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The Impact of Parental Involvement on the Development of Children’s Reading Habits: A Systematic Review of Domestic and Educational Interventions

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Article information	ABSTRACT
<p>Article History: Received: 2024-09-25 Received in revised form: 2024-10-21 Accepted: 2024-11-18 Published Online: 2024-12-15</p> <p>Keywords: Parental Involvement; Reading Habits; Literacy Development; Home Literacy Environment; Family Engagement.</p>	<p>This study systematically investigates the correlation between parental involvement and the formation of sustainable reading habits in children. Utilizing a multi-dimensional search strategy across databases such as ERIC, PsycINFO, and Education Source, the research synthesizes diverse viewpoints on family engagement in literacy. The findings underscore that parental activity is a primary determinant of a child’s reading behavior, extending beyond simple supervision to include active modeling and the creation of a dynamic home literacy environment. The study identifies that when parents engage in shared reading, provide diverse literacy materials, and demonstrate a personal valuation of reading, children exhibit significantly higher levels of reading motivation and comprehension. However, barriers such as limited parental time and lack of resources in low socio-economic households remain significant challenges. The research concludes that a "culture of reading" is most effectively fostered when home-based activities are synchronized with school-led initiatives. Recommendations include the development of parent-teacher collaborative frameworks and community-based literacy programs to empower parents as the primary architects of their children’s intellectual growth.</p>



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Introduction

The acquisition of reading skills is a cornerstone of cognitive development and academic success. While formal educational institutions are traditionally seen as the primary sites of literacy instruction, contemporary research increasingly points toward the domestic sphere as the cradle of lifelong reading habits. A "reading habit" is defined not merely by the ability to decode text, but by the habitual, voluntary pursuit of reading for pleasure, information, and personal enrichment. In an era dominated by rapid digital consumption, the traditional habit of deep reading is under threat, making the role of parental figures more critical than ever.

Parental involvement in literacy is a multifaceted construct. It ranges from passive support, such as purchasing books, to active engagement, such as reading aloud to a child or discussing story plots. The literature suggests that the transition from a "learning to read" phase to a "reading to learn" phase is significantly smoother for children whose parents are actively involved in their literacy journey. This involvement serves as a form of social scaffolding, where the parent provides the emotional and intellectual support necessary for the child to navigate increasingly complex texts.

However, the efficacy of parental involvement is often mediated by external factors, including socio-economic status, parental education levels, and the availability of time. In many developing contexts, parents may possess the desire to help but lack the pedagogical tools or resources to do so effectively. This research seeks to address these complexities by synthesizing existing studies to determine which specific parental behaviors yield the highest impact on children's reading culture. By understanding these dynamics, educators and policymakers can better design interventions that bridge the gap between the classroom and the living room.

Background of the Study

The historical roots of literacy research have evolved from a focus on classroom-based instruction to a more holistic "ecological" view of

learning. The "Emergent Literacy" theory, which gained prominence in the late 20th century, posited that literacy development begins long before a child enters formal schooling. This paradigm shift placed parents at the center of the educational framework.

Studies such as those by Hewison and Tizard (1980) provided early empirical evidence that parental help with reading was more strongly associated with reading attainment than any other home background factor, including IQ or socio-economic status. Despite this long-standing knowledge, the implementation of effective parental engagement strategies remains inconsistent globally. In many regions, there is still a prevailing myth that the responsibility for literacy lies solely with the teacher.

The current study is situated against a backdrop of declining reading scores and increasing "aliteracy" among youth. As digital media competes for the attention of young minds, the "modeling" behavior of parents has become a vital counter-force. If a child never sees a parent reading a physical book, the child is less likely to perceive reading as a valuable or pleasurable activity. This study builds on the "Social Development Theory," suggesting that reading is fundamentally a social act. By evaluating the systematic findings of various scholars, this research aims to provide a clear background on how domestic environments can be transformed into "dynamic literacy environments," as advocated by UNESCO.

Literature Review

The literature regarding parental involvement in reading is extensive and can be categorized into three major themes: psychological motivation, structural support, and socio-economic mediation.

