

Building Bridges to the Future: A Case Study on Parental Educational Expectation of Adolescents with Dyslexia

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Abstract. Individuals with dyslexia experience obstacles in the academic learning process, including the transition from high school to college. In the case of children with special need, parents' educational expectations may also be essential to be pointed. This study aims to understand parental educational expectations of adolescents with dyslexia at high school level and to provide the suitable recommendations for college preparation. The research was conducted by case study approach and thematic analysis. The result shows that parental educational expectations toward adolescents with dyslexia can be classified into academic expectations, career expectations, personal development expectations, and parents' personal expectations. Parents' expectations are formed by children psychological well-being, religious beliefs, lack of environmental support, and perceived children's abilities. The supports needed are adequate school programs, counselling with professional, and understanding from the society. Further research can be carried out by considering differences in socioeconomic background and the gender of children in the family.

Keywords: Dyslexia, Parental Expectation, Education, Adolescence.

1 Introduction

Individuals experience development throughout the life span, which refers to the way they grow, adapt, and change over time through the development of their personality, socio-emotional, cognitive, and linguistic aspects [1]. Education is one way to optimize individual development. Various issues around education have been discussed, including learning disorders. The term learning disorder refers to a child's disability in learning which is characterized by significant discrepancies between the estimated intellectual potential and the actual school performance [2].

Dyslexia is the most common type of learning disorder with a percentage of at least 80% out of the total cases for all types of learning disorders [2]. Dyslexia is a learning barrier in individuals that occur from the existence of a limitation in language [3]. Dyslexia occurs in approximately 20% of the total population [4]. The exact prevalence of dyslexia cases in Indonesia remains unknown, but it is estimated that the prevalence rate of cases lies approximately between 3% to 10%.

Diploma-program students with learning disabilities reported various internal challenges when participating in higher education programs, such as difficulty reading, being easily distracted, difficulty changing letters and numbers, as well as problems with short-term memory [5]. Nonetheless, participants were able to find creative ways to assist their learning experience. Based on the study, it is known that individuals with dyslexia have their own challenges and

require creative methods in the academic learning process. Obstacles that may be experienced during the process toward higher education raises the urgency to provide further support for students with dyslexia. Successful transition into university is crucial for individuals wishing to pursue higher education and achieve success in said experience [6]. Students with dyslexia may experience obstacles ranging from taking longer to complete assignments to low self-esteem [7]. Students with dyslexia need to put forth extraordinary effort as well as receive support from parents and teachers in this transition process [8].

Parents' participation plays an important role in a child's education toward creating a platform for communication and discussion to form realistic expectations of the child's future [9]. Parents tend to have higher expectations for the future than children do. However, another study showed that parents of children with dyslexia tend to have lower academic expectations compared to parents of children without dyslexia. Further findings show that parental expectations are correlated with the child's own expectations [10]. If parents have low expectations, they tend to be less involved in the child's career activities and discussions about their career development [11].

Parental expectation as the parents' view of their child's future success [9]. Parental expectation reflects the parents' personal aspirations for the level of success as opposed to their expectation toward the child's potential for future success [9]. Parents' educational expectations can be a predictor of changes in children's academic achievement [12]. Based on past research, there are four dimensions of parental expectations [13], namely personal expectation (compliance, respect, discipline, responsibility, and maturity within the child); academic expectation (the child's academic achievement and performance); career expectation (the child's future career and ambition); as well as parental ambition (expectations based on the parents' past ambition that has yet to be achieved, leading to the passing down of this dream in the form of hopes for the child).

The Covid-19 pandemic in 2019 also serves as the context behind the change in pattern of education for students. A survey conducted by the British Dyslexia Association on 7 March to 3 April 2021 showed that during the Covid-19 pandemic, students with dyslexia reported difficulties in comprehending learning outcomes, received less support, and felt far left behind during the learning process or was unable to participate in learning at all. As many as 80% of parents stated that the pandemic lockdown increased their awareness of the difficulties their children face in learning [14]. The present study aims to understand the illustration of parental expectations toward the education of adolescents with dyslexia at the high school level in preparing higher education. This research is expected to bring benefits in providing an overview of parental expectation toward the education of adolescents with dyslexia alongside the support needed in preparing for higher education.

