



# The effect of parental educational expectations on socio-emotional and academic outcomes among 17/18 year-olds with disabilities in Ireland

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# Prior studies (1)

- Parental educational expectations have been found to impact academic achievements (Patrikakou, 1997) and the wellbeing of students (Oishi & Sullivan, 2005)
- Parental expectations are moderated by culture (Leung et al., 2011)
- Extant literature focused on examining and explaining variations across racial and ethnic groups. The effect of parental expectations for students with special education needs (SEN) remains broadly unexplored
- Students with SEN have been found to have poorer academic and post-school outcomes (Blackorby & Wagner, 1996; Watson, Banks, & Lyons, 2015)

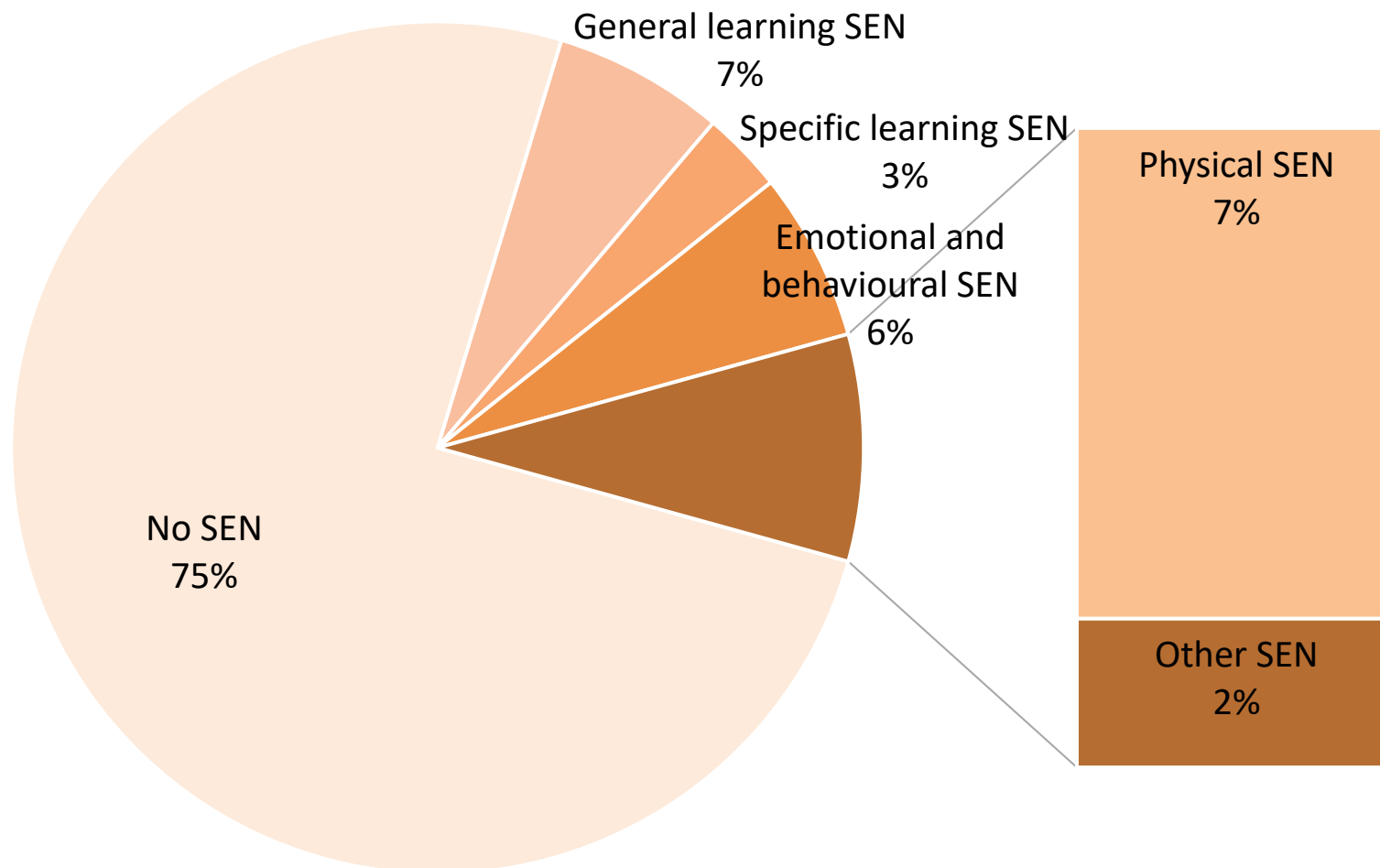
## Prior studies (2)

