

Influence of Family Factors on Children's Reading Habits: A Review of Literature

Abdul Jabbar^{*}, Khalid Mahmood^{**} and Nosheen Fatima Warraich^{***}

Abstract

Parents play a major role in the reading habits of their children. In this review, we identify parental factors contributing to the reading habits among children, which include parental socio-economic status (SES), educational level of parents, parental support towards reading, and home-literacy practices. We searched several databases to collect a pool of publications that included Scopus, ERIC, Emerald Insight, Science Direct, Springer Link, JSTOR, EBSCOhost, and Google Scholar using keywords like reading and parents (see below for more details), and found SES was a strong predictor of reading development in children; followed by the education of parents especially mothers. Parental beliefs in the value of reading and parental support supervising home-literacy practices were yet other important factors that inculcated reading habits in children. The review highlights the importance of parental involvement in improving the reading habits of children and can be helpful to teachers and schools where parent-teacher programs may goad parents with effective plans to improve reading in children. The review may also be helpful to librarians, reading program initiators, and government to develop collaborations with parents to promote reading in children.

Keywords: Children, Family factors, Home-literacy practices, Parents, Reading habits, Socio-economic status.

^{*} PhD Scholar, Institute of Information Management Librarian, Department of Political Science, University of the Punjab, Lahore, Pakistan Email: jabbar.polsc@pu.edu.pk

^{**} Dean, Faculty of Economics & Management Sciences, University of the Punjab, Lahore, Pakistan.

Email: khalid.im@pu.edu.pk

^{***} Professor, Institute of Information Management, University of the Punjab, Lahore, Pakistan

Email: nosheen.im@pu.edu.pk

Introduction

Exposure to the world in one possible way is through reading. Reading can make someone competent with their school work, add skill to their professional expertise and turn the individuals into lifelong learner. Pleasure reading brings satisfaction and we do it because "... we are interested in it" (Anderson, Wilson & Fielding, 1988, p. 23). Ogunrombi and Adio (1995) classify types of reading that include reading for pleasure, fun, and relaxation; informational reading; reading to gain knowledge and a combination of the above three.

To inculcate reading in children Gambrell (2011) proposed seven rules for parents to inculcate reading among their children. Two of them were significant as "students are more motivated to read when they have ample opportunities to engage in sustained reading;" and "students are more motivated to read when they have access to a wide range of reading materials" (p. 172-173). If parents provide an environment where sustained reading can be done, and if the reading material spans a wide range of topics, children are likely to become avid readers (Capotosto et al., 2017). Library visits along with parents also have a positive impact on children's reading. There were three main indicators of visiting the library; "academic, social and cultural (Baker, Scher, & Mackler, 1997)." While Dent (2013) indicates a lack of interest in voluntary reading among most of the students who visit the library to complete their school work, want to know more about the world and to do work independently interacting with other peers.

Background of the Study

In earlier studies Kush and Watkins (2010) reported a substantial decline in both academic and recreational reading among children. Also a significant decline in reading habits among children from Netherland was reported (Netten et al., 2014). Gender is also considered as a significant factor affecting school children's reading habits (Jabbar & Warraich, 2022). Similarly, Jabbar and Warraich (2021) also highlight factors related to family and teachers affecting children's reading habits. Clark and Rumbold (2006) report teenagers in many developed countries have shown little involvement with reading. This decline in reading in developed countries is strange (Rhee, 2001), and reasons why this happens need to be pinned down. Linnakyla, Malin, and Taube (2004) investigated children's reading habits in high literacy countries like Finland and Sweden and pointed out reasons of decline in reading as male gender, several siblings at home, low socio-economic family background.

Walia and Sinha (2014) similarly found, a number of Indian teenagers indicated reading as their preferred activity; most adolescents were hooked on watching movies and television. Secondary school students in Nigeria were reluctant readers who read to pass examinations not to read voluntarily. Fenimore (2015) found non-Kuwaiti children were more interested in playing games, using iPods, and watching television than reading in their free time. Reasons for poor reading habits in the subcontinent and other Middle Eastern countries may not occur because of low socioeconomic status (SES) because children from

low and high social-economic family backgrounds show little interest in reading (Gehlot, Al-Khalaf & Gehlot, 2020). On the other hand, Dodici, Draper, and Peterson (2003) suggest parent child interactions at an early age have a positive impact on literacy skills among children. It was no wonder Merga (2015) pointed out promotion of reading enjoyment among children had been orphaned by teachers and parents. Ho and Lau (2018) in a comparative study of 25 countries emphasize factors that relate to family background affect reading habits in children. This review thus looks at the educational levels of parents, their social and economic status, their beliefs and values about home literacy, and their support towards inculcating reading in their children. A delimitation of the review is that it does not focus on school-related or assigned reading, but on leisure reading also called *voluntary reading*, *pleasure reading*, and *free-time reading* etc.

Method

This review study was intended to report parental status and involvement in children's reading habits. All steps of the study from the identification, screening, scrutiny, eligibility, and inclusion of the studies were guided by Cochrane Methodologies and reported according to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) guidelines. The authors also took help from the studies of Møller and Myles (2016) and Pollock and Berge (2018) from the initiation to the reporting of the selected studies.

Selection of Studies for Review

The review study was gone through several stages from the identification of the studies and their inclusion according to the set criterion.

Identification. The search process was carried out by searching relevant databases including ERIC, Emerald Insight, Science Direct, Springer Link, JSTOR, EBSCOhost, and Google Scholar. The search was conducted between January-September 2020 through formulated keywords without any date limits. The search key terms and Boolean operators were used to find the relevant studies.

Screening. In second stage, 71 duplicate records were removed from a total of 1791 records. Further, 978 records were removed by considering them irrelevant through screening of titles and abstracts of the studies.

Scrutiny. By considering the intent of the study, the filtered 742 records were analyzed on the following criterion: a) studies that addressed parents and family involvement in children's reading habits, b) studies dealing with leisure reading habits were included by excluding the studies that dealt with assigned / academic / forced or imposed reading, and c) duplicate titles, conference papers, theses / dissertations and non-English language studies were excluded.

