ABSTRACT

IMPACT OF FAMILY SUPPORT, SELF-EFFICACY AND INSTRUCTIONAL DELIVERY METHODS ON READING ACHIEVEMENT IN EARLY ELEMENTARY STUDENTS

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: IMPACT OF FAMILY SUPPORT, SELF-EFFICACY AND INSTRUCTIONAL DLIVERY METHODS ON READING ACHIEVEMENT IN EARLY ELEMENTARY STUDENTS

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Problem

The hypothesis of the present study was as follows: Family support, self-efficacy, and instructional delivery methods are predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

Method

The present study was of a quantitative, descriptive, cross-sectional and explanatory predictive type. In the following section the demographic results such as, gender, grade, school location, school name, and domestic living arrangement are all included in the instrument. The type of sampling conducted in this investigation is non-

probabilistic, directed, intentional and for convenience, where respondents are part of the schools of the Northeastern Conference. The sample is 116 respondents from three schools, representing 14% of the total population. Structural equation models are used for the hypothesis test.

Results

Of the five proposed fit indices, three were achieved indicating that the theoretical model fits directly with the data collected through the survey, that is, the empirical model. Once the model was accepted, the results of the hypothesis test were obtained through the structural equation model, obtaining an acceptable goodness of fit. When reviewing the theory, a model similar to the one proposed was not found. It was found that the exogenous variables of family support and self-efficacy do not explain directly the stages of reading achievement. However, the instructional delivery methods significantly explain the stages of reading achievement.

Conclusion

Family support was not found to be a significant direct predictor of reading achievement. Self-efficacy was not a significant direct predictor of the reading performance of the surveyed students. The instructional delivery methods was a significant direct predictor of the reading achievement of the surveyed students. A strong correlation was found between family support and self-efficacy; similarly, a moderate correlation between family support and instructional delivery methods and a moderate correlation between self-efficacy and instructional delivery methods.

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IMPACT OF FAMILY SUPPORT, SELF-EFFICACY AND INSTRUCTIONAL DELIVERY METHODS ON READING ACHIEVEMENT IN EARLY ELEMENTARY STUDENTS

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor in Education

by

Sheena Ward-Basdeo

July 2020

DEDICATION

This work is dedicated to God, the Seventh-day Adventist Church, my extraordinary grandparents Dr's. Eric Calvin and Gwendolyn Ward, my supportive mother Della Ward-Gershowitz and my loving children Landon and Laila. I have been so blessed to come from a strong heritage and long lineage of Seventh-day Adventist Christians. As a fifth-generation Seventh-day Adventist, I have been educated in our system and have developed a deep love for everything that our educational system has to offer. I am committed to continue serving our children and families and to provide support and mentorship to our teachers all across the country, especially as it relates to educating students with exceptionalities.

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CHAPTER I

PROBLEM DIMENSION

Introduction

This chapter includes the background that serves as a basis for the research investigation, among which is the approach and the statement of the problem that was investigated: the hypotheses of the research, the complementary questions, the objectives, the justification, the limitations, the delimitations, the philosophical framework and the definition of terms.

Family Support

Social support plays an important role in the health of people because it is a stress buffer, attenuating its assessment and diminishing the intensity of the response, thereby, individuals under vital stressing conditions who have social support will cope better.

Wayne, Grzywacz, Carlson, and Kacmar (2007) delineated three main functions of the family with regard to its working members: (a) supporting the achievement of personal and academic goals, (b) addressing demands by buffering emotionally detrimental effects and providing instrumental resources, and (c) encouraging personal growth. Families can also adjust their routines according to work contingencies (Fiorilli, Schneider, Buonomo, & Romano, 2019).

Self-efficacy

Contreras, et al. (2005) point out that "the self-efficacy constructs have received special attention and important advances in research have been generated that have contributed to the improvement of pedagogical and teaching practices" (p .184).

On the other hand, in a study conducted by Pajares (1997), he found that self-efficacy is a very important predictor of student academic achievement.

You can say, then, that

> Self-efficacy refers to the judgments of each person about their own abilities to organize and execute the actions required in the management of possible specific situations. Such judgments have important effects on the choice of behaviors or activities, on the effort employed and persistence and on the thought patterns and emotional reactions to the tasks. (Blanco, 2010, cited in Sánchez Herrera, et al., 2012, p. 472).

Instructional Delivery Methods

Merrill has proposed that there is a set of five prescriptive instructional principles (“First Principles”) that enhance the quality of instruction across all situations (Merrill, 2009). Those principles have to do with task-centeredness, activation, demonstration, application, and integration.

Principles and methods of instruction can be described on many levels of precision. For example, on the least precise level, Merrill states that instruction should provide coaching (Reigeluth, 2016).

Knowledge about language methodology or didactics has centered on all actions, procedures, techniques and strategies that teachers can make use of in their pedagogical practices. Different methods and approaches have been proposed as ways to teach language all of them have prescribed or suggested instructional

sequences that will allow teachers to comply with their tenets and achieve the established aims (Bastidas, 1993; Brown, 2001; Celce-Murcia, & McIntosh, 1991).

Definition of Terms

In this section, several terms need to be clearly visible for the purposes of the present study.

Family Support: Family support is an integrated network of community-based resources and services that strengthens parenting practices and the healthy development of children (Association of Family Resource Programs, 1993).

Self-efficacy: Is referred to specific related domains of the individual's functioning and regard forms of being, knowing and doing (Caprara, 2001).

Instructional Delivery Methods: Is a system of teacher actions aimed at organizing the practical and cognitive activity of the student with the objective of assimilating solidly the contents of education (Neuner, 1981).

Early Elementary Students: Early childhood education of students; grades one through three.

Reading Achievement: The achievement of reading is the reading level in which the student can easily capture, extract, understand, value and use the meaning of a text.

Reading: Reading is the process of constructing meaning through the dynamic interaction among: the reader's existing knowledge, the information suggested by the text being read; and the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987).

Guided Reading: is the a teaching approach used with all readers, struggling or independent, that has three fundamental purposes: to meet the varying instructional needs of all the students in the classroom; to teach students to read increasingly difficult text with understanding and fluency; to construct meaning while using problem-solving strategies to figure out unfamiliar words that deal with complex sentence structures, and understand concepts or ideas not previously encountered (Iaquinta, 2006).

Relationship Between Variables

This section presents the relationship between the latent variables. These relationships are the following: (a) family support and reading achievement, (b) self-efficacy and reading achievement, and (c) instructional delivery methods and, reading achievement.

Family Support and Reading Achievement

Pérez López and Gómez Narvaez (2011) state that "the family environment is more appropriate to begin assertive behaviors such as love of reading with them, respecting the time of individual development to acquire these skills and competencies" (pp. 13-14).

The same authors say that “having gratifying experiences with reading from a young age is the greatest guarantee of creating the reading habit. This is where the support of the parents is determined” (p. 14).

Gil Flores (2009) in a study where 3,859 families participated, with children in 185 centers of the eight Andalusian provinces in Spain. The results showed higher levels of competence in students whose parents show better attitudes towards reading

and state that they dedicate a greater number of weekly hours to this activity.

Self-efficacy and Reading Achievement

Lee and Johnson-Reid (2015) explore whether academic self-efficacy seems to be associated with reading performance among urban elementary school children in the primary grades. The findings show that self-efficacy significantly influences reading performance.

Schunk and Zimmerman (2003) in one study found that students who have a high level of self-efficacy are able to increase effort, commitment and perseverance towards the task. Which allows them to achieve greater success in mathematical activities, science and reading, among others.

Carroll and Fox (2017) examined the relationship between self-efficacy, word reading comprehension. It was found that boys and girls vary at the levels of success and self-efficacy in reading. Reading self-efficacy is associated with reading words, but not with reading comprehension in boys or girls. Self-efficacy of reading is an element of reading motivation that is closely associated with a child's perceived results in reading.

Instructional Delivery Methods and Reading Achievement

Madariaga, Martínez and Goñi (2010) when teachers use a structured reading program, students were found to have a better understanding of reading. Underwood (2010) they found that guided reading instruction directly benefited students and maximized results. The results were evident after the second year of these instructional delivery methods.

Jessup (2017) examined whether fourth grade students' reading achievement scores improved fluency instruction or direct instruction. Significant difference in reading performance found scores between groups of students. Students who received fluency instruction achieved higher comprehension scores than students who did not receive fluency instruction.

Stockard and Englemann (2010) found that students in rural districts that were exposed to reading teachers from kindergarten through third grade had oral reading scores that were significantly higher. For his part, Pilonieta (2012) found that the improvement in the fluency and comprehension of texts is influenced by the instruction.

Rasinski (2014) He says that you can improve your reading level by using proper instruction, like fluency. Van Gorp, Segers, and Verhoeven (2014) showed that the use of the repeated reading method improves reading fluency in students. Repeated instruction in reading, practice, and the intervention has markedly improved the students' reading fluency.

Jefferson, Grant, and Sander (2017) found that the use of the repeated reading method improved the reading level of those students who were not below the level. The use of relevant texts can also be incorporated into repeated reading instruction with students to improve engagement and authenticity in learning.

For their part, Esccarpio and Barbetta (2016) found that repeated reading had an improvement in fluency and reading comprehension in students with some emotional and behavioral disorders. Therrien, Kirk, and Woods-Groves (2012) found that using the repeat instruction method has the potential to improve reading performance.

Family Support and Instructional Delivery Methods

Martin and Guzmán Flores (2016) point out that mothers and fathers have always been successful in the education of their children at home and have contributed significantly to the cognitive development of their children. Therefore, family involvement with the school and more directly with the teacher's teaching is important.

Some studies indicate that the adequate participation of families in their children's school life can promote academic success, improve classroom behavior and help the teacher develop their teaching (Ballen, & Moles, 1994; Llevot, & Bernard, 2015; Poncelet, & Kerger, 2010).

Underwood and Hernandez-Gantes (2016) sought to determine if there were differences in student participation in the different delivery modes and their academic achievements. Results did not indicate significant differences in student results, suggesting that students should achieve similar results regardless of the delivery method. The study results support the idea that it is possible to provide equivalent technical preparation using a variety of instructional methods, which the school is responsible for doing. The study results supports the idea that it is possible to provide preparation regardless of instructional methods, which can be at home or school.

Garner, Pack, Szirony, and Beeson (2013) study the attitude of the students towards the Instructional Delivery Methods. The results showed a strong preference for distance education, but there were no significant differences in the students' perceptions of the changes in the systems.

They determined the effect of the instructional delivery method on the performance of two groups of master’s students. One group received traditional face-to-face

instruction in a classroom setting and the other received distance instruction. There were no statistically significant differences in the mean test scores for the two groups. The instruction delivery method has no effect.

Problem Statement

The purpose of this study is to identify the development of early elementary students across the stages of reading achievement. It aims to focus on the importance of family support, self-efficacy and teacher instructional delivery methods utilized to meet the deficits and close the achievement gap.

The target market being researched is the early elementary faith-based institutions in the Northeastern Region of the United States of America. One institution that is well suited for this defined target market is the Northeastern Conference of Seventh-day Adventists in that it has 16 schools in the Northeastern Region that services grades Pre-K-12.

As a result, this research will specifically focus on the effect of family support, self-efficacy and teacher instructional delivery methods, on the reading ability of early elementary students in the Northeastern Conference of Seventh-day Adventist.

Research Question

The present study sought to know whether the empirical model, in which family support, self-efficacy, and instructional delivery methods are predictors of appropriate development across the stages of reading achievement in early elementary students within the Northeastern Conference schools in the state of New York that confirm with the theoretical model? (see Figure 1).

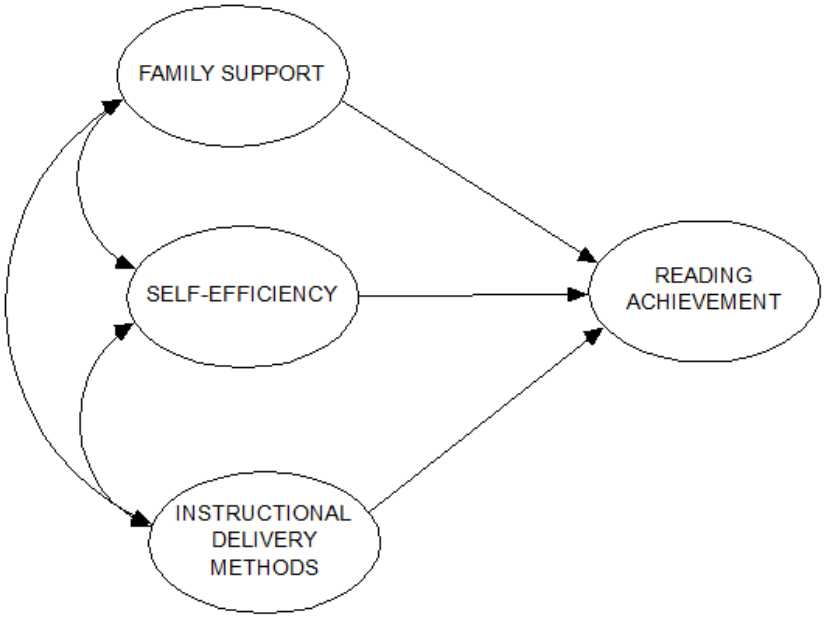


Figure 1. The Theoretical Model.

Hypothesis

The declaration of the hypothesis was described as follows:

Family support, self-efficacy, and instructional delivery methods are predictors of the appropriate development across the stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

Research Objectives

This section presents the statement of the actions to be carried out with the models proposed in this study.

1. Evaluation and adaptation of questionnaires for family support, self-efficacy and teacher instructional delivery methods.

2. Evaluate the goodness of the RTI model as the alternate proposed model to instructional delivery methods for at-risk students and evaluate the theoretical relationships between constructs.

3. Assess the variables involved in the study: (a) family support, (b) self-efficacy, and (c) instructional delivery methods.

4. Provide to the Seventh-day Adventist elementary schools in the North American Division a degree of compliance quality, acceptance and satisfaction of the variables involved in the study information.

Justification

It is expected that in a study like this that attempts to determine relationships between variables to determine how these affect others, as they are in this research family support, self-efficacy and instructional delivery methods. It is helpful for decisions to be made and actions in the operation of Seventh-day Adventist elementary schools involved; there are no improvements being made during this investigation.

Family support is an important factor in reading achievement, however it is not guaranteed to some students for various reasons. The self-efficacy of our students, which is an important predictor on reading achievement, can be strengthened through the teachers' instructional delivery methods and the progressive achievements by the students.

As teachers, we too need to apply all of our knowledge and resources in a strategic (RTI) way to help our students achieve their fullest potential so that they can be informed and productive members of society.

It is the job of teachers to do the most that they can to ensure that the students will be fluent readers. There is no better place to begin, than within the infrastructure of reading, which is phonics. Instructional Delivery Methods for reading seems to be inconsistent in our schools; its importance never should have been diminished. As with the mastery of any task, it is the perfection of the components of the task that lead to its mastery as a whole. It is more than likely that this will bring the awareness towards the importance of instructional delivery methods and how to meet the reading needs of early elementary students. Additionally, this research can serve as the basis of inquiry for other investigations surrounding early elementary students' reading achievements.

Transfer of Results

Therefore, these decisions and actions could be related to the following:

1. Improving the instructional delivery methods for reading in Seventh-day Adventist elementary schools.

2. Improve the instructional delivery methods training used by Seventh-day Adventist elementary schools.

3. Offering and collaborating on training services where there is a partnership between family and school.

4. Adequately measuring the constant performance and satisfaction of the Seventh-day Adventist elementary schools to its main mission to prepare students for now and eternity.

5. Assessing the level of supplemental resources to the schools to ensure that its mission is accomplished.

6. Provide more professional learning community planning opportunities in educational establishments.

Limitations

Some limitations of this investigation are the following:

1. Unable to prove theoretically the relationship, together, of all variables in the model.

2. The application of the instrument requires the participation of third parties.

3. The psychological development and self-awareness of early elementary students is not yet fully recognized.

Delimitations

Here are some delimitations that are considered relevant to the preparation of this work:

1. Due to the scope of the work to be covered in a paper such as this one, the research will focus on three of the elementary schools within the Northeastern Conferences New York State Schools.