- Prior research using GUI has shown that parental expectations at age 9 partially explain lower self-concept and academic achievements at age 13 for students with SEN (McCoy et al., 2016)

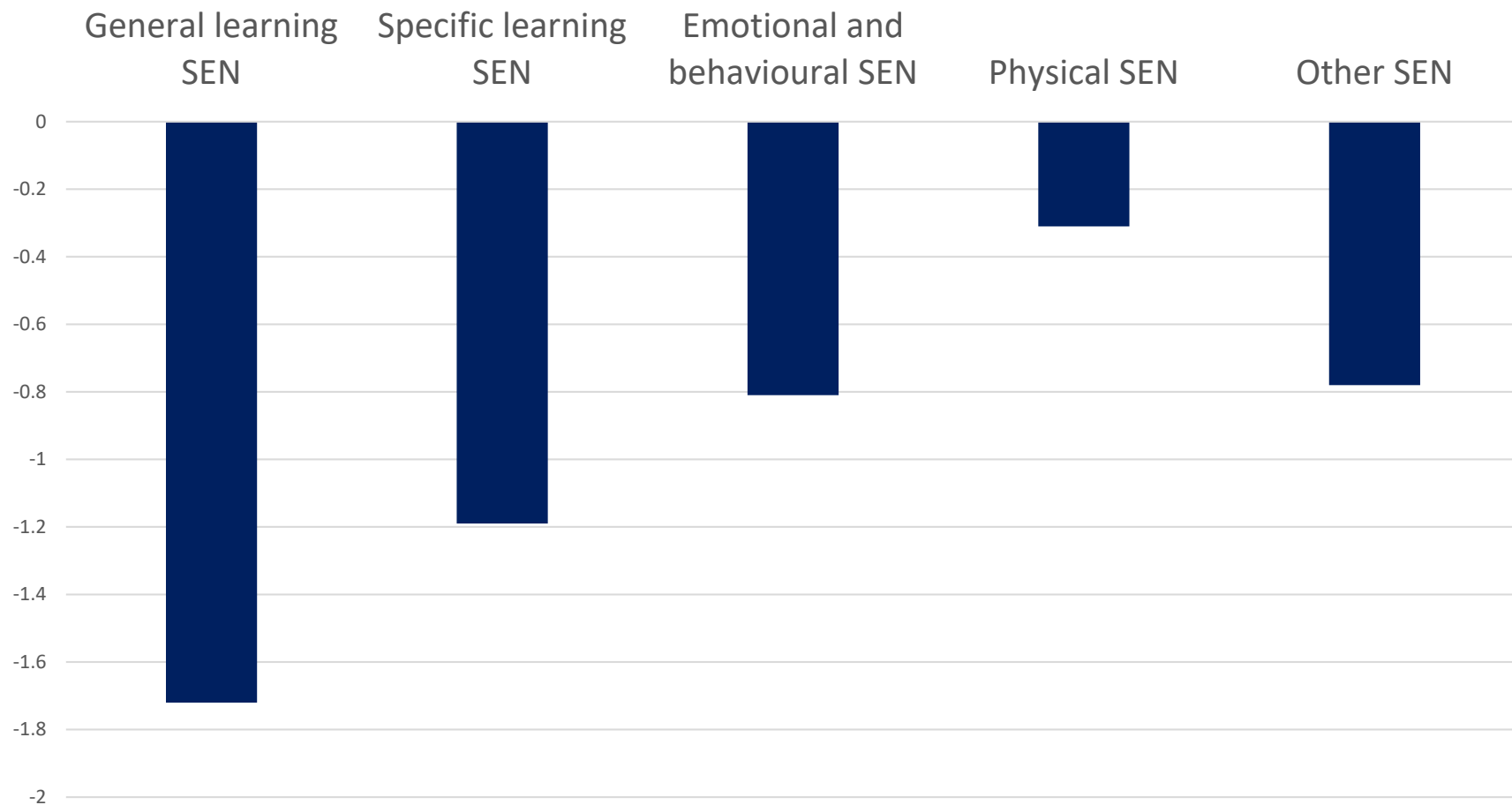
⇒ What is the effect of parental expectations at age 9 on academic and socio-emotional outcomes of students with SEN at age 17/18?