2 Methods

The research was carried out using a qualitative approach with the case study method. Selection of participants was done through a purposive sampling method. This study involved two families which consist of fathers, mothers, and adolescent children at the high school level who had previously been diagnosed with dyslexia by a professional. Within this research, the transition process to higher education is seen as the entire class level in the high school level as students with dyslexia require intensive preparation through research and discussion for no less than a year before choosing to continue to higher education [8]. The research was carried out

with permission from the Ethical Committee of the Faculty of Psychology, Universitas Gadjah Mada, accompanied by an informed consent from each participant.

Semi-structured interviews with the child and parent participants were carried out separately by considering data confidentiality. Interview questions were arranged by considering the definition of parental expectations according to Sasikala and Karunidhi (2011) and were complemented by the use of visual methods through photo elicitation techniques using photos or pictures to evoke verbal discussions for more in-depth responses. Observations were carried out using a narrative approach with running records by recording spontaneous evidence of behavior when it occurs according to actual circumstances [15].

Collected data for this study was analyzed using the thematic analysis method to determine the main themes based on the meaning of the answers given by participants. The data analysis process was carried out using NVivo 12 for Windows 1.7 software. The credibility of this research was maintained through the interview transcripts or verbatim, recording of behavioral observation results, as well as data triangulation.

3 Results and Discussions

Data collection was carried out from October to November 2022. Offline interviews were carried out for approximately eight days. Meanwhile, online interviews were conducted in one day at several different time periods. Table 1 displays the identities of research respondents in family A, whereas table 2 displays the identities of research respondents in family B. The identities of each respondent have been disguised to maintain data confidentiality.

Table 1. Identity of Family Respondent A

Information	First Family		
	Father	Mother	Child
Name	Sakti	Ranti	Lisa
Age	52 years old	48 years old	15 years old
Occupation	Private sector worker	Homemaker	Student
Gender	Male	Female	Female

Table 2. Identity of Family Respondent B

Information	Second Family			
	Father	Mother	Child 1	Child 2
Name	Mardi	Ani	Nugi	Ardan
Age	49 years old	48 years old	18 years old	16 years old
Occupation	Private sector worker	Homemaker	Student	Student
Gender	Male	Female	Male	Male

From the data analysis, two main sections of the study have been identified. Table 3 displays three themes with each sub-theme on the condition of the child's dyslexia.

3.1 Condition of Child's Dyslexia

Table 3 Themes and Sub-themes on the Condition of the Child's Dyslexia

No.	Theme	Sub-theme
1.	Condition Dynamics	Personal barriers
		Personal power
		Barriers in access to treatment
		Child's health problems
		Challenges during the pandemic
2.	Ways to Overcome Obstacles	Professional assistance
		Discussions with the child
		Implementation of challenges
		Increase of parents' knowledge
		Educational adjustments
3.	Social Environment's Role	Reflection on personal experience
		Role of educators
		Role of parents' community

Condition Dynamics

Personal barriers

The characteristics of dyslexia manifests in different forms according to each condition throughout the individual's development [16]. Lisa experiences social anxiety during activities that involve interacting with other people rooted from her previous, discomfiting experiences. Lisa's fear of presentations is similar to previous research that shows the trauma of adult individuals with dyslexia due to the humiliation they experienced when asked to read aloud in public [17].

Nugi has severe dyslexia with comorbid dyscalculia and dyspraxia. Dyslexic conditions are often comorbid with issues regarding one's motor coordination [18]. Nugi also tend to be less able to grasp the implied meaning of certain expressions. Limitations may arise in the form of difficulties understanding the sounds and meanings of words [16]. Individuals with learning barriers may experience limitations in understanding vocabulary [19]. Ardan has comorbid ADHD with difficulty in concentrating and excessive energy that must be balanced with regular physical activity. Dyslexia with comorbid ADHD would lead to a tendency of limited attention span for children, inducing difficulties in concentrating at certain times [20].

Personal power

Individuals with dyslexia possess creativity that encourages the ability to elaborate planning, design, architecture, buildings, films, and so forth [21]. This is in line with the findings of artistic talents within Lisa and Nugi. Meanwhile, Ardan possesses a twice-exceptional condition where he experiences both barriers and gifts to the learning process. Individuals with this condition display specific talents, higher intellectual abilities, high vocabulary, comprehension of abstract concepts and ideas, creativity, and atypical imagination [22].

