



EARLY GRADE READING STUDY

# Family influences on early grade reading

Linda Zuze

17 August 2017



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Overview

---

- Overview
- Description of parents
- Parental influences on early grade reading
- Workshop attendance
- Attendance and support for reading
- Conclusion

# Overview

---

- South Africa's poor reading outcomes
- Strategies to address the problem
- EGRS in the North West
- Parental questionnaire
- Training workshops for parents



# Description of parents

- Household characteristics very similar across the sample
  - Parents and grandparents
  - Main care giver
  - Few books at home
  - 70% less than grade 12 (64% urban; 74% rural)
  - 26% no books at home (23% urban; 28% rural)
  - 50% one to five books at home

# Description of parents

	Control	Training	Coaching	Parents
<b>Main care giver</b>				
Yes	96%	95%	97%	95%
<b>Learner relationship to head</b>				
Parent	67%	72%	73%	69%
Grandparent	21%	19%	18%	17%
<b>Age of main care giver</b>				
Mean	39	40	40	39
Median	36	37	37	37
<b>No. of books in the home</b>				
no books	27%	27%	23%	26%
1 to 5 books	48%	51%	52%	55%
6 to 10 books	14%	12%	15%	11%

Households in the control and intervention groups very similar.

Parents and grandparents were the main care giver.

Age of care giver and number of books at home within a similar range.



# Parents and early grade reading

Days/week play lang. games	Wave 2			Wave 3		
	Urban	Rural	Total	Urban	Rural	Total
Never	4%	8%	6%	5%	8%	7%
1 day	4%	7%	6%	6%	6%	6%
2 to 3 days	8%	10%	9%	12%	13%	13%
4 to 5 days	33%	26%	29%	33%	28%	30%
Every day	24%	21%	22%	22%	20%	20%
Total	100%	100%	100%	100%	100%	100%

One fifth of caregivers played language games with their children every day.

A quarter read to their children every day...

Similar patterns across waves.

Difference in urban and rural areas.

Read to Child	Wave 2			Wave 3		
	Urban	Rural	Total	Urban	Rural	Total
Never	4%	9%	8%	5%	8%	7%
<once a month	4%	7%	6%	6%	6%	6%
Once/twice a	8%	10%	10%	12%	13%	12%
Once/twice a week	32%	26%	28%	33%	28%	30%
3/4 times a week	24%	20%	22%	22%	20%	20%
Every day	27%	28%	27%	22%	25%	24%
Total	100%	100%	100%	100%	100%	100%

# Parents and early grade reading

Check Homework	Wave 2			Wave 3		
	Urban	Rural	Total	Urban	Rural	Total
Never	4%	7%	6%	4%	6%	6%
<once a month	1%	4%	3%	3%	5%	4%
Once/twice a month	4%	4%	4%	6%	8%	7%
Once/twice a week	8%	10%	10%	11%	11%	11%
3/4 times a week	10%	9%	9%	12%	13%	12%
Every day	74%	66%	69%	64%	57%	60%
Total	100%	100%	100%	100%	100%	100%

Nearly 70% of caregivers checked homework daily in wave 2. This declined to 60% in wave 3. Urban households checked home more regularly.

Half of parents in wave 3 thought that their children read on par with their peers.

Similar in urban and rural areas.

How well does child's reading compare	Urban	Rural	Total
Better than others	21%	22%	22%
Same as others	49%	46%	47%
Not as well	16%	17%	17%
Don't know	14%	14%	14%
Total	100%	100%	100%

# Parents and early grade reading

Most Responsible for Reading Outcome	Wave 1			Wave 2			Wave 3		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Teacher	3%	8%	6%	25%	28%	26%	15%	18%	17%
Parent/Caregiver	23%	23%	23%	75%	72%	73%	83%	81%	82%
Both Teacher and Parent/Caregiver	74%	69%	71%	N/A	N/A	N/A	N/A	N/A	N/A
Government	1%	1%	1%	1%	0%	0%	2%	1%	1%
Total	100%	100%	100%	100%	100%	100	100%	100%	100%

Parents' sense of responsibility about the children's reading development increased across the waves.

Parents' in rural areas believed teachers should be responsible.



