

PARENTAL EXPECTATION AND ACADEMIC ACHIEVEMENT TOWARDS EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN THE DISTRICT OF MALDA IN WEST BENGAL

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Abstract: The present study was conducted to examine parental expectations and academic achievement in relation to the education of children with special needs. Parental expectations refer to parents' aspirations regarding their children's educational outcomes, while academic achievement indicates the extent to which students attain their learning goals. Children with special needs require additional support for their overall development. The study aimed to examine the parental expectations of male and female parents and to assess the academic achievement of male and female children with special needs. The descriptive survey method was employed. The population comprised children with special needs in the Malda District of West Bengal. A sample of thirty children, including physically and visually impaired students, was selected using purposive sampling. Data were collected through interview schedules prepared and standardized by the researchers. The data were analyzed to examine differences in parental expectations and academic achievement based on gender. The findings revealed no significant difference in parental expectations between male and female parents and no significant difference in academic achievement between male and female children with special needs. Overall, the study indicates the absence of gender-based disparities in both variables.

Keywords: Parental Expectation, Academic Achievement, Children with Special Needs.

I. INTRODUCTION

A child's full development of identity is largely achieved through education, which enables an individual to realize their potential, transform positively, and understand themselves. Education equips people to face life's challenges with balance and fosters enlightenment, as highlighted by the Indian philosopher Jiddu Krishnamurthy, who emphasized that true education is the understanding of oneself. It also instills high values and raises awareness of equal educational rights, promoting personal and professional growth. Parental academic expectations are a crucial factor influencing children's educational outcomes, as high expectations motivate students to perform better academically (Alexander, Entwisle, Blyth, & McAdoo). These expectations represent parents' beliefs and demands regarding their children's future achievements. Academic achievement can be defined in various ways, including ability, talent, proficiency, grades, marks, GPA, and overall performance. It reflects learning proficiency, expertise, and the application of skills in specific subjects or overall academics. Academic achievement also encompasses a student's confidence in their own abilities and self-efficacy (Dweck & Elliott, 1983; Bandura, 1997). Parental expectations, therefore, play a significant role in shaping motivation and enhancing learning outcomes. Education and parental support together provide a foundation for holistic development, success, and the cultivation of lifelong values.

II. REVIEW OF RELATED STUDIES

The review of related literature is a crucial part of research, involving the systematic identification, evaluation, and analysis of documents relevant to the research problem. Familiarity with previous studies helps in interpreting findings, supporting or challenging conclusions, and providing insights for future research. The existing literature has been carefully examined to present a clear understanding of the context and rationale for the present study.

Davis & Pamela (2004): Explored how socioeconomic status, particularly parents' education and income, indirectly affects children's academic achievement through parental beliefs and behaviours in a sample of 868 children. Found that parental beliefs mediate the impact of socioeconomic factors, with variations across racial groups. The study underscores the complex interplay of socioeconomic background and parental attitudes in shaping children's academic outcomes.

Kumar & Jadaun (2018): Investigated the role of parental expectations and academic stress on academic achievement of 200 BBA students. Found a significant relationship between parental expectations and academic stress, but no significant impact on academic achievement. This suggests that while expectations may affect students' stress levels, they do not automatically translate into improved academic performance.

Jigyel, K., Miller, J., Mavropoulou, S., & Berman, J. (2021). A study conducted on "Expectations of Parents of Children with Disabilities in Bhutan Inclusive Schools. The objective of the study was to investigate parents' expectations regarding the inclusion of their children with disabilities in schools. The sample consisted of 26 parents (13 fathers and 13 mothers). A qualitative method was adopted, and data were collected through interviews and analyzed using thematic analysis. The findings revealed that parents expected trained teachers, improved school facilities, and better social and independent outcomes for their children.

Mhaidat, F. A., & Mo'een, A. O. (2021). Title of the study on "Parental Expectations and their Relationship with Academic Engagement and Academic Achievement among Hashemite University Students". The study aimed to examine the relationship between parental expectations, academic engagement, and academic achievement. The sample included 656 university students. A quantitative method was used, and data were analyzed using Pearson's correlation along with mean and standard deviation. The findings indicated a positive correlation between parental expectations, academic engagement, and academic achievement.

Tatlah, I. (2019). Studied "Parental Expectations and Its Impact on Academic Achievement of Students Mediated by Academic Self-Concept at Secondary Level. The objective was to examine the impact of parental expectations on students' academic achievement, mediated by academic self-concept. The study included 400 students and 80 parents. A mixed-method approach was used, combining quantitative (regression analysis) and qualitative (thematic analysis) methods. The findings showed that parental expectations significantly predict academic achievement, with academic self-concept acting as a mediator.

III. RATIONALE OF THE STUDY

An appropriate environment helps in the holistic development of children. Therefore, in the age of science and technology, a suitable environment is being created for children with special needs to bring them back into the mainstream of society. At present, they are also becoming experts in various fields in tandem with the general students. However, the high expectations of parents affect their academic achievement. So, the researchers will do this research to determine what parents need to expect from all these children so that they can achieve academic achievement. Research is more important in this regard.

IV. OPERATIONAL DEFINITION OF IMPORTANT TERMS

4.1 PARENTAL EXPECTATION

In this study, the term "parental expectations" has been defined in various ways. Parental expectations are based on an assessment of the child's academic and physical capabilities and the available resources for supporting a given level of achievement. Researchers have asked about students' perceptions of parental expectations. Parental expectations can be contrasted with parental aspiration, which typically refers to desires, wishes, and goals that parents have regarding their children's future attainment.

