The Impact of Schooling Resources on Students' Self-Expectations

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Abstract. The distribution of educational resources in schools, as a manifestation of educational equity, is having a significant impact on the development of individual students. This study examined the impact of three dimensions of schooling resources on students' self-expectations from the aspects of electronic equipment, educational facilities and teacher qualifications. Data was collected through PISA 2018 data from four provinces and cities in China, with a total sample size of 11,965. The results of regression analysis showed that schools were generally inadequate and varied widely in terms of electronic equipment, educational facilities and teacher qualification resources. The study found that the more comprehensive and abundant the schooling resources were, the more confident students were in their ability to deal with difficulties. Meanwhile, the higher the level of education students wished increases. But schooling resources had no significant effect on students' autonomy and adjustment at school.

Keywords: Educational resources, Students' self-expectations, Multiple regression, Orderly regression.

1   Introduction

As a goal-driven group, the educational development of students is often inextricably linked to their own expectations. Factors such as the quantity and quality of Educational resources in schools and the distribution of Educational resources have a certain degree of influence on Students' self-expectations. In our country, the unequal distribution of Educational resources and opportunities makes it difficult for many children of 'migrants' to progress to higher education. The self-importance of not being able to integrate into the city in time and not being able to actively compete on an equal footing makes them feel hopeless about their future and have low self-expectations [1]. As a developing country, China has yet to achieve full equality of Educational resources and opportunities, and the four provinces and cities of Beijing, Shanghai, Jiangsu and Zhejiang, as the top economic regions in China, have some implications for the state and direction of educational development.

There have been many academic inquiries into the factors that influence Students' self-expectations, including school class, school location, family background, and ca-

reer needs. For example, Wu and Huang showed that average class status or class heterogeneity in schools affects students' Educational Expectations [2]; Huang found that there are urban-rural differences in students' Educational Expectations due to the urban-rural location of schools, and that rural students entering urban schools can increase Educational Expectations [3]; Marjoribanks found that joint factors such as family background have an effect on adolescents' expectations [4]; Liu studied the time-varying influence of career needs on Educational Expectations [5].

In addition, a number of studies have also empirically analysed Students' self-expectations at different levels, including educational and learning expectations, career expectations and personal achievement expectations. Zhang et al. explored the influence of school Educational resources such as library resources, modern e-learning aids and teacher strength on students' Educational Expectations [6]; Huang and Wang explored the distribution and influencing factors of students' expectations for teaching and found that China found that adolescent students had significantly higher levels of expectations for teaching than OECD countries [7]; Smead and Chase studied the personal achievement expectations of 698 eighth grade students in a mathematics course [8].

While the formation and causes of students' Educational Expectations have received extensive attention, the question of whether school Educational resources, particularly professional teachers and educational facilities in schools and the provision and teaching of electronic facilities, have an impact on the prediction and evaluation of students' self-fulfilment has not been thoroughly explored and researched in the relevant fields. Much theoretical research suggests that schools are inextricably linked to student development and that comprehensive and rich Educational resources in schools have a positive effect on student self-actualisation. However, further research is needed on the impact of specific resources on Students' self-expectations, such as whether schools provide electronic equipment resources, whether the school teachers are professionally qualified.

This paper uses the Programme for International Student Assessment (PISA) developed and implemented by the Organisation for Economic Cooperation and Development (OECD) in year. It is a comprehensive literacy assessment of a sample of 15-year-old students from representative countries and regions around the world, which focuses on the students' knowledge and skills of compulsory education. This paper uses data from the 2018 PISA, which has been completed, with complete questionnaire data available and an assessment system for school Educational resources and Students' self-expectations, and which includes data from four provinces and cities in China, namely Beijing, Shanghai, Jiangsu and Zhejiang, to investigate the impact of Educational resources provided by schools on students' expectations of self-development.

2   Literature review

Educational Resources was defined as "the financial, human and material resources needed to achieve various kinds of education" [9]. Feng and Xia pointed out that Educational resources are human, material and financial resources that are needed and to be used in education [10]. Chai argued that school resource input is a combination of

all types of resources that school owned, used and consumed, containing both tangible resources such as people, money and material resources, and intangible resources such as philosophy of school, management system and school culture, with school human resources defined as all staffs; physical resources of the school are limited to those tangible resources that are owned by the school; school financial resources are the monetary concentration of various Educational resources of the school [11]. Nowadays, e-learning has been integrated into traditional teaching and learning, and there is a tendency for schools to specialise in the human resources they provide for students. This study will therefore adopt Chai's perspective and focus on the Electronic Equipment Resources and Educational Facilities Resources in schools and the human resource of Teacher Qualifications.