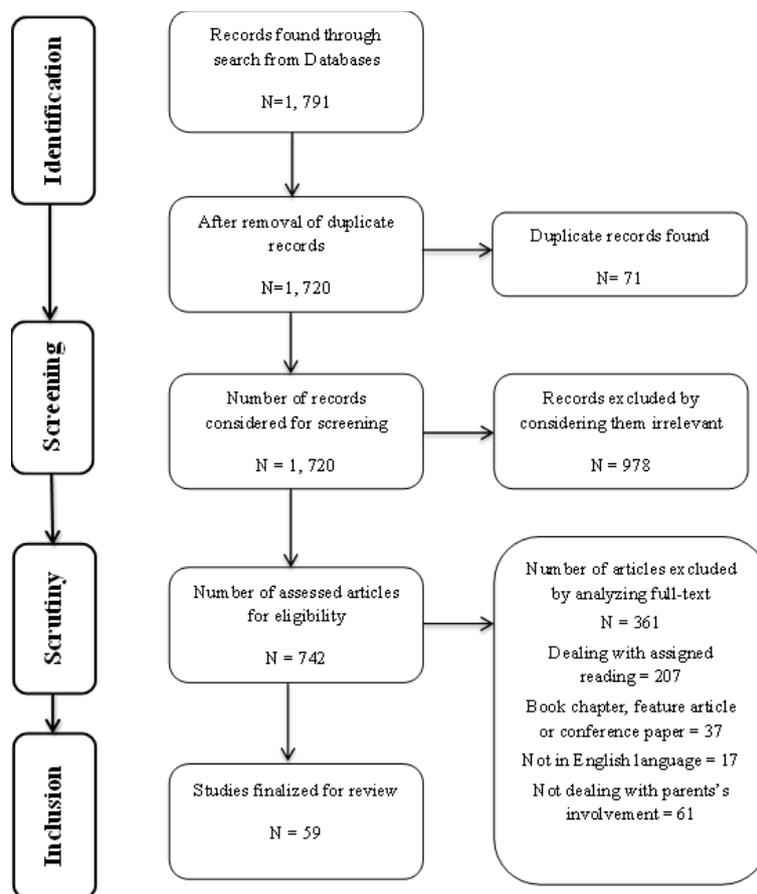


Figure 1. Flow diagram of selection of studies for the review

Inclusion. After removal of duplicate titles, irrelevant records, studies dealing with assigned or academic reading, book chapters, feature articles or conference papers, and studies other than English language, a total of 59 studies were finalized for the review.

Data Extraction. The selected 59 studies were deeply reviewed in terms of population and sampling of the studies, employed research methodology and parents related factors affecting their children’s reading habits were extracted for the analysis.

Review of Selected Studies

A total of 59 studies were selected for the review from which the majority of them employed quantitative survey (n = 26, 44%) followed by the longitudinal studies (n = 7, 11.9%). With the same frequency (n = 6, 10.2%) were literature review-based, experimental and mixed-method studies whereas 5 (8.5%) studies employed qualitative research methods. Three studies used a variety of methods including ethnography, multi-methodology, and exploratory study based on children’s diaries.

Table 1

Brief summary of reviewed studies (n = 59)

Indicator	Value
Research Methods Employed	
Studies employed Quantitative Survey	26
Studies employed Qualitative Interviews, Observations and Case Studies	5
Studies employed Mixed Methods Research	6
Experimental Studies	6
Longitudinal Studies	7
Literature Review based Studies	6
Others included Exploratory study based on Diaries (n=1), Multimethodology (n=1), and Ethnography (n=1)	3
Sample size range	5-12263
Publication year range	1969-2020
Frequency of parents' factors affecting their children's reading in selected studies	
Home Literacy Environment	19
Parents' Reading Support	17
Parents' Socioeconomic Status	14
Parents' Reading before Children	12
Parents' Educational Level	10
Parents' Reading Involvement	8
Parents' Reading Belief	6
Parents' Value to Reading	1

The studies were conducted in varied contexts as USA, UK, Australia, China, Taiwan, Netherland, Canada, Malaysia, Kuwait, Iraq, Sweden, India, Indonesia, Nigeria, Norway, Qatar, Israel, Singapore, Turkey, Cyprus, France, South Korea, Finland, Ireland, Sweden, and Germany.

Parents' Factors Affecting Children's Reading Habits

After the rigorous review of the selected studies, factors related to parents were identified and presented in the form of themes. The other details of the reviewed studies i.e. methodological procedures, factors addressed, and country of the studies were presented in Table 2 as below:

Table 2

Description of the review studies

Sr. No	Study	Population & Sample	Research Method employed	Factors addressed	Country of Study
1	Bailey (2006)	84 parents	Quantitative Survey	Parents' Reading and Socioeconomic status	USA
2	Baker, Scher & Mackler (1997)	-	Literature Review	Parents' Involvement and Parents' Reading Belief	-
3	Burgess (2005)	493 mothers	Quantitative Survey	Home Literacy Environment	USA
4	Burgess et al. (2002)	97 4-5-year children	Longitudinal Study based on Survey	Home Literacy Environment	USA
5	Camp (2007)	242 1 st , 4 th , 6 th , 8 th , 11 th graders	Quantitative Survey	Parents' Reading	USA
6	Fenimore (2015)	5 nannies	Mixed Method (Interviews, Observation)	Home Literacy Environment	Kuwait

