

Parents' Educational Level and its Relationship to Enhance Writing and Reading Difficulties Among Elementary School Students - A Field Study From the Teachers' Perspective

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Abstract

Our study aimed to reveal the relationship between parents' educational level and the improvement of writing and reading disorders among primary school pupils, as these are among the most widespread problems in the school environment at present, the topic was addressed by posing the central problematic question: Is there a relationship between parents' educational level and the improvement of reading and writing disorders among their children in the primary stage from teachers' perspectives? This was followed by a set of subsidiary questions, for which the study hypotheses were formulated as provisional answers.

The study sample consisted of (100) male and female primary school teachers. The descriptive method was adopted, and a questionnaire on learning difficulties was used as a tool for data collection. Accordingly, some statistical methods were applied, including percentages, arithmetic means, standard deviation, Pearson correlation coefficient, Cronbach's alpha, and the differences test (T-test). The results of the study were as follows:

- There is a relationship between parents' educational level and the improvement of reading and writing disorders among their children in the primary stage.
- There is a role for parents' educational level in improving reading disorders, whereas there is no role for parents' educational level in improving writing disorders among their children in the primary stage from teachers' perspectives.
- Parents' educational level does not contribute to addressing their children's academic disorders in the primary stage from teachers' perspectives.
- There are no differences in the improvement of reading and writing disorders between males and females.

Keywords: educational level, writing disorder, reading disorder.

Introduction:

The family is considered one of the most important social institutions due to its impact on an individual's life from birth and its role in shaping behavior. For, the family is the central around which the elements of personality formation revolve; it is the first environment that embraces the child and the first institution in which the child acquires life experiences and develops personality traits. It also plays a role in the process of socialization by providing children with various forms of knowledge, skills, and personal characteristics that help them interact with others. Further, methods of upbringing and socialization differ from one family to another, and this difference is primarily measured by the parents' educational and cultural level, as it plays a major role in the level of educational awareness and in understanding the true role of the family in upbringing. The greater the equivalence in the parents' educational and cultural levels, the greater the ease and flexibility in dealing with the various problems and difficulties their children face in their daily lives, whether personal, social, or academic. That is, there is awareness of the seriousness of these problems and their impact on children's social and psychological lives, which has been confirmed by modern studies in the field of learning difficulties.

The problem of learning difficulties is one of the educational problems that is widely prevalent in the present time, and it is among the most important and difficult problems faced by children at the beginning of their academic path. Inasmuch as, some pupils fail to acquire certain academic skills, including writing and reading difficulties, as these are basic skills of great importance in the teaching-learning process, and failure in these skills reveals a discrepancy between ability and achievement; that is, they are the main reason for the decline in the pupil's academic level. This situation requires the intervention of specialists to care for this group, conduct early diagnosis, and develop remedial programs and methods that would reduce the severity of these difficulties and enable pupils to reach the level of their typical peers. Accordingly, the objective of this study is to identify the relationship between parents' educational level and the improvement of writing and reading disorders among primary school pupils, through a field study from teachers' perspectives. That is, how parents with higher educational and cultural levels contribute to addressing and treating writing and reading disorders among their children.

The problematic:

Family is the primary nucleus of social and educational socialization and there is no doubt that the greater the equivalence in the parents' educational and cultural levels, the more stable the family becomes, and the greater the space for mutual understanding between the parents, it may represent a culture whose basic values are consistent with the culture of society, or it may differ from it to varying degrees in scope and intensity. As the family is, so are the children in most cases. Besides, this situation, with regard to different families in society, depends on the degree of cohesion of the social system, the cultural integration of society, and the cultural level of the family. The family's cultural level affects the extent, to which it perceives the child's needs and how to satisfy them, as well as the educational methods followed in dealing with the child and meeting those needs, it also affects the extent to which parents seek the assistance of specialized institutions in child upbringing.

