No, 2. Not so much, 3. Cannot say, 4. True, and 5. Quite true.

#### (3) Achievement levels of parents' expectations

Participants were asked "How much do you think you have been able to meet parents' expectations at present?" and required to answer using the five-point scale; 1. Not at all, 2. Not so much, 3. Cannot say, 4. To some extent, and 5. Very much.

Table 1 Items for measuring expectations from parents

Humanity	Academic achievement/career
1) To be considerate	2) To be good at studies
3) To be kind to others	4) To enter a high-ranking school
5) To build good relationships	6) To get great school grades
7) To be honest	8) To study hard for his/her future
9) To be a person that can greet other people	10) To be intelligent
11) To have many friends	12) To get into a company with a good reputation
13) To be a reliable person	14) To have a well-paid job
15) To be a person that does not judge others by their appearances	16) To be excellent
17) To be a person that can express his/her own opinion	18) To get a stable job

### 2.2.3 Achievement motives

Items were extracted from the achievement motives scale developed by Horino and Mori<sup>16</sup>. That is, nine from 14 items of self-fulfilling achievement motives, such as "I want to do my best about everything I challenged" and "I want to do what only I can do even if it is a little thing", and nine from 10 items of competitive achievement motives, such as "I feel frustrated when I lose to my rival" and "I want to be superior to others at any cost". The term "the company I enter" was changed to "the place of employment" so that people working at places other than companies could answer. Participants were required to answer using the seven-point scale, as with Horino and Mori<sup>16</sup>; 1. Not at all to 7. Quite true.

### 2.2.4 Personal attributes

Respondents were required to answer about their school years, age, sex, the number of siblings including themselves, and residence status. Furthermore, they were asked about actually whom they regarded as

parents in questions about "parents", that asked them to choose from "parents", "mother", "father", and "others".

### 2.3 Procedures

The survey was conducted at the school guidance of the fall term or at the end of classes at A university. After obtaining class teachers' approval, purposes of the survey were explained to students. Those who consented responded. All the responses were made anonymously.

### 2.4 Ethical considerations

The participants were told that their participation was completely voluntarily, and no disadvantages would befall them for not responding, that the survey would be anonymous, and that the data would be aggregated when conducting statistical analyses and would not be used for any other purposes. Furthermore, participants were told to respond to the questions and return the questionnaire only after they gave their consent to participate. The institutional review board at the author's affiliated department and the dean of the department approved the present study.

## 3. Results

### 3.1 Respondents' personal attributes

Table 2 shows respondents' personal attributes. 87.5% of the respondents were first or second year students. Approximately 80% were female students. Table 3 shows actually whom respondents regarded as parents. Over half indicated their own parents, and 25% indicated their mother.

### 3.2 Scale construction

Construction of each scale of trust in parents, variables related to parents' expectations, and achievement motives was examined through principal component factor analysis with promax rotation.

Table 2 Respondents' personal attributes

Attributes	Categories	The number of respondents	%
University school year	Freshman	76	32.8
	Sophomore	127	54.7
	Junior	22	9.5
	Senior	7	3.0
Age	18	37	15.9
	19	89	38.4
	20	82	35.3
	21	18	7.8
	22	5	2.2
	27	1	0.4
Sex	Male	50	21.6
	Female	182	78.4
The number of siblings	1	30	12.9
	2	108	46.6
	3	78	33.6
	4	12	5.2
	5	3	1.3
	7	1	0.4
Residence status	One's own home	146	62.9
	Outside the home	86	37.1

Table 3 Persons regarded as "parents" by respondents

Persons regarded as parents	The number of respondents	%
Parents	132	56.9
Mother	58	25.0
Father	7	3.0
Others	0	0.0
Unknown (omission)	35	15.1

Table 4 Loadings of the first factor related to trust in parents

Content of items	Loading	h <sup>2</sup>
Can you trust your parents more than anyone else?	.87	.75
Are you happy when you are with your parents?	.87	.75
Do you think your parents are happy when they are with you?	.83	.69
Do you like your parents?	.82	.68
Do you think your parents like you the best?	.81	.66
Do you think your parents trust you more than anyone else?	.81	.66
Can you talk about anything with your parents?	.78	.61
Do your parents talk about anything with you?	.70	.49
Eigenvalue	5.28	
Eigenvalue contribution ratio (%)	65.99	

