

## Influence of family factors on the reading habits of children, a case study of District Bannu

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### ABSTRACT

This research mainly aims to ascertain “the influence of family factors on the reading habits of children”. It also investigates how the library plays a crucial role in shaping the reading habits of children. Using the survey method, this research gathered information through an online questionnaire from 100 participants, particularly their parents in the Bannu district. Using statistical package for social sciences (SPSS) software, this research found that when families are more involved, it tends to have a positive impact on a child’s early reading and writing skills. The results indicated that increased family engagement positively affects children’s reading development, highlighting the pivotal role parents play in fostering their reading habits. The study also examined the role of libraries in supporting children’s reading, emphasizing the importance of family support in cultivating a lifelong love of reading. Regarding family factors, parents are the pillars in adopting children’s reading habits. This research provides a novel contribution to the existing literature on children’s psychology in the context of Khyber Pakhtunkhwa (KPK) broadly and in the district Bannu particularly.

### Introduction

The way kids develop a love for reading is influenced by many factors, especially their families. Families play a big part in shaping a child’s interest in books. Family factors include

how involved parents are, their socio-economic status, and the reading environment at home. Kids often pick up their love for reading from their families, Various things impact how



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children read, like how much help parents give, how much money the family has, and how many books are at home. These factors matter because they contribute to children becoming smarter and happier Kyaw et al. (2021). According to Harmer et al. (2007), reading is important for two main reasons. First, it helps students in their personal lives and positively influences their future studies. Second, it enhances language acquisition by improving writing skills, spelling, and vocabulary.

Parents play a crucial role in helping their kids to develop good reading habits. Things like how parents feel about reading, what they do, their beliefs and their family's socio-economic status (SES) are often linked to how well children read. The reading progress of children is linked with the family SES, which includes factors like parents' education and family income Arnold et al. (2008). It also has a positive connection with parents actively participating in their children's activities. Visiting children to the library is the key, with three root reasons identified as cultural, academic, and social Chiu et al. (2008). On a related note, Dent et al. (2013) find that many students visiting the library primarily to complete school tasks may lack enthusiasm for voluntary reading. According to Jabbar et al. (2021), there's an additional motivation for some students who visit the library – they're trying to expand their knowledge by working independently rather than in combination with friends. This suggests diverse motivations among students when it comes to utilizing library resources.

Arnold et al. (2010) describe reading as the active process of making sense through various emotional and mental aspects such as observing, perceiving, paying attention, concentrating, recalling, connecting events, generating solutions, and understanding encountered situations. On the other hand, Ozbay et al. (2014) view reading as a sophisticated language skill that involves both physical and mental elements, aiming to interpret what is seen in a given context. According to Dag et al. (2022), despite the numerous definitions of reading in literature, a common thread emerges: reading involves extracting the meaningful

essence from textual elements, capturing the main ideas, emotions, and thoughts – an intricate blend of emotional and cognitive processes occurring before, during, and after the reading momentum.

Additionally, factors such as parental involvement, family socioeconomic status, and the availability of a conducive reading environment at home play a significant role in affecting children's reading habits. In this context, investigating how parents engage with their children in reading activities can provide insights. Assessing the economic conditions of families in District Bannu and their accessibility to reading resources, like books, is crucial. Additionally, understanding the impact of the overall family environment on cultivating a love for reading among children is important. This research aims to understand how children in District Bannu, Khyber Pakhtunkhwa (KPK), are influenced by family factors in terms of their reading habits.

## Literature Review

In the development of reading habits of children, parents as a family factor perform a key role (Baker et al., 2003). The existing body of research consistently supports the link between parental engagement and children's reading enthusiasm. Important parental factors related to children's reading include parental participation, parents' attitudes and behaviors towards reading, parental thoughts, and family socioeconomic status (SES).