7	Knoester & Plikuhn (2016)	40 individuals	Qualitative Interviews	Parents' Education & Parents' Involvement	USA
8	Ho & Lau (2018)	4,837 15 th year students	Quantitative Survey	Home Literacy Environment	China
9	Celik (2020)	106 primary grade children & 20 teachers	Mixed Method (Questionnaire & Interviews)	Parents' Involvement	Iraq
10	Price & Kalil (2019)	4,239 0-13 agers	Longitudinal Study based on Survey	Parents' Reading	USA
11	Sjödin (2019)	6802 15 years old	Quantitative Survey	Parents' Value to Reading	Sweden
12	Yang (2016)	40 families with 4-5-year-old children	Experimental Study	Parents' Reading	China
13	Capotosto et al. (2017)	84 parents of 3 rd graders	Qualitative Interviews	Parents' Involvement	USA
14	Gehlot et al. (2020)	30 school students	Longitudinal Study based on Interviews	Parents' Involvement & Socioeconomic Status	India
15	Babalola (2020)	200 secondary school students	Quantitative Survey	Parents' Support	Nigeria
16	Hofslundsengen et al. (2019)	111 5-year-old children and their parents	Quantitative Survey	Parents' Education & Home Literacy Environment	Norway
17	Majid (2018)	254 5-12-year old children	Quantitative Survey	Parents' Support	Singapore
18	DeBaryshe & Binder (1994)	155 parents of 2-5-year-old children	Quantitative Survey	Parents' Reading Belief	USA
19	Farver et al. (2006)	122 mothers of preschoolers	Quantitative Survey	Socioeconomic Status, Parent Support & Home Literacy Environment	USA
20	Feitelson & Goldstein (1986)	102 families of kindergarten children	Quantitative Survey	Parents' Reading	Israel
21	Ganotice et al. (2017)	48 parents of 3-12-year-old children	Experimental Study	Parents' Support & Parents' Involvement	China
22	Chiu (2018)	4120 4 th graders and their parents	Quantitative Survey	Parents' Socioeconomic Status & Parents' Involvement	Qatar
23	Duursma (2016)	28 parents of 2-3-year-old children	Qualitative Observations & Interviews	Parents' Socioeconomic Status & Parents' Reading	USA
24	Buckingham et al. (2014)	-	Literature Review	Parents' Socioeconomic Status	-
25	Brown et al. (2012)	138 parents and 140 4 th grade children	Mixed Method based on Questionnaire & Interviews	Parents' Reading, Parents' Belief & Home Literacy Environment	Australia
26	Boonk et al. (2018)	-	Literature Review	Parents' Support	-
27	Aulia & Rachman (2019)	8 11-12-year old farmers' children	Qualitative Case Study	Parents' Support	Indonesia
28	Gökbulut & Yeniasır (2018)	50 families selected based on their educational level	Qualitative Interviews	Parents' Education	Cyprus
29	Gökhan (2012)	426 9 th and 12 th graders	Quantitative Survey	Parents' Education	Turkey

30	Goux et al. (2017)	109 French Schools	Experimental Study	Parents' Support	France
31	Greaney (1986)	-	Literature Review	Parents' Support & Parents' Belief	-
32	Greaney & Hegarty (1987)	138 4 th -5 th graders and 4 parents	Exploratory Study based on Diaries	Parents' Support, Parents' Belief & Home Literacy Environment	Ireland
33	Hà & Bellot (2020)	44 8-year-old children	Experimental Study	Parents' Reading & Parent Involvement	Spain
34	Hansen (1969)	48 4 th graders and their mothers	Mixed Method based on Questionnaire & Interviews	Parents' Education & Home Literacy Environment	USA
35	Hartas (2012)	9419 children	Longitudinal Survey based Study	Parents' Socioeconomic Status & Home Literacy Environment	UK
36	Himmelweit & Swift (1976)	611 children and adults	Longitudinal Survey based Study	Parents' Education	UK
37	Kim (2009)	215 4 & 5-year-old children	Longitudinal Survey based Study	Home Literacy Environment Home	South Korea
38	Ko and Chan (2009)	36, 540 students	Quantitative Survey	Literacy Environment, Parent's Support & Parents' Belief	Canada
39	Kraaykamp & Dijkstra (1999)	73 book genres and 46 judges	Multimethodology	Parents' Support & Parent's Socioeconomic Status	Netherlands
40	Le et al. (2019)	1676 6 th -9 th graders (random)	Quantitative Survey	Parent's Socioeconomic Status	Vietnam
41	Linnakyla et al. (2004)	9280 15-year-old students	Quantitative Survey	Parent's Socioeconomic Status	Finland and Sweden
42	Lonigan (1994)	-	Literature Review	Home Literacy Environment	-
43	Lyytinen et al. (1998)	108 children aged 14-24-months	Longitudinal Survey based Study	Parents' Support & Parents' Education	Finland
44	McCarthy (1997)	5 elementary teachers	Ethnography	Parent's Socioeconomic Status	USA
45	Merga (2014)	520 13-16-year-old students	Mixed Method based on Survey & Interviews	Parents' Support	Australia
46	Merga (2015)	520 13-16-year-old students	Mixed Method based on Survey & Interviews	Home Literacy Environment	Australia
47	Netten et al. (2014)	12,263 grade-4 students	Quantitative Survey	Home Literacy Environment, Parents' Education &	Netherlands
48	Nichols (2000)	-	Literature Review	Parent's Support	-
49	Ogunrombi & Adio (1995)	600 secondary school students	Quantitative Survey	Home Literacy Environment	Nigeria
50	Raslie et al. (2020)	31 mothers & 21 1-4-year-old children	Experimental Study	Parents' Reading	Malaysia
51	Rikin et al. (2015)	8 caregivers of 6-59-months old children	Quantitative Survey	Parents' Reading	USA
52	Senechal et al. (1998)	168 kindergarten & grade 1 students	Quantitative Survey	Parents' Reading	Canada