Likewise, the family's educational and cultural level influences the methods of socialization used in raising the child. Hence, if the parents are educationally equivalent, this leads to the use of educational methods in socialization such as freedom and democracy in shaping personality, providing all the information the child desires, and using approaches that ensure the child's psychological security, based on elements of love, acceptance, and stability, while taking into account consistency in interaction and avoiding fluctuation that leads to doubt. (Obaid, 2015, pp. 108-110)

This was clarified by Sewell's study (1975) entitled: "Parents' Educational Level and the Level of Educational Aspiration and Achievement among Students." This found a significant correlation between parents' educational level and academic achievement for both males and females. For, when parents' educational level is high, children accept their parents' encouragement regarding their academic plans, regular attendance at university, and graduation from it. Children's achievement is linked to their level of aspiration and the academic facilitation provided by parents. **Sewell** also concluded that similarity in parents' educational levels to a close degree provides children with a social and psychological environment that is more beneficial than a large disparity in different educational levels.

The primary stage is the first crucial and foundational educational stage in a child's life, through which the child acquires a set of knowledge. In addition, it is a basic, important, and at the same time sensitive stage, during which the child may face a number of problems and difficulties related to the learning process that may hinder academic progress, such as academic difficulties, including reading difficulty (dyslexia) and writing difficulty (dysgraphia), these learning difficulties appear in the fundamental and essential discrepancies between a child's performance and intelligence. For, pupils with learning difficulties exhibit a wide range of characteristics and traits, including problems in spoken and written language, which may be accompanied by inattention, hyperactivity, impulsivity, motor disorders, perceptual disorders, and low tolerance for failure and frustration. Although learning difficulties are common, they are often hidden, which makes them difficult to diagnose. This was also illustrated by the study of Al-Hajj Kadi which was entitled: "Academic Learning Difficulties among Third-Year Pupils," according to intermediary variables represented by gender, grade repetition or not, and school location. The study concluded that the level of learning difficulties among the sample was higher than average, and that there were no differences in learning difficulties among third-year pupils according to the gender variable. Nevertheless, there were statistically significant differences in learning difficulties according to the school variable, in favor of pupils in rural schools.

In light of these difficulties experienced by children enrolled in the primary stage, the importance of parents' educational level in addressing and understanding these difficulties and finding solutions becomes evident. Based on this and on what has been mentioned above, the main problematic question of the study can be formulated as follows:

- Is there a relationship between parents' educational level and the improvement of reading and writing disorders among their children from teachers' perspectives?

This study also requires posing a set of subsidiary questions as follows:

- Does parents' educational level have a role in improving reading and writing disorders among their children in the primary stage from teachers' perspectives?
- Does parents' educational level contribute to addressing their children's academic disorders in the primary stage from teachers' perspectives?
- Are there differences in the improvement of reading and writing disorders between genders among primary school pupils from teachers' perspectives?

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The hypothesis: Based on the problematic framework of the study, the hypotheses can be formulated as follows:

General hypothesis:

There is a relationship between parents' educational level and the improvement of reading and writing disorders among their children in the primary stage from teachers' perspectives.

Main hypotheses:

- There is no role for parents' educational level in improving reading and writing disorders among their children in the primary stage from teachers' perspectives.
- Parents' educational level does not contribute to addressing their children's academic disorders in the primary stage from teachers' perspectives.
- There are no differences in the improvement of reading and writing disorders between genders among primary school pupils from teachers' perspectives.

Importance of the Study:

Its importance lies in the following:

- Understanding, interpreting, and identifying the relationship between parents' educational level and the possibility of contributing to the improvement of their children's academic difficulties, especially in the primary stage.
- Accentuate that parents' educational level has a significant impact on their children's social and educational upbringing.

Theoretical Framework of the study:

The necessity of parents' educational level:

The scientific and intellectual closeness or equivalence between spouses, results in similarity in thought, aspirations, and skills, and their intellectual and cognitive growth becomes balanced, which creates harmony between them. For, this harmony enhances the overall family framework and positively affects the process of raising children. Besides, when children feel that their parents are in agreement, they sense the authenticity and solidity of the home in which they live (Said, 2023, pp. 36-37).

