

ABSTRACT

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Title: A Study Examining Associations Among Socioeconomic Status, The Home Literacy Environment, And Literacy Opportunities For K-3 Students And Their Families During The Covid-19 Pandemic
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There has been much research discussing the home literacy environment in relation to socioeconomic status, but it has focused primarily on preschoolers and kindergartners (Inns et al., 2019; Payne et al. 1994). Research also explains the detrimental effects of summer slide with considerations to socioeconomic status (Green et al., 2011, Smith, 2011). During the novel COVID-19 pandemic, the lapse in in-person education is expected to amplify the effects of summer slide. This study investigates the associations among socioeconomic status, the home literacy environment through home literacy activities, and literacy opportunities, as well as reading frequencies in hours and days per week. I hypothesized that parents of K-3 students from lower-income families would report less enriching home literacy environments and less access to literacy materials and resources necessary for reading to and with their children than parents in higher-income families. I also hypothesized that children from lower-income families will have been read to less during the pandemic, compared to children from higher-income families. To test this hypothesis, 51 parents from various states were anonymously surveyed online. The results did not support the central hypothesis that SES would be associated with home literacy activities, literacy opportunities, and reading frequencies. However, parent education attainment was found to be statistically associated with home literacy activities, literacy opportunities, and reading frequencies. Implications and directions for future research suggest including a wider range of parent income levels and education attainment to determine more and stronger associations.