53	Shapiro & Whitney (1997)	84 fifth-grade students	Quantitative Survey	Parent's Support	USA
54	Sukhram & Hsu (2012)	15 6-36-months old children & their parents	Quantitative Survey	Parent's Support	USA
55	Tse et al. (2016)	9301 10-year-old students	Quantitative Survey	Parent's Support & Home Literacy Environment	China and Taiwan
56	Wollscheid (2014)	757 10-19-year-old children	Quantitative Survey	Parents' Education, Parents' Reading & Parents' Belief	Germany
57	Yusof (2010)	275 level-two primary graders	Quantitative Survey	Parents' Education, Parents' Reading, Parents' Socioeconomic Status & Home Literacy Environment	Malaysia
58	High et al. (1998)	51 families of 12-38-months old children	Experimental Qualitative Study	Parents' Reading & Parents' Socioeconomic Status	USA
59	Hung & Marjoribanks (2005)	261 11-year-old children	Quantitative Survey	Parents' Socioeconomic Status & Home Literacy Environment	Taiwan

Parents' Reading and Impact of Home Literacy Environment

Parents' reading frequency had substantially impacted their children's literacy (Greaney & Hegarty, 1987). The parent's reading before their children had positively impacted their children's academic achievement. Positive early and preschool literacy experiences were also contributing to the reading success of children (Bailey, 2006).

Camp (2007) found that most of the children were motivated by the reading of their dads and moms who were helping school-related tasks and were reading-aloud to them. Debaryshe and Binder (1994) found that there was a strong association between the belief of parents and their home reading practices. They were reading to their children regularly, having varied materials at home, and adopting different reading practices in the early ages of their children. Raslie et al. (2020) found that reading sessions of mothers to their children had a positive impact on their reading performance. The research studies (Burgess et al., 2002; Lonigan, 1994) emphasized the commencement of adults' regular reading to children along with the availability of sufficient reading materials to improve language and oral skills among children. Merga (2015) found access to a wider range of books at home has a significant impact on reading among boys and girls. However, the author lamented upon the declining number of books at Western Australian homes.

Feitelson and Goldstein (1986) while investigating Israeli families' reading practices found that almost all families except two were reading to their children for at least half an hour. They were reading in specified time mostly in the evenings before going to bed. Hartas (2012) confirmed that maternal reading enjoyment and interests were significantly associated with the reading attainment of children. Moreover, mothers' reading habits had positive contributions to the reading, writing, listening, and speaking

fluencies of their children. The frequency of reading by mothers had also significantly affected the reading development of children. Kim (2009) found that home reading was associated with the literacy achievement of children. The author further added that home reading helped to enhance the vocabulary and phonological experiences of the children. Duursma (2016) asserted that parents' dialogic involvement during children's reading helped them to improve their language proficiency and literacy development. The argument was supported by Ganotice et al. (2017) who found that parent-child interaction and text discussion could help in stimulation of children's reading habits.

Lyytinen, Laakso, and Poikkeus (1998) added that the children who showed more interest in books were experienced reading by mothers or fathers. Clark, Osborne, and Akerman (2008) claimed that most of the students were sharing reading with their mothers than fathers however boys liked to share with their fathers. Most of the students said their mothers motivated them for reading more than their fathers.

Morrow (1983) commented that children taken reading as a pleasure activity whose parents were presenting themselves as reading role models and sharing their readings with them. The study carried out by Ko and Chan (2009) to explore effect of environmental family factors in children's reading achievement and reported that parents' attitude towards reading with several books at home as a positive factor. The number of books at home and early literacy skills were strongly associated with the later reading achievement among children. Chiu (2018) approved that number of books at home and parents' positive attitude towards reading had a substantially positive effect on their children's reading attitude.

Rikin et al. (2015) demonstrated that the homes where reading was a regular bedtime activity with the availability of a wide range of reading materials were effective contributors to children's reading development. Capotosto et al. (2017) found Carolinian parents had given value to reading, were actively involved in their children's reading, conducted sustained silent reading sessions, and incorporated healthy literacy activities into their daily life to support their children reading development. Price and Kalil (2019) indicated positive connection between mother-child reading time and reading achievement among preschoolers. Further, Celik (2020) acclaimed that various books and genres at home was a positive contributor to the reading development of preschoolers.

However, Ogunrombi and Adio (1995) lamented that many homes in Nigeria were noisy and poorly constructed and failed to provide a conducive reading environment. The electricity problem further added to the negativity of the home literacy environment. Also, Netten et al. (2014) highlighted negative home factors as students' usage of computers exploring websites, checking e-mails or playing games that were effecting their reading achievement and lifelong learner abilities.

Parents' Reading Support

Greaney (1986) inferred the role of parents in developing reading habits and reading skills in their children. The six contributors were identified as 1) *verbal interaction* as parents' verbal interaction with child enhanced cognitive and language skills, 2) *reading interest* had also positive impact on reading development among their children, 3) *parents' reading to children* had considerable influence on their early literacy, 4) *access to a wide range of materials* was also considered a positive indicator of reading development, 5) *provision of reading atmosphere and reading opportunities at home* could help parents to support children in reading development and 6) *parent-child reading* in which parents were mostly reading-aloud to their children and sharing their reading experiences were contributors to the development of reading habits among children. In this regard, Sjödin (2019) considered the lack of book reading among children as a public health issue that should be resolved privately by parents in their homes.

Greaney and Hegarty (1987) said that the children who received a supportive environment for reading were taken reading as a pleasure activity. Moreover, availability of reading materials at home, and reading and reading behavior of their parents were associated with the reading habits of children. Ogunrombi and Adio (1995) considered parents' support and attitude towards reading very crucial for the students who were trying to improve their reading habits. Clark and Rumbold (2006) considered parents as "literacy teachers" for their children by engaging them in pleasure reading. Boonk et al. (2018) reported through a review-based study that 'parental support and encouragement for learning' was a variable that correlated with the academic achievement of children. Farver et al. (2006) elaborated that parents' literacy involvement with the children had an impact on children's literacy interests. Sukhram and Hsu (2012) also found that positive early literacy experiences from parents helped children to step into the enjoyable reading habit. Knoester and Plikuhn (2016) added that positive family child reading interactions were not only effective in the advancement of reading abilities but it also helped in the inculcation of recreational reading. Celik (2020) found a guiding role of parents while exploring factors contributing to the reading habits of preschoolers.