2. Therefore, this research will by no means be the end of all that needs to be done with respect to the reading achievement of early elementary students in the Northeastern Conference.

3. The study will focus on Seventh-day Adventist elementary schools in the Northeastern Conferences New York State Schools.

Assumptions

Below are some scenarios considered in the preparation of this research:

1. The theoretical basis of relations between constructs is based on extensive reading from authors who are notable and knowledgeable in these domains.

2. The research used as the basis of relations between constructs for this research are empirical studies, prepared with scientific inquiry, rigor and integrity, thus making this research significantly acceptable.

Philosophical Background

There are many possible reasons behind any student's inability to read. Exposure to reading at home with parents before students enter kindergarten has been shown to help them when they actually begin the learning process (NAEYC). Students who enter school with more exposure to reading from home have been shown to be more advanced than those who have little to no exposure to reading activity at home. This can be the case in the very early stages of a child's education.

The Bible says that the home plays a very important role in the formation of children, in this regard, it is said: "Start children off on the way they should go, and even when they are old they will not turn from it" (Proverbs 22:6). Also, Deuteronomy 6:6-7 said the following: "Record in your heart these words that I am sending you today. Teach them continually to your children. Tell them about them when you are at home and when you are going along the road, when you lie down and when you get up."

It is important that parents aid in the development of the spiritual, mental and physical faculties of their children. This the parents must do for the rest of their lives.

White (1991) say what “fathers and mothers, do you understand the importance of the responsibility that falls on you? Do you understand the need to preserve your children from carelessness and demoralizing customs”? (p. 352).

However, children must also contribute to the wellness of the family; he must do it respecting his parents. "Honor your father and your mother" and "love your neighbor as yourself" (Matthew 19:19) y Proverbs 10:1 says, "The wise son is the joy of his father".

White (1905) points out the following:

> The husband and father is the head of the family. It is just that the wife should seek in him love, support and help for the education of the children, because they are his as much as hers, and he has as much interest as her in their well-being. The children seek advice and direction from the father, who needs to have a correct concept of life and of the influences and companies that have to surround his family. First of all, it should be directed by the love and fear of God and by the teaching of the divine Word, in order to direct the steps of his children on the right path. (p. 167)

It has been established that teaching children to read is necessary for their proper development and continued success in the world. It has also established that being able to read is necessary in the spiritual realm that communication is a God-given gift, and it is necessary for God’s children to both speak to him and develop relationships with others.

As children advance through higher grades, they may also suffer a need for more reading remediation. It could be that they did not have access to quality instruction, or that a sound foundation in reading was not acquired to prepare them for

subsequent grade-level performance. Other practical issues include not being able to attend school regularly and transferring in and out of schools. Still, other students may simply suffer from behavioral and cognitive disabilities that affect their learning. In all the above cases, students would require special education and attention in order to develop their reading and comprehension skills.

Titus 2:7-8 directs: “In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us”.

Even from a Christian perspective, teachers have an active role in teaching. Bosma and Blok (1992) state that teachers should be trusted as professionals who have trained in their craft, rather than passive followers of teaching manuals and methods. They state that teachers should make decisions based on what they are teaching and who they are teaching. Just as is the case in the implementation of RTI, a Christian teacher needs to know their students, in order to know which methodologies to use and their accompanying strategies.

Teachers play a decisive role in the school education of students. They carry a great responsibility on their backs.

In this regard, White (1971) states that:

> Teachers must understand that their work is not limited to the knowledge contained in textbooks; it has to arrive higher, much higher than what is achieved now. A proper discipline course consists in educating oneself according to the character of divine similarity. The self-dies hard, but when the teachers have the wisdom that comes from above, they will discern the true object of our educational work, and they will make reforms that will give our young people a preparation according to the development plan that the lord has. (p. 388)

In this project, the chosen method is the guided reading process. Guided reading is an instructional delivery method that aims to monitor students' progress and respond accordingly to their needs. There are three tiers in the system, and each tier leads to more individualized instruction for the students. This individualized instruction may be delivered in ways that differ from traditional teaching methods. Kousta, Vigliocco, Vinson, Andrews, and Del Campo (2011) states that construction of knowledge is a unique and personal learning process, where each and every person understands and gains meaning of new knowledge based upon their prior knowledge and their personal beliefs and needs. RTI tries to find what method of teaching and learning works for each student, and to apply that method to help the student's reading to improve.

The ability to read and write does not develop naturally, without careful planning an instruction (NAEYC). The ability to read is not developed instantaneously but is a sequential process that requires new skills to be built on previous skills in order to fully develop the ability to read. Attention must be paid to each student to determine what his or her level is so that an educator could move on from there.

Effective acquisition of knowledge is different for every child, and this means that different teaching methods are required for different children. According to the NAEYC, 'good teachers bring into play a variety of teaching strategies that can encompass the great diversity of children in schools. Excellent instruction builds on what children already know, and can do, and provides knowledge, skills and dispositions for lifelong learning.'

In Lübke (2013) discourse, there is mention of the fact that many Christian schools do not cater to the needs of special needs students. This may be because of funding issues, or a lack of teachers as resources who are capable of teaching special needs students. As Lubke notes, this goes against Christian principles of love and inclusion. However, steps are continually being taken to improve the quality of education students receive in faith-based Christian schools.

Knight talks about a curriculum where a biblical worldview permeates every aspect of the curriculum. What does that mean and how do you implement it?

A biblical worldview is formed from the Bible. This is because the Bible is an authoritative Word of God that gives answers to life's ultimate questions. A Biblical worldview accepts a manner of thinking and deciding positively through the lens of the Bible story with concerns to the creation, fall, redemption, and restoration of humankind. A Biblical worldview is deeply rooted in the creation mandate, the great commandment, and the great commission.

The dominant worldview is secular. Education aims to demonstrate that with academic knowledge students can be equipped to engage secular thinking with the Biblical worldview. The primary objective for education then becomes to equip the learners with a growing comprehension of God's creation and redemption through what is studied, so that the non-biblical worldviews and assumptions are better understood and engaged properly.

For a Biblical worldview to be effectively implemented in teaching, there must be; training and support for all the teachers sharing the biblical truth with the learners. Continuous mentoring and collaboration among teachers and the administration; a

solid understanding of the Scriptures, its truth, and how it can be applied in daily lives and there must be specific objectives that makes sure that secularly driven curriculum is taught to the students through a biblical worldview.

As an SDA organization, the philosophy of education is taken out of the Spirit of Prophecy. White (2014) said that higher than the highest human thought can reach is God's ideal for his children. God-likeness, godliness is the goal to be reached. She also stated, "that the work of education and redemption are one and it is the purpose of education to restore the image of God in man. The SDA organization operates the largest protestant educational system in the world. The name brand is unique, spreading the Three Angels' Messages into all of the world backed up by the Word of God and the Holy Spirit.

White (1903) states the following:

> True education is more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and the whole period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come. (p. 13)

The same author says the following:

> The true object of education should be carefully considered. God has entrusted to each one capacities and powers that they may be returned to him enlarged and improved. All his gifts are granted to us to be used to the utmost. He requires every one of us to cultivate our powers and attain the highest possible capacity for usefulness, that we may do noble work for God and bless humanity. Every talent that we possess, whether of mental capacity, money, or influence, is of God so that we may say with David. All things come of thee and of thine own have we given thee. (p. 82)

Here, it can be understood that students who attend schools should never leave without being impacted by these teachings and instructions. Some texts that clearly support views of Christian education is in Deuteronomy 6:6-8:

> These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads.

CHAPTER II

LITERATURE REVIEW

Introduction

In this chapter, the variables are students, family support, self-efficacy and instructional delivery methods. A theoretical revision is made that the constructs aforementioned, that include the concept, importance, between them and other investigations.

Family Support

According to the BC Association of Family Resource Programs (1993), family support is an integrated network of community-based resources and services that strengthens parenting practices and the healthy development of children.

Knoll, et al. (1992) reported that the 1980s saw the broad family agenda gain some degree of attention in state and national policy deliberation over such issues as day care and parental work leave.

Fontana Hernández, Alvarado Valverde, Angulo Ramírez, Marín Valverde, and Quirós Salas (2009) mention that the family has always influenced society (the community, the church, the school among others), as well as socio-cultural aspects economic, educational , geographical, linguistic, among others.

The family is responsible for the mediation of the first social relations of the individual and, thus, is the formation of elements of social identity (Gomes, 2013).

Mendes and Pessôa (2013) state that children have contact with values, social norms, and community beliefs in the interaction between their families and peers, these norms are inserted from birth.

Importance

Fontana Hernández (2010) says the following:

> Family support during the process of educational integration is important for the integral development of the student. It has repercussions in the educational environment as well as in the family and personal environment of the students, since through these supports the students reach the objectives and contents proposed in the teaching and learning processes. Different forms of communication and interrelation between the family members and the educational and administrative staff of the educational center are promoted; likewise, their self-esteem, security and self-knowledge are improved, which makes possible their social and labor inclusion. (p. 33)

The recognition of the importance of the family as a source of support in the process of socialization and in the course of life positions it as a central element of care processes (Ramos Sanches, Gonçalves Constantino dos Santos, Borges Gomes, & Dalla Vecchia, 2018).

The United Nations Children's Fund (2015) says families play a central role in a child’s well-being and development. They offer identity, love, care, provision and protection to children and adolescents as well as economic security and stability.

Family support could be understood, as psychological characteristics between family members that make them feel protected and cared for. Some of these perceptions include affection, autonomy and comfort (Baptista, 2007).

Investigations

Nunes Baptista, De Aquino Lemos, Munhoz Carneiro, and Morais (2013) found negative correlations between family support and levels of depression, anxiety and hopelessness. Moreover, family support proved to be a conditional variable for levels of anxiety and depression that can be an influence in a low reading level.

The support of the family is decisive in the formation and development of the children, manifested in the different stages of life. In this regard, Jiménez Figueroa, Mendiburo Subiabre, and Olmedo Fuentes (2011) found that family support is related to family satisfaction (r = .470), but also family support as a predictor of work-family conflict (β = -.386).

Policymakers and practitioners agree that parent involvement in elementary education, defined broadly as parents' activities and behaviors related to children's schooling, enhances the academic, socioemotional, and behavioral outcomes of low-income students who are at risk for poor achievement (Sheldon, & Epstein, 2005).

Roksa and Kinsley (2018) found families that support low-income students in college, which facilitates the success of their university careers, especially those with low economic resources.

Dimensions

When family function is appropriate in all dimensions and family members' relationship is clear and frank, and with regard to members' roles, they have clear roles; in dimension of behavior control, instead of rough and inflexible control more flexible control is imposed, then, children's behavior can be predictable and productive in

different environments including educational institutions. There was a significant association between family function 15 dimensions (except for lack of independence) and academic achievement. Dimensions of expressiveness, cohesion and family socialization had the highest association with academic achievement. When children believe that their parents are their supporters, they manifest more educational self-efficacy and a better professional carrier (Rezaei-Dehaghani, Keshvari, & Paki, 2018).

The ecological framework posits that there is an independent influence of each setting on the child, and an interactive influence of the home and school settings that operates in a unique way to further affect the child's development (El Nokali, Bachman, & Votruba-Drzal, 2010).

Barnett (2004) looked at the ways in which family support contributed to adjustment to college, persistence, and graduation for Black students at an Ivy League university. Barnett found that family support and interaction with family members led to social adjustment. Additionally, Wartman (2009) looked at parental involvement for low-income and working class students during the first semester of college, suggesting that the "helicopter parent" image portrayed by the media is socioeconomic-class based.

Self-efficacy

Self-efficacy beliefs are referred to specific related domains of the individual's functioning and regard forms of being, knowing and doing (Caprara, 2001); they are not static but dynamic traits that can be improved through specific learning processes and social experiences (Bandura, 1997), developed in interpersonal relationships.

Furthermore, perceived self-efficacy is “conceptualized as perceived operative capability. It is concerned not with what one has but with belief in what you are able to be once provided with resources.

“Self-efficacy is of an operational and integral feature of the procedure used to access people’s efficacy beliefs. Individuals are not asked to determine the ability they possess, but instead the degree of their confidence they can execute given activities” (Bandura, 2007, p. 646).

Additionally, self- efficacy is the belief that one can achieve something through one’s own resources, and in some circumstances, that one can perform the behavior that leads to the desired goal (Maddux, 2002).

In greater depth, self-efficacy is widely recognized as a key construct in social learning theory (Bandura, 1986), a perspective which assumes that behavior, cognitions, and the environment continually influence each other in the mindset of individuals (Bandura, 1977).

Self-efficacy also refers to individual judgments regarding their ability to perform a given activity (Bandura, 1986) and is proposed to influence individual choices, goals, emotional reactions, effort, ability to cope, and persistence (Gist, Stevens, & Bavetta, 1991).

Importance

Self-efficacy theory has been applied to a very diverse range of human behaviors, demonstrating that a sense of self-efficacy can make a difference to how people

think, feel and act (Giles, McClenahan, Cairns, & Mallet, 2004). It is a very important variable in the positive dimension in the life of human beings (Merino Tejedor, 2010).

The same authors affirm that

> parents play a crucial role in the development of self-efficacy; thus, overprotective parents who protect their children from potential dangers in hermetically sealed bubbles, deprive their children of the possibility of interacting with the environment in a dynamic and creative way and not allowing them exposure to situations in which they can develop and encourage their emerging skills and abilities. Meanwhile, safe parents, who continuously respond to the communicative behavior of their children and allow them freedom in their movements of exploration of the environment, facilitate the cognitive and social development of their children. (p. 373)

Pintrich and Schunk (1995) say that self-efficacy plays an important role in student learning. He found that self-efficacy is related to academic performance and self-esteem, and thus form a positive relationship. To the extent that students are self-effective, they will obtain better academic achievement.

Merino Tejedor (2010) states that

> the school is one of the most relevant places for the acquisition and development of skills, including intellectual skills. These capacities are very important in the integral development of the person. The years the child spends in school using these skills will allow them to develop in a healthier way, acquiring the necessary knowledge that they will use in later stages of life to continue developing personally and professionally. (p. 373)

Veliz Burgos and Urquijo (2012) point out the following:

> Institutions of education possess inadequate information regarding psychoeducational profiles of those who enter their Institutions to study. Having this information can favor the development of actions that allow to support the Psychoeducational development of the student, promote academic success and know if they are effective. (p. 132)

Dimensions

Regarding the dimensions of self-efficacy, Bandura (1997) states that they are

"previous experience, vicarious experience, verbal persuasion and physiological and emotional states" (p. 3).

In a study conducted by Reyes Cruz and Gutiérrez Arceo (2015), they studied the self-efficacy and used the dimensions of the experiences lived by the students, the learning obtained through the observation of activities, the feedback received on their own performance and the physiological and emotional states.

Valverde (2011, cited in Barahona Arévalo, 2014) explains that

> There is a very close relationship between self-efficacy and personal performance. He states that individuals who believe they are capable of performing a task take their own abilities as a reference, engaging in activities in which they feel more capable and avoiding those in which they believe they will not achieve the expected results. He also comments that, “the effects caused on the beliefs of self-efficacy in personal performance are the following: the choice of behaviors or activities and tasks, the effort used and the persistence in the task, and the patterns of thinking and reactions emotional.” (p. 8)

Investigation

Ayllon, Alsina, and Colomer (2019) study the self-efficacy of students to obtain new knowledge. You will find that self-efficacy increases students' confidence in their ability to succeed in academic tasks. In addition, the participation of the teachers and the students' self-efficacy were the elements most related to the positive way. The students had the best grades.

Mushtaq, Muhammad and Saifullah (2018) studied the relationship between social adjustments and student self-efficacy. It was found that students in higher grades who have high self-efficacy have better social adjustments.

Contreras, et al. (2005) determine whether the self-efficacy variable is related to academic performance in a group of 120 high school students. The results were

that self-efficacy is directly associated with the academic performance of students in general.

