

Impact of parents' age and education factors on home learning environment

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Progress in International Reading Literacy Study (PIRLS)

Hold among the 4th graders every 5 years

Goal:

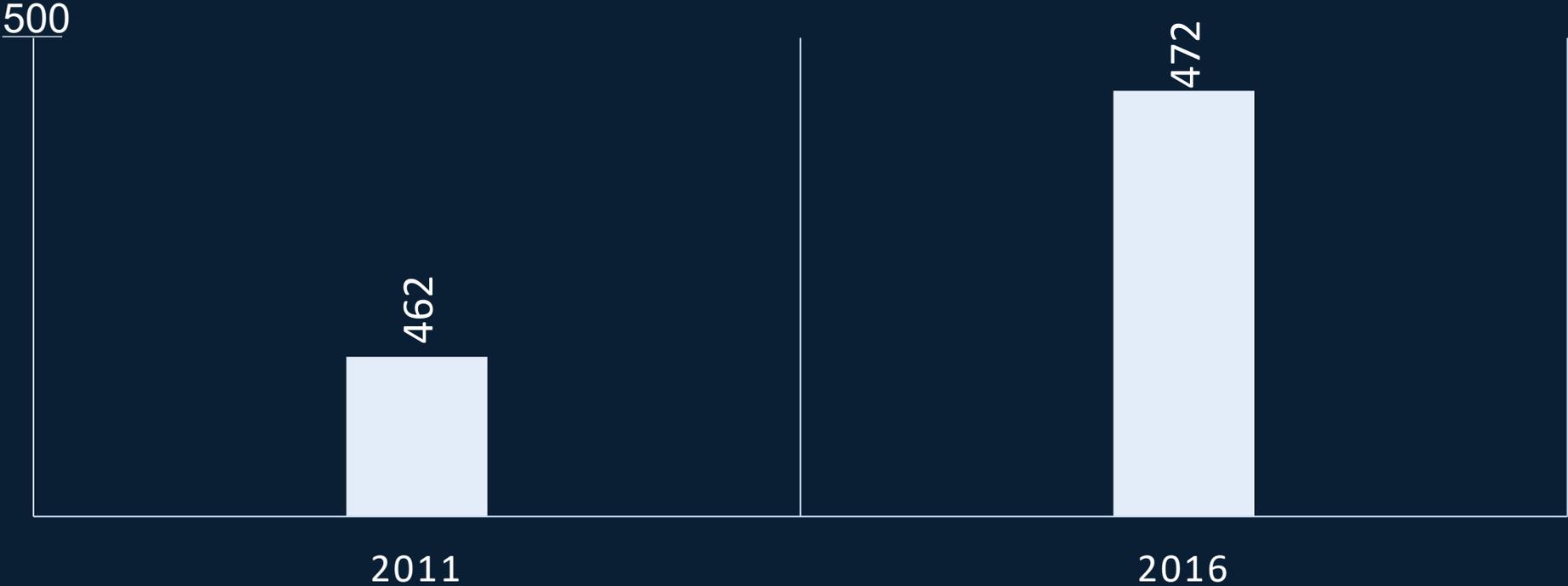
- Reading for literary experience;
- Reading to acquire and use information.

Factors impacting on reading comprehension:

- Home learning environment
- School resources for teaching
- School climate
- Teacher preparation
- Classroom instruction (Mullis et al, 2012)

Problem identification

PIRLS RESULTS OF AZERBAIJANI STUDENTS



What is reading comprehension and why it is important

- Reading comprehension is a complex set of skill important not only for academic achievements, but as well as for the whole life. (Glover, 2017)
- Primary goal of RC is students' reading ability, but it is also active process where thoughtful interaction happens between the reader and the text (Glover, 2017).
- Enhancement of cognitive skills, such as decoding, vocabulary enrichment, syntax and etc, besides metacognitive skills - thinking, problem-solving, analytical, self-assessing, self-correction, adjusting the reading activity to the goals of reading and other relevant skills. (Blanch et al., 2012)
- Ability to find connection between new information and readers' old experience or knowledge (Reutzela et al., 2005).
- Focus on and retrieve explicitly stated information; make straightforward inferences; interpret and integrate ideas and information; examine and evaluated content, language, and textual elements (Mullis et al., 2011 p. 40)

Impact of home learning environment on reading comprehension

There is strong positive relation between **Home Learning Environment** (HLE), including number of books, number of a child book as well as parents' education background, occupation and a student's reading comprehension (Mullis et al., 2012).

