THE ATTITUDES OF TEACHERS AND PARENTS TOWARDS SOCIAL FACTORS INFLUENCING STUDENTS' LITERACY

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Abstract

The aim of this study is to examine the attitudes of teachers and the parents of students (grades 2□4) and the influence of the students' social interactions on literacy. The sample included 56 teachers and the parents of 271 students. Respondents answered the questions posed in a questionnaire based on a five-point scale, with one category representing a negative attitude and the other categories corresponding to a neutral or positive attitude about the importance of social interactions that influence literacy. The results show that teachers' and parents' attitudes are positive on average and that teachers and parents find schools and communication with family members to be the most influential form of social interaction. The interpretation of the results shows a difference in the teachers' and parents' attitudes regarding two kinds of social interaction. Teachers, unlike parents, believe that communication with peers and Internet communication significantly influence literacy.

Key words: informal literacy, formal literacy, social interaction, teachers' attitudes, parents' attitudes.

СТАВОВИ УЧИТЕЉА И РОДИТЕЉА О УТИЦАЈУ ДРУШТВЕНИХ ФАКТОРА НА ПИСМЕНОСТ УЧЕНИКА

Апстракт

Циљ ове студије је испитивање ставова наставника и родитеља ученика (2. и 4. разреда) и утицаја друштвених интеракција ученика на писменост. Узорак је обухватио 56 наставника и родитеље 271 ученика. Испитаници су одговарали на питања постављена у упитнику заснованом на скали од пет тачака, при чему једна категорија представља негативан став, а остале категорије одговарају неутралном или позитивном ставу о важности друштвених интеракција које утичу на писменост. Резултати показују да су ставови наставника и родитеља у просеку позитивни и да учитељи и родитељи сматрају да је школа и комуникација са члановима породице најутицајнији облик друштвене интеракције. Интерпретација резултата показује раз-

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лику у ставовима наставника и родитеља у погледу две врсте социјалне интеракције. Наставници, за разлику од родитеља, верују да комуникација са вршњацима и интернет комуникација значајно утичу на писменост.

Кључне речи: неформална писменост, формална писменост, социјална интеракција, ставови учитеља, ставови родитеља.

INTRODUCTION

The progression of literacy (i.e., the skills of reading, writing, and speaking) is influenced by numerous social factors, including schools. Numerous studies have examined social factors influencing literacy progression and the attitudes of teachers and students' parents toward these factors. The child's literacy develops from birth in the family and social environment, being systematically developed throughout formal education in kindergarten and school. Literacy progression, which starts with the first words, continues by learning how to read and write and includes the continuous development of these skills, is referred to as emergent literacy (Whitehurst & Lonigan, 1998; Lonigan, Burgess & Anthony, 2000). Many linguistic studies view literacy as including the abilities of reading, writing and understanding information in general (Serrano & Howard, 2007; Bialystok, 2007; Cvetanović & Šulović Petković, 2013). However, today, literacy is observed in a broader sense as an essential communication skill. Literacy is an essential means of communication (Serrano & Howard, 2007). Furthermore, the contemporary social context is an era of multiliteracies (Cope & Kalantzis, 2009), which requires various abilities of an individual. These abilities are also developed at school; thus, literacy is viewed through school-related content areas and includes linguistic, mathematical, scientific and IT literacy components (Bleicher, 2014; Shanahan & Shanahan, 2014). To develop all these abilities, it is necessary to teach children to read, write, and speak correctly, which is a prerequisite for learning and communication. Hence the understanding of literacy refers to the understanding of the concept of multiability, that is, literacy as the process of using reading, writing, and oral language to "extract, construct, integrate, and critique meaning through interaction and involvement with multimodal texts in the context of socially situated practices" (Frankel, Becker, Rowe & Pearson, 2006: 9).

