UMBC

How Parents Socialize Their Children's Mathematics and Literacy Learning

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Overview

- Background Information
- What We Know:
  - Home vs. School
  - Literacy vs. Mathematics
  - Demographic Group-Based Differences
  - Examples of Relevant Factors to Consider
- Preliminary Findings from Ongoing Study
- What Do We Need to Know to Improve Children's Educational Outcomes?

Background: My Interests

- Improve educational outcomes of children from different demographic groups in Mathematics and Literacy
  - Raise the bar/close the gap

Background: Relevant Theories

- Bronfenbrenner's bioecological model
- Vygotsky's sociocultural theory
- Byrnes and Miller opportunity-propensity theory

What We Know: Relevant Prior Research

- Reading vs. Math
- Demographic Differences in Outcomes
  - Minoritized vs. White Children
  - Low vs. non-Low Income
  - Boys vs. Girls

Sources of Differences Between Groups

- Quality of Schools
- Parents' Attitudes, Goals, and Beliefs
- Children's Engagement in Activities
- Societal Influences

Present Study

- Similarities in how parents in traditional vs. modern societies socialize their children's reading and mathematics skills?

- Parents of children ages 5-10 years
  - U.S., Turkey, Pakistan, Kosovo, (Korea)

Sample

- US:
  - ~400 individuals, almost all mothers of children 4-10 years of age (most 5-9)
  - Mean Age: 40 years
  - Majority White
  - ~90% had at least BA/BS degree
  - ~83% annual household income > $100,000

Measure

- Qualtrics online survey; social media sites
- Importance of assisting child
- Confidence in assisting child
- Attitudes about parent's skills
- Home activities
- Academic Expectations
- Importance of children's achievement
  - Adapted from LLAMA-LeFevre

Preliminary Findings

- Reading vs. Mathematics
  - Parents' Attitudes:
    - Reading *M* 4.49 vs. Math *M* 3.23, $p<.001$, *d* 1.05
  - Home Activities:
    - Reading *M* 3.10 vs. Math *M* 2.99, $p<.001$, *d*. 53
  - Achieving Benchmarks:
    - Reading *M* 4.46 vs. Math *M* 3.86, $p<.001$. *d*. 48

Preliminary Findings

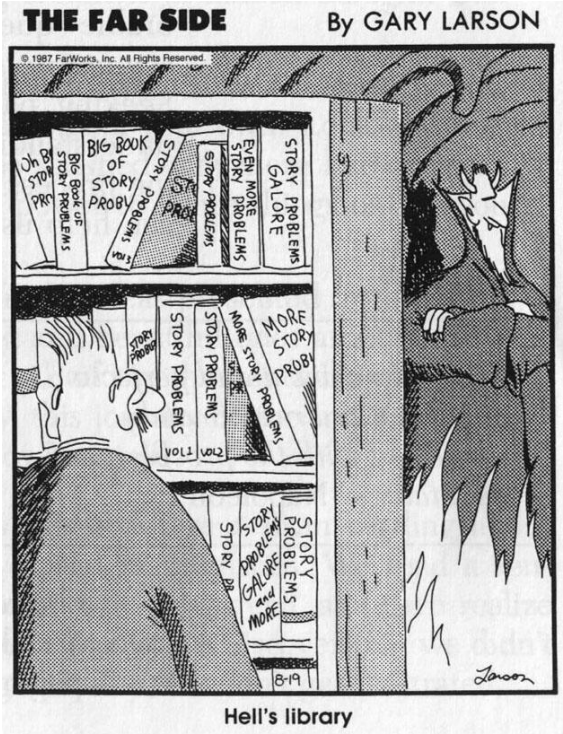
- Importance of Assisting Child
  - Reading *M* 4.25 vs. Math *M* 3.92, *p*<.001, *d* .68
- Confidence Assisting Child
  - Reading *M* 4.43 vs. Math *M* 3.89, *p*<.001, *d* 1.13
- Importance of Academic Achievement
  - Reading *M* 4.65 vs. Math *M* 4.39, *p*<.001, *d* .62

Preliminary Findings

- Boys vs. Girls
  - Home math activities greater for boys than girls
  - Boys play video games more than girls
  - Mothers help more than fathers with homework, but fathers help more with math than reading58

Research Questions

- Why is math viewed less favorably than literacy (in US)?
- Is this true in all societies?
- What can we do to improve attitudes (and competencies) in math?



Research Questions

- How can we improve math skills for children from different demographic groups?

Contact Information

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