- Joint parent-child activities: storybook reading, letter-based activities, singing and playing language games (Steensal, 2006).
- Frequency of reading with child, number of picture books in the home, frequency with which child asks to be read to, frequency of trips to the library with child, frequency with which child looks at books by self, duration per day of caregiver reading by self, care-giver enjoyment of reading by self, read aloud at home to the child are HLE variables having positive relation on RC (Payne et al., 1994, Porter, 1998; Griffin & Morrison, 1997).

Research Design

- The aim - to identify the relation between parents' age, education background and home learning environment.
- The quantitative method of research was used and research questions were to explore HLE culture, understanding of R and RC issues in small sample of Azerbaijani families.

Hypothesis

There is positive relation among HLE and parents' education background and age.

Sample size

Participants:

- 219 parents (185 women and 33 men) of the 4th graders selected randomly.
- 9 regions and 20 villages - Quba, Khachmaz, Jalilabad, Bilesuvar, Masalli, Sabirabad, Shamkir, Agcabedi and Goranboy.
- To have balanced number in each group, 2 groups with similar education and age groups were established:
 - 109 people were 20-33 years old and 110 people were 34-61 years old (M = 34.21, SD = 5,73 Mdn = 33) .
 - 81 respondents had university or college education
 - 137 people were with secondary education background.

Instrumentation and data analysis

Questionnaire: The survey consists of 14 **close-ended questions, divided into 3 blocks**

- **1st block** - Parents' education background and family size (age, education background, size of the family)
- **2nd block** - Learning environment at home (number of books, who reads a book for a child and how often, selection of a book)
- **3rd block** - Parents' understanding the concept of reading comprehension (reading and reading comprehension perception, reading strategies, who plays key role in RC – a parent or a teacher or both)

Results: Age and culture of reading

- The majority of parents regardless the age, indicated that they have 3-10 books at home.
- The parents aged 20-33 showed that they read 3-5 days a week (29%)
- The most of the parents aged 34-61 read a book to their child once a week or every day.
- Due to the reading frequency the most of the both 20-33 and 34-61 aged parents indicated that they read 25-30 minutes a day.
- There is no relation between parents' age and variables such as number of books, frequency book reading by a child and time spent on reading to a child. ($p > 0,05$)

Education and culture of reading

- **Regardless their education background, indicated that they have 3-10 books at home.**
- **The parents with University and college education background highlighted that they read to their children one day a week (27.3%)**
- **The parents with secondary school education background, indicated that they read to their children every day (27.7 %).**
- **Due to the variable – time spent on reading, the most of the parents with the education background spend 25-30 minutes a day (36,8 % və 38,2%).**
- **There is not relation of parents' education background and number of books at home frequency of book reading to a child and time spent on reading to a child (**

Age and education background and HLE variables

- **It was identified that there are not relations between the age and education background of the parents and HLE variables.**
 - **There is a statistical significance between parents age and reasons of lack of interest in reading a book by a child.**
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- **The parents of all the ages showed the main reason lack of interest of the child in reading a book, while as the second reason, young parents indicated lack of books at home, but relatively older parents highlighted much homework as one of the reasons.**

Limitations

- Time constraints - the survey was conducted only in the public schools from 9 regions where we had easy access to.
- Small sampling can reflect not real HLE in the families.
- Self-reported by the respondents/parents, it is expected that some responses are not sincere.
- One of the reasons of insincere responses can be incorrect interpretation or comprehension of the questions by the respondents.

Conclusion

- It was initial study, and the purpose was to understand Home Learning Environment, one of the factors impacting on reading comprehension skills.
- Two variables related to parents were taken to measure HLE.
- The survey showed that there is no relation between parents' age and education background and HLE indicators.
- There was a statistical significance only in the relation between parents' age and lack of interest in book reading by a child.
- More older parents indicated that the less interest in book reading is more homework rather than younger parents who highlighted that the main reason is a smaller number of books at home.
- All the age groups and the groups with different educational background parents had the similar results in other variables.

Further research design - professional background of parents, SES of the families and other relevant factors in further studies to measure the impact on reading comprehension skills of a student.

Thank you!