Goux, Gurgand, and Maurin (2017) conducted a research study to explore the effects of parental support on students' learning by choosing those first-grade students from 109 French schools who were mentioned by the school teacher as having less parental support. Moreover, Senechal et al. (1998) found that parents who were aware of children's literature were conducting extensive reading activities at home.

Nichols (2000) found through a review-based study conducted to explore Australian's family patterns to read before their children and declared parents' support as an important factor positively influencing children's reading habits. Lyytinen, Laakso, and Poikkeus (1998) reported that sharing reading with fathers was associated with the early interest of children. Mothers were focusing more on providing reading exposure to their young children than fathers. Majid (2018) reported mothers as encouragers followed by fathers to their children's reading.

A study was conducted by High et al. (1998) to evaluate how sharing books and stimulating reading during bedtime by two groups of families of different ethnic and low-income backgrounds. The parents were provided books and information on how to share these books with their children. They were eagerly sharing books and commenting that this was their favorite thing to do. Hà and Bellot (2020) indicated the use of story-telling as an effective tool among EFL primary class students to promote their literacy and reading comprehension. Fenimore (2015) demonstrated that story-telling commenced for different purposes in different cultures from history, politics, military, moral and fairy tales. Shapiro and Whitney (1997) inferred that the encouragement from parents was the factor that differentiated between enthusiastic and reluctant readers. Merga (2014) reported that the majority of students who were getting continuous encouragement and support from their parents were found as keen readers.

Contrarily, Kraaykamp and Dijkstra (1999) commented that parental motivation to read was ineffective in stimulating book reading preferences among their children. Similarly, Ho and Lau (2018) found family involvement was insignificant in terms of children's reading performance. Moreover, Hung and Marjoribanks (2005) found that the parents were unable to provide effective learning and reading environment without having strong economic capital. While Yusof (2010) found that economic status was not associated with the literacy achievement of children. Involvement of parents with their children was found significantly associated with reading achievement among children.

Effect of Social and Economic Status (SES) of Parents

The children of low-income families were disadvantaged in their learning due to the lack of facilities and early literacy experiences and usually not attended preschools (Buckingham, Beaman, & Wheldall, 2014). Also, Chiu (2018) reported a significant impact of parents' socio-economic on their children's attitudes towards reading. Clark and Akerman (2006) commented that children from low-income families were reading less for fun compared with the children of high economic status.

Linnakyla, Malin, and Taube (2004) found contributing factors of reading decline among children were male gender, low social and economic status, and less engagement in reading. Farver et al. (2006) found a significant relationship between social and economic status and the development of reading in a child. The family size and available facilities at home were also reported influential. Hartas (2012) reported that family income had significant effect on reading, writing, speaking, and listening abilities of students.

Regardless of the children's reading interest, book-buying habits, and accessibility, and availability of books were also associated with the family background. Le et al. (2019) and Boonk et al. (2018) described that students with high SES bought more books than children with low SES, while students with low SES had borrowed books from libraries (Boonk et al., 2018). McCarthy (1997) reported that access to literacy materials had been maintained by color and working-class students. Likewise, Yusof (2010) found that economic status was the foundation of reading habits among children as fathers of higher-class children could provide varied reading materials as they had sources and knowledge

of reading materials through their social networks. In this regard, Neuman and Celano (2006) said that although public libraries are intended to provide equal access to their users the outcome remained different among high SES students and low SES students.

Ho and Lau (2018) acclaimed that high SES students were also high reading performers. However, high SES did not prove significant in reading engagement among Hong Kong students. Similarly, Netten et al. (2014) found socio-economic status as a strong predictor of reading achievement. The students with low SES were low performers in reading attainment than students with high SES. Aulia and Rachman (2019) pointed out parents with low SES (farmers) and busy schedule workers were insignificant contributors to their children's reading.

Kraaykamp and Dijkstra (1999) found that reading preferences were also highly influenced by the social characteristics of the student. The elite class students were interested to read complex books. Burgess (2005) added that low-income mothers had fewer reading resources that resulted find their less privileged children in reading. Fenimore (2015) found a majority of non-Kuwaiti families were unable to buy a variety of materials to support their children's reading. Scher and Baker (1994) reported first-graders' positive reading attitude regardless of their socio-economic status. Similarly, Capotosto et al. (2017) reported Carolinian economically challenged parents were actively engaged in their children's reading development through devising innovative methods of reading engagement.

Effect of Educational Level of Parents

Reading attitude among children had influenced by the educational level of their parents as Gökhan (2012) reported impact of parents' educational level on reading attitude among high school students and found disadvantaged students whose parents' educational level was elementary. Previous studies reported that the families who had at least a graduate degree and were small in size showed more interest in pleasure reading (Himmelweit & Swift, 1976; Morrow, 1983). Hofslundsengen, Gustafsson, and Hagtvvet (2019) declared a significant relationship between parents' educational level and provision of early literacy environment to their children and that was directly linked to the vocabulary and phonological abilities of their children.

Some research studies found significant impact of mother's educational level on their children's reading development like Lyytinen, Laakso, and Poikkeus (1998) demonstrated that the mothers' education, literacy activities, and reading sharing practices significantly influenced lexical and grammatical development among their 2-year old children. Burgess (2005) added that mothers' knowledge about available children's literature, mothers' academic level, and experience with print materials were associated with literacy level of their children. More, mothers who were more interested in watching television and less in reading were unsuccessful contributors to the academic achievement of their children. Hartas (2012) evidenced through a UK-based research study that maternal educational level was a significant factor in terms of reading and writing of their children.

However, a lot of literature evidenced vital role of fathers' educational level in the development of reading habits among their children as Yusof (2010) commented that fathers' qualification was associated with the level of reading interest among their children. Fenimore (2015) revealed that children of those families were more motivated readers whose fathers were able to involve in story-telling.

