

## **Abstract**

This research examined the relationship between parental perceptions of children's academic competence and parental aspirations and expectations on children's academic achievement. In addition, the possible roles of parents' theories about the changeability of intelligence and parents' own education level in moderating the above relationship were examined. A sample of 379 parents of 8<sup>th</sup> graders in China reported on their perceived academic competence of children, aspirations and expectations on children's academic achievement, attitude towards stability of intelligence and their education attained. Results indicated the higher parents perceived the competence of their children and the more educated parents were, the higher expectations they placed on their children. Perceptions of competence predicted parents' expectations more strongly with parents holding high entity theories. Parental entity theories also had independent negative effect on parental expectations such that parents who viewed intelligence as more fixed had lower expectations compared with those who viewed intelligence as relatively flexible. No interactions were found between parents' education and parents' perceptions.

*Keywords:* parenting, expectation, perceptions, entity theories