Domestic and international studies on school Educational resources have mostly focused on the following aspects. For one, academics have explored the effect of school Educational resources on students' academic performance, for example, Chai's study examined the relationship between school resource inputs in junior high schools and students' academic achievement containing the ability of cognition, academic performance, the ability of non-cognition and health measurement factors, and the study showed that human resources invested by the school, such as the percentage of full-time teachers' academic level, the volume of teacher training and senior teachers' average annual salary, had a significant positive impact on student performance [11]; The relationship between school resource conditions and student academic performance in Jiangsu province was analysed by Tian, who found that the relationship was significant and varied between regions, educational stages and subjects [12]. Second, there is a correlation between class segmentation in schools and Students' self-expectations. For example, the Coleman Report was the first to study the effect of school stratification on Students' self-expectations [13]; Wu et al showed that the average class status or class heterogeneity of schools affects Educational Expectations of students, and schools with higher average class status or class heterogeneity have higher levels of education for their students in terms of self-expectations [2]; Huang found that there was an urban and rural difference in students' Educational Expectations due to the location of the school, and that rural students could raise their Educational Expectations by entering urban schools [3]. Thirdly, factors such as family background and occupational needs are also associated with Students' self-expectations, such as Marjoribanks found that joint factors such as family background have an effect on adolescents' expectations, and the association of Educational Expectations is greater than occupational expectations and stronger for males than for females [4]; Liu investigated the time-varying influence of career needs on education expectations. This study found that the greater the educational career needs of students, the greater the expectation of higher educational attainment [5].

The use of self-expectation has not reached a concensus as it is interchangeable with self-worth, self-concept, self-efficacy and self-fulfilment expectation in many research. Tian and Shan argued that self-expectation and motivation concepts are similar and interpreted self-expectation as individuals' expectation that they can achieve a good state [14]; Zheng defined self-expectation as individuals' subjective assessment of future work performance, including self-efficacy expectation and success expectation,

which is influenced by the perception of work difficulty and individuals' self-concept of competence [15]. Liu Qin and Dai explained self-expectation as "a predictive understanding of the outcome of one's behaviour based on one's experience of ongoing responses to external information or on the need for behaviour-driven internal motivation, which is both a cognitive variable and a belief that motivate values" [16]. This paper will combine the above scholars' concepts to define Students' self-expectations as their subjective assessments of their own learning and physical and mental abilities. Students are in the identity of a school environment and their most important task is to learn, both intellectually and in terms of exercising their abilities. This paper therefore selects students' Expectations of Dealing with Difficulties, Expectations of Belonging and Educational Expectations to measure the state of students' learning and physical and mental abilities.

Research has also been conducted both nationally and internationally on the factors influencing Students' self-expectations at different levels. For example, Zhang et al. researched the influence of school Educational resources such as library resources, modern e-learning aids and teacher strength on students' Educational Expectations and found that the influence of teacher to undergraduate ratio, local ranking of schools and student to teacher ratio on students' Educational Expectations varied according to regional Educational resources endowments, with regional The greater the intra-group differences, the more obvious the heterogeneous influence of different types of Educational resources [6]; Pang explored the correlation between family closeness and students' learning expectations and found that secondary school students' learning expectations were generally at an average level, with learning attitudes and learning support dimensions showing less expectation, and general expectations for their own academic achievement and learning behaviours [17]; Li discovered the similarities and differences between parents' and teachers' learning expectations of students and students' own learning expectations, and also analysed the respectfulness of high school students' learning expectations and the related reasons and possible consequences, it was found that there was consistency between high school students' Educational Expectations and those of the adult group, in which high school students, parents and teachers all highly valued the importance of academic achievement, and the opinions of high school students and parents in areas such as further education were more consistent in their views on areas such as further education [18]. Second, the factors influencing students' expectations of teaching and personal achievement have also been empirically analysed. For example, Huang and Wang explored the distribution of students' teaching expectations, and explored the factors affecting students' teaching expectations and their contribution rates, finding that adolescent students' teaching expectations were significantly higher than those in OECD countries, and that student background, teacher-student relationship and academic achievement had different contribution rates to the variation of students' teaching expectations [7]. Smead and Chase studied the personal achievement expectations of 698 eighth grade students in a mathematics course and found that personal achievement expectations were associated with subsequent student achievement over a one-year period and on independent measures [8].

