



# **Dyslexia has an impact on parents' and adolescents' educational expectations**

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# Adolescents' Educational Expectations

- Adolescents' educational expectations are important as they influence their educational and occupational trajectories (*Nurmi, 2004*).
- They are associated with adolescents' educational attainment, academic achievement and dropping out of school (*Buriel & Cardoza, 1988; Kao & Tienda, 1998; Ou & Reynolds, 2008; Rothon et al., 2011; Rumberger, 1983; 1995; Salami, 2008*).



# Parents' Role in Adolescents' Educational Expectations

- Parental expectations have been found to be closely associated with adolescents' educational expectations (*Kirk et al., 2011*).
- Parents' education is related to their own expectations concerning offspring's future education (*Räty et al., 2002*) and adolescents' educational expectations (*Hossler & Stage, 1992*).



# Dyslexia and Educational Expectations

- Reading and spelling difficulties has been found to predict adolescents' school achievement (*Hakkarainen et al., 2012; Savolainen et al., 2008*), and to play an important role in students' educational attainment (*Kiuru et al., 2011*).
- None of the previous studies have examined how dyslexia is associated with parents' and adolescents' educational expectations.



# Research Questions:

1. To what extent parental expectations for their offspring's future education are influenced by adolescents' dyslexia?
2. To what extent adolescents' educational expectations are influenced by their dyslexia?
3. Do the effects of dyslexia on parental and adolescents' educational expectations vary by gender?



# Participants and Procedures

- Jyväskylä Longitudinal Study of Dyslexia (JLD)
- 200 (94 girls, 106 boys) participated in the present study
- 54 adolescents were diagnosed to have dyslexia
- Questionnaires about educational expectations and academic achievement in the 7<sup>th</sup> and 9<sup>th</sup> grades + dyslexia tests



# Participants and Procedures

- The questionnaires were sent to mothers and fathers of the children, participating in this study.
- The questionnaire included items on parental educational expectations and educational level.
- 143 mothers and 122 fathers reported their expectations in the 7<sup>th</sup> grade
- 157 mothers and 117 fathers – in the 9<sup>th</sup>