Table 5 Items related to expectations and results of factor analysis of each variable

Factors	No.	Expectation levels			Encouragement			Burden			Achievement levels of expectations		
		F1	F2	h <sup>2</sup>	F1	F2	h <sup>2</sup>	F1	F2	h <sup>2</sup>	F1	F2	h <sup>2</sup>
Expectations about humanity	7)	.86	-.01	.74	.86	.04	.80	.01	.82	.68	.03	.74	.57
	13)	.86	-.01	.74	.90	.00	.81	.07	.82	.75	.10	.80	.74
	1)	.85	-.04	.69	.89	-.03	.75	-.11	.86	.63	-.05	.86	.69
	3)	.83	-.06	.66	.90	-.01	.79	-.12	.92	.72	-.05	.86	.69
	5)	.83	.00	.68	.83	.05	.75	.14	.72	.67	.03	.78	.64
	9)	.80	.02	.65	.91	-.07	.75	-.11	.90	.69	-.11	.81	.58
	11)	.78	-.04	.59	.77	.10	.70	.12	.75	.69	.02	.74	.56
	15)	.78	-.01	.60	.85	.04	.77	.00	.84	.70	-.03	.76	.56
17)	.76	.05	.61	.83	.06	.75	.20	.66	.65	.24	.52	.46	
Expectations about academic achievement/career	4)	-.16	.91	.72	-.18	.98	.75	1.00	-.18	.79	.81	-.12	.56
	6)	-.06	.89	.75	-.11	.97	.79	1.00	-.16	.81	.78	.01	.62
	2)	-.04	.87	.73	-.10	.94	.76	.94	-.10	.78	.88	-.10	.68
	16)	.07	.85	.78	.27	.67	.78	.84	.07	.80	.81	.04	.70
	10)	.10	.82	.76	.30	.61	.73	.79	.14	.79	.79	.04	.66
	12)	-.05	.82	.63	.13	.73	.69	.70	.21	.72	.74	.00	.54
	14)	-.10	.79	.57	.11	.74	.68	.63	.30	.72	.73	.01	.55
	8)	.23	.69	.65	.23	.66	.70	.89	.00	.80	.76	.07	.65
18)	.34	.48	.49	.28	.61	.69	.66	.26	.71	.66	.12	.54	
Initial eigenvalue		8.57	3.47		11.87	1.58		10.99	2.11		8.56	2.40	
Eigenvalue contribution ratio(%)		47.63	19.29		65.96	8.75		61.06	11.70		47.57	13.33	
Sums of squared loadings after rotation		7.28	6.90		10.77	10.02		9.49	9.38		7.22	7.13	
Inter-factor correlations		1	.42		1	.72		1	.65		1	.55	
		.42	1		.72	1		.65	1		.55	1	

### 3.2.1 Trust in parents

The results of factor analysis indicated just one factor had an eigenvalue of greater than 1. As shown in Table 4, loadings before rotation were sufficiently high. Therefore, rating scale values of all the items were added and the score of trust was calculated.

### 3.2.2 Variables related to parents' expectations

Expectation levels, the feeling of encouragement and a burden, and achievement levels of expectations indicated two factor solutions showing "expectations about humanity" and "expectations about academic achievement/career" (Table 5). Therefore, each score was calculated through simply adding rating scale values of items with high loading.

### 3.2.3 Achievement motives

As estimated in advance, two-factor structure consisting of competitive achievement motives and self-fulfilling achievement motives was indicated (Table 6). Therefore, each score was calculated through simply adding rating scale values of items with high loading to each factor.