Dogar, Bedir, Bedir, Erhan, and Sen (2019) study the relationship between self-efficacy and the occupational attitude of students. A positive linear relationship was found between the occupational attitude and self-efficacy (r = 452).

Barraza Macias and Hernández Jacquez (2015) established a descriptive profile of the academic self-efficacy variable in students. It was a correlational, cross-sectional and non-experimental study through the application of a questionnaire (Cronbach's alpha .91). The subjects studied were found to have a high level of perceived self-efficacy (73%).

Instructional Delivery Methods

Shea, Pickett, and Pelz (2003) note that student satisfaction is further enhanced when instructors focus on instructional delivery methods that promote student autonomy. The traditional method of presenting information to students follows a behaviorist model; students are passive while they wait for their teacher to provide information. The teacher presents information and the student learns through memorization, practice, and external motivation (Dabbagh, & Bannan-Ritland, 2005; Fosnot, & Perry, 2005). As the student masters a specific skill, he or she is permitted to progress to the next level (Dabbagh, & Bannan-Ritland, 2005; Fosnot, & Perry, 2005).

With the traditional behaviorist method of teaching, the responsibility of learning is placed on the teacher, not the student. In addition, the pace of learning is controlled by the teacher (Dabbagh, & Bannan-Ritland, 2005).

As noted by Fosnot and Perry (2005), “the behaviorist theory may have implications for changing behavior, but it offers little in the way of explaining cognitive change - a structural change in understanding” (p. 9). This type of instructional model is in direct contrast to the constructivist theory of learning.

Haydon, Borders, Embury, and Clarke (2009) they say that

> many teachers face behaviors such as talking out, disrespectful comments, general classroom disorder, and even verbal abuse on a daily basis. Students who create these disruptions in classroom settings interrupt the flow of instruction and affect the behaviors of other students, creating a chaotic environment. Because students with or at risk for emotional or behavioral disorders (EBD) are often off task and disruptive during instructional time, teachers need alternative teaching strategies to generate task engagement and encourage appropriate behaviors. (p. 12)

Gordon (1998) says that learning must be effective and efficient. This need has given rise to the instructional design process, a planning method that is most likely to result in successful learning and performance and a better understanding of the learning process.

Reading Overview

Wixson, et al. (1987) reading is the process of constructing meaning through dynamics interaction between the reader's existing knowledge, the information suggested by the text to be read and the context of the reading situation.

The National Reading Panel (US) (2000) identified five components of reading: phonemic awareness, phonetics, reading fluency, vocabulary, and comprehension. Each component is complex for the young developing reader.

Kuhn, Schwanenflugel, and Meisinger (2010) say that an important aspect of reading is the fluency with which it is done and notes that it is a critical component of

the development of reading achievement. Fluency teaching is integrated in various reading programs. However, despite the importance of reading fluency, it is often neglected (Carlisle, 2010).

Rasinski (2014) comments that reading fluency is apparently a multidimensional task that involves some instructional methods that incorporate precision, fluency, and prosody.

The Direct Instruction Method and Reading Achievement

One of the methods to achieve a reading level is repeated reading, known as the theory of automaticity (Samuels, & Farstrup, 2006). Gorsuch and Taguchi (2008) say that repeated reading is an instructional method that provides students opportunity to reread the reading passages. Therrien and Kubina (2006) point out that repeated reading has benefits in first through third grade students. Furthermore, repeated reading can have an impact on automaticity, fluency and reading comprehension.

There have been studies that show that there is a positive relationship between reading achievement and the direct method of teaching in students (Stockard, 2010; Stockard, & Englemann, 2010).

Stockard (2010) studied the impact of direct instruction on the reading achievement of fifth grade students in public schools. She found that students in the end of first grade, up to the end of fifth grade, had significantly higher gains than students using other instructional methods.

Teachers Support

Sharma (2016) points out that “teacher support measures the amount of help, concern and friendship that the teacher directs toward students. The teacher plays a vital role in creating an environment that supports effective teaching and learning in the classroom” (p. 1). Students believe that their teachers' support is the belief that they care about them, value them and establish personal relationships with them (Trickett, & Moos, 1973, p. 93).

Newman and Schwager (1993) investigated students' perceptions of their teachers and classmates in relation to seeking academic help. The results indicate that students generally preferred teachers than classmates, as teachers help you facilitate learning.

Newman and Goldin (1990) found that students believe that the teacher and not a classmate is more likely to facilitate learning. Newman and Schwager (1992) say that although the personal characteristics of the students are important determinants of help. The teacher is a very important factor in the student's academic development. On the other hand, in a study carried out by Moos and Moos (1978) they found that the teaching support received is negatively related to student absenteeism.

Goh and Khine (2002) in a study found that a good teacher-student relationship is superior to the formation and maintenance of a positive classroom environment.

Student Support

The student's support in the educational process is the attitude towards school, interpersonal relationships with classmates and teachers and, above all, the

disposition towards learning (Fredricks, Blumenfeld, & Paris, 2004).

Jennings (2003) points out that it is necessary for the student to have the commitment to get involved in the classroom to pay attention, to fulfill the tasks assigned to their short and long-term goals.

When students do not demonstrate support in the educational process, or are not involved and affected, they do not have a sense of belonging to the institution; and thus, they significantly withdraw from school activities (Oliva, & Pagliari, 2006).

These authors (Mercer, 2008; Wells, 2007) in their studies found that the collaboration, commitment and contribution of students work to promote learning.

Webb, et al. (2014) found that student collaboration could be promoted through teachers and this helps students communicate.

Witowski (2008) investigated the relationship between instructional delivery methods, student learning, and student satisfaction. The results revealed that instructional delivery methods (specifically instructor support) can be used as predictors for student satisfaction.

Authentic Learning

E-Teaching (2016) it states the following:

> Authentic learning is learning designed to connect what students are taught in school to the real world problems and applications; learning experiences should reflect the complexities and real life ambiguities. The children work for production of speeches, products and representations that have value or meaning beyond success in school; this is learning by focusing. (p. 1)

Gardner (1991) comments that many students do not really understand what they learn. Education has become nothing more than simulation; There is no relevance to the materials that students are expected to learn.

“Learning is activated when students can connect new knowledge with their previous understanding, in addition, a meaningful context brings the real world to the classroom learning environment which is key to promote learning” (Brown, Collins, & Duguid, 1989, p. 32).

Mims (2003) makes the following statement regarding meaningful learning:

> There has long been a discrepancy between the traditional process of learning in schools and the process of learning in the real-world. As a result, students have been unable to see any real-life connection with what they learn in school. Authentic learning offers the opportunity for teachers to bring the outside world into the classroom. In doing so, students can begin creating those connections. This will empower them to transfer their knowledge and skill learned at school into their everyday lives outside of school, thus making the value of learning much more important to them. (p. 3)

Lave (1988) declares that when traditional learning is used and students are passive, then knowledge is inconsistent with real-life learning situations, which little will be used.

Mehlinger (1995) comments that

> the students must be able to realize that his achievements extend beyond the walls of the classroom. They bring to the classroom experiences, knowledge, beliefs and curiosities and authentic learning provide a means to save those elements. With classroom learning students no longer simply learn memory facts in the abstract or artificial situations, but they experience and use the information in ways based on reality. The true power of authentic learning is the ability to involve students and touch their intrinsic motivation. (p. 2)

Active Learning

Felder and Brent (2009) “active learning is anything course-related that all

students in a class session are called upon to do other than simply watching, listening and taking notes" (p. 2).

According to Revans (1983), one of the main purposes of active learning is to develop critical thinking in students, so that they can organize knowledge.

Prince (2004) states the following:

> Active learning has received considerable attention in the past several years. Often presented or perceived as a radical change from traditional instruction, the topic frequently polarizes teachers. Active learning has attracted strong advocates among teachers who seek for alternatives to traditional teaching methods, although skeptical teachers consider active learning as another in a long line of education mania. (p. 223)

According to Bonwell and Eison (1991) active learning, it leads students to have better attitudes, thinking and writing. According to authors (Schwartz and Pollishuke, 1998; Silberman, 2005), active learning focuses on the student, where knowledge is formed from interaction with their classmates, based on the daily experiences.

Oltra Mestre, García Palao, Peris, and Boronat Navarro (2012) conducted a study on active learning with students. The results obtained in a greater development of the competences, directly related to teamwork in general, and especially when the teaching-learning process is carried out in person.

Support for explicit instruction comes from two different empirical studies; experiments showing the effects of learning strategies on comprehension, and case studies of exemplary teachers who use explicit instruction (Cambourne, 2002; Pressley, 2001). Explicit teaching has proven to be the most successful procedure for teaching comprehension strategies to date (Pressley, 2000).

Just as writers consider their audience, reading teachers consider their audience's experiences, the structure and features of texts, and the context in which the information will be learned.

Hart and Stebick (2016) point out the following:

> Interventionists use texts to model comprehension strategies, provide guided practice and offer opportunities for independent application. Strong interventions are based on these premises. Modeling-The teacher models specific ways in which images can be evoked to enhance comprehension. Through mini-lessons involving think-aloud and explanation that image evocation improves comprehension. Scaffolding- Gradually the teacher invites students to share and expand their own images created as they read. The teacher selects interesting but rather unchallenging text to use with the whole class. The teachers need to help students become aware of their own images, elaborate them, and develop a sense that reflection on one's images enhances comprehension. In this instructional delivery method, students become aware of their thinking and demonstrate metacognition. In small group instruction, the teacher meets with small groups to support children who need more modeling and instruction to connect their images with comprehension. (pp. 44-45)

Finally, Hart and Stebick say that

> during independent application and evaluation, the teacher collects depicted images in any from each student and assess the change in the images that are central to understanding key points, extended thinking, elicit all senses and multiple emotions are adapted and revised as the child reads, and images from text that find new life in the students writing. Again, these provide yet another opportunity for readers to demonstrate metacognition. (p. 5)

In a developmentally appropriate way, teachers explicitly describe each cognitive strategy, model the strategy, allow scaffolded guided practice and release the student in an optimal learning environment to apply this learned strategy independently (Stebick, & Dain, 2007; Zemelman, Daniels, & Hyde, 2005).

Explicit teaching focuses on foundational pre-reading strategies that prepare the student to read to satisfy their hunger for various topics and create big ideas from a variety of texts across multiple disciplines. Explicit teaching develops students'

capacity to work with implicit ideas to become independent constructors of their own meaning in a study that was recently published by the US Department of Education found that teachers' explicit teaching of reading comprehension strategies improved overall reading progress (James-Burdumy, et al., 2010). Explicit instruction involves demonstration accompanied by a clear explanation of the purpose of the task.

> Although this seems quite direct, it is fundamental that teachers acquire the skill of explaining thought processes clearly. Teachers provide an instructional framework where we teach struggling readers how to ignite their curiosity and to think deeply as they read across multiple texts for various purposes. When struggling readers engage in metacognitive reading, they begin to ask questions, pause, and reflect on the text they are reading and share curious thoughts (Hart and Stebick, 2016, p. 45)

The (RTI) Service Delivery Model and Reading Comprehension

It is the primary responsibility of interventionists to provide metacognitive strategies to struggling readers. One popular instructional delivery model that has been included in legislation, is response to Intervention (RTI). RTl's basic premise is that varying levels of instruction are required in order to remediate academic or behavioral difficulties in children. This framework allows interventionists to explicitly teach strategies based on the specific needs of the students. The framework consists of a triangle in which the level of intensity increases as students move up the triangle and receive more intensive interventions (Institute of Education Sciences, 2004).

Figure 2 shows the different levels of intervention. There are three levels of instruction. Level 2 instruction consists of higher intensity instruction in which a small group establish a general rule of requirements. Similarly, level 3 interventions consist

of an even stronger intervention intensity for an even smaller group of students, this is carried out in a small group or in an individual setting (Fuchs, & Fuchs, 2007).

Recent case study research has collected data that suggest districts moving to the RTI instructional delivery methods have become increasingly effective in remediating student academic struggles and thus allowing the student to reach the developmentally appropriate stages of reading (Robinson, Bursuck & Sinclair, 2013; White, Polly, & Audette, 2012).

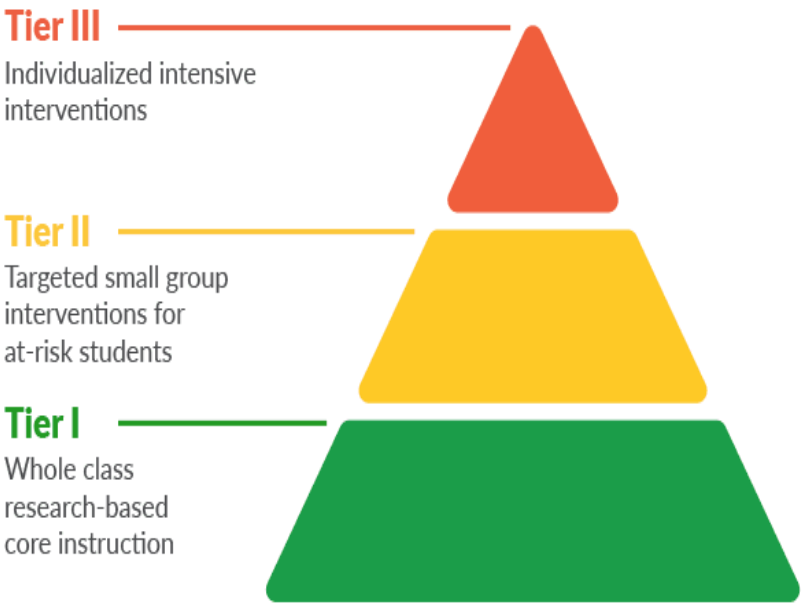


Figure 2: Response to Intervention Triangle.

Empirical research has begun discussing the effects of evidence-based interventions. Graves, Duesbery, Pyle, Brandon, and McIntosh (2011) used treatment and control group design in a middle school setting to compare outcomes of students who received interventions and those who did not. The results of this urban study show the treatment group having significant gains in oral reading fluency. The study focused on

middle school students and oral reading fluency. It continues to be necessary to consider how the RTI model impacts comprehension instruction.

Reading Achievement

According to Sole (1992), he comments that reading is a strategic process where the reader puts into practice a set of reading skills and strategies that can have different strategies. Corral Iñigo (2002) says that reading is a process that consists consistently in understanding the overall meaning of a text.

On the other hand, Cassany (2006) reading is a social and cultural practice. For his part, Zavala (2009) says that reading is a social activity human beings carry out at different times.

According to Barthes (1987, cited in Ramírez Leyva, 2009), reading is "how to make the body work following the call of the signs of the text" (p. 171).

Importance of Reading

Lastre M., Chima López, and Padilla Pérez (2018) affirm that “in the process of school training, one of the fundamental skills that all students must develop are reading and writing skills, which are fundamental for all educational levels, since they approach the information of the world ”(p. 13).

The same author says that "reading competence has required more work by teachers as it has become a recurring and widespread problem in most educational institutions" (p. 13).

Avendaño San Martín (2017) states that “in the specific field of reading the use of strategies, prior knowledge, the dialogue that the reader carries out with the text are

some conditions of the profile of a competent reader” (p. 1).

"Reading today, despite the development achieved by science and technological advances, have not been replaced and remain one of the primary means of communication" (Lima Hernández, Peralta Arbolaez, & Godoy, 2010, p. 127).

As Flores Guerrero (2016) points out, “the benefits of reading, as well as critical thinking, are indispensable in education, especially for the optimal professional development of students in the age of knowledge” (p. 129).

On the other hand, Ortega Segrera (2015) says that reading is “a delicate process of decoding and understanding a receiver that allows reducing the complexity of a text and understanding a written message as objectively as possible” (p. 124).