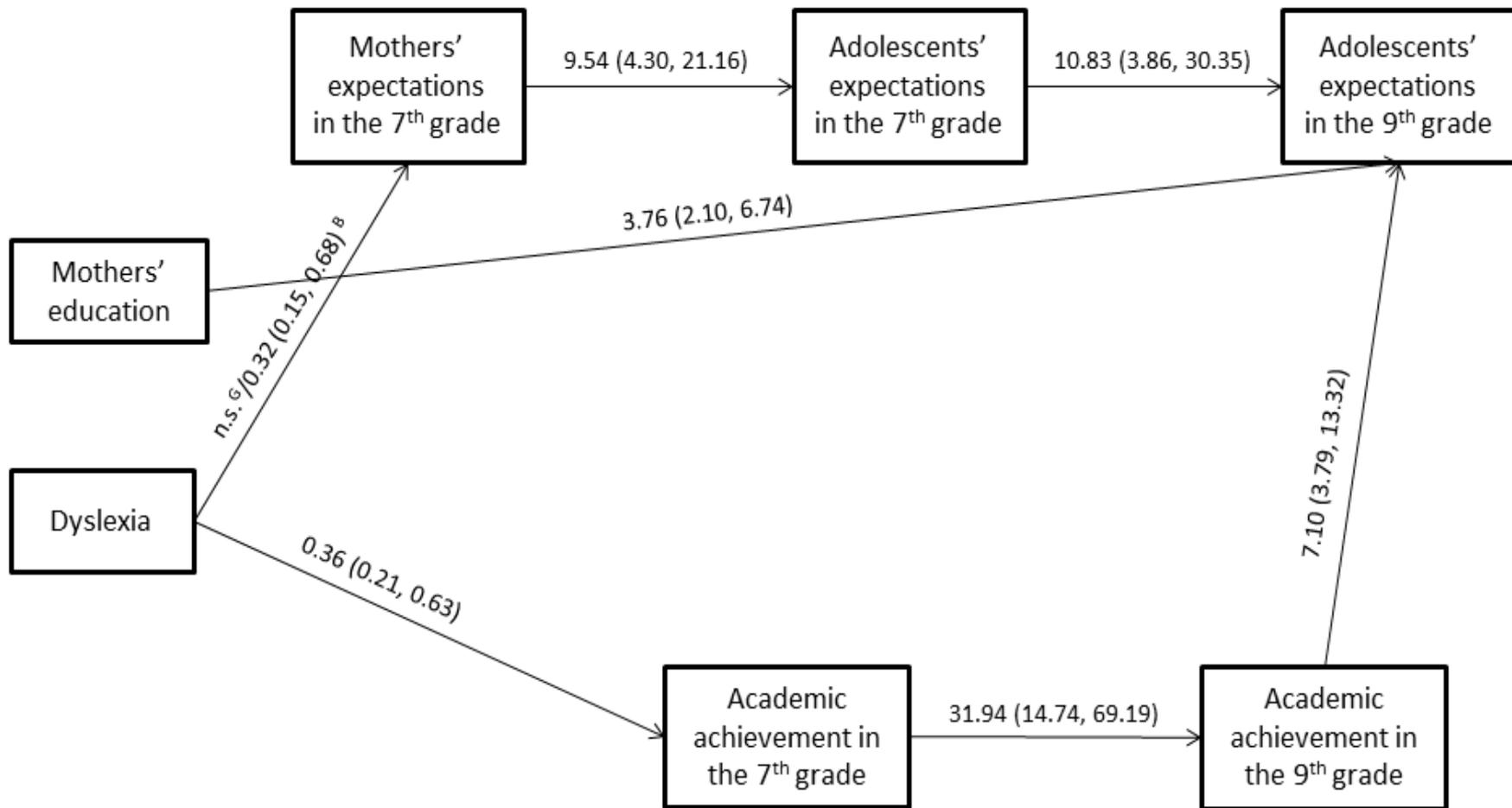


# Results

## Educational Expectations as a Percentage of the Sample

Expectations	Adolescent		Mother		Father	
	7 <sup>th</sup> grade (n=151)	9 <sup>th</sup> grade (n=153)	7 <sup>th</sup> grade (n=143)	9 <sup>th</sup> grade (n=157)	7 <sup>th</sup> grade (n=122)	9 <sup>th</sup> grade (n=117)
Senior high school	49.0	53.6	58.7	54.1	63.9	63.2
Vocational school or vocational school combined with senior high school courses	22.5	42.5	39.9	42.0	36.0	33.3
Voluntary tenth grade	0	3.3	1.4	2.5	0	2.6
Not continuing studies	0	0	0	0	0	0
Do not know	28.5	0.7	-	-	-	-
Something else	-	-	0	1.3	0	0.9