Table 6 Measurement items of achievement motives and results of factor analysis

Factors	Content of items	F1	F2	$h^2$
Self-fulfilling achievement motives	I think it is more important to do my best than beat others.	.90	-.36	.60
	I try to achieve something in my own way even if it is difficult.	.83	.00	.68
	I want to improve myself through learning various things.	.81	-.03	.63
	I'm excited when I think about what I want to challenge.	.77	-.07	.54
	I want to display my originality even when doing routine work.	.75	.05	.61
	I want to do something wonderful that would make everyone happy.	.71	.07	.56
	I want to do what only I can do even if it is a little thing.	.63	.22	.59
	I want to do my best about everything I challenged.	.61	.15	.49
	I like to use a little ingenuity.	.59	.15	.47
Competitive achievement motives	To succeed means to obtain honor or positions.	-.22	.87	.60
	I study and work hard so that I won't lose to others.	-.13	.82	.58
	I want to be superior to others at any cost.	-.12	.80	.55
	I want to choose the place of employment that is highly evaluated in society.	-.05	.76	.55
	I think it is important to aim for higher position in society.	.15	.66	.57
	I want to do things better than others.	.23	.64	.62
	I feel happy when I defeat others.	.21	.61	.55
	I feel frustrated when I lose to my rival.	.07	.60	.41
	I strongly desire to succeed in society.	.28	.53	.52
	Initial eigenvalue	7.85	2.27	
	Eigenvalue contribution ratio (%)	43.60	12.58	
	Sums of squared loadings after rotation	6.71	6.37	
	Inter-factor correlations	1	.53	
		.53	1	

### 3.3 Correlations between personal attributes and scale scores

Whether or not there were differences depending on the persons regarded as "parents" by respondents was examined through one-factor ANOVA (four levels: "parents", "mother", "father", and "unidentified (omission)") about trust in parents and variables related to parents' expectations, among scores (Table 7) calculated through the analyses described in Section 3.2. The results indicated there were no variables showing significant differences.



Based on the results above, correlations between all the scores including achievement motives, and personal attributes (sex, age, residence status, and the number of siblings) were examined. Since sex and residence status were binary values, a t-test was conducted. Respondents aged 21 or older and ones with the number of siblings of four or more were classified into group 1 with four levels. Correlation coefficients between these personal attributes, together with the school year, and scale scores were calculated. The results indicated are below: trust in parents showed significant differences between sex (males<females). The sense of burden towards expectations about academic achievement/career and competitive achievement motives showed significant differences depending on the residence status (living at one's home>living outside the home). The school year showed a positive correlation with the sense of burden towards expectations about humanity and those about academic achievement/career. Though the results of the t-test were significant, the significance level was 5% and correlation coefficients were 0.14 ( $p<.05$ ) to 0.17 ( $p<.01$ ), which were not considered to be so notable.

3.4 Differences in variables related to expectations depending on the content of expectations

Mean values of expectation levels, the feeling of encouragement and burden, and achievement levels indicated in Table 7 include scores of expectations about humanity and those about academic achievement/career. Significant differences in scores depending on the content of expectations were examined through the t-test. The results indicated notable significant differences on the 0.1% level in each score ( $t>4.68$ ,  $df=229-231$ ,  $p<.001$ , Fig. 1). Scores of expectations about humanity were higher in all the variables, except "the sense of burden".

Table 7 The mean value and standard deviation of scale scores

Scales (variables)	Minimum value	Maximum value	Mean	SD
Trust in parents	8	32	24.84	5.42
Expectations about humanity				
Expectation levels	9	45	35.30	6.83
Encouragement	9	45	30.56	8.64
Sense of burden	9	39	20.16	7.66
Achievement levels	9	45	32.24	6.58
Expectations about academic achievement/career				
Expectation levels	9	45	32.95	7.54
Encouragement	9	45	27.38	8.29
Sense of burden	9	45	25.35	9.73
Achievement levels	9	45	26.52	7.05
Achievement motives				
Competitive	21	63	42.73	8.42
Self-fulfilling	17	63	46.82	8.05

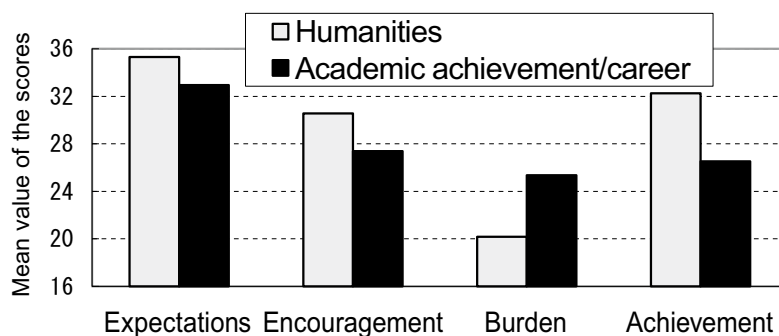


Fig. 1 Comparison between expectations about humanity and those about academic achievement/career