The same author comments the following:

> Getting students to learn to read correctly is one of the many challenges that the school must face. It is logical that this is the case since the acquisition of reading is essential to move autonomously in literate societies and causes a situation of profound disadvantage in people who did not achieve that learning. (p. 124)

Reading and Learning

The Federación de Enseñanza de CC. OO. de Andalucia (2012) state that

> due to the importance of reading skills for the development of all school activities, for school success and for success in adult life, all teachers should be concerned with the development of reading in the respective areas and in each and every one of the educational levels. (p. 1)

The same authors comment that “reading is the path to knowledge and implies the active participation of the mind. Similarly, reading contributes to the development of imagination and creativity and enriches vocabulary and oral and written expression”

(p. 1). Lerner (2001) comments that reading is an important element in people's social development. In addition, it helps train students as citizens of written culture.

Ramírez Robledo, Quintero Arrubla, and Jaramillo Valencia (2015) state the following:

> Reading at all academic levels is necessary for the optimal use of students, as well as for the improvement of their intellectual and cognitive performance in all aspects of life. The demands of the 21st century and of a globalized world demand skills such as critical thinking, which is necessary for an analytically and academically acceptable reading. It is known about the impact one has when teaching, promoting and nurturing critical thinking, reading and writing in people's education. (p. 106)

Investigation

Okkinga, Van Steensel, Van Gelderen, and Sleegers (2016) analyzed how reciprocal teaching can improve underperforming adolescents reading comprehension in full classroom environments (as opposed to small group environments). The results showed that reciprocal teaching contributed to adolescence low performance reading comprehension only when experimental teachers provided high quality strategy Instruction.

Sacristan Romero (2007) in a study found that

> young readers often make literal summaries using the underlining technique in many cases. The older ones, on the other hand, make summaries in which they translate the content of the editorial into their own words, giving a greater breadth of view to the information handled. It follows the fact that the former express incorrect ideas as a result of the shortcuts they take, which is not frequent in the second group, that having "leaked" the information tends to express correct ideas. (p. 26)

Ramírez Ospina and Isaza Valencia (2017) say that reading is related to other variables. The study showed that there is, not only a relation between the family

variables and the literacy learning process, specifically between the balanced study with the view, language and hearing functions. But also, there is a relation between the balanced study with the text carriers, available resources, the implementation of games at home, the reading routines and the language stimulation with the basic function performance.

Canales Gabriel (2008) studied 23 subjects of an experimental sample, compared with the 23 students of the control group. Significant difference was found between the levels of reading comprehension achieved in the pretest and posttest, by students with learning problems. In general terms, students submitted to the treatment program showed improvement in their performance at the level of reading comprehension, and in particular 3rd grade students and 2nd grade students, approached the average T (50 points). However, the levels of achievement were not fully satisfactory, among other reasons, because they were students with serious learning problems in reading.

Lastre M., et al. (2018) studied the effects of reading aloud at the level of reading comprehension in elementary school students. They found that the levels of reading comprehension can improve with the intervention of reading aloud in their literal and inferential levels and it is corroborated that as one passes to another level of reading, the complexity is greater and to achieve and it requires greater work and time.

CHAPTER III

METHODOLOGY

Introduction

The objectives of this study are to explore the relationship of early elementary students that may exist between the variables of family support, self-efficacy, instructional delivery methods, of Seventh-day Adventist elementary schools in the Northeastern Conference located in the United States of America.

This chapter will explore the description of the methodology used during the investigation and addresses the design of the study, which includes: (a) the type of research, (b) the study population, (c) the sample, (d) the measuring instrument, (e) the null hypotheses, (f) the data collection, and (g) the data analysis.

Type of Investigation

The present investigation was quantitative, transversal, quasi-experimental and explanatory. Quantitative research is designed to guarantee the objectivity, generalization and reliability of the research (Creswell, 2014). Non-experimental research describes phenomena and examines the relationship between different phenomena without any direct manipulation (McMillan, & Schumacher, 2006). According to Johnson and Christensen (2010), quantitative research theory tests, explains, predicts, and standardizes data collection and statistical analysis. The main objective of this

investigation was the description of a phenomenon. Therefore, the research is descriptive (Malhotra, 2004), because descriptive research is the type of conclusive research whose main objective is to describe in general the characteristics or functions of the problem in question.

Population and Sample

In this study, the population consisted of the students in one school in Brooklyn, one school in Queens and one school in New Rochelle. The population of the study was 832 students.

The type of sampling conducted in this investigation is non-probabilistic, directed, intentional and for convenience, by which the students are part of the schools of the Northeastern Conference. The students were selected by primary grade enrollment and regional locations in order to provide a representative population. The sample is 116 respondents representing 14% of the total population.

Instrument

The instrumentation includes the variables, the measuring instrument, the reliability and the operationalization of the variables.

Variables

The variables used in this research were the following: (a) independent, which includes: family support, self-efficacy, instructional delivery methods, and (b) reading achievement, which is the dependent variable.

Instrument Development

Next, reference is made to the four instruments used in the present investigation. Appendix A describes the instruments used. The instrument was developed exclusively for research by the researcher.

Family Support

To measure the family support variable, the Family Support Scale was used. The instrument is composed of nine criteria with a Likert scale, with five response options. The scale is as follows: 1. *never*, 2. *rarely*, 3. *frequently*, 4. *almost always*, and 5. *always*.

Self-efficacy

To measure the self-efficacy variable, the Student Self-efficacy in Reading Scale was used. The instrument is composed of 15 criteria with a Likert scale, with five response options. The scale is as follows: 1. *Never*, 2. r*arely*, 3. *frequently*, 4. *almost always* and 5. *always*.

Instructional Delivery Methods

To measure the instructional delivery methods variable, the Instructional Delivery Methods Scale was used. The instrument is composed of eight criteria with a Likert scale, with five response options. The scale is as follows: 1. *never*, 2. *rarely*, 3. *frequently*, 4. *almost always*, and 5. *always*.

Reading Achievement

To measure the reading achievement variable, the student's level of reading achievement during the fall reading benchmark was used.

Operationalization of the Variables

Each variable is shown below with the conceptual, instrumental and operational definitions.

Family Support

Conceptual definition: It is an integrated network of community-based resources and services that strengthens parenting practices and the healthy development of children (Association of Family Resource Programs, 1993).

Instrumental definition: Appendix A references the instrument used in this study and the variable of family support is determined using the following questions:

1. My parents read to me
2. My parents buy me books
3. I get a reward after I read a book
4. My parents correct me when I read wrong
5. My parents attend meetings at my school
6. My parents communicate with my teacher
7. My parents share my report cards with me
8. My parents volunteer at my school
9. My parents help me with my homework

Operational definition: In this instrument, a Likert-type scale from 1 to 5 was used, it creates an interval system in which the respondent can rate. The totals were

obtained using the arithmetic mean, and it was interpreted that the higher the score, the higher the level of family support perceived by the students. All criteria have a positive meaning.

Self-efficacy

Conceptual definition: Self-efficacy refers to specific related domains of the individual's functioning and considers ways of being, knowing and doing (Caprara, 2001).

Instrumental definition: Appendix A references the instrument used in this study and the variable of family support is determined using the following questions:

1. I look at the pictures in the book before I read the book
2. I feel a connection to the characters in the story
3. While I am reading, I visualize the story in my mind
4. I can predict what will happen next in a story
5. I can take clues from the author and draw a conclusion
6. I can tell my teacher the main idea after reading a story
7. I can remember the important details after reading a story
8. I go back to the text to look for the answers to questions about the book
9. I take a pause between every word as I read
10. I skip words when I read
11. I get nervous when I read aloud
12. I repeat words when I read
13. It is hard for me to read certain words in my books

14. It is hard for me to see the letters that create the words in my books
15. Sometimes I mix up the letter sounds while I am reading

Operational definition: In this instrument, a Likert-type scale from 1 to 5 was used, it creates an interval system in which the respondent can rate. The totals were obtained using the arithmetic mean, and it was interpreted that the higher the score, the higher the level of self-efficacy perceived by the students. All criteria have a positive meaning.

Instructional Delivery Methods

Conceptual definition: Instructional delivery methods is a system of teacher actions aimed at organizing the practical and cognitive activity of the student with the objective of assimilating solidly the contents of education (Neuner, 1981).

Instrumental definition: Appendix A references the instrument used in this study and this variable of instructional delivery methods is determined using the following questions:

1. My teacher gives clear directions
2. My teacher gives me enough time to answer a question
3. After my teacher reads me a book, they ask me questions about the book
4. When I make a mistake, my teacher corrects me
5. My teacher helps me understand new ideas
6. My teacher is prepared for class
7. My teacher uses technology in the class
8. My teacher makes learning fun.

Operational definition: In this instrument, a Likert-type scale from 1 to 5 was used, it creates an interval system in which the respondent can rate. The totals were obtained using the arithmetic mean, and it was interpreted that the higher the score, the higher the level of instructional delivery methods. All criteria have a positive meaning.

Reading Achievement

Conceptual definition: The achievement of reading is the reading level in which the student can easily capture, extract, understand, value and use the meaning of a text.

Instrumental definition: To find out the reading level of the students, an online program created for that purpose is used. The reading program contains three main dimensions that are used when calculating students' reading performance in the study. In the first part of the performance evaluation, the student receives a reference passage that correlates with the student's grade and age. Benchmark passages are one step in a three-step process that provides an overall assessment of reading and comprehension. The second step is the retell, in which the students retells the story in their own words identifying key story elements. In the third part, the student completes a quiz which measure their comprehension of story using common core learning standards.

Operational definition: In this assessment instrument, there are three categories in which students are place based on their benchmark data. The first category is Independent Level, the next is Instructional Level and the last, Frustrational Level. If a students assessed reading level falls below the instructional level and is not correlated

with the level for their age and grade, then the student would be considered to have reading achievement that is below grade level. If the students assed reading levels correlated with the age, grade level then the student is considered to have reading achievement at grade level. If the students assessed reading level is higher than the correlated level for their age and grade then the student is considered to have reading achievement that is above grade level.

Operationalization of Null Hypotheses

In this, the following null hypothesis was formulated: Family support, self-efficacy, and instructional delivery methods are not predictors of the levels of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

Table 1 shows the operationalization of the null hypothesis. It includes the variables, the level of measurement of each variable and the type of statistical test that is known**.**

Data Collection and Access to Respondents

The data collection was carried out in the following way:

1. The Superintendent of the schools for the Northeastern Conference was contacted and the Director of Special Education sent out a notice to all the principals in the Northeastern Conference asking them to give permission to conduct the surveys with the students as an academic activity.

Table 1

Operationalization of Null Hypotheses

Null Hypothesis	Variables	Measurement level	Statistical test
Family support, self-efficacy, and instructional delivery methods are not predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.	Independent A. Family support B. Self-efficacy C. Instructional delivery methods Dependent D. Reading achievement	A. Metrics B. Metrics C. Metrics D. Metrics	For the hypothesis test, structural equation models were used. First, the model is accepted based on the fulfillment of at least three adjustment criteria, among chi squared, relative chi square, CFI, GFI and RMSEA. The rejection criterion of the null hypothesis was for significance values $p < .05$, in the calculated parameters.

2. The schools consented to the surveys being done and researcher went to each of the three schools and administered them to the students directly, as the classroom teachers served as support during the process.

Data Analysis

The data collected was analyzed using the statistical product package for social science (SPSS), version 23.0 for Windows. The tests used in this research were models of structural equations.

After having completed the database, descriptive statistics (measures of central tendency) were used to clean the database and obtain demographic information, as well as to evaluate the behavior of the main variables.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The extent of this research focused on family support, self-efficacy and instructional delivery methods as predictors of reading achievement in accordance to the theoretical model identified in chapter one. The present investigation was quantitative, transversal, quasi-experimental and explanatory.

The outline of this chapter is as follows: (a) population and sample, (b) demographic description of the subjects, (c) descriptive, (d) null hypotheses, and (e) summary of the chapter.

Demographic Description

In the following section the demographic results such as, gender, grade, school location, school name, and domestic living arrangement are all shown in the statistical tables below. Appendix B shows the support tables.

Gender

The distribution of gender participants in the research show that the male group represents more than 50.9% of the participants and the female group represents 49.1% of the participants.

Grade

Table 2 contains the data that refer to the grade of the students who responded to the instrument. Regarding the grade of the students, it is observed that the majority of respondents declare that they are in grade 1 which represents 49.1% (*n* = 57).

School

Table 3 indicates the distribution of students according to city was presented as follows: 48.3% were in Queens (*n* = 56) and 29.6% were in Brooklyn (*n* = 32) and 24.1 were in Westchester (*n* = 28). It is observed that the majority of respondents were attending school in Queens.

Table 2

Distribution of Participants by Grade

Grade	%
Grade 1	49.1
Grade 2	27.6
Grade 3	23.3
Total	100.0

Table 3

Distribution of Participants by School City

City	%
Flatbush	29.6
Queens	48.3
Westchester	24.1

Participating Schools

Table 4 contains the data that refer to the participating schools of the students who responded to the instrument. Regarding the participating schools of the students, it is observed that the majority of respondents attend Linden SDA School, which represents 48.3% (*n* = 56).

Table 4

Distribution of Participants Schools

Participants School	%
Westchester	26.0
Flatbush	26.7
Linden	48.3
Total	100.0

Domestic Living Arrangement

Table 5 contains the data that refer to the type of domestic living arrangements the students who responded to the instrument belong. Regarding the type of domestic living arrangement, it is observed that the majority live with both parents, which represents 74.1% (*n* = 86).

Table 5

Distribution of Participants by Domestic Living Arrangement

Domestic Living Arrangement	%
Both Parents	74.1
Only One Parent	25.0
Neither Parent	0.9
Total	100.0

Validity

The factorial analysis procedure was used to evaluate the validity of the constructs of family support, self-efficacy and instructional delivery methods. The results of the validation of each variable are presented in Appendix C. Next, the statistical tests of the factor analysis for the constructs are presented.

Family Support

The factorial analysis procedure was used to analyze the validity of family support. In the analysis of the correlation matrix, it was found that eight of nine have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a moderate value (KMO = .603) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 99.859 *df* = 36, *p* =.000) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .217; Com_{max} = .609), six items are greater than the extraction criterion (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with two factors, explaining 40.776% of the total variance, this value is close to 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 6 presents information comparing the relative saturations of each indicator for the nine factors of family support.

The first factor consists of three items and it is labeled, economic support (FE). These have high load factors in column one, ranging from .501 to .744. This factor

consists of family support that requires financial contribution. The second factor consists of six items and it is labeled, instructional support (FI). These have high load factors in column two, ranging from .120 to .756. This factor describes the family support that requires the investment of time and emotional contributions.

Self-efficacy

The factorial analysis procedure was used to analyze the validity of self-efficacy. In the analysis of the correlation matrix, it was found that 11 of 15 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a low but acceptable value (KMO = .689) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 241.571, *df* = 105, *p* =.000) are significant.

Table 6

Rotated Matrix for Family Support

	Component	
	1	2
FAA2 My parents buy me books	**.744**	-.150
FAA3 I get a reward after I read a book	**.646**	.144
FAA8 My parents volunteer at my school	**.501**	.001
FAB5 My parents attend meetings at my school	.486	**.461**
FAB1 My parents read to me	.484	**.120**
FAB4 My parents correct me when I read wrong	.073	**.756**
FAB9 My parents help me with my homework	-.243	**.742**
FAB7 My parents share my report cards with me	.368	**.411**
FAB6 My parents communicate with my teacher	.320	**.339**

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .137; Com_{max} = .559), there are six items that are not greater than the extraction criteria (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 34.783% of the total variance. This value is below the 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 7 presents information comparing the relative saturations of each indicator for the two factors of self-efficacy**.**

Table 7

Rotated Matrix for Self-efficacy

	Component	
	1	2
STA2 I feel a connection to the characters in the story	**,745**	,068
STA3 While I am reading, I visualize the story in my mind	**,723**	-,005
STA6 I can tell my teacher the main idea after reading a story	**,636**	-,042
STA7 I can remember the important details after reading a story	**,607**	,030
STA4 I can predict what will happen next in a story	**,487**	,213
STA5 I can take clues from the author and draw a conclusion	**,463**	,040
STB14 It is hard for me to see the letters that create the words in my books	,393	**,214**
STB9 I take a pause between every word as I read	,262	**,262**
STB11 I get nervous when I read aloud	-,004	**,706**
STB12 I repeat words when I read	,031	**,666**
STB13 It is hard for me to read certain words in my books	,167	**,613**
STB15 Sometimes I mix up the letter sounds while I am reading	,147	**,604**
STB10 I skip words when I read	-,177	**,541**
STA8 I go back to the text to look for the answers to questions about the book	**,088**	,496
STA1 I look at the pictures in the book before I read the book	**,236**	,397

The first factor consists of eight items and it is labeled, strategies. These have high load factors in column 1, ranging from .088 to .745. Reading strategies foster student engagement during reading, they allow the students to remain active participants rather than passive participants during reading. This active participation leads to deeper levels of text comprehension.

