Social Psychology 2330 Group 1

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Orla Colgate & Paul Ginns (2016) The effects of social norms on parents' reading behaviour at home with their child, Educational Psychology, 36:5, 1009-1023, DOI: 10.1080/01443410.2015.1044945

Group 1 had the opportunity to review "The effects of social norms on parents' reading behaviour at home with their child" by Colgate and Ginns (2016). It has both educational psychological and social psychological undertones while addressing a behaviour that could explain some self-concept and collectivist theories.

This study provides an excellent insight into the correlation between the social environment and behaviour by individuals. It uses descriptive social norms to drive the experiment. It observes that they do work and parents' perceptions are affected by their neighbourhood social networks. Further, we recognize the false uniqueness effect in the subjects' lack of acknowledgement of the social norms' influence over their own behaviour. The question is important because it has been shown that student outcomes are superior when there is more parental involvement. The methods used are simple, low effort and cost efficient to promote children's intellectual development.

They used a quasi-experiment to send out specifically worded notes about a reading challenge to provide the descriptive norm. The point of this was to encourage the parents to participate. The method used was suitable in this research as it provided evidence without the use of randomization. In addition, first-grade classes from two different schools were involved, both with intervention and control classes. The ability to use two schools prevents results from being targeted to one school as well as gives greater significance and confidence to the findings (Orla Colgate & Paul Ginns, 2016). This also reduces the chances of variability, which can be caused by sampling error.

The study was research into parental motivation for reading involvement. It is a demonstration of indirect peer pressure. By telling parents that other parents are reading to their children, they too choose to read to their children. By recognizing that group perceptions of reading behaviour can influence individual behaviours, this gives the school a socially derived benchmark often seen in both individualist and collectivist cultures.

The conclusion does agree with the objectives and previous studies. This study was able to show how the influence of parents to be more involved in reading with their child at home indicates that the parents' involvement can indeed be socialised by others around them. A previous study called " The moderating roles of personal involvement and injunctive normative beliefs" (Gockeritz et al., 2010) can look further into the social influence that peers of parents have in the involvement with their children and readings at home.

In this experiment, there were two hypotheses that were tested to predict the likelihood that parents partake in their child's academics. Additionally, taken into account was the influence that parents may have had on each other; this was the social norms that were surrounded by parents' involvement in their child's academic accomplishments. The

following hypotheses were used in the study, in attempt to uncover the correlation between these aforementioned influences: the first hypothesis, “the number of parents who will complete extra reading with their child at home will be higher when they are exposed to a social norm describing other parents’ behaviour, relative to the control group”, was tested using quasi-experiments among the schools. The second hypothesis, “the social norm information will largely go undetected by parents as an influence on the completion of extra reading at home with their child by those who were exposed to this intervention”, was tested using survey methods among the parents. The link between these hypotheses and the reviewed literature are significant because both children and their parents seemed to be influenced by their surroundings in some way. In the children’s perspective, their parent’s involvement in their academics impacts their accomplishments; this can be compared to the influence that parents and their social norms have on each other, whether it be noticed or not. By understanding both given hypotheses in the current study, we can conclude that by applying such parenting social norms to parents of developing children, the influence of parents’ home reading can promote their children’s successions in their academics; this is due to the influence that parents have on each other when it comes to their children’s timelines and accomplishments in school.

After carefully analysing the article, many different view points were discussed by the members of group 1. The article's hypothesis that the involvement of parents in their children's lives increases the well being of children was proven well. However, the article did seem to heavily focus primarily on social norms rather than a clear direct link between parents and their children. A nod was added that parents who are involved in children's education tend to have children who succeed better at school. This can be proven by many studies however the article still presumes to hold social influence in higher regards. The article does a good job at implying that financial factors as well as cultural factors do not entirely play a role, it is more of the time

spent with children rather than external factors that makeup a child's foundation. Overall the group's impression is that the article displays and showcases important information about how the importance of the presence of parents impacts the life of their child. The article however seemingly focuses more on social pressures/ influence in the development of a child and proceeds to give it more importance as the article continues.