### 3.5 Correlations among trust in parents, parents' expectations, and achievement motives

Correlations among trust, variables related to expectations, and achievement motives were examined with controlling sex, school years, and residence status, which were significantly correlated to some of the scale scores. As shown in Table 8, correlations among variables regarding expectations as well as correlations between the variables and trust as well as achievement motives were different depending on the content of expectations. For example, the feeling of encouragement and the sense of burden had a negative correlation in expectations about humanity (i.e. people feeling encouraged do not have the sense of burden), whereas they had a positive correlation in expectations about academic achievement/career (i.e. people feeling encouraged also had the sense of burden). Moreover, when trust in parents was higher, children felt higher levels of expectations in expectations about humanity, whereas such a correlation was not shown in expectations about academic achievement/career.

Based on the results above, path analysis was conducted on the assumption that trust in parents would affect variables related to expectations and the variables would affect achievement motive, in each type of expectation. Among variables regarding expectations, it was assumed that expectation levels would affect feelings toward expectations and the feelings would affect achievement levels.

As shown in Fig. 2, trust in parents was strongly correlated to expectation levels as well as the feeling of encouragement. People felt more encouraged and achievement levels were higher when expectation levels were high. High levels of expectations and achievement led to self-fulfilling achievement motives. On the other hand, when people had the sense of burden, achievement levels and self-fulfilling achievement motives were lowered. However, the sense of burden was reduced when trust in parents was high. There were no significant correlations between variables related to expectations about humanity and competitive achievement motives.

On the other hand, in expectations about academic achievement/career, trust in parents was not correlated to expectation levels and had a positive correlation with the feeling of encouragement and a negative correlation with the sense of burden (Fig. 3). High levels of expectations increased both the feeling of encouragement and the sense of burden, whereas achievement levels had a negative correlation with the sense of burden and a positive correlation with the feeling of encouragement. High levels of expectations

Table 8 Correlations among trust in parents, parents' expectations, and achievement motives

Scales (variables)		B1	B2	B3	B4	C1	C2	C3	C4	D1	D2
Trust in parents	A	.45 ***	.54 ***	-.27 ***	.51 ***	-.04	.51 ***	-.35 ***	.45 ***	.14 *	.21 **
Expectations about humanity											
Expectation levels	B1		.67 ***	-.19 **	.60 **	.44 **	.47 **	-.13 *	.27 ***	.21 **	.41 **
Encouragement	B2			-.21 **	.61 **	.21 **	.75 **	-.17 **	.45 ***	.17 **	.36 **
Sense of burden	B3				-.37 ***	.04	-.16 *	.65 ***	-.10	-.07	-.24 ***
Achievement levels	B4					.12 +	.46 ***	-.30 ***	.60 ***	.14 *	.43 ***
Expectations about academic achievement/career											
Expectation levels	C1						.17 *	.36 ***	-.01	.31 ***	.12 +
Encouragement	C2							-.34 ***	.48 ***	.30 ***	.29 ***
Sense of burden	C3								-.32 ***	-.06	-.16 *
Achievement levels	C4									.21 ***	.27 ***
Achievement motives											
Competitive	D1										.53 ***
Self-fulfilling	D2										

Partial correlation coefficients controlling for sex, residence status, and the school year

+<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

increased both types of achievement motives, though the significant level of competitive achievement motives was higher than that of self-fulfilling motives. The same goes for the feeling of encouragement. Achievement level of expectations had a significant or marginally significant effect, though not so strong, on both self-fulfilling and competitive achievement motives. However, the effects were opposite; if achievement level of expectations was increased, self-fulfilling motives were increased, whereas competitive motives were slightly decreased.