The second factor consists of seven items and it is labeled, fluency. These have high load factors in column 2, ranging from .214 to .706. Fluency is defined as the ability to decode text with accuracy, automaticity and prosody. Additionally, it includes the appropriate use of phrasing and expression to convey meaning.

Instructional Delivery Methods

The factorial analysis procedure was used to analyze the validity of instructional delivery methods. In the analysis of the correlation matrix, it was found that the seven of eight have a positive correlation coefficient greater than .3.

Regarding the sample adequacy measure KMO, a moderate value (KMO = .725) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 160,035, *df* = 28, *p* =.000) are significant. Bartlett's Test is significant at .000 because the probability is less than .05.

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .190; Com_{max} = .688), the seven items are greater than the extraction criterion (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with two factors, explaining 50,662% of the total variance, this value being greater than 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 8 presents information comparing the relative saturations of each indicator for the two factors of Instructional Delivery Methods.

The first factor consists of five indicators and it is labeled, instructional support. These have high load factors in column 1, ranging from .420 to .790. These items indicate the direct instructional support that the teacher provides to the student during the teaching and learning process.

The second factor consists of four items and it is labeled, student engagement. These have high load factors in column 2, ranging from .100 to .817.These items describe the teachers methods of fostering student engagement during the instructional process.

Descriptive of the Constructs

This section shows the analysis of each of the variables in general, as well as the behavior of its dimensions and indicators. Appendix D shows the support tables.

Table 8

Rotated Matrix for Instructional Delivery Methods

	Component	
	1	2
INA2 My teacher gives me enough time to answer a question	**,790**	-,068
INB6 My teacher is prepared for class	,723	**,100**
INA5 My teacher helps me understand new ideas	**,578**	,396
INB8 My teacher makes learning fun.	,537	**,493**
INA4 When I make a mistake, my teacher corrects me	**,472**	,354
INA1 My teacher gives clear directions	**,420**	,120
INB3 After my teacher reads me a book, they ask me questions about the book	,140	**,817**
INB7 My teacher uses technology in the class	,052	**,801**

Family Support

To measure the family support, the Family Support Scale (FSS) was used, which consists of nine items with a range of responses within a Likert scale that varies from 1 (never) to 5 (always). Table 9 shows the mean, standard deviation, asymmetry, kurtosis and family support reliability.

Table 9

Descriptions and Reliability of the Family Support

Clave	Dimensions	*M*	*DE*	Asymmetry	kurtosis	Reliability
IS	Instructional Support	2.59	0.850	-.015	-.835	.596
ES	Economic Support	2.96	1.158	-.320	-1.014	.473

According to the results of averages, it can be observed that the dimension that best evaluates is “economic support” (*M* = 2.96; *SD* = 1.158 and the least evaluated dimension was the “instructional support” (*M* = 2.59 and *SD* = 0.850).

The family support variable has a mean of 3.38 (*DE* = .787) indicating regular family support. A kurtosis of -.725, which indicates a plastic behavior (see Figure 3). As for the asymmetry, a minimum positive asymmetric behavior is observed (.012).

Economic Support

Table 10 shows the mean and standard deviation with respect to the subscale of the economic support. According to the results of the means, the best evaluated criterion was the following: “FA2 My parents buy me books” (*M* = 3.44, *SD* = 1.611) and the least evaluated behavior was: “FA8 My parents volunteer at my school” (*M* =

2.68, *SD* = 1.641).

Instructional Support

Table 11 shows the mean and standard deviation with respect to the subscale of the instructional support. According to the results of the means, the best evaluated criterion was the following: “FA5 My parents attend meetings at my school” (*M* = 4.04, *SD* = 1.320) and the least evaluated behavior was: “FA1 My parents read to me” (*M* = 2.75, *SD* = 1.541).

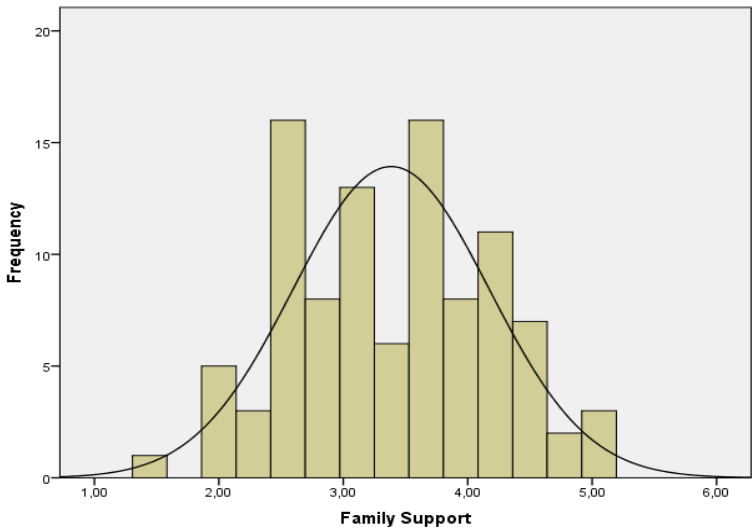


Figure 3. Histogram of Family Support.

Table 10

Descriptions of the Items of Economic Support

Items	*M*	*SD*
FA2 My parents buy me books	3.44	1.611
FA3 I get a reward after I read a book	2.77	1.778
FA8 My parents volunteer at my school	2.68	1.641

Self-efficacy

To measure the variable self-efficacy, the self-efficacy Instrument was used, which consists of 15 items with a range of responses within a Likert scale that varies from 1 (*never*) to 5 (*always*). Table 12 shows the mean, standard deviation, asymmetry, kurtosis and school climate reliability.

According to the results of averages, it can be observed that the dimension that best evaluates is “strategies” (*M* = 3.33; *SD* = 0.913) and the least evaluated dimension was the “fluency” (*M* = 2.76 and *SD* = 0.944).

Table 11

Descriptions of the Items of the Instructional Support

Items	*M*	*SD*
FA1 My parents read to me	2.78	1.529
FA4 My parents correct me when I read wrong	3.79	1.607
FA9 My parents help me with my homework	3.76	1.567
FA5 My parents attend meetings at my school	4.00	1.377
FA6 My parents communicate with my teacher	3.68	1.497
FA7 My parents share my report cards with me	3.57	1.715

Table 12

Descriptions and Reliability of the Self-efficacy

Clave	Dimensions	*M*	*DE*	Asymmetry	kurtosis	Reliability
STA	Strategies	3.33	.913	-. 327	-.542	.661
STB	Fluency	2.76	.944	.331	.676	.639

The self-efficacy variable has a mean of 3.12 and *SD* = .753, implying that they have moderate self-efficacy. A kurtosis of .013, which indicates a normality behavior. As for the asymmetry, a positive asymmetric behavior is observed (.063), but is irrelevant, indicating that the behavior is normal (see Figure 4).

Strategies

Table 13 shows the mean and standard deviation with respect to the subscale of the strategies. According to the results of the means, the best evaluated criterion was the following: “STA8 I go back to the text to look for the answers to questions about the book” (*M* = 3.87, *SD* = .1.584) and the least evaluated behavior was: “STA1 I look at the pictures in the book before I read the book” (*M* = 2.84, *SD* = 1.760).

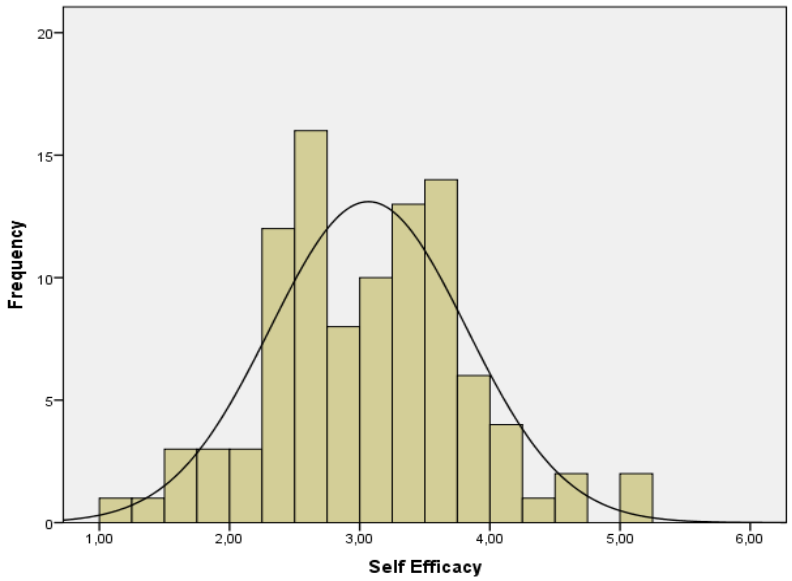


Figure 4. Histogram of Self-efficacy.

Table 13

Descriptions of the Items of Strategies

Indicators	*M*	*SD*
STA1 I look at the pictures in the book before I read the book	2,84	1,760
STA2 I feel a connection to the characters in the story	2,96	1,678
STA3 While I am reading, I visualize the story in my mind	3,42	1,733
STA4 I can predict what will happen next in a story	3,38	1,706
STA5 I can take clues from the author and draw a conclusion	3,11	1,678
STA6 I can tell my teacher the main idea after reading a story	3,62	1,563
STA7 I can remember the important details after reading a story	3,53	1,535
STA8 I go back to the text to look for the answers to questions about the book	3,87	1,584

Fluency

Table 14 shows the mean and standard deviation with respect to the subscale of the fluency. According to the results of the means, the best evaluated criterion was the following: “ST9I take a pause between every word as I read” (*M* = 361, *SD* = .1.646) and the least evaluated behavior was: “STB10 I skip words when I read” (*M* = 2.31, *SD* = 1.787).

Table 14

Descriptions of the Items of Fluency

Indicators	*M*	*SD*
STB9 I take a pause between every word as I read	3,61	1,646
STB10 I skip words when I read	2,31	1,787
STB11 I get nervous when I read aloud	2,73	1,814
STB12 I repeat words when I read	2,88	1,716
STB13 It is hard for me to read certain words in my books	2,89	1,622
STB14 It is hard for me to see the letters that create the words in my books	2,31	1,608
STB15 Sometimes I mix up the letter sounds while I am reading	2,58	1,617

Instructional Delivery Methods

To measure the variable instructional delivery methods, the Instructional Delivery Methods instrument was used, which consists of eight items with a range of responses within a Likert scale that varies from 1 (*never*) to 5 (*always*). Table 15 shows the mean, standard deviation, asymmetry, kurtosis and instructional delivery methods reliability.

Table 15

Descriptions and Reliability of Instructional Delivery Methods

Clave	Dimensions	*M*	*SD*	Asymmetry	Kurtosis	Reliability
INA	Direct Instruction	4,25	.836	-1,437	2,078	.580
INB	Student Engagement	4,40	.830	-2,092	5,381	.623

According to the results of averages, it can be observed that the dimension that best evaluates is “student engagement” (*M* = 4.40; *SD* = .830) and the least evaluated dimension was the “direct instruction” (*M* = 4.25 and *SD* = 0.836).

The instructional delivery methods variable has a kurtosis of 5.959, which indicates a leptokurtic behavior. As for the asymmetry, a negative asymmetric behavior is observed (-2.011). Figure 5 shows that values tend to meet more on the right side of the average.

Direct Instruction

Table 16 shows the mean and standard deviation with respect to the subscale of the direct instruction and student engagement. According to the results of the

means, the best evaluated criterion was the following: “IN1 My teacher gives clear directions” (*M* = 4.57, *SD* = .952) and the least evaluated behavior was: “IN2 My teacher gives me enough time to answer a question” (*M* = 3.82, *SD* = 1.554).

Table 16

Descriptions of the Items of Direct Instruction

Indicators	*M*	*SD*
INA1 My teacher gives clear directions	4.57	.952
INA2 My teacher gives me enough time to answer a question	3.82	1.554
INA4 When I make a mistake, my teacher corrects me	4.30	1,289
INA5 My teacher helps me understand new ideas	4.33	1.212

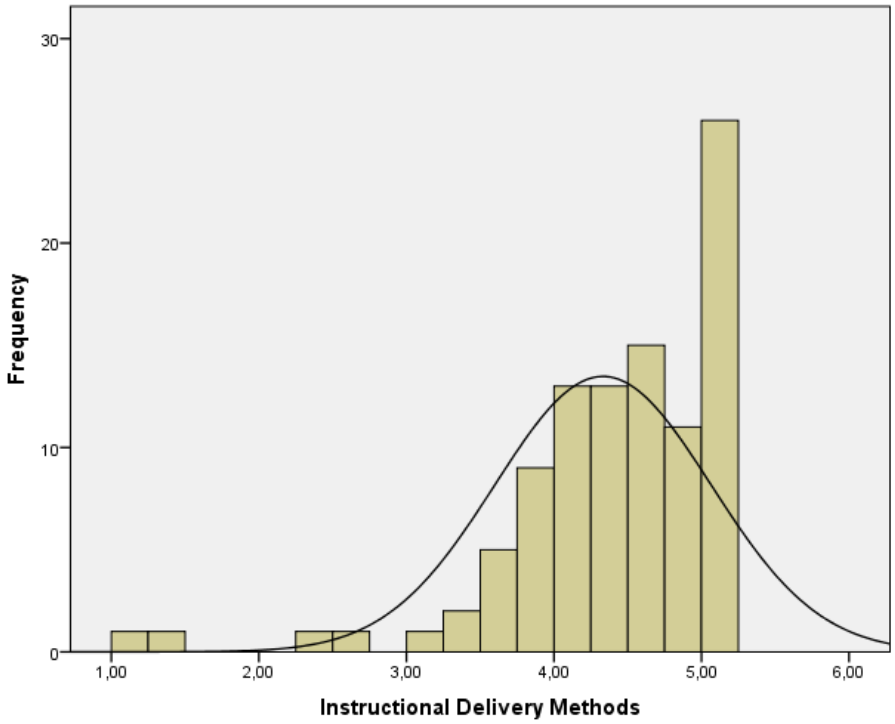


Figure 5. Histogram of Instructional Delivery Methods.

Student Engagement

Table 17 shows the mean and standard deviation with respect to the subscale of the INB. According to the results of the means, the best evaluated criterion was the following: “IN8 My teacher makes learning fun” (*M* = 4.63, *SD* = .965) and the least evaluated behavior was: “IN3 After my teacher reads me a book, they ask me questions about the book” (*M* = 4.27, *SD* = 1.316).

Table 17

Descriptions of the Items of Student Engagement

Indicators	*M*	*SD*
INB3 After my teacher reads me a book, they ask me questions about the book	4.27	1.316
INB6 My teacher is prepared for class	4.39	1.252
INB7 My teacher uses technology in the class	4.33	1.195
INB8 My teacher makes learning fun.	4.63	.965

Hypothesis Testing

The present study sought to know whether the empirical model, in which family support, self-efficacy, and instructional delivery methods are predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York that confirm with the theoretical model. In Appendix E are the support tables.

The explanatory variables in this research were family support, self-efficacy and teacher instructional delivery methods and the variable explained was stages of reading achievement.

The null hypothesis is: Family support, self-efficacy, and instructional delivery methods are not predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

The maximum likelihood estimation (MLE) process was considered to calculate the parameters in the model (see Figure 6), which resulted in significant chi square (X^2 = 13.126, *p* = .108, *g/l* = 8, *n* = 116). In addition to this, the chi-square goodness-of-fit standards, GFI, and CFI are acceptable. Of the five proposed fit indices, four were achieved; indicating that the theoretical model fits directly with the data collected through the survey, that is, the empirical model (see Appendix E).