Therefore, this paper will further investigate whether there is an impact of differences in school Electronic Equipment, Educational Facilities and Teacher Qualifications on Students' self-expectations and assessments based on different dimensions of schooling resources. Three research hypotheses are proposed as follows.

H1: there is a significant positive effect of school Educational resources on students' Expectations of Dealing with Difficulties.

H2: there is a significant positive effect of the school's Educational resources on students' Expectations of Belonging.

H3: there is a significant positive effect of the school's Educational resources on students' Educational Expectations.

3   Methodology

3.1   Data Collection

This study used data obtained in 2018 from the Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD), which tested a sample of 15-year-old students from 79 countries or territories. PISA placed great emphasis on student literacy, i.e. the ability of students to use their knowledge and skills to solve problems in life [19]. PISA assessed student literacy in conjunction with a companion student questionnaire and a school questionnaire that collected data on students' background information, on their emotional attitudes and values towards learning, and on the learning resources and environment provided by the school [20].

In this paper, questionnaires completed by a total of 12,058 students from 361 schools in four provinces and cities in China (Beijing, Shanghai, Jiangsu and Zhejiang) were extracted for the study. After excluding samples with missing values and odd values for the relevant variables, the sample size was 11,965, which was the total data set used for this study and the total sample for preparing the test hypothesis.

3.2   Measurement

Independent Variables.
In the current study, Electronic Equipment Resources, Educational Facilities Resources and Teacher Qualifications Resources were measured to reflect school recourses involvement.

Electronic Equipment Resources entailed the number and use of Internet and other facilities used in school that improved students' expectation. The following 11 items were used to assess electronic equipment resources: (1) Sufficient number of electronic devices connected to the Internet; (2) Sufficient Internet bandwidth or speed; (3) Sufficient number of electronic devices for instruction; (4) Electronic devices at the school are sufficiently powerful in terms of computing capacity; (5) Sufficient availability of adequate software; (6) Teachers have the technical and pedagogical skills to integrate electronic devices in education; (7) Sufficient time for teachers to prepare classes integrating electronic devices; (8) Teachers have effective professional resources to learn

how to use electronic devices; (9) An effective online learning support platform is available; (10) Incentives are provided for teachers to integrate electronic devices in their teaching; (11) The school has sufficient qualified technical assistant staffs. To assess Electronic Equipment Resources, students were asked to indicate the level of using and providing by using a scale of four-point (1= strongly disagree, 4= strongly agree), and then the arithmetic mean of the scores of the 4 questions is calculated.

Educational Facilities Resources include students' responses to the following four questions: (1) A lack of educational facilities (e.g. textbooks, IT equipment, library or laboratory material); (2) Inadequate or poor quality educational facilities; (3) A lack of physical infrastructure (e.g. building, ground, heating/cooling, lighting and acoustic systems); (4) Inadequate or poor quality physical infrastructure. To assess Educational Facilities Resources, students were asked to indicate the level of using and providing by using a four-point scale (1= a lot, 4= not at all), and then the arithmetic mean of the scores of the 4 questions is calculated.

Teacher Qualifications Resources were measured by student responses to a total of nine questions about the quantity and quality of teachers: (1) A lack of teaching staff; (2) Inadequate or poorly qualified teaching staff; (3) A lack of assisting staff; (4) Inadequate or poorly qualified assisting staff; (5) Teachers not meeting individual students' needs; (6) Teacher absenteeism; (7) Staff resisting change; (8) Teachers being too strict with students; (9) Teachers not being well prepared for classes.

To assess Teacher Qualifications Resources, students were asked to indicate the level of using and providing by using a four-point scale (1= a lot, 4= not at all), and then the arithmetic mean of the scores of the 4 questions is calculated.

Dependent Variables.
The Expectations of Dealing with Difficulties, Expectations of Belonging and Educational Expectation. were measured to reflect students' self-expectations in this study.