While some research studies reported the role of both fathers and mothers in developing reading habits among their children as Wollscheid (2014) found that the educational level of both parents had a significant impact on their children's attitude towards reading however, fathers' education slightly significant than mother's education and it had impacted more sons than daughters. Hofslundsengen, Gustafsson, and Hagtvvet (2019) declared a significant relationship between parents' educational level and provision of early literacy environment which is directly linked to vocabulary and phonological abilities of their children.

Parents' reading frequency before their children was also connected to the educational level of parents as Gökbulut and Yeniasır (2018) reported that parents with university-level education were reading an average of 4.25 books per month whereas parents with high school level education were reading an average of 1.82 books per month to their children. Baker, Scher, and Mackler (1997) conducted a review-based study and demonstrated that home literacy experiences among children were directly influenced by the education and income level of their parents. Contrarily, Hansen (1969) found that a rich literacy environment provided by parents was important while parents' educational level and occupation had no effect.

Parents' Beliefs and Value to Reading

A strong association existed between parents's reading belief and their home reading practices (Debaryshe & Binder, 1994). Parents demonstrated their belief in reading by registering their children at public libraries (Baker, Scher, & Mackler, 1997). Debaryshe and Binder (1994) added that parents reading beliefs were significantly associated with their children's reading attitude if the education and income level of parents were controlled. Le et al. (2019) described that high-income parents were also dependent on their reading interests to provide varied materials to their children.

Tse et al. (2016) indicated components of reading development among primary school children through a comparative study of 25 countries. These components included home literacy environment, parental attitudes towards reading, and the number of available books at home. Yang (2016) added that significant factors of reading development among early children were their parents' awareness, choice, time, and frequency of reading before their children. The direct link of parents' reading attitude with reading self-acceptance and reading scores among their children was approved by Chiu (2018). In this connection,

Babalola (2020) acclaimed 86.5 percent of secondary school students in Nigeria believed that their parents' early literacy activities had helped them to promote their reading habits.

Brown et al. (2012) found parents were inculcating literacy activities through daily reading and providing varied reading materials to their children. However, Gehlot, Al-Khalaf, and Gehlot (2020) reported the unawareness of parents regarding the extensive use of read-aloud and silent reading to build confidence among their children to support their reading comprehension. The parents were giving less importance to the promotion of reading and avoiding to play their role in this regard. Similarly, Ho and Lau (2020) found Hong Kong's parents were reported less involved in their children's reading and they were providing less educational and cultural resources. The indices were found similar in East Asian countries.

Discussion

Social and economic factor was a predictor of reading development, achievement, preferences, and availability of reading resources and facilities but many economically challenged families were significant contributors in their children's reading promotion. Parents' beliefs and value to reading were associated with the provision of opportunities and facilities to their children in stimulating their reading habits. Home-literacy practices by parents including reading before their children, story-telling practices, books sharing, presenting themselves as reading role models, and availability of varied reading materials at home were influential factors in developing leisure reading habits among their children. However, a lot of research reported a lack of interest among parents in contributing to their children's reading habits. Merga (2015) also commented that inculcation of reading enjoyment among children is considered an orphaned responsibility by both teachers and parents. In this respect, Kush and Watkins (2010) advised that schools should work with the cooperation of parents to effectively develop a reading attitude among children.

Conclusions

It is evidenced that parents have an influential role in the reading development of their children comparatively with school and society. Parents' education has a significant impact on their children's approach towards reading. Parents' reading practices, parent-child reading interaction and reading engagement, home literacy practices, and availability of varied reading materials at home were significant factors of reading development in children. In this respect, maternal education and literacy practices were more significant than fathers. Mothers were potential contributors to the grammatical, lexical, and language fluency of their children.

Implications of the Study

Theoretical Implications

The study reported influencing family factors of children's reading habits and highlighted varied perspectives and findings of relevant literature by synthesizing under family factors. These factors and pointed out similarities and differences of results in varied cultures and populations could lead to forthcoming investigations through meta-analyses or empirical pieces of evidence.

Practical Implication

The study concluded the significant impact of parents' socio-economic status, their educational level, home literacy environment, and parents' support to children reading as strong predictors of children's reading development. The policymakers, school administrators, librarians, reading program initiators, and government should consider these factors to constitute a collaborative framework of parents, children, and schools to effectively promote reading development among children.

Limitations and Recommendations

The current study mainly reported family factors affecting reading habits among children including relevant studies for the review with no date limits. So, there was a possibility of widening changes occurring especially in the context of evolution and the impact of technology on children's reading habits in recent years. However, the study was an attempt to highlight factors related to family – a key role player in children reading development. The study will help to give insights into importance of the involvement of parents to develop their children's reading habits. It will guide school teachers, librarians, and policymakers to initiate reading programs to encourage family reading that ultimately support their children's reading. Further investigation through empirical studies should be conducted to explore the impact of parents' educational level, social-economic status, and their reading attitude and home literacy practices in varied cultures.

References

- Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23(3), 285-303.
- Aulia, F. R., & Rachman, Y. B. (2019). Reading materials preference and family support towards the development of farmer children's reading interest. *Library Philosophy and Practice*, 1-10.
- Babalola, J. O. (2020). Evaluating reading habit among junior secondary school students in Ekiti State in Nigeria. *International Journal of Language Education*, 4(1), 74-80.
- Bailey, L. B. (2006). Examining gifted students who are economically at-risk to determine factors that influence their early reading success. *Early Childhood Education Journal*, 33(5), 307-315.