4. Discussion

4.1 Comparison with results of previous studies

Effects of parents' expectations on children were examined in this study through classifying expectations depending on the content, i.e. "expectations about humanity" and "expectations about academic achievement/career," and perceptions of each type of expectations, i.e. the feeling of encouragement and the sense of burden, were investigated. Furthermore, effects of expectations from parents during childhood on the present achievement motives (self-fulfilling or competitive) in university students were examined, including parent-child relationships (trust in parents) and levels of achieving expectations, i.e. how much one

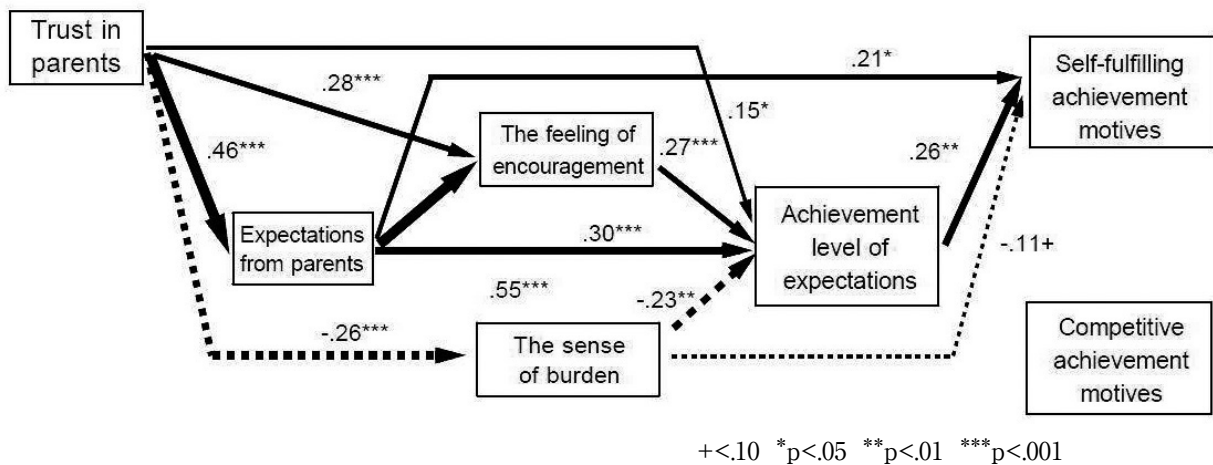


Fig. 2 Path diagram among "trust-expectations-achievement motives" in expectations about humanity

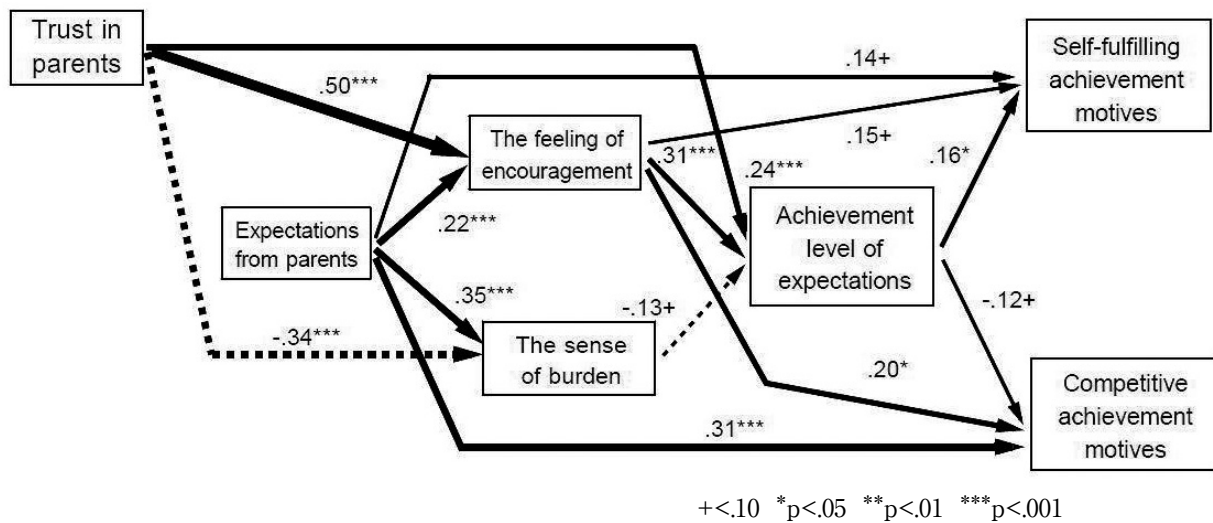


Fig. 3 Path diagram among "trust-expectations-achievement motives" in expectations about academic achievement/career

could have met the expectations, which have been examined in previous studies.