Expectations of Dealing with Difficulties was measured with a six-item survey. It contains (1) I usually handle one way or another; (2) I am proud that I have achieved things; (3) I feel that I can deal with many things at a time; (4) My belief in myself gets me through hard times; (5) I can usually find my way out of it when I'm in a difficult situation. To assess school career guidance resources, students were asked to indicate the level of using and providing by using a scale of four-point (1= strongly disagree, 4= strongly agree). In this paper, the arithmetic mean of the scores of the five questions is calculated.

Expectations of Belonging was measured with a six-item survey. It contains (1) I feel like an outsider (or left out of things) at school; (2) I can easily make friends at school; (3) I feel like I belong to school; (4) I feel awkward and out of place in my school; (5) Other students seem to like me; (6) I feel lonely at school. To assess belonging expectation, students were asked to estimate the level of their expectations by using a scale of four-point (1= strongly disagree, 4= strongly agree). In this paper, the arithmetic mean of the scores of the six questions is calculated.

Educational Expectations was measured by International Standard Classification of Education (ISCED). It was a six-point scale ranging from 1 (level 2) to 6 (level 5A or 6). The arithmetic mean of the students' responses was used to analyse.

Control Variables.

The control variables selected for this study included four areas: gender, grade, mother's degree and father's degree. Among these, gender (0= female,1= male) and grade (e.g. whether they were in grade 7 was coded as: 0= no, 1= yes) were categorical variables, all of which were treated as dummy variables. Mother's and father's degree of education were ordered categorical variables by using a five-point scale (1= She/He did not complete ISCED level 1, 5= ISCED level 3A).

4   Results and Discussions

In order to verify the three hypotheses of this study, data analysis was carried out using SPSS and Stata software. For hypothesis three, an Ordered Probit model was used to analyze and for hypotheses one and two, multiple Linear regression is used.

4.1   Descriptive statistics results

The results of the descriptive and correlation statistics were presented in Table 1. Both Electronic Equipment Resources, Educational Facilities and Teacher Qualifications were positively related to Expectations of Dealing with Difficulties (r=0.025-0.040, p<0.05). The association between Expectations of Belonging and independent variables we defined was insignificant. Educational Expectations was positively related to all independent variables (r=0.076-0.121, p<0.01).

Table 2 showed the distribution of the control variables. There was a relatively even distribution of males and females, with a concentration of students in Grade 9 and Grade 10, and a concentration of fathers and mothers with level 2 and above qualifications.

Table 1. Correlation statistics of Independent and Dependent variables (self-painted)

	Descriptive		Pearson Correlation					
	M	SD	1	2	3	4	5	6
1.Electronic Equipment Resources	3.28	0.518						
2.Educational facilities	3.20	0.878	0.364**					
3.Teacher qualifications	2.85	0.684	0.318**	0.574**				
4.Dealing with Difficulties Expectations	2.96	0.516	0.040**	0.023*	0.025**			
5.Belonging Expectations	2.64	0.376	-0.009	0.416	0.692	0.000		

| 6.Educational expectations | 5.22 | 1.314 | 0.076** | 0.084** | 0.121** | 0.102** | -0.020 * | 0.081** |

** p<0.01, * p<0.05

Table 2. Correlation statistics of control variables (self-painted)

Variables	Outcome	Frequency(n)	Percentage(%)
Gender	Female	5732	47.9%
	Male	6233	52.0%
Grade	Grade 7	26	0.2%
	Grade 8	188	1.5%
	Grade 9	4077	34.0%
	Grade 10	7537	62.9%
	Grade 11	130	1.0%
	Grade 12	7	< 0.1%
Mother's degree	She did not complete ISCED level 1	534	4.4%
	ISCED level 1	1153	9.6%
	ISCED level 2	3667	30.6%
	ISCED level 3B,3C	2188	18.2%
	ISCED level 3A	4423	36.9%
Father's degree	He did not complete ISCED level 1	278	2.3%
	ISCED level 1	846	7.0%
	ISCED level 2	3817	31.9%
	ISCED level 3B,3C	1903	15.9%
	ISCED level 3A	5121	42.7%

4.2   Distribution of differences in students' self-expectations

The results of the chi-square test on the three variables of Students' self-expectations were shown in Table 3. From the data in the table, it was clear that there were significant differences in students' Expectations of Dealing with Difficulties, Expectations of Belonging and Educational Expectations in terms of gender, grade level, mother's degree and father's degree.

