science achievement. The findings of this study provide evidence of the social contagion of utility value perceptions from parents to their children and the critical role of utility

can influence the way they behave, which in turn, may also influence their children's beliefs and behaviors (Eccles, 1993; Simpkins et al., 2012). For instance, parents who believe in the value of science may talk about science more, visit science museums more often, and buy more science books, thereby demonstrating to their children the value of science and encouraging them to value it as well. This can influence their children's motivational beliefs about science, as well as their performance and achievement (Eccles, 1993; Simpkins et al., 2012).

Parental influence on utility value

Previous studies on the expectancy-value theory employing longitudinal methods and nationally representative samples have demonstrated the parent to child transmission of expectancy, which in turn, predicted various aspects of student motivation and achievement (Froiland et al., 2013; Froiland & Davison, 2016).

these 18 countries/regions had data on parents' utility value which explains why only these 18 societies were included in the study. Among the students, 42,555 were girls and 40,576 were boys. The mean age was 15.79 (SD ….29) years.

Utility value perceptions were operationalized as parents' (e.g., " < Broad science> is helpful to help us to understand the natural world.") and students' (e.g., "What I learn in my < school science > subject(s) is important for me

which was based on the International Socio-Economic Index of Occupational Status (ISEI); the highest level of education of students' parents; and PISA index of family wealth, home educational resources, and family possessions.

Data analysis

During adolescence, parental effects on student outcomes is critical (Gniewosz &

children perceived their parents to value science (e.g., Simunovic et al., 2018).

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