Parental involvement encompasses various dimensions, including the frequency of interactions, the quality of engagement, active participation in school-related activities, and involvement in domestic undertakings. This study places a particular emphasis on parents' engagement in a home literacy environment. This parents' engagement encompasses activities such as bringing the child to the library, utilizing educational games for concept learning, reading together, participating in shared reading, and ensuring access to reading materials like books, newspapers, and magazines. Previous studies suggest that incorporating reading enrichment activities at home produces significant positive impacts on students' reading performance.

Moreover, a correlation has been observed between heightened parental involvement and the development of robust preliteracy skills. The reading patterns during the preschool level, fostered by active parental engagement, have demonstrated associations with a variety of reading practices. This underscores the base role of parents in shaping early literacy experiences and consequently, influencing the trajectory of children's reading proficiency.

The interrelationship between children's reading achievement and parental reading attitudes and behaviors is substantiated by scholarly works. Stoughton's et al. (1984) investigation into the reading performance of fourth-grade children revealed a linear predictive relationship between parental behaviors and attitudes and children's reading achievement. This underscores the significant impact that parents' attitudes and behaviors towards reading can exert on the reading proficiency of their children. Parents' beliefs about reading are crucial not only for understanding the activities they do with their young children but also for the language and literacy skills of preschoolers. Moms who find reading enjoyable tend to read more often to their children and engage in more conversations during shared reading. Kids whose moms hold these beliefs show more interest in reading.

The type of family you come from, which includes how much education your parents have and how much money your family makes (family SES), is connected to how well you do in reading (Arnold et al., 2008). This family SES also affects how involved your parents are in your education, with higher SES being linked to more parental involvement (Arnold et al., 2008; DeBaryshe, 1992). How much education your parents have is important for how well you read and do in school. Considine et al. (2002), confirmed that if your parents have more education, you're likely to be better at reading. Parents who went to school for a longer time usually think education is very important, so they give their kids more things for school (Baker et al., 1995). Some studies looked specifically at moms' education. Marks (2008) compared how much dads and moms know and

found that in many countries, a mom's education has a bigger effect on how well a child reads than a dad's education.

Educated moms usually have certain reading ideas (Lynch et al., 2006) which in turn, affect the reading activities that happen at home with their kids (Baker et al., 1995). Weigel et al. (2006) discovered that how much education a mom has can predict what she believes about literacy, and moms with more education are more likely to have positive beliefs about reading. Moms with higher education levels also tend to find reading enjoyable (DeBaryshe et al., 1995). Kids of moms who went to school can read more, watch less TV, take part in more physical activities, and have moms who have more participation in their schooling in contrast to kids whose moms didn't go to college (Raley et al., 2007). However, Magnuson et al. (2007) suggested that even if moms have less education, if they complete a bit more education (1.5 years), it can still positively affect their children's reading achievement, lasting until the kids are 12 years old. Though lots of study done On the children's reading habits, there is a research gap in investigating the children's reading habits in the context of district Bannu, KPK, Pakistan.

### Research Objectives

1. To investigate the relationship between Parental involvement and children's reading habits in order to understand how it affects kid's reading habits.
2. To ascertain trends depending on family socioeconomic circumstances regarding how children's reading habits are influenced by socioeconomic status.
3. To assess how the home environment affects children's reading habits, taking into account elements such as encouragement, reading spaces and the availability of books.
4. To look into how parental encouragement affects children's reading preferences and interests.
5. To determine how children reading habits can boost by having more books available at home.

## Research Methodology

This study employed a quantitative research design utilizing the survey method to explore the influence of family factors on the reading habits of children in district Bannu Khyber Pakhtunkhawa. The targeted population consisted of parents of children residing in District Bannu. A sample size of 100 Participants was selected, respondents (Parents) participated voluntarily through an online Questionnaire. Respondents were required to answer questions related to their involvement in their children's reading activities, the availability of reading materials at home, and other family related factors that could influence reading habits. After the collection of data, the Questionnaires were added into SPSS software where we have measured its Mean and standard deviation and also applied two tests i-e One-way ANOVA – applied when there are statistically