# Parents and early grade reading

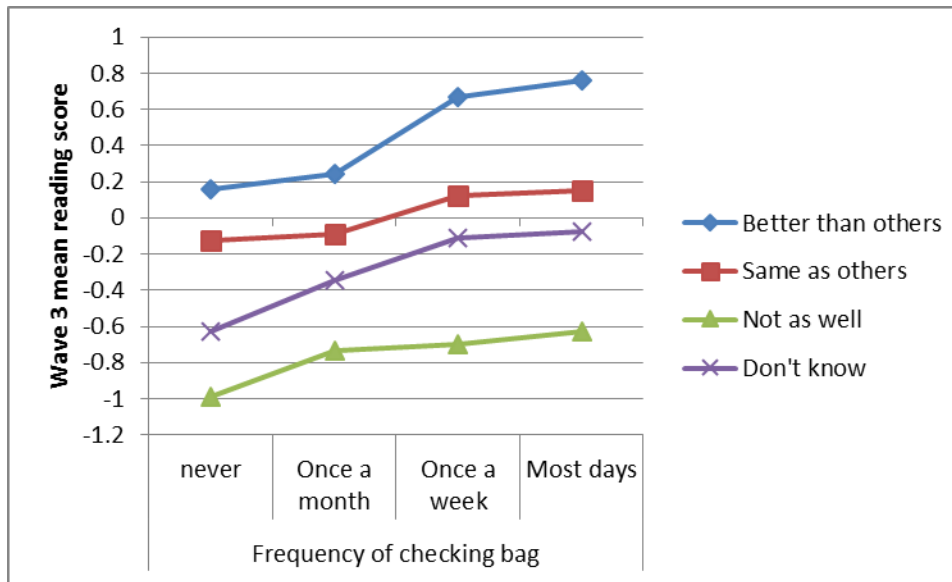
Checking School Bag	Urban	Rural	Total
Never	5%	9%	7%
Once a month	6%	10%	8%
Once a week	25%	25%	25%
Most days	65%	56%	59%
Total	100%	100%	100%

This questions was only available in wave 3.

Nearly 60% checked school bags on most days.

A higher percentage of parents checked school bags on most days.

# Parental influences on reading scores



Positive association between parental perceptions of how well a child reads and reading performance.

Bag check (parental involvement) related to higher reading scores

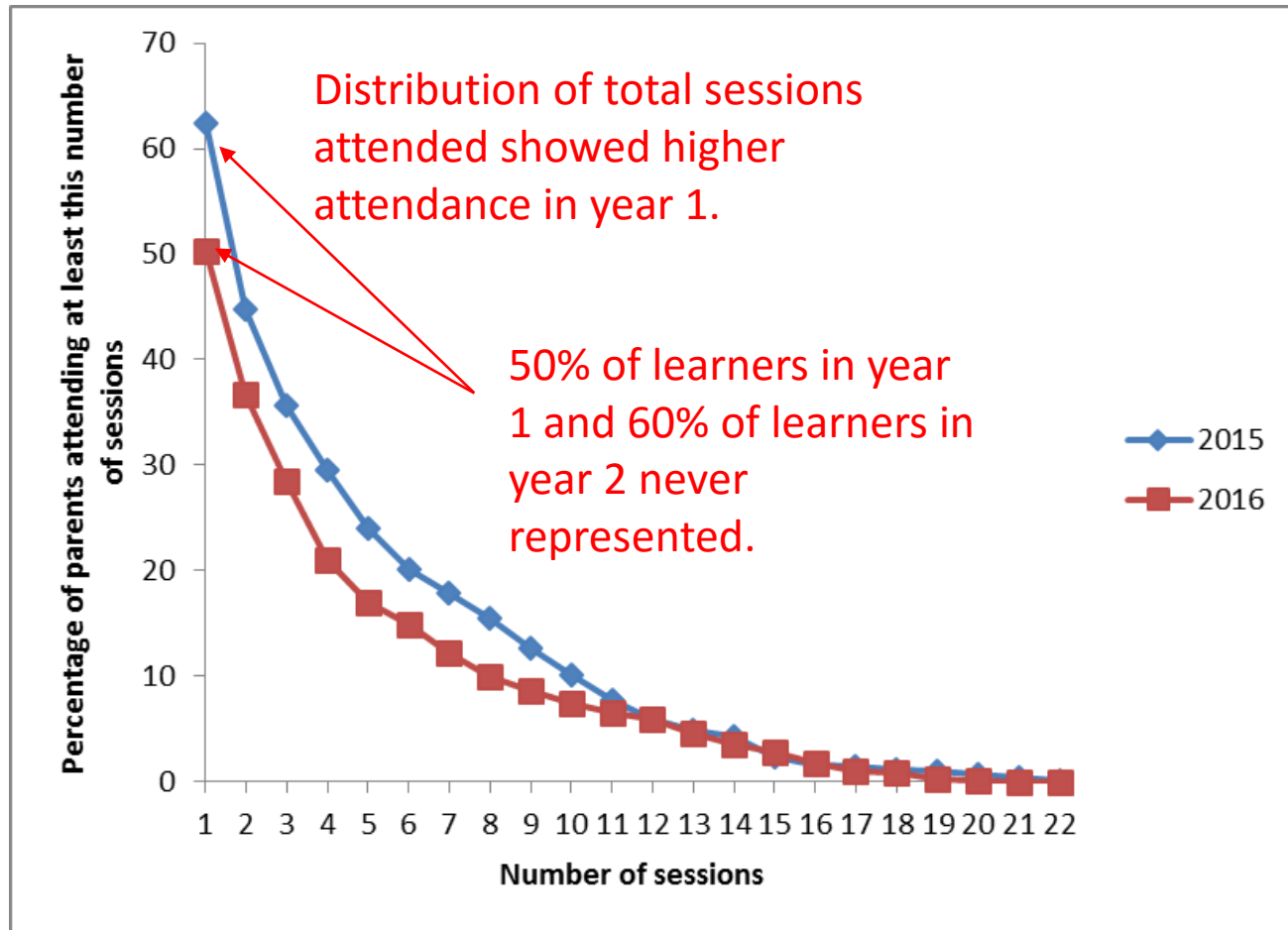
The two behaviours reinforced each other.