1. Psychological Motivation and Parental Modeling Research by Çalışkan and Ulaş (2022) emphasizes that parent-involved reading activities directly improve a child's reading motivation and attitude toward literacy. When parents participate in reading, they transform a potentially solitary and difficult task into a shared, rewarding experience. This positive reinforcement builds the child's "reading self-

concept," which is a significant predictor of future academic success. Furthermore, Fan and Chen (2001) conducted a meta-analysis revealing that parental expectations have an even stronger correlation with academic achievement than actual supervision of homework, suggesting that the psychological value parents place on education is contagious.

2. The Home Literacy Environment (HLE) The concept of the "Home Literacy Environment" refers to the physical and social resources available to a child. Hanemann and Krolak (2017) argue that fostering a culture of reading requires a "dynamic literacy environment" where books are visible, accessible, and integrated into daily life. Iroegbu (2013) found that in regions like Nigeria, the lack of such environments in lower primary households was a direct cause of delayed reading skill development. The literature suggests that the "HLE" acts as a buffer; even in low-income households, a high-quality HLE can produce high-attaining readers.

3. Socio-Economic Status (SES) and Literacy Gaps A recurring theme in the literature is the "literacy gap" created by socio-economic disparities. Families with higher SES generally have more "cultural capital," including higher levels of parental education and more leisure time to devote to reading. However, Muhammad and Usman (2017) highlight that "process variables" (what parents actually do) are more important than "status variables" (what parents earn). Their research suggests that providing parents with simple, low-cost strategies for teaching reading skills can effectively narrow the achievement gap between different social classes.

Research Procedures:

Our research centered on determining to what extent the parent's involvement is effective in determination of the children reading habits. The keywords were searched in google with, "parental involvement," "children," "reading habits," "impact," and "literacy." Using the synonyms for the terms such as "family engagement," "kids," "reading behavior," "impact," and "reading culture" to extend the search range or query

terms. Books and articles were retrieved from several databases, namely ERIC, PsycINFO, and Education Source.

The study that attempted to evaluate a way parental involvement affects children's reading habits utilized a sound experimental design to identify the correlation between parental activity and character traits of children while they read. The authors limited their search in the keyword terms "parental engagement", "children", "reading habits" among other several other reputable databases such as, ERIC, PsycINFO, and Education Source to gather studies and articles about the subject. It has been systematic and multi-dimensional search strategy and as a result various sources and viewpoints in the study were accounted.

Databases Searched:

In order to conduct research on the effect of parental involvement on children' reading behaviors a tutorial search was employed within Scopus, ERIC, Emerald Insight, Science Direct, Springer Link, JSTOR, proquest central EBSCOhost, and Google Scholar. The explored keyword and synonym, e.g. parental involvement, children, and reading habits as key words to narrow the search to studies selected for reading.

Results of the Study

The research strategies entailed sequential novel valuation of how parental involvement affect children 's reading habits. Through the utilization of keywords, synonyms, and matter clustered together (the topic) researchers sought the completion of a collection of the whole range on subject. There are three databases selected as ERIC, PsycINFO, and Education Source for they are considered as highly relevant to educators and psychologists researching. The primary reason for this research methodology was to discover those mechanisms linking parent involvement to children's reading practices and to build a reading atmosphere within a home.

To determine which dimension of parenting involvement would be studied, the researchers explored how families read with their children to

how they made the home conducive for children's reading development. To ensure a panoramic image, the study resorted to the integration of several different inputs, and this was meant to provide a layered description of parental influence on children's reading habits. The study of the sources of information painted portraits and trends that reflected the benefits derived from the proactive parental engagement in motivating the kids towards books.

From the entire study process, there is evidence confirming that involvement of the parents is also an important factor in the development and formation of the good reading habits in children. The researchers were able to narrow down the research question by relying on a well-structured search methodology that integrated the use of various databases. A major purpose of reviewing the existing writers in the literature was brought forward by the study: the parental role in nurturing reading-love in their kids and encouraging them learn to read by themselves (Gino, 2023).

The study on parents and children's reading habits, which was conducted, helped a lot in noting the indispensable role of the parent in forming the child's reading behaviors at an early age. In the review process of the literature the study pointed out the evidence of the positive effect of the engagement of the parents on the formation of the passion for reading in children by checking the famous data bases ERIC, PsycINFO and Education Source. For example, the parents who were vocative, meaning full reading activities with their children like reading aloud, providing access to books and creating a reading-friendly environment, discovered that they aided children through their child's reading development (Usama, 2023).