**Table 1.** *Demographic Characteristics*

Demographic Section	Mean	SD
2. What is your gender?	1.07	.27
3. What is the highest level of your education?	3.12	.86
4. How much your monthly income is?	3.11	.86
5. How many children do you have?	2.34	1.53

Gender: large portion of the participants were male with  $M=1.07$  and  $SD = 0.26$ . Participants involved in the study were mainly from moderate education level with  $M = 3.1$ ,  $SD = 0.86$ . Most of the

significant differences between the means of three or more independent groups - and Independent t test- it determines that if there is a statistically significant difference between the means of two unrelated groups.

The main focus of the study was placed on family factors, their efforts and their impacts on the children's reading habits. The research question was, how can families play a role in fostering their children's early reading habits at home and what are some strategies that parents may use to help their kids read more? It attempts to pinpoint tactics for grabbing a child's attention, improving reading abilities, and utilizing family settings for productive dialogue and efficient education. Also, the study looks into how a family's socioeconomic standing may influence kids' tendency to spread.

## Results

participants were from middle range income earners with  $M= 3.11$ ,  $SD = 0.86$ . Average family have 2.4 children and  $SD = 1.54$  (Ahmed et al., 2021).

**Table 2. Family Reading Environment**

Family Reading Environment	Mean	SD
6. Does your family engage in reading activities together?	1.26	.44
7. Does your financial position affect the ability to provide books for your child?	1.33	.47
8. Are books readily available in your home?	1.40	.49
9. Is there a designated reading space or corner in your home?	1.45	.50
10. Do family members discuss books or share reading experiences?	1.47	.50
11. Do you believe that your child's reading habits improve their learning and development?	1.09	.29
12. Does your child face any reading-related challenges in school?	1.33	.48

Scale: 1= Yes, 2 = No

Upon on asked questions majority of the participants not taking part in group reading with  $M = 1.26$ ,  $SD = 0.44$ . Financial condition hamper book buying and collection which highly affected reading with  $M = 1.33$ ,  $SD = 0.47$ . Book in home is moderately available to children for reading with  $M = 1.40$ ,  $SD = 0.49$ . Space for comfortable reading

were available with  $M = 1.45$ ,  $SD = 0.50$ . Upon asked questions regarding discussion about books participants responded with  $M = 1.47$ ,  $SD = 0.50$ . Most parents were of the view that reading highly affected children mentality with  $M = 1.09$ ,  $SD = 0.29$ . Children which face problems in reading responded with  $M = 1.33$ ,  $SD = 0.47$

**Table 3. Parental Involvement in Reading**

Parental Involvement	Mean	SD
13. How often you read/teach to your child?	2.09	1.10
14. How often you actively participate in your child's reading assignments or homework?	2.45	1.27
15. How often you discuss your own reading habits with your child?	2.27	1.23
17. How often you visit a library with your child?	3.15	1.49

Scale: 1= Always, 2= Oftenly, 3= Sometimes, 4= Rarely, 5= Never

Parents with no consistency taught and direct children in reading with  $M = 2.09$ ,  $SD = 1.10$ . Upon asked questions parents respond in children assessment with  $M = 2.45$ ,  $SD = 1.27$ . Parents discussion with children regarding their own

reading habits with Mean = 2.27,  $SD = 1.23$ . Courage to read independently upon asked questions parents responded with  $M = 1.98$ ,  $SD = 1.13$ . Visit to library children visit to library with  $M = 3.15$ ,  $SD = 1.49$ .



**Table 4.** *Access to Books and Parental Support*

18. How often you purchase books for your child?	2.38	1.40
19. How often you encourage your child to borrow books from friends or classmates?	3.00	1.56
20. How often do your child choose the books, they interested in?	2.12	1.23
21. How often you face challenges while maintaining a consistent reading environment for your child?	2.29	1.16

Scale: 1= Always, 2= Oftenly, 3= Sometimes, 4= Rarely, 5= Never

Buying new Books: Occasionally parents bought books for their children with  $M = 2.38$ ,  $SD = 1.39$ . Parents sometimes encourage their children to borrow books from class fellow with  $M = 3.00$ ,  $SD = 1.56$ . Occasionally parents give permission to

their Children to choose their own books with  $M = 2.12$ ,  $SD = 1.225$ ). Parents often faced challenges in maintaining reading environmental with  $M = 2.29$ ,  $SD = 1.16$ .