Barriers in access to treatment

Both families experience barriers in accessing dyslexia treatments, including the limited information available on social media, difficulties accessing psychologists' schedules, and

difficulties finding schools in line with the children's educational needs. There exist several problems surrounding dyslexia treatments in Indonesia, such as the limited number of trained experts, limited formal treatment guidelines, limited early detection, and limited knowledge related to dyslexia that is supported by empirical evidence based on research [23].

Child's health problems

Children ever experienced fever due to the child's inability to understand lessons. In both families, mental health problems inducing stress, emotional problems, and even school-related trauma were found within the child. Personality characteristics in individuals with dyslexia can be caused by trauma which impacts said individual's quality of life [24]. Individuals with dyslexia tend to experience high levels of anxiety and stress. In difficult-to-control situations, individuals exhibit panicked reactions [3]. Children may bring about feelings of insecurity toward the surrounding environment and attempt to avoid school [17].

Challenges during the pandemic

Children with dyslexia require continuous and systematic treatments. However, the pandemic made it difficult to adapt to online learning processes. Children with dyslexia reported challenges in socializing with others and emotional stability due to the pandemic. Children are prone to experiencing increased emotional and psychological pressure as a result of social restrictions, lack of support from specialists, as well as isolation during the pandemic [25]

Ways to Overcome Obstacles

Professional assistance

Children with dyslexia can procure developmental opportunities through interventions from therapists, educators, nurses, and parents [23]. Respondents require professional assistance in the form of physical examinations, interest and aptitude tests, consultations with doctors or psychologists, monitorings of the child's development, therapies, and bridgings of communication between the parent and child. Professional counseling may decrease the score of barrier components due to dyslexia in children [24].

Discussions with the child

Parents make an effort to overcome challenges through discussion activities with their child. Discussion activities is a form of reciprocal socialization, a two-way communication process between the parent and the child [26].

Implementation of challenges

Parents also seek to overcome obstacles through challenges conforming to the child's ability to accustom them in applying the knowledge they acquired during daily activities, particularly to prepare the child's transition toward higher education. Adults around children with dyslexia can help in developing their abilities by providing challenges [17].

Increase of parents' knowledge

Parents learn and increase their knowledge by actively seeking information from reference books, workshops, and communities of fellow parents. Increasing parental knowledge can be done through training programs or gatherings of dyslexia associations to obtain information and support [23]. Efforts to increase knowledge can support parental roles in the form of scaffolding for children to promote the success of the transition process toward higher education [26].

Educational Adjustments

The use of learning methods identical to those used by the general population tend to be ineffective [27]. During the preparation for higher education, parents strive to enrol their children in courses that can support their education.

Reflection on personal experience

Parents try to reflect on their experiences based on their children's siblings with similar conditions. Children born into families with a history of dyslexia retain higher prevalence risks to experience similar conditions [16]. Obstacles in children are at times also experienced by parents or siblings [17].

Social Environment's Role

Role of educators

Respondents were aided with the educators' role in assisting their children's education. Educators are included in the microsystem component of children's development, which is the circle closest to the individual that interacts with and directly influences their development [26]. Teachers act as a scaffolding. When children start being competent of developing their responsibility and abilities in certain tasks, teachers will reduce the assistance provided [1].

Role of friend circle

The friendship environment plays a role in the development of adolescents with dyslexia, both academically and emotionally. Children with dyslexia can be helped through the support given by their peers, particularly in activities involving reading and writing [28]. Within this research, support given by the friend circle can make children feel helped in overcoming difficulties.

Role of parents' community

Both families received assistance from fellow parents with similar conditions through the exchange of information. The parents' community is considered a component of the exosystem [26]. Within the exosystem, children as individuals are not directly involved in the parents' community. However, interactions among parents that are involved in said community may influence the way, attitude, and decisions they make toward their children.

3.2 Parental Expectations

Table 4 displays the findings of themes and sub-themes in the discussion of parental expectations.