Intensive literacy progression starts with a child's formal education, which is initially particularly focused on reading, writing and speaking skills. What is particularly important in language learning is the development of the skills of reading and reading comprehension, as well as oral and written speech. These elements are regarded as mutually connected in the process of student literacy progression (Hartas, 2012; Hull & Hernandez, 2008; Verhoeven & Vermeer, 2006). However, "it is worth noting that school is only one factor that has an influence on student liter-

acy" (Perry, 2012:66). Children grow up in a society in which they constantly communicate; therefore, the impact of social interaction on student literacy is constant. Like all human activity, literacy is essentially social, and it develops within interactions between people (Barton & Hamilton, 1998). Children show how literate they are at school, at home and in their community (Larson & Marsh, 2005; Pillay, 2017). Classmates also have an influence on a child's literacy, and the motivation for participating in literacy activities is strong when peers are encouraged to work together (Matthews & Kesner, 2003; Ming Chiu & Wing-Yin Chow, 2015). From an early age, especially in today's digital environment, children use technology for learning, information retrieval and communication (Thibaut, 2015; Wilson, 2012). As Ajayi (2011) observes, literacy is understood today as a concept with broader meanings and wider educational, cultural, and social implications for students. Today, special attention has to be paid to the use of new technologies in literacy education because "the role of digital media provides a number of didactically valuable opportunities" (Šafranj, Zivlak, & Bojanić, 2019: 358).

The focus of this research is the attitudes of teachers and parents toward social interactions that influence the development of three literacy elements – reading, writing and speaking. The influence of social interaction through school, family, peer communication, other communicative situations, and online communication was examined.

METHOD

School enables the systematic development of reading, writing and communication skills. This is a factor that formally underlies student literacy progression. The strongest informal impact on student literacy progression comes from the family, namely, from parents, siblings, and extended family members (grandparents, uncles, aunts, etc.). One cannot ignore the impact of communication among peers in groups, most commonly seen in school classrooms or among children from the same street, building or neighbourhood. Additionally, the children of family friends influence each other in their mutual social contexts. From an early age, especially in today's digital environment, children use technology for learning, information retrieval and communication. The leaders in this area today are the Internet, both as a source of information and as a means of communication (social networks, mobile applications). All of these kinds of social interaction that we have selected affect all aspects of student literacy on a daily basis to different extents.

The aim of this study was to examine and compare the attitudes of teachers and students' parents on social interactions which influence literacy progression in students. Teachers and parents expressed their opinions on the most important social interaction that influenced the progres-

sion of the three elements of literacy in students − reading, writing, and speaking. We researched the influence of traditional social interaction such as school, communication with family members, communication with peers (peer communication) and children's communication in the environment (other communication situations). The study also examined teachers' and parents' attitudes toward interaction that have emerged due to technological and social changes – Internet communication (social networks, mobile applications) or online communication.

For this to be achieved, the non-experimental research design was used (cross-sectional study type).

Participants

The description of the survey respondents is presented in Table 1.

Table 1. Descriptive statistics of the participants

Characteristics	Parents	Teachers
N	271	56
Age (years), mean ± sd	39.9 ± 5.7	42.9 ± 8.8
Class, n (%)		
2	89 (32.8)	
3	92 (34.0)	
4	90 (33.2)	
Gender, n (%)		
Male	62 (22.3)	5 (9)
Female	185 (68.3)	51 (91)
Missing	24 (8.9)	
Teaching experience (years), mean ± sd		18.3 ± 10.0

The sample consisted of teachers and the parents of students from the second to the fourth grade of primary schools in the Republic of Serbia. The sample was formed as a multistage sample. In the first stage, schools are seen as clusters of 123 in the city of Belgrade and of 12 from the vicinity of the town of Pančevo. Three schools were randomly selected from Belgrade, and one school from the Pančevo area.

A pilot survey was conducted in January 2017 during the course of regular classes. It was based on interviewing the parents of fourth grade students and primary school teachers employed at the school in the vicinity of Pančevo. The response rate in the questionnaire was 93% (252/271). The data obtained in the pilot study is included in the main part of the study as there were no significant corrections in the questionnaire. (It was found that there was no need for any corrections in the questionnaire.)

In January 2017, the second phase of the research began. The sample was formed from three schools, based on the random selection of one class from the second, third and fourth grades respectively. All parents of

the students in these classes were included in the sample, as well as 88% of the teachers in these primary schools.

The questionnaires were given to the parents by the students, along with envelopes so that they could seal them after completing the questionnaire to keep the results anonymous.