**Table 5.** *Reading Routine and Parental Encouragement*

Reading Routine and Parental Encouragement	Mean	SD
22. How often do you take a quiz in a week from your child?	2.69	1.41
23. Are there any challenges in maintaining a consistent reading routine for your child?	2.71	1.23
24. How often you encourage your child to continue reading during school breaks?	2.78	1.50
25. How often you support your child's academic success through reading?	1.81	1.07
25. How often you support your child's academic success through reading?	1.81	1.07

Scale: 1= Always, 2= Oftenly, 3= Sometimes, 4= Rarely, 5= Never

Test and quizzes were taken from Child on a somewhat regular basis  $M = 2.69$ ,  $SD = 1.41$ . Most of the family faced problem in maintaining reading routine and habits with  $M = 2.71$ ,  $SD = 1.23$ . Occasionally parents encourage their children to continue extra reading during break time with  $M = 2.78$ ,  $SD = 1.50$ . Parents support academic field through reading with  $M = 1.81$ ,  $SD = 1.07$ .

## Discussion

The results of this study provide valuable insights into the demographic characteristics, family reading environments, and parental involvement in reading activities among the surveyed population. Based on descriptive statistics it can be inferred that the typical respondent is a male in his middle age, who has attained a moderate to high level of education and usually has approximately two children. The over-representation of male responders indicates a possible gender imbalance in the sample, which

may impact the applicability of the results. The demographic profile indicates that most of the participants are probably in a stable phase of life, with established family structures and educational backgrounds that could have a favorable impact on their involvement in their kids' reading activities. This is shown by their demographic profile. These demographic traits are consistent with earlier studies conducted by McKenna et al. (1990), who discovered that middle-aged parents with moderate to higher levels of education are more inclined to participate in their kids' academic pursuits, especially reading (Farid & Ashraf, 2025).

It was found, by observing the reading attitude of the family, that a steadfast dedication to perusing is present there. Engagement in mutual reading activities is present in the most families. They are aware of the paramount fruitful impact of reading on the growth of the little members of the family. It depicts how enormously they value reading as a

tool of education and progress. Little differences in responses highlights the prevalence of these practices in sundry families, though heterogeneity also exists to some degree. We also found that majority of the families are robustly engaged in good practices of reading. Nevertheless, the deviants are also worth mentioning. Our findings confirm the Bus et al. (1995) conclusion that children, belonging to families having good culture of reading, are at vantage in form of improved literacy abilities, which help in long term academic life.)

It was found that parents' role in reading has sizeable variety, though generally moderate. This variance points out the need of more than normal help or incentives in children's reading activities. They frequented the library showing a high value for the access of reading stuff-a must in augmenting the reading passion. However, as level of participation among families show diversity, it underlines the need of targeted intervention to help lowly-involved individuals. This is akin to the findings of Senechal et al. (2002) about the positive correlation between parental intervention and children's literacy progress. This study considers the high heterogeneity of parental participation an influential factor regarding the reading level of children.

The data about access to books and parental support highlights the variety of parental approaches. Although the majority of parents buy books and promote borrowing from friends, the differences in these actions suggest that not all children have the same level of access to reading resources. This discrepancy could potentially have ramifications for the advancement of children's reading skills and their overall academic achievements. The difficulties in upholding a uniform reading atmosphere, as indicated by numerous parents, underscore the barriers that certain families encounter in fostering consistent reading routines. These obstacles may stem from a range of circumstances, such as time restrictions, money constraints, or limited resources. This study is consistent with the study conducted by Evans et al. (2010), who showed that having books and a print-rich environment greatly

improves children's reading skills and overall academic achievements. This emphasizes the significance of ensuring equal access to reading resources.