Apart from that, parents' backing for better reading comprehension was also underscored, as it enhances children's acceptance of reading as a culture they engage with and also their general happiness. Through making reading an important part of daily life, giving awards according to reading progress, and featuring digital books and

also educational websites parents can easily encourage their children to develop their own reading habits and start relish books. It is clearly demonstrated through the research that parental involvement is an important factor that influences how children see reading and their behavior regards to it. This establishes a solid reading and education foundation that will help them later in life.

To summarize, the scientific approach to understand the implication of parental engagement on children's reading skills is the proof that agreements between these actors are essential to the success of kids in reading. Educational stakeholders should cooperate in order to realize the growing influence of parents' role in developing love of reading and skills needed, so that the children reading habits will be shaped and thus a culture of lifelong learning will be promoted.

Abdul Jabbar, Khalid Mahmood, and Nosheen Fatima Warraich based their survey on this area and conducted a literature review to explore the role that family performs in a developing child's reading habits. The research brought out the best parenting attributes which actually influence the children's reading habits; being the parental socio-economic status, the educational level of parents, parental support towards reading and home-literacy practices. In its summary, the article underscored the paramount role of parental support for building children's interest reading. For instance, findings from the research underscored the role of parents where a value for reading is placed and home-literacy practices are set aside under the observation of parents to form a reading culture among the children. This revealed that cooperation ought to be emphasized between parents, educators, schools, librarians, and policymakers to create environments for children that will encourage and improve their reading and reading habits.

The scope of the parental engagement and children's reading habits probing study covered a systematic design for the examination of the link between parental involvement and children's

reading habits. The researchers looked up keywords, including: "parental engagement," "child's reading habits," "home literacy area," and "reading skills," in order to assist them in the process of searching through and analyzing the literature. These keywords together with such synonyms were used in a sense of finding answer to whether parents' connection to children's reading activities did or did not have an effect on reading habits of those children.

To wrap up important research articles on the subject, the researchers did runs across different databases instead. Some of the databases used in my research are Psychological Information database, ERIC, and Google Scholar. Hence, the investigators were apparently trying to incorporate into their work the data from databases to conduct holistic work that assessed the role of parental involvement in the development of reading habits of children (Senechal & LeFevre, 2002).

The investigations, that were undertaken in the study showed that among the factors that influenced children did read, these were involvement of parents. They concluded who was as a result of parental reading ability and home literacy. Along with genetics, in order to learn reading the parents should be a role model for children, so in other words, parents' reading behavior will influence children and in the end, lead their educational and reading levels. The results highlighted that such as, genetic predispositions and environmental elements, are the reasons which lead to the establishment of early reading practices in children.

The research has indicated parental education and home literacy as base factors that affects reading development of children. The finding of this study indicates that home literacy practice like reading the books and having access to texts proved. They predicted children's literacy skills even controlling the parental education. It was possible to extract many different facets of home literacy, which included informal and formal literacy activities as the basic pillars that determine reading practices in children (Mol &

Bus, 2011).

Then study's converse side was to see if the relationship of the child's reading to parent's education as well as how these genetic and other influences were involved in the process. Based on the analysis's suggestion, it became clear that parents' level of education and reading habits played an important role in facilitating their child's reading. However, the results took a different turn when parental reading ability was also taken into account and both were found not to be significant. This indicated that the linkage between parental and children participation in reading habits could be dependent on modifiable genetic as well as environmental factors (Petrill et al., 2005).

Altogether, the research outcomes gave highly important outcomes related to the complex relationship between parent's role and kids reading practices. The research focused on the role of parental education, a conducive home environment, and genetic components which formed an understanding of the complex nature of children's reading development. These findings pointed out that one should account for the genetic background and daily conditions in research towards comprehending the role of parental participation in the shaping of children's reading practices.

This research study was designed to demonstrate how parents can influence their children to be for reading. As for the keywords and cognate words, I used parental involvement, children reading attitude, family literacy habits, and a background of a family reading experience to get a more specific and accurate search result. " This research was conducted by employing a best systematic literature review process as the initial step to collect the relevant articles.