Inflated vs. deflated views.

# Parental influences on reading scores

- Regression analysis on a combined reading score outcome showed the following significant factors:
  - Baseline assessments
  - Gender (girls were significantly better readers than boys)
  - Parental education (Grade 12 and certificate)
  - Parental perception about how well children could read (better than others, same as others)
  - Frequency of reading to a child (became insignificant when other behavioural variables were added)
  - Checking bags, parental perceptions and gender (girls) reduced the likelihood of repeating a grade

# Workshop attendance



# Attendance and support for reading

VARIABLES	Bag check Wave 3 odds ratio	Read to child Wave 3 odds ratio	Games Wave 3 odds ratio
<i>Ref (No sessions attended)</i>			
one to three	0.974 (0.205)	1.090 (0.240)	0.926 (0.245)
four or more	1.525** (0.314)	1.757*** (0.368)	0.917 (0.232)
Constant	1.319* (0.211)	0.644*** (0.109)	0.241*** (0.0474)
Observations	642	612	650

Parents who attended four or more sessions significantly more likely to check bag or read to child daily

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

# Attendance and support for reading

VARIABLES	Bag check Wave 3 odds ratio	Read to child Wave 3 odds ratio	Games Wave 3 odds ratio	Read to child Wave 1 odds ratio	Games Wave 2 odds ratio
<i>Ref (No sessions attended)</i>					
one to three	0.974 (0.205)	1.090 (0.240)	0.926 (0.245)	1.577* (0.392)	1.223 (0.320)
four or more	1.525** (0.314)	1.757*** (0.368)	0.917 (0.232)	1.827** (0.453)	1.090 (0.284)
Constant	1.319* (0.211)	0.644*** (0.109)	0.241*** (0.0474)	0.833 (0.160)	0.204*** (0.0424)
Observations	642	612	650	441	679

Standard errors in parentheses

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

Workshop attendance and reading to a child also significant in wave 1.

Preaching to the converted...

# Attendance and support for reading

VARIABLES	Parents responsible	Parents responsible
	Wave 1	Wave 3
	Odds Ratio	Odds Ratio
<i>Ref (No sessions attended)</i>		
One to three	1.150 (0.354)	1.627* (0.408)
Four or more	1.546 (0.457)	3.242*** (0.879)
Constant	0.239*** (0.0568)	2.628*** (0.471)
Observations	430	624

Higher odds in wave 1 but only significant in wave 3.

Standard errors in parentheses

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

Somewhat converted to more fully converted...

# Attendance and support for reading

- Multiple regression of parental data on attendance patterns showed:
  - attendance was negatively related to employment
  - attendance was positively related to a sense of responsibility about a child's reading.
  - attendance was positively related to parents reading to children regularly.
    - However, parents who read to their children appeared to do so prior to the intervention.



# Summary and conclusion

- Home environments similar across interventions and waves of data collection.
- Children from urban homes exposed to better home literacy practices.
- Reading achievement: baseline, home literacy environment, being female.
- Attendance: Employment (negative), responsibility about a child's reading, reading to child (already significant before).

# Summary and conclusion

- Parents from resource-poor homes have different views about their roles.
- These perspectives matter.
  - How well learners read
  - How involved parents are in training interventions
- Many activities that made a difference to emergent literacy were tried and tested, ‘low-tech’ solutions.
- Good news for developing home reading strategies.

# Summary and conclusion

- Small impact of parental involvement on reading scores.
- Challenge is how to get better attendance rates among parents who are ‘uncovered’.

---

# Thank you