Once the model was accepted, it is observed that the exogenous latent variables of family support (γ = .04) and self-efficacy (γ = .05) do not significantly explain the stages of reading achievement, as they have p values more than .05. While the instruction delivery methods are a significant predictor (γ = .33, *p* = .018). Thus, this provides enough evidence to reject the null hypothesis and accept the research hypothesis. The explained variance was 15%.

The structure model shows that there is a relationship between the variables family support and variable instruction delivery methods (ϕ = .50), between family support and self-efficacy (ϕ = .84), and between self-efficacy and instruction delivery method (ϕ =. 51).

In the same way, the most important factors that contribute to the self-efficacy variable are strategies (λ = .84) and the one that contributes the least is fluidity (λ = .37).

Regarding the family support variable, it was found that the economic support factor (λ = .59) has similar contribution than instructional support (λ = .58).

Regarding the delivery methods of instruction, it is observed that the factor that contributes the most to the variable is direct instruction (λ = .88) and the one that contributes the least is student participation (λ = .62).

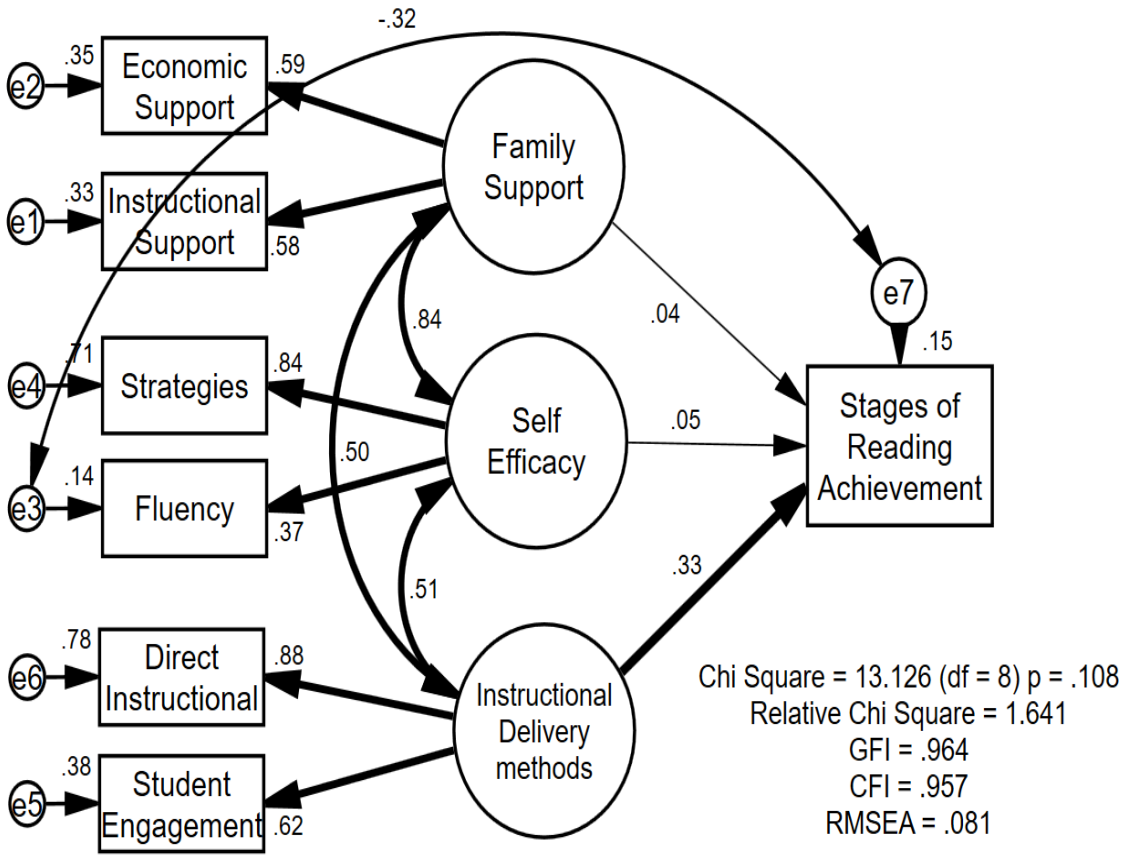


Figure 6. Estimated Final Model.

CHAPTER V

SUMMARY, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objectives of this study are to explore the relationship of early elementary students that may exist between the variables of family support, self-efficacy, instructional delivery methods, of Seventh-day Adventist elementary schools in the Northeastern Conference located in New York, United States of America.

The first variable considered in the present study was family support, according to the Association of Family Resources Programs of British Columbia (1993), the family support is an integrated network of community-based resources and services that strengthens parenting practices and the healthy development of children. The United Nations Children's Fund (2015) says that families play a central role in a child's welfare and development. They offer identity, love, care, provision and protection of children and adolescents, as well as economic security and stability.

Other variables in this study were self-efficacy, on this idea, Pintrich and Schunk (1995) say that self-efficacy plays an important role in studying and learning. To the extent that students are autonomous, they will achieve better academic achievements and that instructional delivery methods are predictors of stages of reading achievement. Self-efficacy also refers to individual judgments regarding your ability

to form a given activity (Bandura, 1986).

The study also worked with variable instructional delivery methods. Shea, et al. (2003) point out that student satisfaction improves further when instructors focus on instructional delivery methods that promote student autonomy. The reading achievement variable was also studied. According to Sole (1992), he comments that reading is a strategic process where the reader puts into practice a set of reading skills and strategies. Corral Iñigo (2002) says that reading is a process that consists consistently in understanding the overall meaning of a text. Chapter three covers the methodological part of the investigation and the fourth chapter includes the demographic description, the validation of the instruments, the descriptive part of the constructs and the hypothesis test.

The variables used in this research were the following: (a) independent, which includes: family support, self-efficacy, instructional delivery methods, and (b) reading achievement, which is the dependent variable. The present investigation was quantitative, transversal and explanatory. The type of sampling conducted in this investigation is non-probabilistic, directed, intentional and for convenience, by which the students are part of the schools of the Northeastern Conference. The students were selected by primary grade enrollment and regional locations in order to provide a representative population. The sample is 116 respondents representing 14% of the total population.

The hypothesis raised was as follows: Family support, self-efficacy, and instructional delivery methods are predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

In the analysis of the hypothesis test, the structural equation model is used. The indices used were as follows: chi square, relative chi square, CFI, GFI and RMSEA. The rejection criterion of the null hypothesis was for significance values $p < .05$. It was found that the exogenous latent variables of family support ($\gamma = .04$) and self-efficacy ($\gamma = .05$) do not significantly directly explain the stages of reading achievement, since they have p values more than .05. Instructional delivery methods is a significant predictor ($\gamma = .33$, $p = .018$).

Discussion

The hypothesis stated that family support, self-efficacy, and instructional delivery methods are predictors of stages of reading achievement in early elementary students in the Northeastern Conference schools in the state of New York.

The results of the hypothesis test were obtained through the structural equation model, obtaining an acceptable goodness of fit. When reviewing the theory, a model similar to the one proposed was not found. It was found that the exogenous variables of family support and self-efficacy do not explain the stages of reading achievement. However, the variable instructional delivery methods significantly explain the stages of reading achievement.

Family Support

In the present study, it was found that family support does not significantly explain the stages of reading achievement. However, family support indirectly explains the levels of reading achievement through instructional delivery methods.

The United Nations Children's Fund (2015) says that families play a central role

in the well-being and development of children. Therefore, the support of parents is an important determinant in the academic development of children. In the present study, it was found that family support does not significantly explain the levels of reading achievement. According to Fontana Hernández, Alvarado Valverde, Angulo Ramírez, Marín Valverde, and Quirós Salas (2009), the family has always influenced society, especially at school. The results of the present study do not fully agree with Pérez López and Gómez Narvaez (2011) affirmation that the family environment is the most appropriate for reading practice and where you can develop these skills and competencies. Having rewarding reading experiences with parental support is considered the best guarantee for creating a reading habit. In fact, Gil Flores (2009) found higher levels of reading proficiency in students whose parents showed better attitudes toward reading and the devotion of a greater number of hours per week to this activity.

Self-efficacy

Self-efficacy is the belief that one can achieve something through their own resources and in some circumstances and that behavior leads to the desired goal (Maddux, 2002). In the present study, it was found that self-efficacy does not significantly explain the stages of reading achievement, however it indirectly explains the stages of reading achievement through its interrelationship with instructional delivery methods.

On the other hand, in a study by Pajares (1997), he found that self-efficacy is a very important predictor of student academic performance. Although in the present study it did not have a direct effect with the acquired reading level, one of the

influencing factors affecting the finding of the relationship is the age of the children, in which their concept of self-efficacy is limited. Lee and Johnson-Reid (2015) found that academic self-efficacy is significantly associated with achievement of reading level among elementary school children. Additionally, Schunk and Zimmerman (2003) found that students who have high level of self-efficacy can increase effort, commitment and perseverance towards homework. Allowing them to be more successful in math, science and reading, among others. However, Carroll and Fox (2017) found that reading is associated with reading fluency, although not with reading comprehension.

Instructional Delivery Methods

Gordon (1998) says that learning must be effective and efficient. This need has given rise to the instructional design process, a planning method that is most likely to result in successful learning and performance. The instructional delivery method plays an important role in student learning.

In the present study an important significant relationship was found between the instructional delivery methods and stages of reading achievement. This agrees with Jessup (2017), which found that students' reading performance improved when the instructional delivery method was simple. Students who received fluency instruction achieved higher comprehension scores than students who did not have fluency instruction. Stockard and Englemann (2010) who found that students who are exposed to reading teachers from kindergarten through third grade had oral reading scores higher. It also agrees with Pilonieta (2012) who found that the improvement in fluency and comprehension of texts is influenced by instructional methods.

Rasinski (2014) says that you can improve your reading level using a method of instruction like fluency. For their part, Van Gorp, et al. (2014) point out that the use of the repeated reading method improves reading fluency in students. The instructions repeated in reading practice, and intervention greatly improve students' fluency in reading.

The method used has a degree of importance in improving the reading level of students, as indicated in this study. In this regard, Jefferson, et al. (2017) found that the use of repeated reading as a method, has even improved the reading level of those students who were not below the level. Using the method of repeated reading can improve fluency and reading comprehension in students and in some cases with those with emotional and behavioral disorders (Escarpio, & Barbetta, 2016; Therrien, et al., 2012). Support for explicit instruction comes from two different empirical studies; experiments showing the effects of learning strategies on comprehension, and case studies of exemplary teachers who use explicit instruction (Cambourne, 2002; Pressley, 2001). Explicit teaching has proven to be the most successful procedure for teaching comprehension strategies to date (Pressley, 2000).

Conclusions

The purpose of the study was to find out if family support, self-efficacy, and instructional delivery methods predict the levels of reading achievement for elementary students in Northeastern Conference schools in New York State.

The first conclusion of the present study is regarding family support. Family support was found not to be a significant predictor of the stages of reading

achievement. However, we see a medium correlation between family support and instructional delivery methods, which also shows that the relationship between family support through instructional delivery methods serves to benefit the students' level of reading achievement.

The second conclusion of the present study is on self-efficacy. Self-efficacy was not a significant predictor of the reading performance of the surveyed students. Albeit, there was a high correlation found between family support and self-efficacy; it is here that we see how family support directly correlates with self-efficacy. The manner in which the parents support the students, both instructionally and economically have a direct impact on the students' views of their abilities, self-efficacy.

The third conclusion of the present study is on the instructional delivery methods. The instructional delivery methods were an important significant predictor of the stages of reading achievement in the surveyed students.

Furthermore, we can note from the results that student's self-efficacy was directly influenced by instructional delivery methods through a medium correlation between the two. This correlation implies that through instructional delivery methods, self-efficacy creates an indirect impact on the levels of reading achievement amongst the students.

Recommendations

For Administrators of Northeastern Conference Schools in New York State

1. Strengthen the delivery methods of instruction used by the teachers of the participating institutions.

2. Implement reading strategies, such as direct reading instruction, guided reading using the RTI method, and repetition among others to meet the needs of all learners.

3. Strategic building of student understanding of self-efficacy and strengthening of student self-efficacy.

4. Implications for social change include changing the behavior, perceptions, and customs of teachers towards reading achievement in students enrolled in early elementary grades, through professional development and professional learning community sessions.

5. Foster home and school relationships to support student growth and success.

For Future Research

1. Replicate the research with older students, who can already identify the meaning of the variables under study.

2. Include in the study other variables such as the levels of spirituality of the student, involvement of family members in the school setting, task-centeredness, application, integration, activation, and demonstration.

3. Carry out a longitudinal experimental study involving the variables studied in older students.

APPENDIX A

INSTRUMENT

INSTRUMENT

I. GENERAL INSTRUCTIONS

Your opinion is very important and valuable, so it is cordially requested to be sincere in your responses. The information you provide will be treated confidentially. Please, after completing all the questions, be so kind as to return to the person who delivered you.

II. DEMOGRAPHIC DATA

INSTRUCTIONS: Mark the answer that applies to your case.

I am a: • Girl • Boy
|I am in grade: • Grade 1 • Grade 2 • Grade 3
I live in: • New York • Connecticut • Massachusetts
I live with: □ Parents □ Mother □ Father □ Grandmother □ Grandfather □ Sister □ Brother □ Other

1. FAMILY SUPPORT

When analyzing each statement given below, mark with an X the space that indicates your perception of family support, using the following scale:

Never	Rarely	Frequently	Almost always	Always
1	2	3	4	5

		1	2	3	4	5
1	My parents read to me					
2	My parents buy me books					
3	I get a reward after I read a book					
4	My parents correct me when I read wrong					
5	My parents attend meetings at my school					
6	My parents communicate with my teacher					
7	My parents share my report cards with me					
8	My parents volunteer at my school					
9	My parents help me with my homework					

2. STUDENT SELF-EFFICACY IN READING

When analyzing each statement below, mark with an X the space that indicates your degree of self-efficacy, use the following scale:

Never	Rarely	Frequently	Almost always	Always
1	2	3	4	5

		1	2	3	4	5
1	I look at the pictures in the book before I read the book					
2	I feel a connection to the characters in the story					
3	While I am reading, I visualize the story in my mind					
4	I can predict what will happen next in a story					
5	I can take clues from the author and draw a conclusion					
6	I can tell my teacher the main idea after reading a story					
7	I can remember the important details after reading a story					
8	I go back to the text to look for the answers to questions about the book					
9	I take a pause between every word as I read					
10	I skip words when I read					
11	I get nervous when I read aloud					
12	I repeat words when I read					
13	It is hard for me to read certain words in my books					
14	It is hard for me to see the letters that create the words in my books					
15	Sometimes I mix up the letter sounds while I am reading					

3. INSTRUCTIONAL DELIVERY METHODS

When analyzing each statement below, mark with an X the space that indicates your perception of instructional delivery methods, using the following scale:

Never	Rarely	Frequently	Almost always	Always
1	2	3	4	5

		1	2	3	4	5
1	My teacher gives clear directions					
2	My teacher gives me enough time to answer a question					
3	After my teacher reads me a book, they ask me questions about the book					
4	When I make a mistake, my teacher corrects me					
5	My teacher helps me understand new ideas					
6	My teacher is prepared for class					
7	My teacher uses technology in the class					
8	My teacher makes learning fun.					

APPENDIX B

DEMOGRAPHIC DATA

Gender

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	.00 Female				
	1.00 Male				1
	Total		1	1	

Grade

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	1.00 Grade 1				
	2.00 Grade 2				
	3.00 Grade 3				1
	Total		1	1	

School_in

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	1.00 Flatbush				
	2.00 Queens				
	3.00 Westchester				1
	Total		1	1	

School_at

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	1.00 Westchester				
	2.00 Flatbush				
	3.00 Linden				1
	Total		1	1	

Live

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	1.00 Parents				
	2.00 Only One Parent				
	3.00 Neither Parent				1
	Total		1	1	

APPENDIX C

VALIDITY AND RELIABILITY

Factor Analysis apoyo

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
Bartlett's Test of Sphericity	Approx. Chi-Square	99
	df	
	Sig.	