Table 3. Results of regression analysis of students' expectations of dealing with difficulties (self-painted)

Independent variables	Dependent variable	Pearson χ^2
Gender	Educational expectations	251.087****
	Dealing with Difficulties Expectations	94.458****
	Belonging Expectations	136.994****
Grade	Educational expectations	198.759****
	Dealing with Difficulties Expectations	123.529
	Belonging Expectations	771.284****

Mother's highest degree	Educational expectations	333.483****
	Dealing with Difficulties Expectations	151.539***
	Belonging Expectations	1139 . 766****
Father's highest degree	Educational expectations	277.132****
	Dealing with Difficulties Expectations	139.699**
	Belonging Expectations	1230.649****

**** p<0.001, *** p<0.01, ** p<0.05

Students' Expectations of Dealing with Difficulties were significantly different across the four control variables of gender (=251.087, p<0.001), grade (=198.759, p<0.001), mother's highest degree (=333.483, p<0.001), and father's highest degree (=277.132, p<0.001). Students' Expectations of Belonging differed significantly in all three control variables of gender (=94.458, p<0.001), mother's highest degree (=151.539, p<0.01), and father's highest degree (=139.699, p<0.05), but not in grade level. Students' Educational Expectations differed significantly in gender (=136.994, p<0.001), grade (=771.284, p<0.001), mother's highest degree (=1139.766, p<0.001), and father's highest degree (=1230.649, p<0.001). The four control variables selected were therefore reasonable.

4.3   Results of regression analysis

Table 4 presents the statistics of the multiple Linear regression analysis of students' Expectations of Dealing with Difficulties. From the full sample, the F-value for the regression equation was 35.098 (p<0.001), showing that the regression equation passed the test of significance. The adjusted R-squared value was 0.030. In terms of the core explanatory variables, the regression coefficient for Electronic Equipment Resources was positively significant on students' Expectations of Dealing with Difficulties, indicating that increasing the school's Electronic Equipment Resources had a positive effect on Students' self-expectations of Dealing with Difficulties after controlling for other variables (p<0.05). According to the standard regression coefficients, Electronic Equipment Resources had the strongest effect on Students' self-expectations of Dealing with Difficulties, with a regression coefficient of 0.018, indicating that for every 1 increase in the score of regular school Electronic Equipment Resources, students' Expectations of Dealing with Difficulties increased by 0.018.

Among the control variables, the highest level of parental education had a significant positive effect on students' Expectations of Dealing with Difficulties. Females were significantly higher than males in the development of Expectations of Dealing with Difficulties, and with regard to the grade variable, there was negative significant difference in Expectations of Dealing with Difficulties from Grade 7 to Grade 11, and the effect of grade did not reach significance levels.

Table 4. Results of regression analysis of students' expectations of dealing with distress (self-painted)

Variables	Standardisation factor

Independent Variables	Electronic Equipment Resources	0.018** (0.010)
	Educational facilities	-0.001 (0.007)
	Teacher qualifications	0.007 (0.008)
Constant term		2.637****(0.105)
F-value		35.098
Adjusted R^2		0.030
Sample size		11965

**** $p<0.001$, ** $p<0.05$

Table 5 presents the results of the multiple Linear regression analysis of students' Expectations of Belonging. From the full sample, the F-value of the regression equation was 1.268, which did not pass the significance test. This indicates that the dimension of students' Educational resources selected in this study cannot explain the differences in students' Expectations of Belonging and that the school's Electronic Equipment Resources, Educational Facilities and Teacher Qualification Resources had no effect on students' Expectations of Belonging, therefore Hypothesis 2 was not valid.

Table 5. Results of regression analysis of students' expectations of belonging (self-painted)

Variables		Standardisation factor
Independent Variables	Electronic Equipment Resources	-0.008(0.007)
	Educational facilities	0.007(0.005)
	Teacher qualification	-0.005(0.006)
Constant term		2.646****(0.247)
F-value		1.268
Adjusted R^2		0.000
Sample size		11965

**** $p<0.001$

Table 6 presents the statistics of the regression analysis of schooling resources and students' Educational Expectations. It can be seen that the coefficient ($p<0.001$) of the Teacher qualification is significantly positive. This indicated that after controlling for other factors, the probability of students' Educational Expectations increasing significantly with the increase and specialisation of Teacher Qualifications Resources provided by the school. In contrast, the higher the highest level of parental education, the lower the probability that their Educational Expectations will increase significantly, and the higher the probability that their Educational Expectations will decrease significantly. This suggests that high parental education has a significant negative effect on students' e Educational Expectations, which to some extent suggests that parents with high educational attainment need to focus on the educational pressure on their children to have reasonable expectations of themselves based on their own strengths rather than other factors. Compared to males, the level of education desired by females is somewhat lower. With the exception of Grade 8, the probability of the desired higher level of education is significantly higher in other grades relative to Grade 7.