Some of the results of the present study support the findings of previous studies. For example, trust in parents was related to perception of expectations both in expectations about humanity and those about academic achievement/career. When trust in parents was higher, the feeling of encouragement was high and the sense of burden was low. It is suggested that expectations in good relationships might facilitate motivation for meeting the expectations. These results are considered to support the findings by Tohyama<sup>4)</sup> and Ito<sup>5)</sup>, indicating that good relationships with parents would develop a positive perception of parents' expectations. Moreover, trust in parents and the feeling of encouragement had positive correlations with the achievement level of expectations, whereas the sense of burden had a negative correlation with it, in both expectations about humanity and those about academic achievement/career. These results also support findings of previous studies; regarding correlations with trust in parents, Tohyama<sup>4, 8)</sup> indicated similar findings and regarding correlations with the feeling of encouragement or burden, Kasuga and Utsunomiya<sup>11)</sup> did. It is considered that good relationships with parents lead to a positive perception of parents' expectations, which might support self-awareness of having met parents' expectations.

#### *4.2 Differences between expectations about humanity and those about academic achievement/career*

The results of this study indicated that generally there were differences in correlations among trust in parents, expectations (levels, perceptions, and achievement levels) and achievement motives (self-fulfilling or competitive), depending on the content of expectations. It is considered that to distinguish the content of expectations would be significant.

##### *4.2.1 Correlations between trust in parents and expectation levels*

Trust in parents and perception of parents' expectations were correlated in expectations about humanity, whereas they were not correlated in expectations about academic achievement/career. Expectations about humanity, e.g. "to be considerate" or "to be a kind person", support social norms and are acceptable for everyone. That is, they are considered to have obvious social values. All the parents would expect them of their children and children would also try to positively meet the expectations. On the other hand, expectations about academic achievement/career, such as "to get great school grades" or "to enter a high-ranking school" or "to get into a company with a good reputation", are not always necessary, though they are socially desirable. To get great grades is difficult for some children because of their lack of abilities. Motivation for work and good human relations are sometimes more important than social reputation. This type of expectation is more often affected by the personal sense of value, compared to expectations about humanity. Therefore, direct correlations with trust in parents might not have been shown.

##### *4.2.2 Correlations between expectations from parents and the sense of burden*

Perception of parents' expectations had a positive correlation with the feeling of encouragement in both types of expectations. However, it had a negative correlation with the sense of burden in expectations about humanity, whereas it had a positive correlation with the sense of burden in expectations about academic achievement/career, which means that this type of expectation might become "both encouragement and a burden". In the case of expectations about humanity, there are no objective limits in "consideration" or "kindness" and people have to try to achieve them throughout their life. On the other hand, expectations about academic achievement/career ask for clear results, such as examination scores, grades, and success or failure in job hunting, among others. Kasuga and Utsunomiya<sup>11)</sup> mentioned that it is difficult to achieve such types of expectations and much effort is required for achievement. Children cannot always meet such expectations. Therefore, such types of expectations are perceived as a burden, as well as an encouragement.

##### *4.2.3 Correlations with competitive achievement motives*

The most significant difference was shown in correlations with competitive achievement motives

between the two types of expectations. In expectations about humanity, there were no variables that were significantly correlated to competitive achievement motives. These types of motives are, according to Horino and Mori<sup>16)</sup>, aiming to be approved by society through competing with others and beating them. Expectations about humanity consist of "to be considerate" or "to be obedient", and it is difficult to assume factors that would lead to competitive achievement motives. On the other hand, in expectations about academic achievement/career, people that had perceived expectations more strongly and those that had been more encouraged by the expectations had stronger competitive achievement motives at present. It is suggested that people that positively perceived expectations from parents might have been developing competitive achievement motives. On the other hand, the level of achievement indicated a negative correlation with competitive achievement motives on the 10% level. Though careful interpretation is required because the correlation is rather weak, expectations about academic achievement/career are not always asked for at a high level, and it might be considered enough when these expectations were achieved to some extent.