Communalities

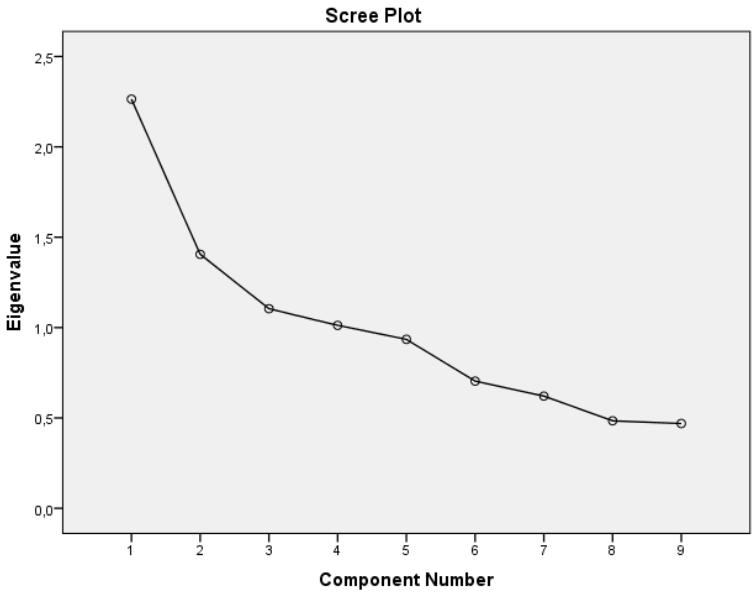
	Initi	Extracti
FAB1 My parents read to me	1	
FAA2 My parents buy me books	1	
FAA3 I get a reward after I read a book	1	
FAB4 My parents correct me when I read wrong	1	
FAB5 My parents attend meetings at my school	1	
FAB6 My parents communicate with my teacher	1	
FAB7 My parents share my report cards with me	1	
FAA8 My parents volunteer at my school	1	
FAB9 My parents help me with my homework	1	

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Varianc	Cumulative %	Total	% of Varianc	Cumulative %
1	2	25	25	1	22	22
2	1	15	40	1	18	40
3	1	12	53			
4	1	11	64			
5		10	74			
6		7	82			
7		6	89			
8		5	94			
9		5	100			

Extraction Method: Principal Component Analysis.



Rotated Component Matrix[a]

	Component	
	1	2
FAA2 My parents buy me books		-
FAA3 I get a reward after I read a book		
FAA8 My parents volunteer at my school		
FAB5 My parents attend meetings at my school		
FAB1 My parents read to me		
FAB4 My parents correct me when I read wrong		
FAB9 My parents help me with my homework	-	
FAB7 My parents share my report cards with me		
FAB6 My parents communicate with my teacher		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalizatior
a. Rotation converged in 3 iterations.

Factor Analysis **autoeficacia**

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
Bartlett's Test of Sphericity	Approx. Chi-Square	241
	df	
	Sig.	

Communalities

	Initi	Extracti
STA1 I look at the pictures in the book before I read t book	1	
STA2 I feel a connection to the characters in the stor	1	
STA3 While I am reading, I visualize the story in my r	1	
STA4 I can predict what will happen next in a story	1	
STA5 I can take clues from the author and draw a co clusion	1	
STA6 I can tell my teacher the main idea after readin story	1	
STA7 I can remember the important details after reac a story	1	
STA8 I go back to the text to look for the answers to questions about the book	1	
STB9 I take a pause between every word as I read	1	
STB10 I skip words when I read	1	
STB11 I get nervous when I read aloud	1	
STB12 I repeat words when I read	1	
STB13 It is hard for me to read certain words in my books	1	
STB14 It is hard for me to see the letters that create t words in my books	1	
STB15 Sometimes I mix up the letter sounds while I a reading	1	

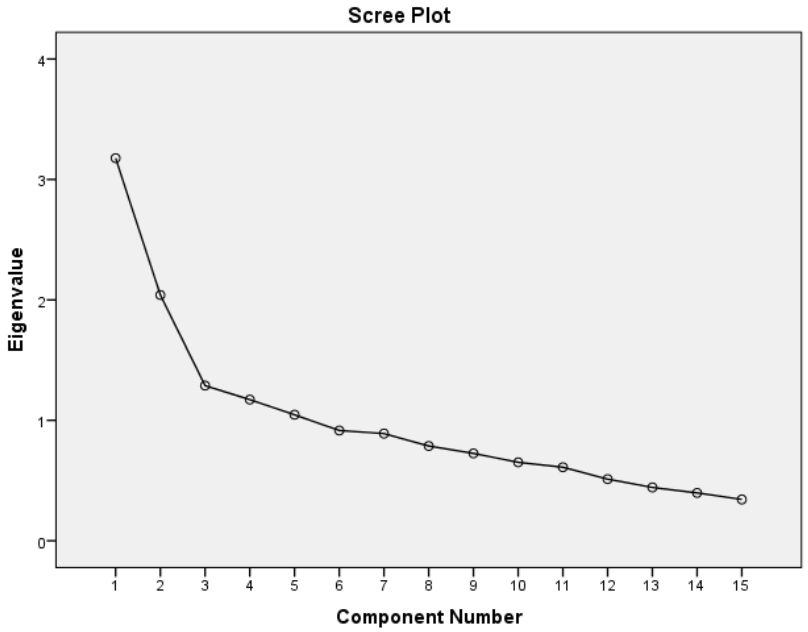
Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Varianc	Cumulative %	Total	% of Varianc	Cumulative %
1	3	21	21	2	17	17
2	2	13	34	2	16	34
3	1	8	43			
4	1	7	51			
5	1	6	58			
6		6	64			
7		5	70			
8		5	75			
9		4	80			
10		4	84			
11		4	88			
12		3	92			
13		2	95			

14	2	97
15	2	100

Extraction Method: Principal Component Analysis.



Rotated Component Matrix[a]

	Compone	
	1	2
STA2 I feel a connection to the characters in the story		
STA3 While I am reading, I visualize the story in my mind		-
STA6 I can tell my teacher the main idea after reading a story		-
STA7 I can remember the important details after reading a story		
STA4 I can predict what will happen next in a story		
STA5 I can take clues from the author and draw a conclusion		
STB14 It is hard for me to see the letters that create the words in my books		
STB9 I take a pause between every word as I read		
STB11 I get nervous when I read aloud	-	
STB12 I repeat words when I read		
STB13 It is hard for me to read certain words in my books		
STB15 Sometimes I mix up the letter sounds while I am reading		
STB10 I skip words when I read	-	
STA8 I go back to the text to look for the answers to questions about the book		
STA1 I look at the pictures in the book before I read the book		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 3 iterations.

Factor Analysis LECTURA

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
Bartlett's Test of Sphericity	Approx. Chi-Square	160
	df	
	Sig.	

Communalities

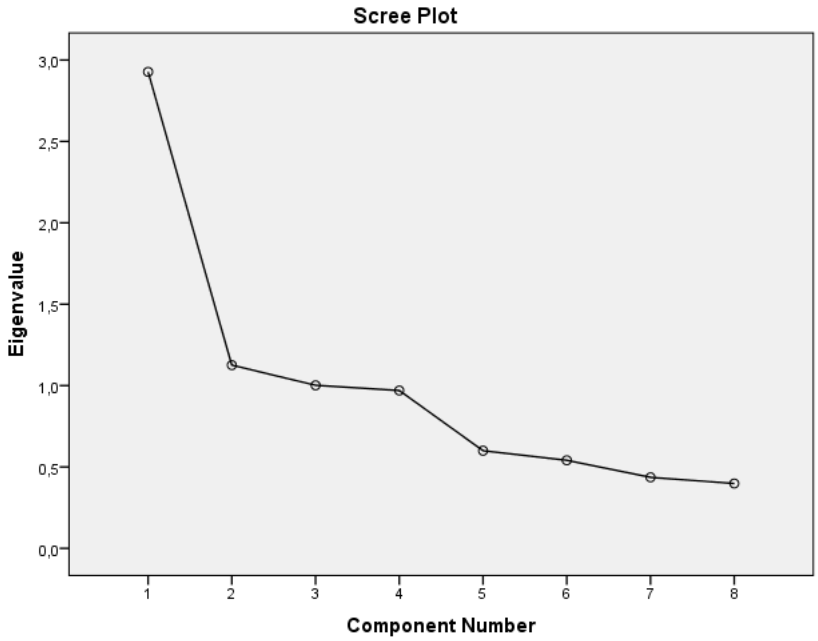
	Initi	Extracti
INA1 My teacher gives clear directions	1	
INA2 My teacher gives me enough time to answer a question	1	
INB3 After my teacher reads me a book, they ask me questions about the book	1	
INA4 When I make a mistake, my teacher corrects m	1	
INA5 My teacher helps me understand new ideas	1	
INB6 My teacher is prepared for class	1	
INB7 My teacher uses technology in the class	1	
INB8 My teacher makes learning fun.	1	

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Varianc	Cumulative %	Total	% of Varianc	Cumulative %
1	2	36	36	2	27	27
2	1	14	50	1	23	50
3	1	12	63			
4		12	75			
5		7	82			
6		6	89			
7		5	95			
8		4	100			

Extraction Method: Principal Component Analysis.



Rotated Component Matrix[a]

	Compone	
	1	2
INA2 My teacher gives me enough time to answer a question		-
INB6 My teacher is prepared for class		
INA5 My teacher helps me understand new ideas		
INB8 My teacher makes learning fun.		
INA4 When I make a mistake, my teacher corrects n		
INA1 My teacher gives clear directions		
INB3 After my teacher reads me a book, they ask m questions about the book		
INB7 My teacher uses technology in the class		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalizatior
a. Rotation converged in 3 iterations.

Reliability

Scale: FAB

Case Processing Summary

		N	%
Cases	Valid		
	Excluded[a]		
	Total	1	

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

Item-Total Statistics

	Scale Mean if I Deleted	Scale Variance Item Deleted	Corrected Item-T Correlation	Cronbach's Alpha if I Deleted
FAB1 My parents read to	1	21		
FAB4 My parents correct when I read wrong	1	17		
FAB5 My parents attend meetings at my school	1	19		
FAB6 My parents commu cate with my teacher	1	20		
FAB7 My parents share m report cards with me	1	19		
FAB9 My parents help me with my homework	1	20		

Scale: FAA

Case Processing Summary

		N	%
Cases	Valid		
	Excluded[a]		
	Total	1	

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

Item-Total Statistics

	Scale Mean if It Deleted	Scale Variance if Deleted	Corrected Item-T Correlation	Cronbach's Alpha if It Deleted
FAA2 My parents buy r books		6		
FAA3 I get a reward aft read a book		5		
FAA8 My parents volun at my school		7		

Scale: STA

Case Processing Summary

		N	%
Cases	Valid		
	Excluded[a]		
	Total	1	

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

Item-Total Statistics

	Scale Mean Item Delete	Scale Varianc Item Deleted	Corrected Item tal Correlatio	Cronbach's Alpha Item Deleted
STA1 I look at the pictures in the book before I read the book	2	43		
STA2 I feel a connection to the ch acters in the story	2	38		
STA3 While I am reading, I visuali the story in my mind	2	40		
STA4 I can predict what will happ next in a story	2	42		
STA5 I can take clues from the au thor and draw a conclusion	2	43		
STA6 I can tell my teacher the ma idea after reading a story	2	40		
STA7 I can remember the importa details after reading a story	2	42		
STA8 I go back to the text to look the answers to questions about th book	2	45		

Scale: STB

Case Processing Summary

		N	%

Cases	Valid	
	Excluded[a]	
	Total	1

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

Item-Total Statistics

	Scale Mean Item Delete	Scale Varianc Item Deletec	Corrected Item- tal Correlatio	Cronbach's Alpha Item Deleted
STB9 I take a pause between ev word as I read	1	36		
STB10 I skip words when I read	1	35		
STB11 I get nervous when I read aloud	1	31		
STB12 I repeat words when I rea	1	31		
STB13 It is hard for me to read c tain words in my books	1	33		
STB14 It is hard for me to see th letters that create the words in m books	1	36		
STB15 Sometimes I mix up the le sounds while I am reading	1	33		

Scale: INA

Case Processing Summary

		N	%
Cases	Valid		
	Excluded[a]		
	Total	1	

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

Item-Total Statistics

	Scale Mean if Deleted	Scale Varianc Item Deletec	Corrected Item-T Correlation	Cronbach's Alpha if Deleted
INA1 My teacher gives clear d rections	1	8		
INA2 My teacher gives me enough time to answer a ques	1	6		

INA4 When I make a mistake, teacher corrects me	1	6	
INA5 My teacher helps me un stand new ideas	1	6	

Scale: INB

Case Processing Summary

		N	%
Cases	Valid		1
	Excluded[a]		
	Total		1

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alp	N of Items

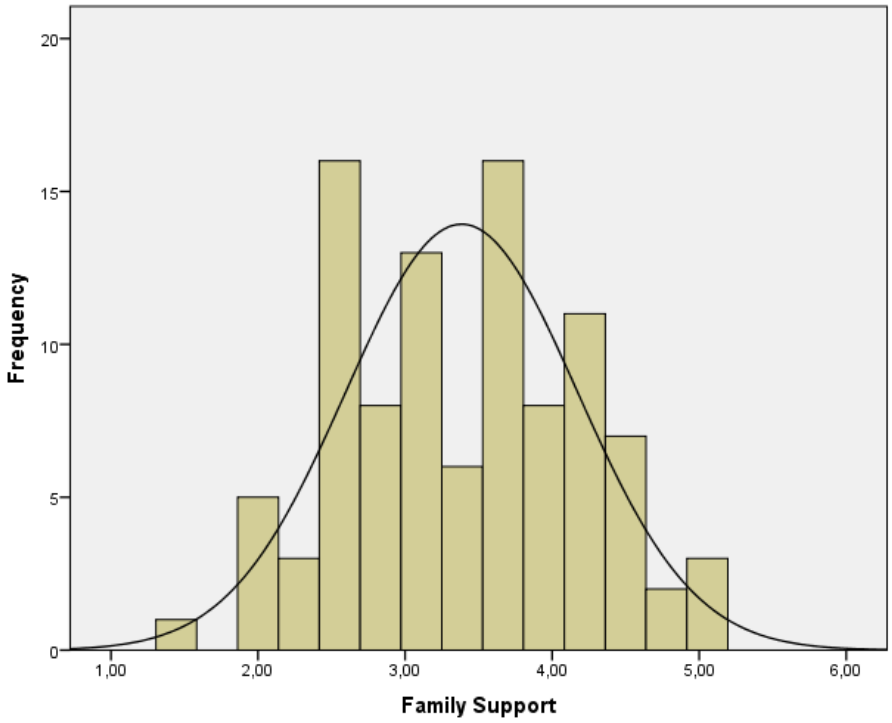
Item-Total Statistics

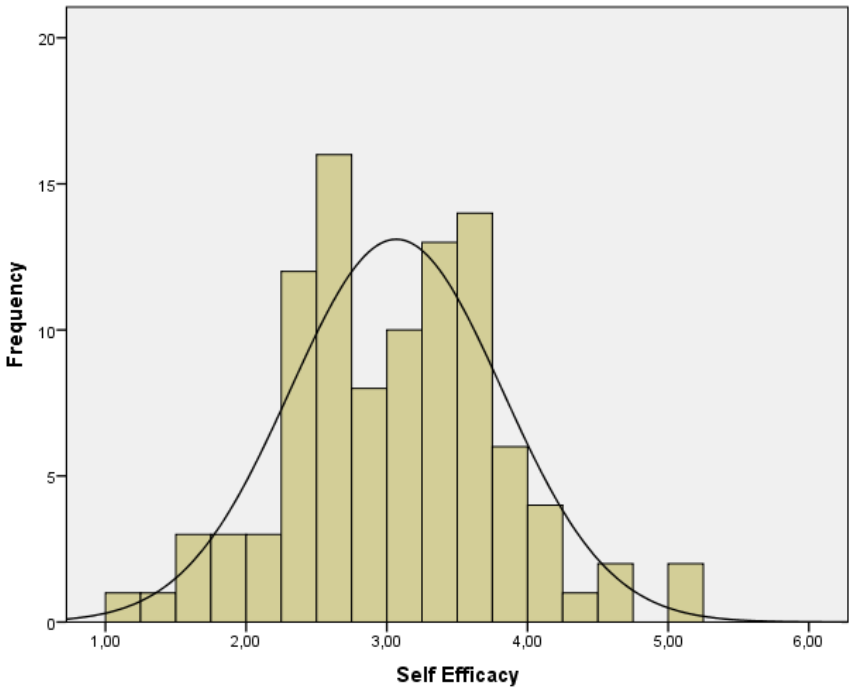
	Scale Mear Item Delete	Scale Varianc Item Delete	Corrected Item tal Correlatio	Cronbach's Alpha Item Deleted
INB3 After my teacher reads me a book, they ask me questions abou the book	1	6		
INB6 My teacher is prepared for cl	1	7		
INB7 My teacher uses technology the class	1	6		
INB8 My teacher makes learning f	1	7		