There is no doubt that the greater the equivalence in the parents' educational and cultural levels, the more stable the family becomes and the greater the space for mutual understanding between the parents (Soumia, 2015, p. 81). The importance of parents' educational level is manifested in the following:

- Forming children's personalities on sound foundations, as the family lays the basis upon which the child's self and personality are built.
- Perceiving the child's needs and knowing how to satisfy them.

- Using educational methods in the socialization approaches applied with the child, such as freedom and democracy in shaping personality, and providing all the information the child seeks.

Dyslexia:

Difficulties of learning to read are considered among the most important academic learning difficulties, they refer to the inability to acquire the basic skills of learning to read, very slow reading, or confusion between letters and words, with repetition of what is read, failure to observe punctuation, and omission of a number of letters. Further, they were defined by the World Federation of Neurology (1986) as a disorder in children who, despite traditional classroom practices, fail to acquire the linguistic skills related to reading, writing, and spelling that are appropriate to their intellectual abilities (Ahmed, 2009, p. 29).

Factors Leading to Dyslexia:

Family and School Environmental Factors:

Environmental factors may play a role in reading delay, especially when they take the form of environmental deprivation such as poor nutrition and deprivation from available learning opportunities at home and at school (Ibrahim, 2010, pp. 321, 322). Educational conditions are considered among the causes that contribute to reading delay, including the teacher and their teaching methods, their attitudes toward education and pupils, as well as the curriculum, the type of writing, its organization and presentation, and the teacher's inability to individualize instruction and to use flexible methods that suit children's needs (Hamdan, 2007, p. 50).

Main causes of dyslexia:

Johnson mentioned that learning to write requires the child to distinguish and differentiate between shapes, letters, words, and numbers (Al-Battal, 2017, p. 57). Children who have difficulty visually discriminating letters and words also suffer from difficulties in reproducing or copying them with the required accuracy, and Harrison added that dysgraphia resulting from functional brain damage is due to:

- Problems in visual perception (recognizing objects and shapes) and visual discrimination.
- Problems in perceiving visual-spatial relationships.
- Disorders in visual-motor ability, which is the ability to process spatial spaces (Muhammad, 2021, p. 73).

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Field Framework of the Study:

The Main Study Sample:

The population of our study consisted of primary school teachers distributed across (14) primary schools in the Mohammadia district and Mascara Province, for the purpose of data collection and identifying the target sample, namely pupils with academic learning difficulties. The human field represents a purposive, non-probability, comprehensive sample consisting of (100) male and female teachers, from preparatory classes to the fifth year of primary education, distributed across (14) primary schools.

Spatial Framework:

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This study was conducted in (14) primary schools between the Mohammadia district and Mascara Province.

Temporal Framework:

Fieldwork began during the period extending from February to March of the academic year 2023/2024, from February 28, 2024 to March 20, 2024.

Characteristics of the Main Study Sample:

Distribution of the Main Study Sample According to the Gender Variable:

Table No. (01): Distribution of members of the main study sample according to the gender variable

Gender	Frequency (N)	Percentage (%)
Female	89	%89
Male	11	%11
Total	100	%100

Distribution of the main study sample according to the professional experience variable:

Table No. (02): Distribution of members of the main study sample according to the professional experience variable

Professional Experience	Frequency (N)	Percentage (%)
5 years	22	22
10 years	41	41
15 years or more	37	37
Total	100	100

Distribution of the main study sample according to the level variable:

Table No. (03): Distribution of members of the main study sample according to the level variable

Gender	Frequency (N)	Percentage (%)
University	84	84
High school	16	16
Total	100	100

Reliability Index of the Main Study Sample:

Table (04) shows the reliability of the measurement instrument with a sample size of 100

Parents' educational level variable			
N	Dimension	Number of Paragraphs	Coefficient
01	The social dimension related to the parents' educational level	08	0.805

