Relation of Maternal Education and Home Literacy Environment to Early Literacy Skills

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INTRODUCTION

• Socioeconomic status is often, but not always, predictive of literacy interactions in the home (Phillips & Lonigan, 2009).
• Home literacy environment plays a significant role in influencing children’s early literacy development (Bennett, Weigel, & Martin, 2002; Bingham, 2007).
• We would like to investigate the relationships between maternal education, home literacy environment, and early literacy skills.

METHOD CONTINUED

• Early Literacy Skills
  Test of Preschool Early Literacy, 3 Subsets: Expressional Definition Vocabulary, Phonological Awareness, and Print Concepts (TOPEL; Lonigan, Wagner, Torgesen & Raschotte, 2007)

Procedure

• Mother completed Parent Demographic Survey, Caregiver Literacy Survey and TOPEL administered to preschoolers Fall of preschool.

Analysis

• Analyses excluded children with missing data (list-wise deletion) and controlled for differences in age, gender, and race/ethnicity.
• Preliminary analyses revealed a non-linear association between maternal education and TOPEL scores. Further analyses categorized maternal education into 3 groups: 2 year degree or below (AA-), some college (SC), bachelor’s degree or higher (BA+).
• AA- served as the reference group in regressions.

RESULTS CONTINUED

RQ1. Is maternal education associated with the home literacy environment?

• Results show no significant differences in home literacy environment related to maternal education.

RQ2. To what extent is maternal education and the home literacy environment associated with literacy skills at pre-K entry?

• Maternal education has a strong positive association with early literacy skills.
• There are positive trends between home literacy environment and early literacy skills but the associations are not statistically significant

RQ3. Is the association between home literacy environment and literacy skills at pre-K entry stronger for children whose mother’s have lower levels of education?

• Neither maternal literacy beliefs nor home literacy practices have significant interactions with maternal education

DISCUSSION

1. Maternal education is a significant predictor of early literacy skills and there are positive associations between maternal literacy beliefs/home literacy practices and early literacy skills but the associations are non-significant.

2. Limitations: We used a small sample size and new measures of home literacy environment and maternal literacy beliefs

3. More research is needed to understand the relations among maternal education, home literacy environment, and early literacy skills

REFERENCES