- Baker, L., Scher, D., & Mackler, K. (1997). Home and family influences on motivations for reading. *Educational Psychologist, 32*(2), 69-82.
- Boonk, L., Gijssels, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review, 24*, 10-30.
- Brown, P. M., Byrnes, L. J., Raban, B., & Watson, L. (2012). Young learners: The home literacy environments of Australian four-year-olds. *Journal of Research in Childhood Education, 26*(4), 450-460.
- Buckingham, J., Beaman, R., & Wheldall, K. (2014). Why poor children are more likely to become poor readers: The early years. *Educational Review, 66*(4), 428-446.
- Burgess, S. (2005). The preschool home literacy environment provided by teenage mothers. *Early Child Development and Care, 175*(3), 249-258.
- Burgess, S. R., Hecht, S. A., & Lonigan, C. J. (2002). Relations of home literacy environment (HLE) to the development of reading-related abilities: A one-year study. *Reading Research Quarterly, 37*(4), 408-426.
- Camp, D. (2007). Who's reading and why: Reading habits of 1st grade through graduate students. *Reading Horizons, 47*(3), 251-268.
- Capotosto, L., Kim, J. S., Burkhauser, M. A., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston, H. C. (2017). Family support of third-grade reading skills, motivation, and habits. *AERA Open, 3*(3), 1-16.
- Celik, B. (2020). A study on the factors affecting reading and reading habits of preschool children. *International Journal of English Linguistics, 10*(1), 101-114.
- Chiu, M. M. (2018). Qatar family, school, and child effects on reading. *International Journal of Comparative Education and Development, 20*(2), 113-127.
- Clark, C., & Akerman, R. (2006). *Social inclusion and reading – an exploration*. National Literacy Trust.
- Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. National Literacy Trust.
- Clark, C., Osborne, S., & Akerman, R. (2008). *Young people's self-perceptions as readers: An investigation including family, peer and school influences*. National Literacy Trust.
- DeBaryshe, B. D., & Binder, J. C. (1994). Development of an instrument for measuring parental beliefs about reading aloud to young children. *Perceptual and Motor Skills, 78*(3_suppl), 1303-1311.
- Dent, V. F. (2013). A qualitative study of the academic, social, and cultural factors that influence students' library use in a rural Ugandan village. *The International Information & Library Review, 45*(1), 37-49.

- Dodici, B. J., Draper, D. C., & Peterson, C. A. (2003). Early parent-child interactions and early literacy development. *Topics in Early Childhood Special Education, 23*(3), 124-136.
- Duursma, E. (2016). Who does the reading, who the talking? Low-income fathers and mothers in the U.S. interacting with their young children around a picture book. *First Language, 36*(5), 465-484.
- Farver, J. A. M., Xu, Y., Eppe, S., & Lonigan, C. J. (2006). Home environments and young Latino children's school readiness. *Early Childhood Research Quarterly, 21*(2), 196-212.
- Feitelson, D., & Goldstein, Z. (1986). Patterns of book ownership and reading to young children in Israeli school-oriented and nonschool-oriented families. *The Reading Teacher, 39*(9), 924-930.
- Fenimore, L. (2015). Exploring family reading practices in non-Kuwaiti nannies. *Journal for Multicultural Education, 9*(1), 28-41.
- Ganotice, F. A., Downing, K., Mak, T., Chan, B., & Lee, W. Y. (2017). Enhancing parent child relationship through dialogic reading. *Educational Studies, 43*(1), 51-66.
- Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher, 65*(3), 172-178.
- Gehlot, L. Al-Khalaf, H. A., & Gehlot, H. (2020). Evaluation of the reading habits of Indian students (reading aloud and reading silently) from low, middle and high class schools. *Educational Research and Reviews, 15*(2), 41-51.
- Gökbulut, B., & Yeniasır, M. (2018). Analysis of children's interest in books and their reading levels depending on the education status of family. *Quality & Quantity, 52*(1), 235-245.
- Gökhan, B. (2012). Reading attitudes of high school students: An analysis from different variables. *International Journal on New Trends in Education and Their Implications, 3*(2), 47-58.
- Goux, D., Gurgand, M., & Maurin, E. (2017). Reading enjoyment and reading skills: Lessons from an experiment with first grade children. *Labour Economics, 45*, 17-25.
- Greaney, V. (1986). Parental influences on reading. *The Reading Teacher, 39*(8), 813-818.
- Greaney, V., & Hegarty, M. (1987). Correlates of leisure-time reading. *Journal of Research in Reading, 10*(1), 3-27.
- Hà, T. A., & Bellot, A. R. (2020). Assessing storytelling as a tool for improving reading comprehension in the EFL primary classroom. *English Teaching: Practice & Critique, 19*(2), 169-196.
- Hansen, H. S. (1969). The impact of the home literary environment on reading attitude. *Elementary English, 46*(1), 17-24.

- Hartas, D. (2012). Inequality and the home learning environment: Predictions about seven-year-olds' language and literacy. *British Educational Research Journal*, 38(5), 859-879.
- High, P., Hopmann, M., LaGasse, L., & Linn, H. (1998). Evaluation of a clinic-based program to promote book sharing and bedtime routines among low-income urban families with young children. *Archives of Pediatrics & Adolescent Medicine*, 152(5), 459-465.
- Himmelweit, H. T., & Swift, B. (1976). Continuities and discontinuities in media usage and taste: A longitudinal study. *Journal of Social Issues*, 32(4), 133-156.
- Ho, E. S. C., & Lau, K. L. (2018). Reading engagement and reading literacy performance: Effective policy and practices at home and in school. *Journal of Research in Reading*, 41(4), 657-679.
- Hofslundsengen, H., Gustafsson, J. E., & Hagtvet, B. E. (2019). Contributions of the home literacy environment and underlying language skills to preschool invented writing. *Scandinavian Journal of Educational Research*, 63(5), 653-669.
- Hung, C. L., & Majoribanks, K. (2005). Parents, teachers, and children's school outcomes: A Taiwanese study. *Educational Studies*, 31(1), 3-13.
- Jabbar, A., & Warraich, N. F. (2021). Factors related to children, parents and school teachers influencing children reading habits: A review of literature. *Orient Research Journal of Social Sciences*, 6(1), 228-244.
- Jabbar, A., & Warraich, N. F. (2022). Gender differences in leisure reading habits: A systematic review of literature. *Global Knowledge, Memory and Communication*. doi/10.1108/GKMC-12-2020-0200/full/html
- Kim, Y. S. (2009). The relationship between home literacy practices and developmental trajectories of emergent literacy and conventional literacy skills for Korean children. *Reading and Writing*, 22(1), 57-84.
- Knoester, M., & Plikuhn, M. (2016). Influence of siblings on out-of-school reading practices. *Journal of Research in Reading*, 39(4), 469-485.
- Ko, H. W., & Chan, Y. L. (2009). Family factors and primary students' reading attainment: A Chinese community perspective. *Chinese Education & Society*, 42(3), 33-48.
- Kraaykamp, G., & Dijkstra, K. (1999). Preferences in leisure time book reading: A study on the social differentiation in book reading for the Netherlands. *Poetics*, 26(4), 203-234.
- Kush, J. C., & Watkins, M. W. (1996). Long-term stability of children's attitudes toward reading. *The Journal of Educational Research*, 89(5), 315-319.