Data Collection

Data about the teachers' and parents' attitudes were collected by using a questionnaire. The questionnaire was the same for both the teachers and parents in order to determine whether teachers' and parents' attitudes on these topics were similar or different. A five-point Likert scale was used to examine the importance of social interaction on reading, writing, and speaking progression separately. The following answers were offered in the scale: strong influence, medium influence, little influence, no influence, negative influence. For each of the elements of literacy (reading, writing, and speaking) the respondents were asked to express their attitude concerning a particular interaction. The social interactions emphasised in the questionnaire were: school, communication with family members, communication with peers, other communication situations (in shops, etc.) and Internet communication (social networks, mobile applications). The same social interactions were used to determine the significance of the progression in all the three respective skills: reading, writing, and speaking. The questionnaire contained three tables with a clear indication of the literacy segments in question.

Data Analysis

Offered answers on five-point Likert scale were scored in the following manner: strong influence – 5, medium influence – 4, little influence – 3, no influence – 2, negative influence – 1. Collected data was analyzed using descriptive statistic parameters (*Mean, Standard deviation*) and using the *T-test for independent samples* to determine if there is a significant difference between the means of two groups (teachers and parents).

For each of the elements of literacy (reading, writing, and speaking) and for each form of social interaction (school, communication with family members, peer communication, other communication situations and Internet communication) the Mean and the Standard deviation for each of the subsamples were calculated. Based on that, the T-test for independent samples was used to check whether there was a statistically significant difference in the attitudes between teachers and parents.

RESULTS

The views of teachers and parents regarding the impact of social interaction on reading are shown in Table 2.

Table 2. Teachers' and parents' attitudes on the significance of the influence of social interaction on reading progression

Social interaction through	Teachers' assessment	Parents' assessment	p
School			
Mean ± sd	4.96 ± 0.19	4.79 ± 0.51	0.008[*]
Communication with family members			
Mean ± sd	4.80 ± 0.44	4.82 ± 0.50	0.562
Peer communication			
Mean ± sd	4.46 ± 0.66	4.09 ± 0.93	0.007[*]
Other communication situations (in the shop, etc.)			
Mean ± sd	3.82 ± 0.83	3.63 ± 0.97	0.197
Internet communication (social networks, mobile applications)			
Mean ± sd	4.04 ± 1.14	3.43 ± 1.44	0.004[*]

The mean values of the rates of variability of the teachers' and parents' attitudes for all social interaction range from nearly neutral to very positive, that is, from 3.43 to 4.96. Teachers believe that, among all the social interaction offered, reading is mostly influenced by the school, while parents put communication with family members in the first place. According to the teachers' attitudes, reading is the least influenced by the children's communication with the indirect environment (in shops), while the parents are of the view that Internet communication is of the least importance for reading.

The assumption is that teachers and parents have the same views on the significance of the influence of social interaction on reading (Table 2). The results show that teachers believe that school has a stronger influence on reading, as opposed to parents ($p = 0.008$). A statistically significant difference in the attitude between teachers and parents also occurs with the influence of peer communication on reading ($p = 0.007$). Teachers and parents show statistically significant differences in their attitude about the influence of Internet communication (social networks, mobile applications) ($p = 0.004$).

There is no statistically significant difference between teachers and parents in their attitudes related to how much communication with family members influences reading as a segment of literacy ($p = 0.562$). Additionally, there was no statistically significant difference for the statements related to other communication situations ($p = 0.197$).

The views of teachers and parents on the importance of individual interaction on writing are shown in Table 3.

Table 3. Teachers' and parents' attitudes on the significance of social interaction that influence writing progression

Social interaction through	Teachers' assessment	Parents' assessment	p
School			
Mean ± sd	4.96 ± 0.19	4.92 ± 0.30	0.304
Communication with family members			
Mean ± sd	4.68 ± 0.58	4.75 ± 0.58	0.190
Peer communication			
Mean ± sd	4.25 ± 0.81	3.95 ± 0.94	0.027*
Other communication situations (in the shop, etc.)			
Mean ± sd	3.52 ± 0.79	3.25 ± 1.04	0.053
Internet communication (social networks, mobile applications)			
Mean ± sd	3.91 ± 1.23	3.30 ± 1.37	0.002*