The results regarding reading habits and parental support indicate that although many parents are encouraging their children's reading, there is potential for enhancement, especially in terms of offering consistent academic assistance through reading. The wide range of replies suggests that parental actions in this domain are not consistent, as some parents actively participate in quizzes and reading during breaks, while others may not value these activities. This inconsistency highlights the necessity for more awareness and tools to assist parents in comprehending the significance of keeping a consistent reading promoting their children's academic achievements through reading. The findings align with the research conducted by Baker et al. (1995), which revealed that although parents generally acknowledge the significance of reading, their level of engagement tends to differ. However consistent encouragement from parents can have a substantial impact on children's academic achievements.

To conclude with, the study deems the sheer need of parent's role in furthering the reading culture and developing literacy skills of children. Despite the fact that many parents are showing high engagement, the sizeable differences in the parental participation and help highlight that more specific efforts are needed to contain the hurdles faced by those families that scarcely participate. By reckoning with these dimensions, academicians and policy determiners can craft more prolific strategies for fostering the parental role and acquirement of reading prowess by children. This finding complies with and enhance the present literature, sensitizing the concerned people about the need for incessant attention towards the role of parents in children's learning progress.

### Limitations

1. The study comprises on 100 respondents of the whole population of district Bannnu, which

does not represent the entire population of district Bannu. The findings are not generalizable to other regions with different socio-cultural dynamics.

2. This research is culturally Biased because majority of the families in district Bannu are opposed to female education, limiting the applicability of the research's findings.
3. Relying solely on online surveys for data collection can exclude respondents who do not have internet access or are not comfortable using digital platforms.

## Conclusion

This study investigates the influence of family factors on the reading habits of children in District Bannu, Khyber Pakhtunkhwa (KPK), using a survey-based approach with responses from 100 parents. The research examines the role of parental involvement, socioeconomic status, and the home environment in shaping children's reading behaviors. The study demonstrates that parental involvement is essential in cultivating reading habits, with activities including reading together, visiting libraries, and engaging in book discussions at home being key factors. The reading achievements of children are significantly correlated with the attitudes and views of their parents towards reading, which are in turn influenced by their level of education and social standing. Children's reading skills are positively influenced by higher levels of parental education, particularly maternal education, as it creates a home atmosphere that is abundant in literacy activities. Books dedicated reading areas, and parental support additionally increase children's enthusiasm for reading.

Nevertheless, the survey also emphasizes the difficulties encountered by parents in upholding regular reading habits, frequently as a result of financial limitations or time limits. Despite the difficulties faced, a significant number of parents in Bannu enthusiastically engage in their children's reading activities, acknowledging the enduring advantages of cultivating robust reading habits. The result emphasizes the significance of a nurturing household setting, where parents

actively participate in their children's literacy advancement, as a crucial element in influencing favorable reading habits. The study also highlights the crucial influence of socioeconomic level in affecting the availability of reading materials and resources. Families from higher socioeconomic backgrounds are more capable of furnishing their children with books and other literacy tools.

The analysis reveals that although the majority of families in district Bannu participate in reading activities, there is variation in the frequency and quality of these interactions. This variation is impacted by characteristics such as the educational backgrounds of parents, their economic level, and the accessibility of reading materials. The study asserts that cultivating a literary atmosphere of reading within the family, bolstered by proactive parental engagement and availability of books, is crucial for nurturing robust reading habits in youngsters. Furthermore, the study highlights the importance of addressing the inequalities in access to reading materials among families from diverse socioeconomic backgrounds. It suggests that efforts focused on creating favorable reading environments could greatly influence children's literacy advancements. This study enhances the understanding of how family dynamics foster children's reading habits. It offers valuable insights for policymakers, educators, and parents in District Bannu who are interested in improving children's reading skills.

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