- **Academic outcome**
  - Junior Cert average score across all subjects
- **Socio-emotional outcomes**
  - Life satisfaction at 17
  - Problem solving coping skills at 17
  - Seeking support coping skills at 17
  - Avoidance coping skills at 17
  - Being in the highest 10 percent of the parent SDQ at 17
- **Parental expectations at 9**
  - ‘Taking everything into account, how far do you expect the [study child] to go in education/training?’

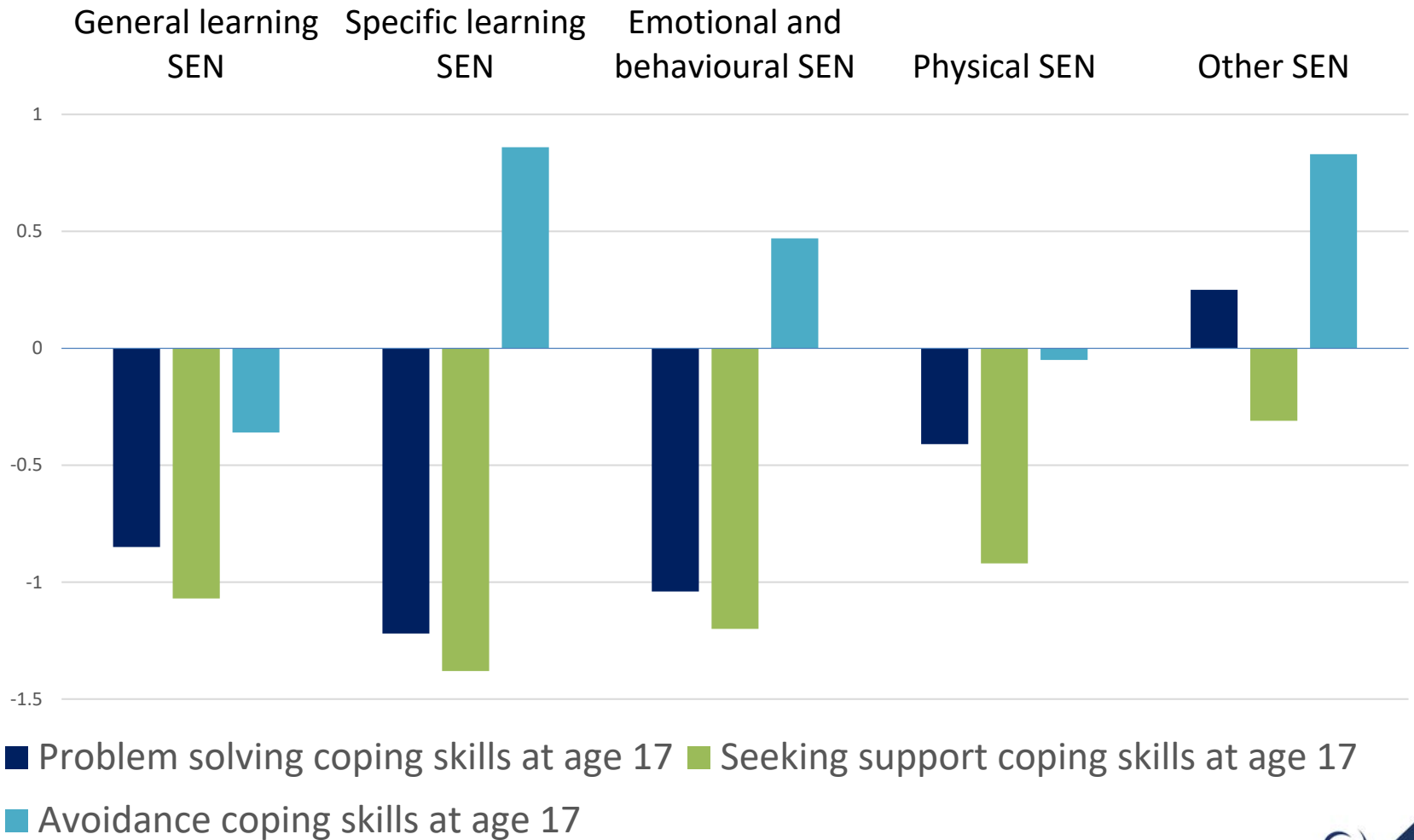
# SEN at 9 among 17/18 year olds



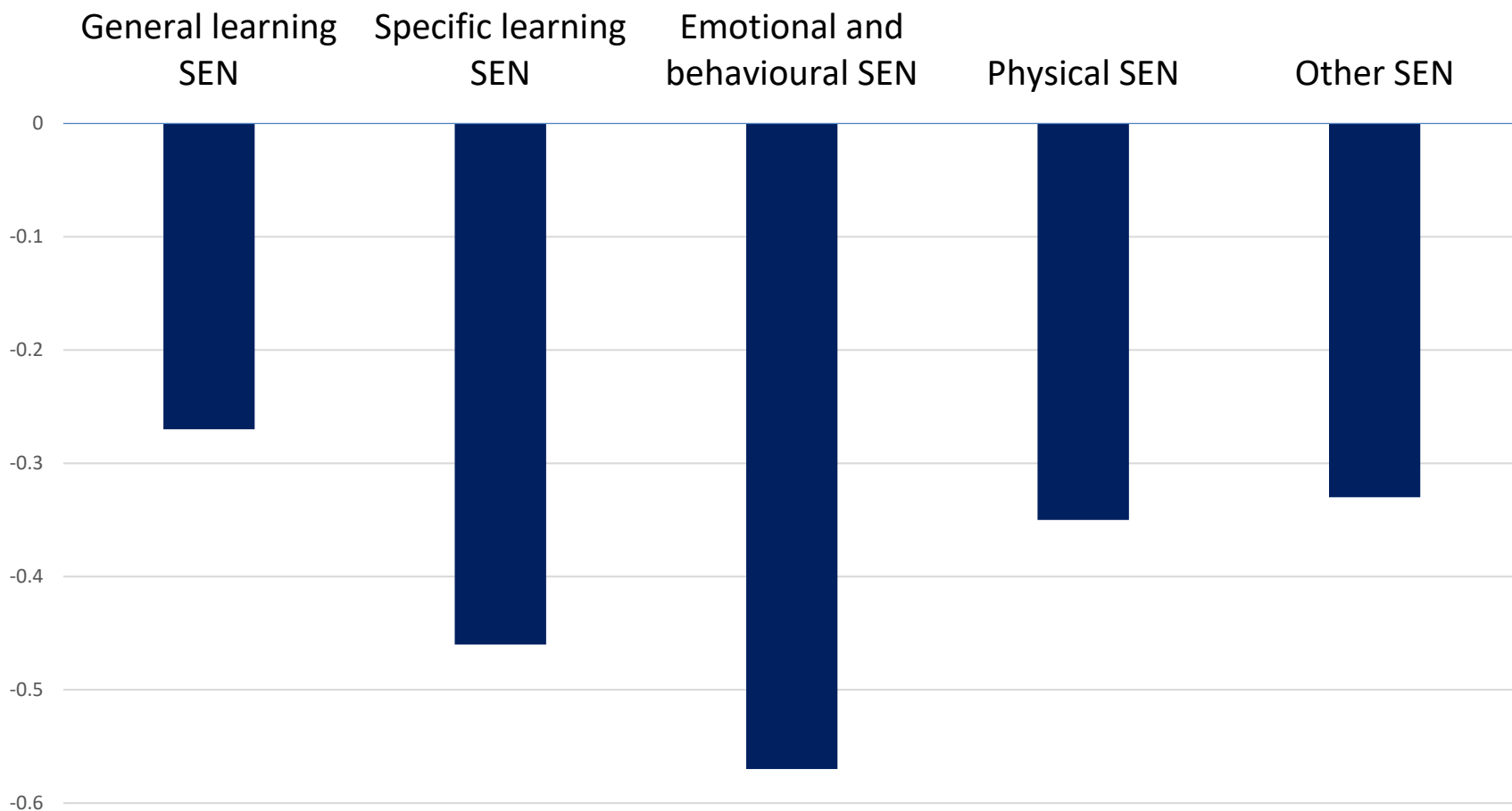
# Junior Cert average score by SEN (reference no SEN at 9)