02	The psychological dimension related to the parents' educational level	08	0.585
A variable for improving writing and reading disorders in children.			
N	Dimension	Number of Paragraphs	Coefficient
01	After reading	10	0.713
02	After writing	10	0.748

Table (05) shows the ranking of dimensions using the arithmetic mean and standard deviation

Dimensions	Arithmetic Mean	Standard Deviation	Rank
The social dimension related to the parents' educational level	33,6000	4,12450	1
The psychological dimension related to the parents' educational level	31,4952	4,83601	2
After writing	29,5619	5,79941	3
After reading	23,9048	5,06216	4

Basic study tools:

Description of the Instrument: The instrument is defined as the means that assists in collecting the data and information necessary to conduct the study, reach the desired objective, and achieve accuracy and credibility in research.

The Questionnaire: The questionnaire can be defined as one of the most widely used tools for collecting data in the social sciences, as it aims to obtain information, beliefs, perceptions, or individuals' opinions (others, 1999, p. 63)

Statistical Methods Used in the Main Study:

In order to test the validity of the hypotheses and answer the research questions, both descriptive and inferential analytical statistical methods were employed, using the Statistical Package for the Social Sciences (SPSS), version (25).

The following statistical tests were adopted:

- Calculating frequencies and percentages to determine the distribution of the sample members according to demographic characteristics (personal data) for the purpose of analysis.
- Calculating the values of the arithmetic mean and standard deviation.
- **Cronbach's Alpha coefficient:** This coefficient was used to test the reliability of the questionnaire dimensions under study using data from the standardization sample, which

consisted of (30) cases. Its value can be considered indicative of instrument reliability if it reached or exceeded (0.650).

- **Pearson correlation coefficient:** This was used to analyze the results of the study hypotheses.
- **Simple linear regression:** This test was used to clarify how the independent variable affects the values of the dependent variable and was relied upon in analyzing the results of the study hypotheses.

Presentation of the Study Results:

Presentation of the Results of the First Main Hypothesis:

This states that “there is no role for parents’ educational level in improving reading and writing disorders among their children in the primary stage from teachers’ perspectives” And in order to verify this hypothesis, linear regression model analysis was employed, and the results are presented in the following table:

Table No. (06) Shows the results of the first sub-hypothesis of the study - n/100

Variables		explanatory power		Overall significance of the regression model ANOVA		Partial significance of the regression coefficients			
Dependent variable	Explainer variable	Correlation coefficient "r"	Coefficient of determination "r ² "	Calculated F-value	Significance of "f"	Coefficients	beta	T-value	Significance of "t"
Parents’ educational level	Dyslexia	-0.219	0.038	4.924	0.029	The constant	19.936	11.677	0.000
						The interpreter	0.153	2.219	0.029
Parents’ educational level	Dysgraphia	0.097	0.009	0.936	0.336	The constant	17.541	9.478	0.000
						The interpreter	0.072	0.968	0.336

Table analysis:

The results presented in Table No. (06) above showed that there is no statistically significant correlation at the significance level (0.05) between parents’ educational level and writing disorder according to the opinions of the study sample. The value of Pearson’s correlation coefficient reached (0.097), which is a very low value indicating a very weak, statistically non-significant correlation between the two variables. Moreover, the regression model is not

significant, as there is no statistical significance for the model based on the calculated (F) value, which amounted to (0.936) with a significance level of (0.336), a value higher than the adopted significance level (0.05). As for the reading disorder variable, it is noted that there is a statistically significant correlation at the significance level (0.05) between parents’ educational level and reading disorder among pupils according to the opinions of the study sample. The value of Pearson’s correlation coefficient reached (0.219), which is a low value. However, the regression model is statistically significant, as indicated by the calculated (F) value of (4.924) with a significance level of (0.029) at the (0.05) level, which is a probability value lower than the adopted significance level (0.05). Accordingly, it can be said that parents’ educational level has an effect on improving reading disorder among their children from teachers’ perspectives, as evidenced by the inverse correlational relationship between the two variables (negative Pearson coefficient). The beta value, which clarifies the relationship between the degree of parents’ educational level and the degree of reading disorder, was (19.936) and was statistically significant due to the statistically significant (t) value. This means that for each one-unit increase in parents’ educational level, the degree of reading disorder among their children decreases by (0.153) units, and based on the results of the simple linear regression model, the following regression line equation can be formulated: Degree of Reading Disorder = 19.936 – (0.704 × Degree of Parents’ Educational Level)