The researchers looked for applicable reports from various sources such as Google Scholar and Education Journals to get a wide array of studies on the impact of parental involvement on children's reading habits. One of the databases was PsycINFO, later ERIC, Education Source, JSTOR, and last but not least Google Scholar. The researchers got the opportunity of using different

databases thereby trying to access both old and new scholarly articles as well as research studies.

Many studies state that the level of parental participation does have great influence especially on reading skills in children. Research shows that parent participation in home reading activities effectively boosts children's reading performance on academic terms, and children's ability to comprehend and express themselves in terms of language. Furthermore, the family literacy practice is significantly more important factor, than other variables such as social class and education level of the parents. Research has shown that the process of reading as an experience between the parents and the child has been considered to be among the factors that facilitate the kids to be attuned and thriving within the mainstream school (Allen & Daly, 2002).

Besides, the researchers have also defined the parental interest their child's education as a strong predictor of academic achievements, which confirms the positive turn on the children's educational performances on part of the parents. Numerous research evidence show that kids who have parents who are actively promoting reading to their children as a valuable and worthwhile activity are more motivated to read on their own for pleasure. Moreover, parental involvement has an impact on the whole child's life and not only on his or her achievement in school like improving their social and emotional development, coping strategies to deal with stress and having a colorful and enriching life (Baker & Scher, 2002).

These findings imply that leaving early parental figures out in the children's literacy practices can be extremely unhelpful (Desforges & Abouchar, 2003). It has been proven that the earlier the parents get involved in their children's reading process, the more complete and fundamental the influence is on their school success. In terms of how children learn to read, shared book reading between parents and children that takes place early on has been found to be a leading predictor of a successful acquisition of reading skills. This has drawn attention to the crucial role parents play in the development of their children's literacy

skills (Bus et al., 1995). A point of case applies here as well it is parental influence in children's reading practices; not only do they increase their academic performance but also help to broaden socially, emotionally and cognitively (Fan & Chen, 2001).

The study was conducted to expound the role of involvement of parents in children's reading skills, measurement of mom coaching in particular. The research team, in fact, carried out interviews with hundreds of working-class kids (7-8 years old) and their parents to collect pertinent data that is to be connected to home environment factors and reading success. They used to standardize tests as a gauge for assessing reading and WISCO IQ scores as a tool for analyzing the relationship between coaching and reading performance.

The study investigators mainly got information from the parents through interviews and also used the test that were standardized to assess the children. The research was conducted in three working class communities, with a total of 267 subjects. What was the most evident background influence connected to the level of reading performance of the children was from the question regarding whether or not the mother coached the child regularly. The study besides such pedagogical considerations may have investigated maternal language behavior and its influence on reading success.

The study by Hewison and Tizard on the role of parental help in the reading levels of 7 and 8 year-olds was the subject the investigation (Hewison & Tizard, 1980). The study discovered that coaching sessions as well as material furnished by mothers related highly to improvement in children's reading skill. The research taught us the central role of parental engagement and how initiating good reading customs at home was a vital part of this. The results of the study emphasize that the parents, to the greatest extent possible, should provide support in the building of children's reading skills.

Hewison (1979) conducted an interview with mothers in a structured interview method as a pilot study in which mothers were asked questions about background information of the

mother that affect reading performance of their children. In fact, it was proved that there was a high relationship between reading aloud, and listening to the child read directly affecting the children's reading ability. The result of the main study is confirmed by supplementing data from four junior schools with an additional emphasis on coaching and reading performance clearly indicating the general nature of relationship.

The research demonstrated that parental involvement play defining role in creating student reading habits and their academic outcomes. The study's conclusion was that the mother's coaching is positive to the attain of reading and can be a factor in the literature skill helping of the children. Schools and parents can benefit a lot from knowing how, parents' active involvement affects children's reading skills. This can help educators and parents to design crucial strategies for the development of literacy among kids.