# Coping levels at 17/18 by SEN type (reference no SEN at 9)



# Life satisfaction at 17/18 by SEN type (reference no SEN at 9)





# Effects of parental expectations on Junior Cert average score

- Students with general learning, specific learning, emotional/behavioural or 'other' SEN make less academic progress between 9 and 17 years, after taking account of socio-economic characteristics and child's self-concept at age 9
- Lower parental expectations are linked to lower Junior Cert average scores after controlling for academic performance at 9
- Having a primary caregiver (PCG) with a chronic illness/disability did not predict Junior Cert average scores, instead depression status of PCG and conflict between child and PCG did
- Parental expectations increase over time, yet they are less likely to increase for students with SEN

# Effects of parental expectations at 9 on socio-emotional outcomes at 17

	Life satisfaction (OLS)	Problem solving coping skills (OLS)	Seeking support coping skills (OLS)	Avoidance coping skills (OLS)	Highest 10 % of the SDQ (Logit)
General learning SEN	-0.026	-0.774*	-0.497	0.631	0.446***
Specific learning SEN	-0.208	-0.907*	-0.540	1.352**	0.346***
Emotional and behavioural SEN	-0.375**	-0.705*	-0.417	0.549	0.643**
Physical SEN	-0.132	-0.011	-0.262	-0.093	0.573**
Other SEN	-0.174	0.070	-0.324	0.692	1.185
PCG expects child to complete leaving cert (reference degree)	-0.012	-0.433	0.082	-0.708**	0.551***
PCG expects child to complete certificate (reference degree)	-0.058	-0.547*	-0.505*	-1.032***	0.706*

\*  $p < 0.05$ ; \*\*  $p < 0.01$  \*\*\*  $0 < 0.001$

These results account for academic achievement, socio-economic characteristics, and self-concept at age 9

# Conclusion

- SEN status (except physical SEN) is linked to lower Junior Cert average scores, after controlling for prior academic achievements and socio-economic characteristics
- The effect of parental educational expectations at age 9 on academic achievements at age 17 is statistically significant after accounting for academic achievement at 9
- Depression status of PCG and conflict between PCG and child also predict lower academic achievements at 17, after controlling for economic vulnerability, lone parent household status, and age of PCG at birth, indicating that family climate matters for academic outcomes
- The effect of both SEN status and parental expectations at 9 on socio-emotional outcomes at 17 is less prominent

# Next steps

- Examine the effect of the interaction between SEN type and parental expectations, potentially at different waves, to better understand if parental expectations are a function of SEN status
- Investigate how parental expectations vary by immigration status
- Account for the effect of additional support in school on educational gains for students with SEN
- Explore the relationship between coping styles and SEN status. This may represent a potential area for intervention.

We welcome your questions, comments and suggestions!