The mean values of the rates of variability of the attitude for teachers and parents for all social interaction that influences writing progression range from nearly neutral to very positive, that is, from 3.25 to 4.96. Teachers believe that among all the social interaction offered, school is the most influential with regard to writing, which coincides with the same attitude from the parents. Teachers and parents share the view that schools and communication with family members are highly important for writing. Social interaction that the parents found of little importance to literacy progression were singled out according to the median measures of variability. These factors are other communication situations (3.25) and Internet communication (3.30). The comparative analysis on the difference in teachers' and parents' attitudes shows that the highest significant difference is in their attitudes regarding the influence of Internet communication (social networks, mobile applications) on students' writing progression (p = 0.002). A statistically significant difference occurs in the attitudes of both the teachers and parents on the impact of peer communication (p = 0. 027).

The research results show that both teachers and parents believe that school has the strongest influence on the writing progression of students, as there is no statistically significant difference between their attitudes (p = 0.304). Additionally, there is no difference in attitudes of the teachers and parents about the influence of communication with family members (p = 0.190), or on the influence of other communication situations (p = 0.053). Therefore, among all the social interaction offered that influences writing progression, teachers and parents show a statistically significant difference in the attitudes of three factors related to the signifi-

cance of the influence i.e., peer communication and Internet communication.

The views of teachers and parents on the importance of individual social interaction on speaking are shown in Table 4.

Table 4. Teachers' and parents' attitudes about the significance
of social interaction on speaking progression

Social interaction through	Teachers' assessment	Parents' assessment	P
School			
Mean ± sd	4.96 ± 0.19	4.89 ± 0.34	0.117
Communication with family members			
Mean ± sd	4.98 ± 0.13	4.96 ± 0.30	0.653
Peer communication			
Mean ± sd	4.93 ± 0.26	4.53 ± 0.91	<0.001[*]
Other communication situations (in the shop, etc.)			
Mean ± sd	4.50 ± 0.54	4.16 ± 0.89	0.021[*]
Internet communication (social networks, mobile applications)			
Mean ± sd	3.75 ± 1.38	3.26 ± 1.42	0.016[*]

The mean values of the rates of variability of the attitudes of the teachers and parents for all social interaction that influences speaking progression range from nearly neutral to very positive, that is from 3.26 to 4.96.

An interesting fact is that teachers and parents agree on the social interaction that has the most or least influence on speaking progression; they emphasise that communication with family members is the most influential factor. On the other hand, both groups believe that Internet communication (social networks, mobile applications) has the least significant impact on speaking progression.

The results show that the initial assumption of this research was confirmed, that is, teachers and parents have the same views regarding the significance of the influence of social interaction on students' speaking progression (Table 4). Both teachers and parents consider communication with family members to be the most influential social interaction in regards to speaking as a segment of literacy (p = 0.653). There is no statistically significant difference between teachers and parents in their attitudes on how much school affects speaking (p = 0.117).

Therefore, there is no statistically significant difference between attitudes of teachers and parents regarding the significance of the influence of communication with family members on reading, writing, and speaking. This is the only form of social interaction for all the three elements of literacy for which there is no difference in teachers' and parents' attitudes. For two forms of social interaction i.e., peer communication and Internet communication,

the attitudes of teachers and parents are significantly different in relation to their influence on the three elements of literacy.

A statistically significant difference in the attitudes between teachers and parents appears to be related to the influence of peer communication on speaking progression (p = 0.001). The teachers rated peer communication as 4 or 5, while the parents rated it in the range from 1 to 5 (Table 5). The results show that teachers find other communication situations more influential in regard to speaking, than the parents (p = 0.021). The influence of Internet communication (social networks, mobile applications) (p = 0.016), leads to the conclusion that teachers and parents show statistically significant differences in this attitude.