#### *4.3 Limitations of this study and future perspectives*

##### *4.3.1 Limitations of this study*

The present study is a small-scale, retrospective, and cross-sectional study conducted with university students and has various limitations. For example, expectations from parents during childhood are based on the participants' memory and recollection. It is not clear what their parents actually expected and how they perceived the expectations when they were children. Furthermore, there are many types of expectations other than "humanity" and "academic achievement/career", though these are the main factors dealt with in previous studies. For example, Wang and Happner<sup>17)</sup> classified expectations into "growth as a human being", "academic achievement", and "one's partner". Kawamura<sup>10)</sup> classified them into "academic achievement", "social adaptation", "career", "obedience/appearance", and "reward for hardships". Furthermore, Shoji and Fujita<sup>18)</sup> indicated nine factors below: "growth as a human being", "attainment of socioeconomic status", "a good child", "marital/family life", "social contribution", "health", "physical activities", "friendship", and "academic achievement". Expectations about humanity and academic achievement/career, dealt with in this study, are based on the suggestion by Kasuga and Utsunomiya<sup>11)</sup>. Though they are considered suitable for university students since they can be easily recollected, they are not considered to cover all the types of expectations and future examination is required.

Regarding the balance of participants, the number of male students was smaller than female students. It has been confirmed through analysis that there are no sex differences in scores of the scales related to expectations, and previous studies have not reported significant sex differences (e.g. Kasuga and Utsunomiya<sup>11)</sup>, Kasuga et al.<sup>19)</sup>). However, it cannot be assured that effects of sex differences were completely excluded. Future examination is required.

##### *4.3.2 Meaning of expectations from parents: future perspectives*

It is important for children that their parents expect something of them. However, expectations not only encourage children but also sometimes become a burden on them. The results of this study indicated positive perception of expectations would lead to future achievement motives, considering the differences in the content of expectations. It is suggested that expectations and perceptions of them would have long-term effects. People not only passively respond to others' expectations but also deal with them in their own way. This is considered important from the perspective of becoming independent of parents or psychological weaning (e.g. Ochiai and Sato<sup>20)</sup>) in adolescence.

Previous studies have often correlated parents' expectations to children's maladaptive aspects<sup>3, 9, 19)</sup>, which includes issues of obsessive-compulsive tendencies<sup>21)</sup>, maladaptive perfectionism<sup>10, 22, 23)</sup>, social anxiety<sup>24)</sup>, stress responses<sup>25)</sup>, low well-being<sup>12)</sup>, depression<sup>17, 26)</sup> and excessive adaptation<sup>19)</sup>.

As Watabe et al.<sup>27)</sup> have already indicated, effects of expectations should be examined from both adaptive

and maladaptive aspects. Dependent variables used in this study are achievement motives and one-sided. Watabe et al.<sup>27)</sup> examined effects of expectation levels, anticipation of parents' reactions, and perception of expectations on junior high school students' external adaptation/maladaptation and indicated perception of expectations had the strongest effect. It is necessary to examine long-term effects of parents' expectations and perception of the expectations on children from the perspective of positive and negative aspects.

This study didn't deal with the differences between father and mother on their expectations. This is the same as many of the previous studies<sup>5-7, 9-12, 19)</sup>. However, there are also a few studies that dealt with the expectations from father and from mother like Tohyama<sup>4, 8)</sup> and Kasuga et al.<sup>19)</sup>. Fathers and mothers would play different roles in their children's development in many aspects. For example, Sakai<sup>15)</sup> measured interpersonal trust as it related to both the mother and the father. In future studies, it would be valuable to investigate the differences or the discrepancies between a father's expectation and a mother's in relation to their effects on children's well-being.

### Notes

†<sup>1)</sup>Ito<sup>6)</sup> just expressed them as "other-oriented" and "other-denial". On the other hand, Ito<sup>28)</sup>, in a previous study, expressed them as "priority to other-oriented achievement motives" and "perception of negative aspects of other-oriented achievement motives".

†<sup>2)</sup>This question was excluded in analysis because there were many omissions and because significant differences were not observed when comparing scaled scores between responses with omissions (Group 1) and responses that chose from options.

### Conflict of Interest

The authors have declared that they have no conflict of interest.

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