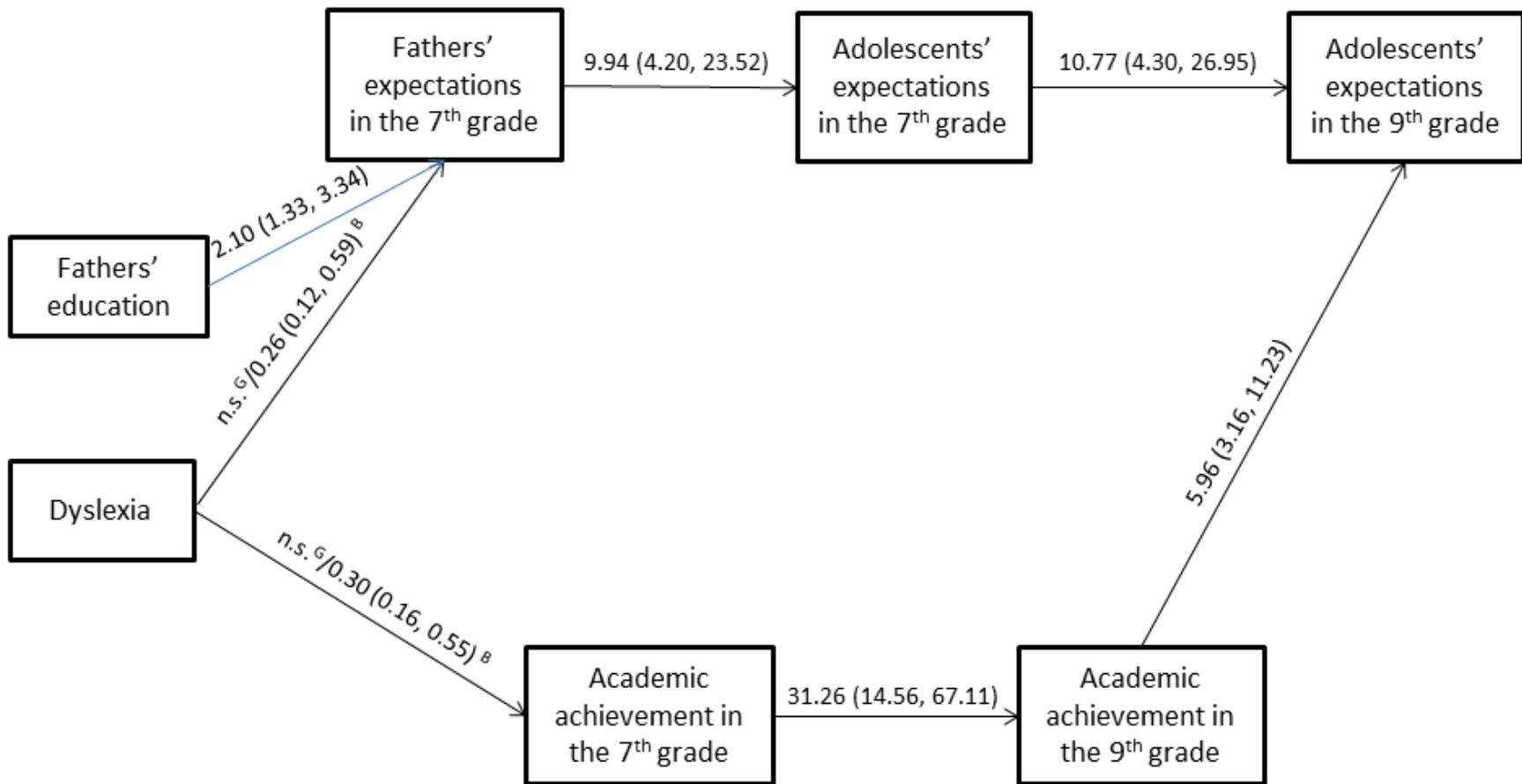


## Path analysis predicting adolescents' and their mothers' educational expectations

The path coefficients are odds ratios (and their 95% confidence intervals).

For gender differences <sup>G</sup>=girls and <sup>B</sup>=boys.





## Path analysis predicting adolescents' and their fathers' educational expectations

The path coefficients are odds ratios (and their 95% confidence intervals).

For gender differences <sup>G</sup>=girls and <sup>B</sup>=boys.



# Conclusions

- Mothers and fathers of dyslexic boys had lower expectations about their sons' future education than parents of non-dyslexic boys.
- Parental expectations contributed to educational expectations of their children.
- Adolescents' dyslexia had an impact on their academic achievement which then lowered their educational expectations.



# Conclusions

- Mothers' high level of education predicted adolescents' high level of educational expectations in the 9th grade.
- Fathers' high level of education predicted their own high level of expectations concerning their adolescents' future education.



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