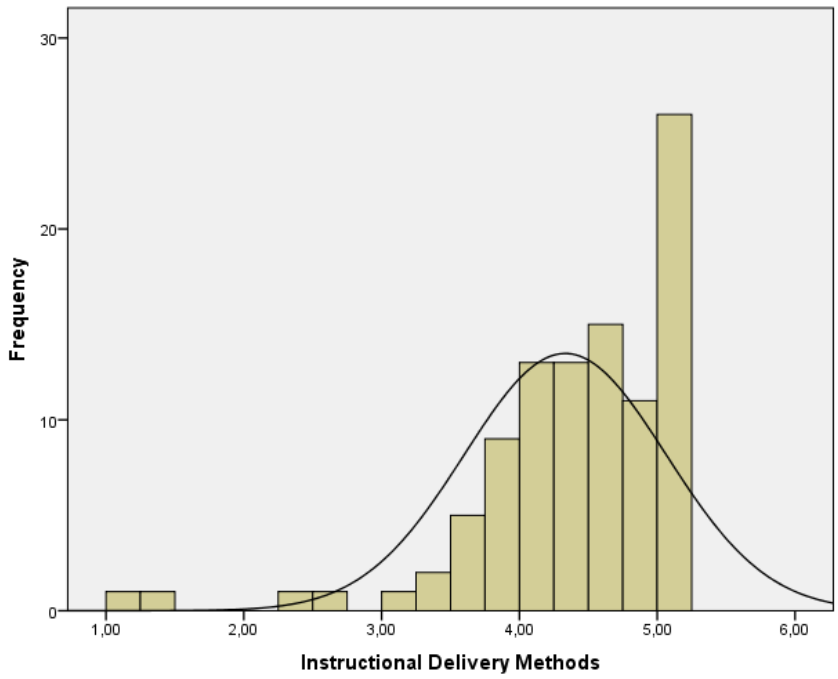
APPENDIX D

DESCRIPTIVE

Histogram


Frequency
20
15
10
5
0
1,00
2,00
3,00
4,00
5,00
6,00
Family Support


Frequency
20
15
10
5
0
1,00
2,00
3,00
4,00
5,00
6,00
Self Efficacy



Frequencies

Statistics

		FA Family Supp	ST Self Efficac	IN Instructional livery Method
N	Valid			
	Missing			
Mean		3,3	3,0	4,3
Std. Deviation		,78	,75	,73
Skewness				-2.
Std. Error of Skewness				
Kurtosis		-		5.
Std. Error of Kurtosis				

Frequencies

Statistics

	N			
	Valid	Missing	Mean	Std. Deviatio
FAA Economic Support			2,9	1,15
FAB Instructional Support			3,5	,85
STA Strategies			3,3	,91
STB Fluency			2,7	,94
INA Direct Instructional Sup			4,2	,83
INB Student Engagement			4,4	,83

Descriptives apoyo

Descriptive Statistics

	N	Minimun	Maximur	Mean	Std. Deviatio
FAB1 My parents read to m					1
FAA2 My parents buy me books					1
FAA3 I get a reward after I r a book					1
FAB4 My parents correct m when I read wrong					1
FAB5 My parents attend me ings at my school					1
FAB6 My parents communi with my teacher					1
FAB7 My parents share my port cards with me					1
FAA8 My parents volunteer my school					1
FAB9 My parents help me v my homework					1
Valid N (listwise)					

Descriptives AUTOEFICACIA

Descriptive Statistics

	N	Minimun	Maximur	Mean	Std. Deviatio
STA1 I look at the pictures i the book before I read the b					1
STA2 I feel a connection to characters in the story					1
STA3 While I am reading, I ualize the story in my mind					1
STA4 I can predict what wil happen next in a story					1
STA5 I can take clues from author and draw a conclusi					1
STA6 I can tell my teacher t main idea after reading a st					1
STA7 I can remember the ir portant details after reading story					1
STA8 I go back to the text t look for the answers to ques tions about the book					1
STB9 I take a pause betwe every word as I read					1
STB10 I skip words when I read					1
STB11 I get nervous when read aloud					1
STB12 I repeat words wher read					1

STB13 It is hard for me to r certain words in my books					1
STB14 It is hard for me to s the letters that create the w in my books					1
STB15 Sometimes I mix up letter sounds while I am rea ing					1
Valid N (listwise)					

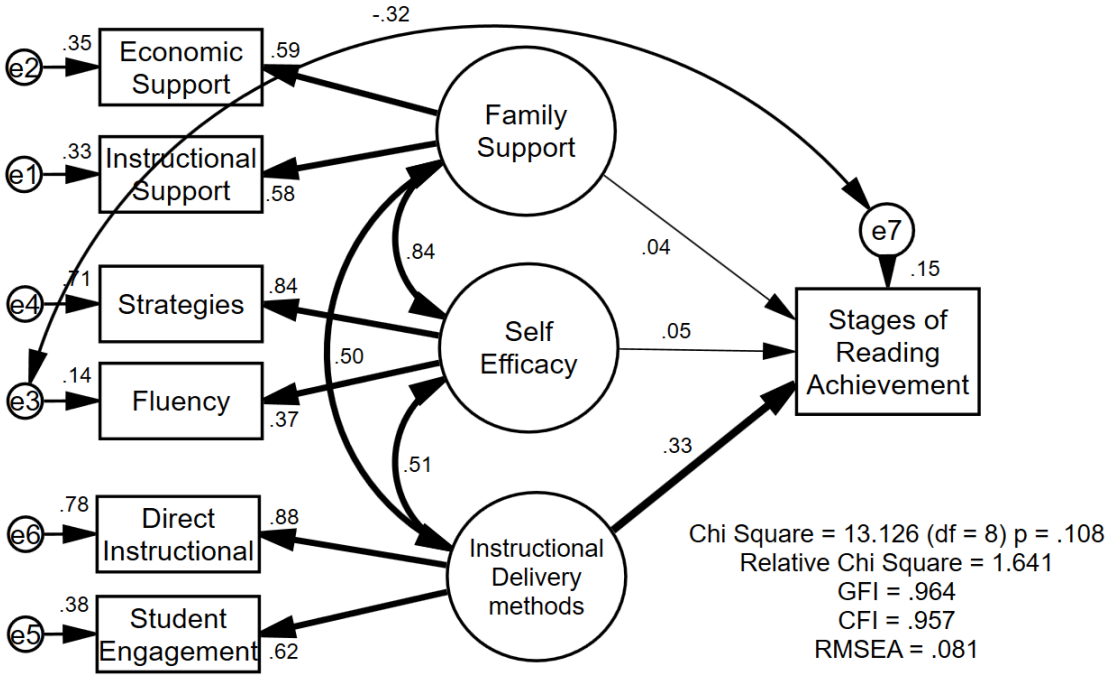
Descriptives

Descriptive Statistics

	N	Minimun	Maximur	Mean	Std. Deviatio
INA1 My teacher gives clea rections					
INA2 My teacher gives me enough time to answer a qu tion					1
INB3 After my teacher read me a book, they ask me qu tions about the book					1
INA4 When I make a mistak my teacher corrects me					1
INA5 My teacher helps me derstand new ideas					1
INB6 My teacher is prepare for class					1
INB7 My teacher uses techr ogy in the class					1
INB8 My teacher makes lea ing fun.					
Valid N (listwise)					

APPENDIX E

HYPOTHESIS TESTING



0

Analysis Summary

Date and Time

Date: domingo, 3 de mayo de 2020
Time: 04:56:30 p. m.

Title

Model sheena: domingo, 3 de mayo de 2020 04:56 p. m.

Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)

The model is recursive.
Sample size = 99

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)

Observed, endogenous variables
FAB

FAA
STB
STA
INB
INA
Grades_l
Unobserved, exogenous variables
FS
e1
e2
SE
e3
e4
IM
e5
e6
e7

Variable counts (Group number 1)

Number of variables in your model:	
Number of observed variables:	
Number of unobserved variables:	
Number of exogenous variables:	
Number of endogenous variables:	

Parameter Summary (Group number 1)

	Weigl	Covarianc	Varianc	Mea	Intercel	Tc
Fix						
Label						
Unlabel						
Tc						

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample momen	
Number of distinct parameters to be estimate	
Degrees of freedom (28 - 2	

Result (Default model)

Minimum was achieved
Chi-square = 13.126
Degrees of freedom = 8

Probability level = .108

Group number 1 (Group number 1 - Default model)

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estima	S	C.		Label
FAB	<---	FS	1.0				
FAA	<---	FS	1.3	.3	3.7		
STB	<---	SE	.4	.1	2.5	.0	
STA	<---	SE	1.0				
INB	<---	IM	1.0				
INA	<---	IM	1.4	.3	3.9		
Grades_l	<---	IM	3.5	1.4	2.3	.0	
Grades_l	<---	SE	.3	2.8	.1	.9	
Grades_l	<---	FS	.4	4.6	.1	.9	

Standardized Regression Weights: (Group number 1 - Default model)

			Estima
FAB	<---	FS	.5
FAA	<---	FS	.5
STB	<---	SE	.3
STA	<---	SE	.8
INB	<---	IM	.6
INA	<---	IM	.8
Grades_l	<---	IM	.3
Grades_l	<---	SE	.0
Grades_l	<---	FS	.0

Covariances: (Group number 1 - Default model)

			Estima	S	C.		Label
FS	<-->	SE	.3	.0	3.8		
FS	<-->	IM	.1	.0	2.3	.0	
SE	<-->	IM	.1	.0	2.8	.0	
e3	<-->	e7	-1.3	.4	-2.8	.0	

Correlations: (Group number 1 - Default model)

			Estima
FS	<-->	SE	.8
FS	<-->	IM	.5

SE	<-->	IM	.5
e3	<-->	e7	-.3

Variances: (Group number 1 - Default model)

	Estima	S	C.		Label
FS	.2	.0	2.4	.0	
SE	.5	.2	2.5	.0	
IM	.2	.0	2.7	.0	
e1	.4	.0	5.1		
e2	.8	.1	4.9		
e3	.7	.1	6.5		
e4	.2	.2	1.1	.2	
e5	.4	.0	5.0		
e6	.1	.1	1.2	.2	
e7	25.0	3.7	6.7		

Squared Multiple Correlations: (Group number 1 - Default model)

	Estima
Grades_l	.1
INA	.7
INB	.3
STA	.7
STB	.1
FAA	.3
FAB	.3

Matrices (Group number 1 - Default model)

Factor Score Weights (Group number 1 - Default model)

	Grade	I	I	S	S	F	F
IM	.0	.4	.1	.0	.0	.0	.0
SE	.0	.0	.0	.5	.0	.0	.1
FS	.0	.0	.0	.2	.0	.1	.1

Total Effects (Group number 1 - Default model)

Grades_l	3.5	.3	.4
INA	1.4	.0	.0
INB	1.0	.0	.0
STA	.0	1.0	.0
STB	.0	.4	.0
FAA	.0	.0	1.3
FAB	.0	.0	1.0

Standardized Total Effects (Group number 1 - Default model)

Grades_l	.3	.0	.0
INA	.8	.0	.0
INB	.6	.0	.0
STA	.0	.8	.0
STB	.0	.3	.0
FAA	.0	.0	.5
FAB	.0	.0	.5

Direct Effects (Group number 1 - Default model)

Grades_l	3.5	.3	.4
INA	1.4	.0	.0
INB	1.0	.0	.0
STA	.0	1.0	.0
STB	.0	.4	.0
FAA	.0	.0	1.3
FAB	.0	.0	1.0

Standardized Direct Effects (Group number 1 - Default model)

Grades_l	.3	.0	.0
INA	.8	.0	.0
INB	.6	.0	.0
STA	.0	.8	.0
STB	.0	.3	.0
FAA	.0	.0	.5
FAB	.0	.0	.5

Indirect Effects (Group number 1 - Default model)

Grades_l	.0	.0	.0
INA	.0	.0	.0
INB	.0	.0	.0
STA	.0	.0	.0
STB	.0	.0	.0
FAA	.0	.0	.0
FAB	.0	.0	.0

Standardized Indirect Effects (Group number 1 - Default model)

Grades_l	.0	.0	.0

INA	.0	.0	.0
INB	.0	.0	.0
STA	.0	.0	.0
STB	.0	.0	.0
FAA	.0	.0	.0
FAB	.0	.0	.0

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

	M	Par Chan

Variances: (Group number 1 - Default model)

	M	Par Chan

Regression Weights: (Group number 1 - Default model)

	M	Par Chan

Minimization History (Default model)

Iterati		Negati eigenvalu	Conditior	Smalle eigenval	Diame		NTr	Ra
	e			-.1	9999.	18		
	e*			-.0	1.5	37.		
	e			-.0	.4	22.		.7
	e		872.8		.5	15.		.9
	e		931.3		.3	13.		1.
	e		587.8		.1	13.		1.
	e		634.9		.0	13.		1.
	e		619.4		.0	13.		.9
	e		618.7		.0	13.		1.0

Model Fit Summary

CMIN

Model	NP/	CM	I	CMIN/
Default model		13.1	.1	1.6
Saturated model		.0		
Independence model		140.1	.0	6.6

RMR, GFI

Model	RM	G	AG	PG
Default model	.1	.9	.8	.2

Saturated model	.0	1.0		
Independence model	.5	.6	.5	.5

Baseline Comparisons

Model	N Delt	F rh	Delt	T rh	C
Default model	.9	.7	.9	.8	.9
Saturated model	1.0		1.0		1.0
Independence model	.0	.0	.0	.0	.0

Parsimony-Adjusted Measures

Model	PRAT	PN	PC
Default model	.3	.3	.3
Saturated model	.0	.0	.0
Independence model	1.0	.0	.0

NCP

Model	NC	LO	HI
Default model	5.1	.0	19.1
Saturated model	.0	.0	.0
Independence model	119.1	85.4	160.4

FMIN

Model	FM		LO	HI
Default model	.1	.0	.0	.1
Saturated model	.0	.0	.0	.0
Independence model	1.4	1.2	.8	1.6

RMSEA

Model	RMSI	LO	HI	PCLOS
Default model	.0	.0	.1	.2
Independence model	.2	.2	.2	.0

AIC

Model	A	BC	E	CA
Default model	53.1	56.6	105.0	125.0
Saturated model	56.0	60.9	128.6	156.6
Independence model	154.1	155.4	172.3	179.3

ECVI

Model	EC	LO	HI	MEC

Default model	.5	.4	.6	.5
Saturated model	.5	.5	.5	.6
Independence model	1.5	1.2	1.9	1.5

HOELTER

Model	HOELTI .	HOELTI .
Default model	1	1
Independence model		

Execution time summary

Minimization:	.0
Miscellaneous:	.3
Bootstrap:	.0
Total:	.3

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Skills/Abilities:
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*Maintained a classroom environment that is conducive to learning while actively engaging students in curricula.
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