Table 6. Results of regression analysis of students' educational expectations (self-painted)

Variables	Standard deviation	Coefficient
Electronic Equipment Resources	0.023	0.023
Educational facilities	0.016	0.016

Teacher qualification	0.171	0.020 ****
Chi Square		1954.25
Log Likelihood		-12558.015
Pseudo R^2		0.0722
Sample size		11965

**** $p<0.001$

The above analysis showed that hypotheses one and three proposed in this study were supported empirically, while hypothesis two was not supported, indicating that according to the dimensions selected for this study, the abundance and development of schooling resources developed on students' Expectations of Dealing with Difficulties and Educational Expectations, while it did not have much impact on students' Expectations of Belonging. Combined with the results of the descriptive statistical analysis, the high scores on Educational Expectations and the wide gap between students and the low ratings on other self-expectations suggest that most students wanted to achieve close to the highest level of education, while students did not have particularly high expectations about their ability to solve problems independently and properly, or to adapt easily at school. Considering that students still focused on their studies, they had a high value and expectation of their academic achievement, but did not have particularly high expectations of their other abilities or the learning environment. In addition, 1039 of the schools in the selected sample were unable to provide adequate teaching staffs to students, and only nearly half of the other schools were able to provide more comprehensive and professional material, with most schools able to provide students with basic teaching resources on electronic devices and teachers able to integrate electronic devices into their teaching. However, 70 schools were unable to provide adequate electronic facilities, broadband and internet speed, nor were they able to support online teaching and the integration of electronic devices. There were 303 schools where teachers had the skills to be qualified to teach electronic devices but lacked adequate facilities, and 105 schools had adequate equipment but teachers were unable to support the skills to teach online. In addition to this, it can be seen that the Educational Expectations of the students increase as the grade increases, in line with general perceptions, using grade 7 as a reference.

5   Conclusions

A great amount of studies had been found to analyse the impact of students' Educational resources and the causes of students' expectations. Based on the existing studies, this paper empirically analysed the relationship between school Educational resources and Students' self-expectations through PISA 2018 data from four provinces and cities, in order to test the soundness and rationality of the existing Educational resources in schools at the level of students' expectations.

The results showed that the more comprehensive and abundant the school's Electronic Equipment Resources, Educational Facilities and Teacher Qualifications were, the higher the students' Educational Expectations and Expectations of Dealing with Difficulties were, while the school's Educational resources have no significant effect on students' Expectations of Belonging. The results also found that having a parent with

a higher highest level of education increased students' self-education expectations and Expectations of Dealing with Difficulties.

Based on the above empirical results, this study made the three advices: First, schools should continue to improve the construction of Educational resources available to students, including tangible resources such as electronic devices and Educational Facilities covered in this study. The gap with other schools should be narrowed in terms of quantity and quality of teachers. Secondly, students can make full use of the resources provided by schools, such as electronic devices and teaching materials, to clarify their educational goals and improve their confidence and competence in dealing with difficult problems and other areas. Thirdly, parents should undermine the pressure that their own qualifications bring to their children's own expectations when raising them, and give them reasonable expectations and nurturing styles based on their own qualifications.

For further research, this paper had the following recommendations. Firstly, this paper focused on the influence of two aspects of schooling resources on the three dimensions of Students' self-expectations, and the links between the other dimensions can be further explored later; Secondly, students' Educational Expectations were influenced by a variety of factors, and the explanatory and control variables selected in this paper cannot provide a comprehensive explanation of the explained variables due to the limitations of the data; Thirdly, many studies had shown a significant positive connection between education level of parents and children's intention to pursue higher education, which is in line with common sense, and further investigations can be conducted on parental education and children's self-education expectations in the future.

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