

ABSTRACT

DISSERTATION: Effects Of Parental Instruction in Reading Comprehension on Parental Self-Efficacy and Attitude and Classroom Reading Achievement of Low-Income Third-Grade Students

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DATE: December 2015

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The purpose of this constructivist case study was to examine the effects of parental instruction in reading comprehension strategies on their own self-efficacy and attitude towards helping their struggling reader on his/her homework. The intended outcome of this study was to empower parents with the necessary skills and knowledge to assist their struggling reader with reading comprehension skill acquisition and reading comprehension performance at home, which ultimately would increase their self-efficacy and attitude towards helping their child(ren) and transfer into increased reading comprehension achievement (as measured in reading comprehension by the Flynt and Cooter Reading Inventory) in the classroom.

Several barriers emerged during the process of analyzing the data: (a) availability of translators, (b) increased communication (on the part of the teacher) about what is actually occurring in the classroom, (c) access to quality childcare, (d) workshop availability that doesn't conflict with work, and (e) shared expectation.

Participants in this study represented third-grade students from a large Midwestern elementary school with a high population of poverty. Recommendation in the final chapter of this qualitative case study may provide useful information for parents, teachers and administrators to assist children with mastering reading comprehension.