Table No. (07) shows the calculation of Pearson's correlation coefficient between the degree of cooperation, stability, and family cohesion, and the degree of anxiety among primary school students at -n/100

N	Variables	Pearson's correlation coefficient ®	probability value	significance level	statistical significance
100	Parents’ educational level	0.219-	0.029	0.05	Statistically significant
	Dyslexia				
	Parents’ educational level	0.097-	0.336	0.05	Not statistically significant
	Dysgraphia				

Table analysis:

Based on Table No (07), the value of Pearson’s correlation coefficient indicating the relationship between parents’ educational level and children’s reading disorder reached (–0.219), with a probability value of (0.029). This indicates the existence of a statistically significant inverse correlation between parents’ educational level and reading disorder among primary school pupils at the significance level (0.05). This means that the higher the parents’ educational level, the lower the degree of reading disorder among their children, thereby contributing to the improvement of this disorder. As for writing disorder, the value of Pearson’s correlation coefficient reached (–0.097), with a probability value of (0.336), indicating the existence of an inverse correlation between children’s writing disorder and parents’ educational level; however, this relationship is not statistically significant at the significance level (0.05).

General Conclusion:

Learning difficulties are a school-related phenomenon; as the nature of the hardness and the problem appears in the academic field through learning tasks and activities in which teachers, as well as parents, observe the pupil's failure to accomplish tasks in reading, writing, or mathematics. They are also widely prevalent in classrooms and constitute an obstacle to the pupil's studies, and may even affect the pupil's social and psychological life (such as low self-esteem), especially in the early years of schooling, when the exact cause of this problem is often unknown.

Here, the effective role of the family emerges in knowing how to deal with this type of problem encountered by their children, and the parents' educational and cultural level has a significant impact on addressing such issues.

Parents' educational level also influences children's intellectual and linguistic formation, and this is further shaped by what is available at home, such as books, magazines, and visual and audio media, among others.

In addition, the low economic level of parents or the family in general creates multiple educational difficulties and makes them difficult to control.

This was confirmed by the present study, which showed that parents' educational level is related to the improvement of writing and reading disorders among their children from teachers' perspectives, through reliance on the questionnaire to collect sufficient information and data on this topic.

The study concluded that the higher the parents' educational level, the lower the rate of academic disorders.

As a final conclusion, this type of disorder requires accurate and early diagnosis, and this group needs special attention and follow-up from both the family and the school, especially at the early onset of the problem, in order to achieve good results in overcoming these academic disorders and addressing the problem at its beginning.

Recommendations:

- The necessity of conducting an initial assessment to detect learning difficulties, to which every pupil enrolled in school should be subjected, in order to limit the exacerbation of the problem.
- The importance of early detection and identification of academic learning difficulties in order to reduce their spread as pupils advance through grade levels, as early detection of this group leads to better outcomes than ignoring the problem.
- Preparing special programs and activities tailored to their abilities.
- The necessity of appointing a school specialist, a psychologist, or even a social worker in every school to identify and assist pupils with academic, educational, psychological, and social problems.
- Taking individual differences into account through curricula, programs, and even textbooks, with increased emphasis on exercises and activities that help pupils with difficulties in

learning to write and read, as these are considered a fundamental entry point to learning other academic skills.

- Ensuring the training of teachers and educators in this field in order to identify the disorder and its type from the outset and to provide the necessary assistance and appropriate solutions.
- Parents should maintain continuous communication with the school and follow up regularly to understand the child's intellectual and skill levels, identify strengths and weaknesses, and determine the level the child can reach.

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