



Does school matter? SES, parents' education level (EL) and emergent literacy skills in Italian preschool children

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State of art

- Socioeconomic disadvantage corresponds to low children's emergent literacy skills (Duncan & Seymour, 2000; Hartas, 2011).
- Generally, SES has been defined in a number of ways (occupation of a child's father, mother's occupation or educational level, family income).
- Few studies have been investigated effect of SES and EL, evaluated separately, in emergent literacy skills.
- Few studies have been investigated this possible effect regarding contextual SES and EL (Weiland & Yoshikawa, 2014).

Research question



Are there any effects of context-related socioeconomic factors (based on parent's occupation) and EL (based on parents' degree) on the children's development of emergent writing and reading?

Participants

189 pre-school children (age-range: 5-6 yo.)

51% 49%

Measures

Conceptual knowledge of writing system task (Bigozzi et al., 2014)

To draw, to write the request words as best they could and to read them.



Research design



Time 1: school beginning
Time 2: school end

Invented spelling
Invented reading

DV

IV

SES (medium-low, medium, medium-high)
EL (Low, medium, high)

Data analysis

Repeated measure multivariate analyses of variance (MANOVA)



Results

Table 1. MANOVA summary results.

		F	λ	P value
Invented spelling	SES	.180	1.000	.83
	EL	.051	1.000	.82
Invented reading	SES	.828	.991	.44
	EL	7.998	.957	.005

Discussion and conclusion

- Parents with a higher EL would give the child opportunities to increase their emergent reading skills (e.g. buying books, sharing the reading space)
- A culture-embedded environment increases these emergent skills, probably mediated by home literacy.

Who benefit from a certain type of extracurricular environment are more likely to have lower/higher results compared to a homogeneous educational plan (such as Italian plan school), also in children who speak a transparent orthography language (Pinto et al., 2017).

References

- Duncan, L. G. and Seymour, P. H. (2000), Socio-economic differences in foundation-level literacy. *British Journal of Psychology*, 91, 145-166.
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