The study tried to determine the impact of parental engagement on students' reading habits under the investigation. The words and similar rings in the requested search were (parental involvement, children, reading habits, impact and influence). Researchers used a descriptive survey design to get the data needed on parental involvement that has resulted in reading behaviors of their children. The essence of life was school children in lower primary, their parents (numbering 308), and researcher employed simple purposive sampling techniques to select the participants. Data was randomly gathered through the use of a Reading Skills Assessment Test and a Parental Involvement Questionnaire, both of which were valid and reliable on conducting test-retest studies.

In this research, the research team produced general search databases of articles of various resources related to parental involvement and children's reading practices. Among the databases that were searched were educational research databases which included ERIC (Education Resources Information Center), PsychoInfo, and Google Scholar. Furthermore, they may have gone through and checked these journals as each settles

for the ones related to education, child development, and family studies to have access to the information they need.

The research clearly demonstrated how the level of parents' involvement with reading habits of their children has the biggest impact on learning to read, as parents are seen as essential to formation of the young readers' literacy skills. Presenting interest and the hands-on parental style, parents will be able to yield the desired traits in their children's reading habits and academic performance. The research offered that the role of the parents as contributors to the development of reading among the young learners is a major factor, because there are better results with the higher levels of involvement correlating with the better achievement and self-confidence.

Also, the parents who were highly involved in their children did have children who were better readers and had a high academic performance. All these depended on their parents' involvement. The research demonstrated that it is critically necessary to develop a home atmosphere that stimulates reading. This can be done in various ways, such as reading to children, providing books, and encouraging wide reading. The aforesaid practices were associated with a considerable influence on learners' development process of learning to read and gain a sharp reading skill.

Moreover, according to the findings it is the parental commitment to the children's learning that mattered the most as the level of the parental education did not moderate the positive effect of reading-on-reading skills development of the children. The subject of the research pointed the direction for parents to take part in activities aimed at expanding reading at home, including communication, tutoring, and promoting their kids' education. Specifically, the findings proved that parents' involvement in developing their children's desire to read, as well as in the cultivating the reading culture in the home environment, are the important factors.

For this study, I looked into the influences that parents' participation has on children's habits of

reading. The science entails of 4 cases on the reading activities to polish the activities, a feedback from teacher trainers on the final reading activities, training sessions for the parents on how to implement reading activities at homes and a process of monitoring the implementation process. The research is set to establish whether involving parents in their children's reading encourages the use of books and notions like enthusiasm in reading.

Several databases such as ProQuest, JSTOR, or Education Source were examined to accumulate literature related to parental involvement and reading activities in children. Besides, the databases including ERIC, PsycINFO, Education Source, and Google Scholar were examined. Hence, the researchers used these databases to gain access to myriad studies and articles that focused on the area of impact of parental involvement on the children's reading approach and literacy skill development.

First the study started with a pilot which took 4 parents to see the works that could later be implemented with the updated reading activities that would be tested in the group of participants with a larger number. The last phase was the revision and editing process based on the trainers' feedback in order to organize the activities for implementation. Next, training series followed for parents to be informed about what to do to encourage reading habits at home. The activities were designed to incorporate both types of texts namely narratives and informative with parents required to indicate their response to the implementation for further improvement of the activities.

Participants were selected based on the outcome of the intake test in the field of reading comprehension, and as a result 115 students were in the study. The experimental group where the parents who wanted to attend the workshops and did, was different from the control group that did not have training sessions. The results indicated a big gap between the experimental and control group in both cases: the children from the experimental group displayed a higher reading

motivation score while the children in the control group showed less motivation to read, which suggests that the parent-involved reading activities have a positive influence on children's motivation for reading.

The study which was undertaken among parents of primary school-going children confirmed the importance of parental involvement in developing reading habits and attitudes to books in their children. Through involving parents in events that promoted reading at home, students were able to show improvements in the areas of reading comprehension, motivation, and the attitudes that they had regarding reading. The evidences, thus, prove the effectiveness of innovations created to raise levels of involvement of parents. This, in turn, results in higher levels of literacy among children. Prudent is nation-wide cooperation between the parents and the school community to increase education involvement of each parents.

To sum up, the research drew special attention to the very significant impact of parent-engaged reading practice on the development of the reading skill and children's reading interests. The information yielded that children's reading motivation was more enhanced by parents reading with them as opposed to if they are always read to. The study could be extended to delve into the extensive consequences of parental attributes and interests on kids' reading activities through various life stages and areas. On the one hand, through encouraging partnership between parents and school, educators are able to develop a supportive environment that provides an attractive environment to help kids to learn literacy skills and develop love for reading.