Table 4 Themes and Sub-themes on Parental Expectations

No.	Theme	Sub-theme
1.	Educational Expectations	Academic expectations
		Career expectations
		Personal development expectations
		Parents' personal hopes
2.	Background of Educational Expectations	Child's psychological well-being
		Religious beliefs
		Lack of support from environment
		View of the child's abilities
3.	Need for Support	School programs
		Professional consultations
		Understanding from the environment

Educational Expectations

Academic expectations

Academic expectation is parents' perspective toward their children's prospective academic education. Parents are not oriented to their child's grades or ranks and, instead, wishes for them to study more. Interview results show that parents want their children to be able to continue their studies up to the university level based on their interests.

These findings tend to differ from previous research which revealed that parents of children with learning or intellectual barriers generally do not harbor expectations for their child to continue their studies to the diploma level or more [29]. However, there exists a similarity which shows that parental expectations toward education is impacted by the child's actual academic performance [29]. Parents still desire for their children to continue studying in higher education institutes, but these expectations are tailored to the interests and competence of each child.

Career expectations

Career expectation is the parents' view of their child's prospective careers. It is found that parents put more emphasis on careers that match the interest or talents of their children and to work professionally in any career. There are findings that reveal parents' desire for their children to work professionally in any career from the obtained interview results.

"...you want to be a singer, a painter, it's not a problem, but sing professionally, paint professionally..." (W1.K2.SOI.AK.1394-1398).

Nevertheless, parents still believe that their children can reach certain career levels following the necessary effort to achieve their desired careers [30].

Personal development expectations

Expectations on personal development is a finding which unveiled parents' perspective on their child's personal development. Parents highlight the child's ability to live independently. This finding is in line with previous research that parents' expectations, behavior, and trust can facilitate children's independence, thereby influencing their learning outcomes [31]. Another research also showed how parents' expectations may induce a higher level of independence and

is related to children's abilities in university, both in academics and adaptability [31]. Another study revealed that parents place more importance on their child's ability to engage in activities they desire to do in the future as opposed to their ability to study [32].

Parents' personal expectations

Parents' personal expectations is a finding pertaining to expectations that arise from the parents' personal wishes. Respondents wish for their children to reside abroad as they feel their children will be more respected. Parents' personal hopes originate from various complex factors, such as parents' occupational situation, perceptions of decent work, and realistic estimations of their children's abilities [33]. In this study, based on parents' experience, they are valued more when living abroad.

Background of Educational Expectations

Child's psychological well-being

Parents want their children to be happy in the future and no longer experience trauma. This finding is in line with previous study on a few senior high school students with mental health problems that parents don't hold great expectations for their children as they realize that excessively high expectations may develop into excessive pressure [34].

Religious beliefs

Both families believe that each child is born with abilities that have been gifted by God. Religion and beliefs oftentimes hold an essential role in the provision of support and emotional health for parents of children with special needs [35]. The role of religion as a coping strategy has also been found within research on the comparison between conditions of dyslexia in Indonesia and Germany. Coping strategies with an approach on religiosity is more often done in Indonesia as a result of the social and educational components which emphasizes religion-based approaches. Individuals from collectivistic cultures tend to seek external support, such as emotional support from God [36].

Lack of support from environment

Parent respondents expressed that university programs with supportive environments that match their children's needs are still arduous to find. Indonesian citizens lack sufficient knowledge on individuals with dyslexia [37]. Conditions of dyslexia in Indonesia still receives little attention.

View on the child's abilities

Parents hold different expectations between children due to their difference in characteristics. Moreover, parents also do not impose on their will if not in accordance with their capabilities. Parents' views on their children's potential are based on their understanding of each child's interests and competence [10]. This finding is also in line with results of previous research that unveiled how the child's academic achievement is correlated positively with parental expectations [10]

Need for Support

School programs

Interview results show that parents wish for the school to provide support that can assist their children to the right university major.

“Yes, support from the school’ guidance, and he can determine where I want to and should study...” (W1.K1.SOA. SW.284-285).

Assistance is classified into five stages with different forms of support that can be given in accordance with the child’s condition on each stage [38]. The first stage is the provision of support by teachers in the form of additional lessons or repetition of materials. Followed by the second stage in the form of providing counseling services in school to better understand the strengths and weaknesses of students. The third stage is in the form of individual and group assistance involving more detailed procedures for the students’ conditions. On the fourth stage, schools work in conjunction with professionals from institutions with experience in assisting learning difficulties. On the fifth stage, schools can design programs according to the students’ individual needs with assistance from professionals [39].