For each question in the questionnaire and for each form of social interaction, teachers and parents expressed their views on how they influence literacy. Among the five answers offered in the scale, one referred to a negative influence. These answers were analysed separately with an observation of the frequency of the negative responses from both teachers and parents. The frequency of negative responses related to the influence of social interaction on reading, writing, and speaking given by the teachers is shown in Fig 1.
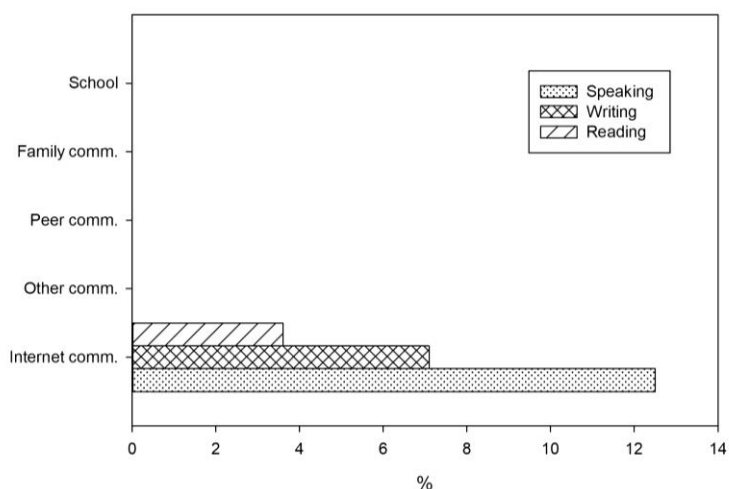

Figure 1. Rate of negative attitudes toward the influence of social interaction on literacy among teachers

Internet communication had the highest rate of negative answers among the teachers. Only Internet communication had negative responses related to the influence of this factor on the progression of reading (3.6%), writing (7.1%), and even more so, speaking (12.5%). It is noted that the teachers gave no negative answers related to school, communica-

tion with family members, peer communication or other communication situations (Fig 1).

We analysed separately the frequency of the parents' negative responses toward social interactions that influence literacy; the result is shown in Fig 2.
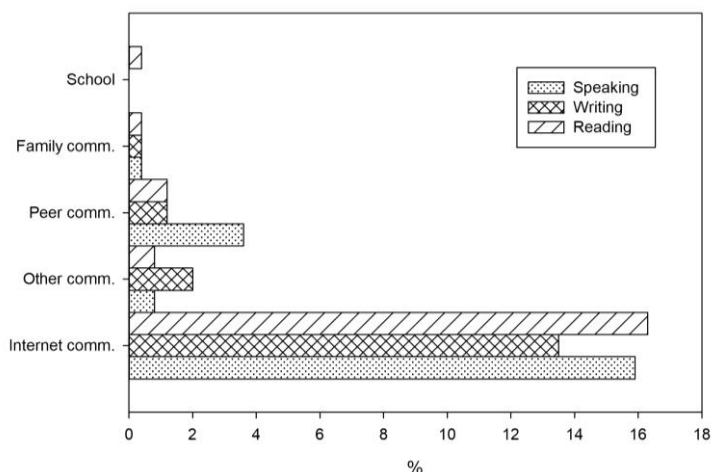

Figure 2. Rate of negative attitudes toward the influence of social interaction on literacy among parents

The highest rate of negative responses from parents relates to Internet communication. Of all the negative responses given for social interaction, Internet communication had the highest rate in terms of the negative influence of this form of social interaction on the progression of writing (13.5%), reading (16.3%), and even more so, on speaking (15.9%). Regarding the attitude of parents, there are no negative responses related to the influence of school on writing and speaking. For the influence of other form of social interaction, some parents stated that they have a negative influence on all the three elements of literacy.

By analysing the frequency of the negative attitudes of teachers and parents toward social interaction, it can be concluded that teachers did not give negative responses for four factors and they did so for one factor. On the other hand, the parents had negative responses for each factor. Thus, the frequency of negative responses is higher among parents than among teachers. The highest negative responses were related to Internet communication according to both teachers and parents (Figs 1 and 2), with the teachers having a milder attitude toward the negative influence of this form of social interaction.

DISCUSSION

The results of this research reveal the attitudes of teachers and parents toward the most important social interactions that influence literacy progression in students. We analysed the classical social interactions that have been present for centuries, such as schools, communication with family members, communication with peers, children's communication in the environment and contemporary social interaction that has emerged with the cultural and technological changes of contemporary society – Internet communication. We analysed teachers' and parents' attitudes toward the influence of these social interactions on the three basic elements of literacy i.e., reading, writing, and speaking, focusing especially on how many teachers and parents feel that certain social interactions have a negative influence on literacy.