The focus of the research was to determine the influence of parental participation on children's reading routine which was administered to the study participants via survey and focus group as the major data collection tools. The research population studied through 24 parents who have children studying in primary and secondary schools of Marathi medium in Nashik district India. The data gathered by research method was interpreted qualitatively, to understand the

behavior, and efforts invested in facing challenges and solutions regarding the engagement of parents in their children's reading habits.

Researchers concentrated their research efforts on tapping into the firsthand narratives of parents through focus group discussions instead of employing sole reliance on the published works in literature. In that manner, the study made an effort to have parents from the local community conclude on the things which affect them and what they can do to teach rural children how to love reading. With a mixture of qualitative and quantitative methods, the approach was able to paint a more vivid picture, of how parental involvement in the reading habits and practices of children can be personalized and context appropriate.

The research study to be done in Nashik, India looks into the viewpoints, efforts, difficulties and the possible remedies their parents engage in regarding their reading of their children. Results showed that parents appreciated that their children enjoyed reading and viewed it as important for their development, but only few actually had practical steps to advance their kids reading culture. Among the problems to be tackled were the excessive internet usage by the kids, time constraints, children's disinterest of reading material and the parents' lack of knowledge about viable materials for reading.

The study has brought forward the massive impact of parental involvement on children's reading traits, and now it is evident that alongside the reading culture at home, parents should also play a professional, active role. One of the ways to solve the problem is by finding out what traps their parents that some of them cannot take enough time for their kids or their children prefer to play or watch TV rather than read books for example. The study demonstrated that directing the effort of parents and families toward the development of children's attraction to reading since early childhood was undoubtedly one of the most essential factors for the recognition of this phenomenon.

The study in general brought into light a few

useful points related to the manner in which the parents' reading habits are shaping the likes and dislikes of the children in the city of Nashik, India. The research applied the practical approach that involved transparency and honest experiences of parents and resulted to tangible solutions to the problems around the promotion of reading in children. The key point was that parents are the key factors in their children's reading behaviors and are an important means of limiting access to these alternatives by supporting and increasing in-house reading activities.

Discussion

The discussion of the findings indicates that parental involvement is the single most influential "out-of-school" factor in a child's literacy development. A critical insight from the systematic review is that the *quality* of interaction matters more than the *quantity*. For example, spending ten minutes in an engaged, "dialogic" reading session—where the parent asks open-ended questions about the story—is more effective than an hour of passive supervision.

The data also suggests a "feedback loop" in reading habits. Children who are encouraged at home read more; because they read more, they become better readers; and because they are better readers, they enjoy reading more. This cycle is often initiated by the parent. However, the study also reveals a significant challenge: many parents feel "pedagogically inadequate" to help their children once they reach higher primary levels. This indicates a need for schools to provide clearer guidance and simpler tools for parents to use at home.

Conclusion

The systematic review concludes that the development of a child's reading habit is a collaborative venture. Parental involvement serves as the foundation upon which school-based instruction is built. Without a supportive home environment that values and models literacy, even the best classroom instruction may fail to produce lifelong readers. The study reaffirms that the presence of books at home, regular shared reading sessions, and high parental expectations

are universal drivers of literacy success, regardless of geographical or cultural context.

Recommendations

- 1. School-Led Parental Training:** Schools should conduct "Literacy Nights" to demonstrate simple shared-reading techniques to parents, reducing their anxiety about "teaching" incorrectly.
- 2. Creation of "Book-Rich" Communities:** Local governments should support the establishment of community "mini-libraries" to ensure that low-income families have access to diverse reading materials.

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3. Integrating Technology Wisely: Parents should be encouraged to use educational e-books and apps as supplements, but not replacements, for traditional physical book interaction.

4. Early Intervention: Literacy support programs should target parents of preschoolers to establish reading habits before formal schooling begins.

5. Policy Support for Family Time: Employers and policymakers should recognize the educational value of "family time," advocating for work-life balance that allows parents to engage in their children's learning.

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