Professional consultations

Parents require the role of a professional to consult about the constraints of and appropriate treatment for their children. In addition, results of the interview show that the role of a psychologist is needed to bridge communication with the child on certain difficulties that are not wholly understood by the parents.

“...that’s why I said to the psychologist that I really genuinely need a psychologist to be the bridge for me to communicate with my child...” (W1.K2.SOI.AK.1701-1702).

Effective intervention by involving professionals in career counseling can be focused on trainings to strengthen an individual’s abilities and minimize the effects of barriers they experience [30]. Career counseling may also facilitate the improvement of the child’s skills and awareness on future careers [30].

Understanding from the society

When undergoing their studies, parents hope their children will be able to access assistance, such as a special room during exams, the need for support in receiving learning facilities outside the classroom setting, or activities outside the classroom.

Individuals with dyslexia in universities require additional time to complete exams and academic tasks, possess low levels of self-confidence, and lack support from their surrounding environment. Higher education institutions require collaborative efforts with various parties, including other education providers [7].

4 Conclusion

The finding is illustrated in the bridge to the future concept as seen in Figure 1.

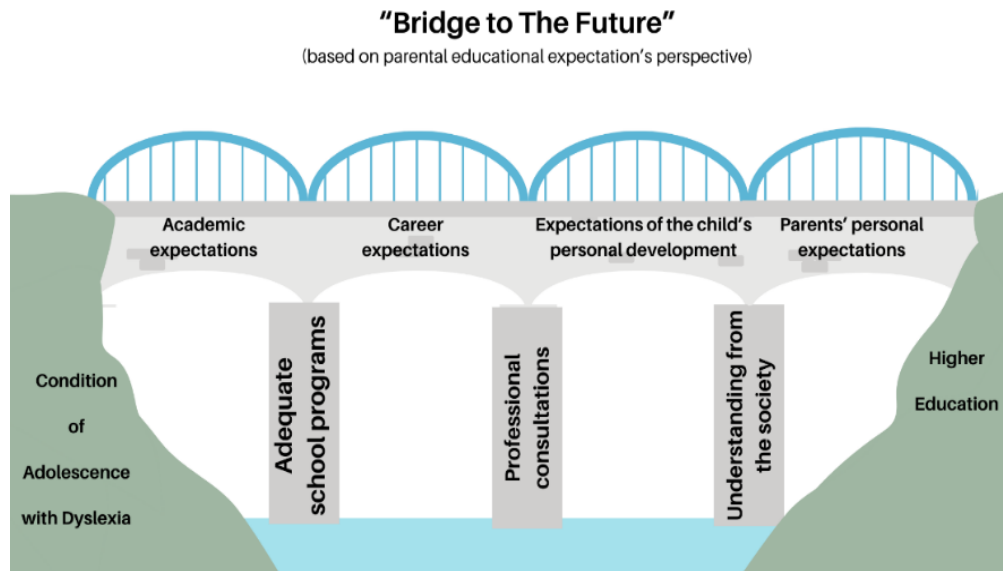


Fig. 1. Summary of Research Results in a 'Bridge to the Future' concept

The concept is founded on the research purpose of better understanding the need for support by adolescents with dyslexia in the transition period toward higher education based on the perspective of parents' expectations. A visualization of the research results is expected to fulfil practical objectives as an effort to increase awareness on the need for educational support among adolescents with dyslexia in preparing for the post-high school transition period.

Results of the study is hoped to contribute to the development of research within the educational field of children with dyslexia through dissemination toward parents, educators, related communities, local policy makers, or the general public in raising awareness and understanding for conditions of dyslexia. Parents of adolescents with dyslexia can reinforce connections with fellow parents to foster healthy social support in preparing their children for higher education. Social support is also needed by adolescents with dyslexia to receive more optimal assistance in preparing for higher education. Furthermore, educational institutions can further develop supporting activities outside of academic work to facilitate the transition period of children toward higher education.

Findings on parents' expectations of adolescents with dyslexia may also complement the scientific field and act as a basis for future research in optimizing education in Indonesia. The current research results still contain limitations as case studies only partially reveal the initial illustration on parents' expectations of the education of adolescents with dyslexia with no regard to other possible influencing factors. Further research can be carried out in a wider scale with considerations on the possible role of family socio-economic background. Additionally, future research can also explore parents' expectations of their children's education based on gender differences.

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