None of the earlier studies examining the attitudes of teachers and parents toward student literacy approach social interactions in general, but rather view them individually. Furthermore, to our knowledge, there has not been any such research to date. This is the first study examining in general teachers' and parents' attitudes toward students' social interactions that influence literacy. Consequently, for the purpose of this study of teachers' and parents' attitudes, we drew up a questionnaire that included separate social interactions that affect the three elements of literacy: reading, writing and speaking.

In this environment, students are prompted toward literacy progression and are mostly influenced by certain types of social interaction. This study recognises school, family, peers, and the Internet as the main forms of social interaction influencing student literacy.

Generally, the attitudes of teachers and parents are that school and communication within the family are of the utmost importance for reading and writing progression (Bradford & Wyse, 2013; Dreher, 1990; Kikas, Silinskas & Soodla, 2015; Simmerman, et al., 2012). The moderate advantage that the teachers give to school is in line with the expectation that they would emphasise the development of formal education. Certain preferences expressed by the parents regarding communication within the family is also expected, because the first elements of literacy progression occur with one's growing up within a family, especially the skill of speaking. In earlier studies, it was also found that parents influence the improvement of a child's achievements in early reading through greater involvement in parent-child activities and parental involvement in reading (Beech, 1990; Bergbauer & Staden, 2018; Burns & Collins, 1987; Jung, 2016). The research of Bradford and Wyse (2013) highlighted the importance of the family environment on literacy progression in preschool age children. Our findings are in contrast with the results of Morrow (1986) in which parents did not consider voluntary reading, which occurs mainly at home, as a priority in literacy progression. Regarding the skill

of speaking, teachers and parents share the attitude that, in addition to school and communication with the family, great importance should be given to communication with peers and other communication situations.

Teachers give greater importance to the influence of peer communication on reading, writing and speaking than parents, which probably results from teachers being able to observe instances of this type of communication and also stimulate it at school and during extracurricular activities. In earlier studies it was also confirmed that peers have an influence on a child's literacy (Matthews & Kesner 2003; Ming Chiu & Wing-Yin Chow 2015). Teachers also attach a higher degree of importance than parents to other communication situations, since one of the goals of formal literacy is successful communication within the community as a whole. This indicates teachers' awareness that peer communication and other communication situations allow children to slowly become independent within the community. This statement is also confirmed by teachers' attitudes that schools, communication with family members, peers and within the environment do not have a negative impact on student literacy, while fewer parents believe that there is a negative influence created by these interactions.

However, the situation differs with regard to Internet communication i.e., the use of social networks and mobile applications. This form of social interaction was assessed by both teachers and parents as a factor that affects literacy. The strongest significance was given to this form of interaction by teachers, who are probably aware of the various possible influences of these contemporary means of communication on the literacy of children. But, in the countries with emerging economies, there are limited resources in education, especially when it comes to digital equipment in schools. The development of technology certainly leads to different possibilities of communication, but parents attach less importance to this factor due to the fear of communication on social networks. This is also confirmed in other studies, which examined parents' attitudes toward the use of social networks and mobile applications (Kanthawongs & Kanthawongs, 2013; Tahir & Arif, 2015). The results of an earlier survey reveal that there are signs which suggests that parents recognise the opportunities offered by the Internet, but still deem that it has a bad influence on the motivation to learn (Álvarez, Torres, Rodríguez, Padilla & Rodrigo, 2013). However, one cannot ignore that Internet communication influences literacy progression (Thibaut, 2015).

Internet communication has the highest negative response of teachers and parents regarding the impact of social interaction on student literacy. More parents than teachers were of the view that this medium has a lower or negative significance on literacy progression in children. Internet communication usually includes informal speech, that may or may not use all of the rules of verbal communication. Therefore, it is nec-

essary to help teachers and parents in terms of the possible means of making use of Internet communication in a way that encourages a positive influence on student literacy.

This study shows that teachers and parents continue to prefer traditional forms of social interaction such as school, communication with family members and communication with peers, while they see less importance in new technologies. The results of our research can help teachers in schools, or contribute to the development of the teaching process, because our results accurately show what their colleagues (examined teachers) and parents find important for the development of speech, reading and writing. Also, the results of the research draw attention to the fact that the state and the school system have a special responsibility to create the conditions for the skills that students acquire in formal education to be applied in new ways in new forms of communication using new technologies.