- Le, T. T. H., Tran, T., Trinh, T. P. T., Nguyen, C. T., Nguyen, T. P. T., Vuong, T. T., & Nguyen, M. H. (2019). Reading habits, socioeconomic conditions, occupational aspiration and academic achievement in Vietnamese junior high school students. *Sustainability, 11*(18), 2-29.
- Linnakyla, P., Malin, A., & Taube, K. (2004). Factors behind low reading literacy achievement. *Scandinavian Journal of Educational Research, 48*(3), 231-249.
- Lonigan, C. J. (1994). Reading to preschoolers exposed: Is the emperor really naked? *Developmental Review, 14*(3), 303-323.
- Lyytinen, P., Laakso, M. L., & Poikkeus, A. M. (1998). Parental contribution to child's early language and interest in books. *European Journal of Psychology of Education, 13*(3), 297-308.
- Majid, S. (2018). Leisure reading behaviour of young children in Singapore. *Reading Horizons: A Journal of Literacy and Language Arts, 57*(2), 56-81.
- McCarthy, S. J. (1997). Connecting home and school literacy practices in classrooms with diverse populations. *Journal of Literacy Research, 29*(2), 145-182.
- Merga, M. K. (2014). Exploring the role of parents in supporting recreational book reading beyond primary school. *English in Education, 48*(2), 149-163.
- Merga, M. K. (2015). Access to books in the home and adolescent engagement in recreational book reading: Considerations for secondary school educators. *English in Education, 49*(3), 197-214.
- Morrow, L. (1983). Home and school correlates of early interest in literature. *Journal of Educational Research, 75*(4), 221-230.
- Netten, A., Voeten, M., Droop, M., & Verhoeven, L. (2014). Sociocultural and educational factors for reading literacy decline in the Netherlands in the past decade. *Learning and Individual Differences, 32*, 9-18.
- Neuman, S. B., & Celano, D. (2006). The knowledge gap: Implications of leveling the playing field for low-income and middle-income children. *Reading Research Quarterly, 41*(2), 176-201.
- Nichols, S. (2000). Unsettling the Bedtime Story: parents' reports of home literacy practices. *Contemporary Issues in Early Childhood, 1*(3), 315-328.
- Ogunrombi, S. A., & Adio, G. (1995). Factors affecting the reading habits of secondary school students. *Library Review, 44*(4), 50-57.
- Price, J., & Kalil, A. (2019). The effect of mother-child reading time on children's reading skills: Evidence from natural within-family variation. *Child Development, 90*(6), e688-e702.

- Raslie, H. B., Deli, R. M., John, D. S., Mikeng, D., & Pandian, A. (2020). The effects of parental reading socialisation on the reading skill performance of rural primary school students in Sarawak. *International Journal of Asian Social Science*, 10(3), 159-170.
- Rhee, A. M. S. O. (2001). Adult reading habits and patterns. *Reading Psychology*, 22(3), 175-203.
- Rikin, S., Glatt, K., Simpson, P., Cao, Y., Anene-Maidoh, O., & Willis, E. (2015). Factors associated with increased reading frequency in children exposed to reach out and read. *Academic Pediatrics*, 15(6), 651-657.
- Scher, D., & Baker, L. (1996). Attitudes toward reading and children's home literacy environments in *Meeting of the American Educational Research Association*.
- Senechal, M., LeFevre, J., Thomas, E. M., & Daley, K. E. (1998). Differential effects of home literacy experiences on the development of oral and written language. *Reading Research Quarterly*, 33(1), 96-116.
- Shapiro, J., & Whitney, P. (1997). Factors involved in the leisure reading of upper elementary school students. *Reading Psychology: An International Quarterly*, 18(4), 343-370.
- Sjödin, E. S. (2019). Creating the valuable: reading as a matter of health and successful parenthood. *Discourse: Studies in the Cultural Politics of Education*, 40(1), 46-60.
- Sukhram, D. P., & Hsu, A. (2012). Developing reading partnerships between parents and children: A reflection on the reading together program. *Early Childhood Education Journal*, 40(2), 115-121.
- Tse, S. K., Xiao, X. Y., Ko, H. W., Lam, J. W. I., Hui, S. Y., & Ng, H. W. (2016). Do reading practices make a difference? Evidence from PIRLS data for Hong Kong and Taiwan primary school Grade 4 students. *Compare: A Journal of Comparative and International Education*, 46(3), 369-393.
- Walia, P. K., & Sinha, N. (2014). Changing trend in reading habits of teenagers in Delhi. *Library Review*, 63(1/2), 125-137.
- Wollscheid, S. (2014). The impact of the leisure reading behaviours of both parents on children's reading behaviour: Investigating differences between sons and daughters. *Poetics*, 45, 36-54.
- Yang, F. (2016). The effect of four different approaches to parent-child reading on young Chinese children's reading. *International Journal of Education and Literacy Studies*, 4(3), 47-53.
- Yusof, N. M. (2010). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. *Procedia-Social and Behavioral Sciences*, 5, 1160-1165.