4.2 ACADEMIC ACHIEVEMENT

In this study, the researchers will mention that academic achievement is the extent to which a student or institution has achieved either short-term or long-term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates. Examples of academic achievements are scholarships, honour roll inclusion for high grades, and awards won for specific activities or subjects, such as perfect attendance awards.

4.3 CHILDREN WITH SPECIAL NEEDS

In this study, the researchers will mention that the children with special needs are young people who have been assigned special attention and specific needs that other children do not have. The state may declare this status to provide benefits and assistance for the welfare and growth of the child. Special needs can also be a legal term, especially in the adoption and foster care communities, where children and parents receive assistance to help them both lead productive lives.

V. OBJECTIVES OF THE STUDY

The present study is guided by the following objectives:

- i. To examine the parental expectation of male and female parents of children with special needs.
- ii. To assess the academic achievement of male and female children with special needs.

VI. HYPOTHESIS OF THE STUDY

Based on the above objectives, the following null hypotheses were formulated:

- i. **H₀₁**: There is no significant difference in parental expectation between male and female parents of children with special needs.
- ii. **H₀₂**: There is no significant difference in academic achievement between male and female children with special needs.

VII. DELIMITATION OF THE STUDY

The present study is delimited to the following areas:

- i. The district of Malda in West Bengal was considered for the present study.
- ii. In this study, data were collected from visually impaired and physically handicapped students only.
- iii. Students of class XI were considered for the present study.

VIII. METHODOLOGY OF THE STUDY**a. METHODOLOGY**

The Descriptive Survey Method of educational research was followed for the present study.

b. VARIABLES OF THE STUDY

The study includes two primary variables, namely parental expectation and academic achievement of children with special needs. Gender is treated as a categorical variable in two forms: male and female parents in relation to parental expectation, and male and female children with special needs in relation to academic achievement.

c. POPULATION AND SAMPLE

The population consists of all children with special needs in Malda district in West Bengal.

Here parents of thirty children with special needs were taken as samples for the present study. The purposive random sampling technique was followed to select the sample of the present study

The total marks obtained by the selected 30 students in their 10th class final examination conducted by W.B.B.S.E. were considered as academic achievement for the present study.

d. TOOLS OF THE STUDY

The data for the present study were collected using an interview schedule specifically designed to assess parental expectations towards children with special needs. This tool enabled the researchers to gather in-depth and structured information directly from parents regarding their perceptions and expectations. The interview schedule was carefully developed and standardized by the present researchers to ensure its suitability, consistency, and reliability within the context of the study.

IX. ANALYSIS AND INTERPRETATION

In this study, the data were analyzed to examine the differences in parental expectations between male and female parents and the differences in academic achievement between male and female children with special needs.

9.1. Analysis of Data Pertaining to Objective 1

Objective 1: To examine the parental expectation of male and female parents of children with special needs.

Hypothesis 1 H₀₁: There is no significant difference in parental expectation between male and female parents of children with special needs.

Table-1: Comparison of Parental Expectations between Male and Female Parents of Children with Special Needs								
Gender	N	Mean	SD	SED	df	t-value	p-value	Interpretation
Male Parents	14	4.25	0.45	0.17	28	0.88	0.38	Not significant
Female Parents	16	4.1	0.5					

Interpretation:

The analysis reveals that the parental expectations of male parents (M = 4.25, SD = 0.45) are slightly higher than those of female parents (M = 4.10, SD = 0.50). However, this difference is not statistically significant (t = 0.88, p > 0.05). This indicates that both male and female parents maintain a fairly similar level of expectations for children with special needs. Hence, no significant gender difference is observed in parental expectations.

9.2. Analysis of Data Pertaining to Objective 2

Objective 2: To assess the academic achievement of male and female children with special needs.

Hypothesis 2 H₀: There is no significant difference in academic achievement between male and female children with special needs.

Table-2: Comparison of Academic Achievement between Male and Female Children with Special Needs								
Gender	N	Mean	SD	SED	df	t-value	p-value	Interpretation
Male	13	78.5	8.2	2.72	28	0.55	0.59	Not significant
Female	17	77	7.5					

Interpretation:

The analysis reveals that male children (M = 78.5, SD = 8.2) have slightly higher academic achievement scores than female children (M = 77.0, SD = 7.5). However, the independent samples t-test indicates that this difference is not statistically significant (t = 0.55, p > 0.05). This suggests that academic achievement among children with special needs is similar across genders, indicating no significant gender-based difference in academic performance.

X. MAJOR FINDINGS OF THE STUDY

The findings of the study indicate that there is no significant difference in parental expectations between male and female parents of children with special needs, as both groups demonstrate a similar level of expectations. Similarly, the academic achievement of male and female children with special needs does not differ significantly, suggesting that gender does not play a determining role in their academic performance. Overall, the results reflect a sense of equality and absence of gender-based disparity in both parental expectations and academic achievement among children with special needs.

XI. EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings offer important implications for inclusive education:

- i. The findings support the promotion of gender equality in inclusive education for children with special needs.
- ii. Schools should encourage equal participation of both male and female parents in their children’s education.
- iii. Teachers should adopt inclusive and equitable classroom practices for all learners irrespective of gender.
- iv. Educational policies should ensure equal opportunities for children with special needs without gender bias.
- v. Guidance and counseling services should be strengthened to support both parents and children effectively.

**XII. CONCLUSION OF THE STUDY**

The study concludes that there is no significant difference in parental expectations between male and female parents of children with special needs, as both groups exhibit a similar level of expectations. Similarly, the academic achievement of male and female children with special needs does not differ significantly. Therefore, gender does not play a determining role in influencing either parental expectations or academic performance. Overall, the findings reflect an equitable educational environment, indicating the absence of gender-based disparity among children with special needs.

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