CONCLUSION

In conclusion, the results of this study demonstrate the views of teachers and parents on the impact of social interaction on student literacy. First of all, our results show that teachers and parents believe that all the interactions examined influence student literacy and that the most influential ones are school and family communication. Second of all, the results show that teachers' and parents' attitudes differ regarding the influence of two kinds of social interaction on children's literacy, i.e., peer communication and the use of the Internet to communicate. More teachers than parents consider that these two factors affect all elements of literacy. Thirdly, the attitudes of both teachers and parents in terms of the importance of social interaction reveal that both groups believe that Internet communication (social networks, mobile applications) has the strongest negative impact on children's literacy.

This study shows that both teachers and parents share the attitude that there is a significant environmental impact on child literacy. Teachers and parents are of the view that traditional social interactions have an impact on student literacy but do not neglect the impact of the Internet. This finding shows that they understand literacy as the ability to function in a social context with all the educational, cultural, and social implications that it entails.

Future research based on the findings of this study could investigate the opinions of students on the impact of social interaction on reading, writing, and speaking. Additionally, we could compare students' attitudes with the attitudes of their parents and teachers toward the impact of social interaction on literacy. Future research could also go in the direction of investigating the reason for the teachers' and parents' attitudes about the negative influence of Internet communication on student literacy.

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СТАВОВИ УЧИТЕЉА И РОДИТЕЉА О УТИЦАЈУ ДРУШТВЕНИХ ФАКТОРА НА ПИСМЕНОСТ УЧЕНИКА

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Резиме

Писменост детета се развија од самог рођења, у породици и друштвеном окружењу, а систематски се развија кроз формално образовање у вртићу и у школи. Дакле, на развој писмености, односно на читање, писање и говорење, утичу бројни друштвени фактори. Циљ овог истраживања је испитивање ставова наставника и родитеља ученика (другог и четвртог разреда основне школе) о утицају друштвених интеракција ученика на писменост. Узорак је обухватио 56 наставника и родитеље 271 ученика. Истраживање је дизајнирано по типу студије пресека. Анкетни упитник је био исти и за учитеље и за родитеље, са три петостепене скале Ликертовог типа, које утврђују ставове учитеља и родитеља о утицају друштвених фактора на три елемента писмености: читање, писање и говорење. Испитан је утицај следећих друштвених фактора: школа, комуникација са члановима породице, комуникација са вршњацима, остале комуникације (у продавници, итд.) и коришћење интернета у комуникацији (друштвене мреже, мобилне апликације).

Први налаз истраживања показује да учитељи и родитељи сматрају да сви друштвени фактори утичу на писменост ученика, а да су најутицајнији школа и комуникација у породици. Други је показао да се ставови учитеља и родитеља разликују у погледу утицајности два социјална фактора на писменост деце и то комуникације са вршњацима и коришћење интернета у комуникацији. Учитељи су става да ова два фактора значајније утичу на све елементе писмености него што то сматрају родитељи. Трећи налаз се односи на став учитеља и родитеља о негативном значају друштвених фактора и показује да су и једни и други става да интернет у комуникацији (друштвене мреже, мобилне апликације) има највећи негативни утицај на писменост деце. На основу добијених резултата, родитељи су веће бојазни да ће нове технологије негативно утицати на писменост њихове деце, вероватно сматрајући да ту имају мањи утицај него на друге, односно, класичне социјалне факторе.

Посматрајући елементе писмености појединачно, учитељи сматрају да на читање највише утиче школа, док родитељи на прво место стављају комуникацију са члановима породице. На развој писања велики утицај имају школа и комуникација са члановима породице, став је и учитеља и родитеља. Најутицајнији фактор на развој вештине говорења је комуникација са члановима породице, и ту су сагласни у ставу учитељи и родитељи. Сви испитани друштвени фактори, према ставу и учитеља и родитеља, значајније утичу на читање и говорење, него на писање.

На основу налаза ове студије можемо закључити да су учитељи и родитељи става да традиционални друштвени фактори имају највећи утицај на писменост ученика, али не занемарују ни утицај нових медија. То показује да писменост и разумеју као способност у друштвеном контексту са свим едукативним, културним и социјалним импликацијама које она има.