

Parents' Profile and Their Teaching Reading Support

Risa M. Villapaz¹, Jessica Joy D. Hinacay²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²DepEd Division of Cagayan de Oro City, Philippines

ABSTRACT: The ability to read is highly valued and important for social and economic advancement. This study aimed to determine the profile of the learners' parents and their teaching reading support. Specifically, it sought to answer the parents' profile in terms of age, educational attainment, reading proficiency, and number of children in the family. Moreover, it also aimed to determine parents' reading skills as to availability of reading materials, interest of the child to read and time spent in reading at home. Finally, it also sought to check if there is significant relationship between the parents' profile and their teaching reading skills. The respondents of the study were select 203 parents. Descriptive correlational research design was utilized with the use of an adapted and modified questionnaire. Stratified random sampling was used to determine the actual respondents with the aid of Slovin's formula. Frequency, Percentage, Mean, Standard Deviation, and F-test (Analysis of Variance) were the statistical tools used in this study. Results showed that the parents' profile was 38-42 years old with reading proficiency at Moderate Proficient Level, High School Level and have 1-3 children. Their teaching reading skills was at Low Level. Significant low to moderate positive correlation was registered between parents' profile and their teaching reading skills. It is recommended that teachers and parents may create plans and activities that would further enhance the parents and learners' level of reading skills for better performance and outcomes.

KEYWORDS: interest, parents' profile, teaching reading support

I. INTRODUCTION

Reading is essential to the success of society. The ability to read is highly valued and important for social and economic advancement. Of course, most learners learn to read well. Reading stimulates several parts of their mind. Processing the words, a person read requires deep understanding to start. Beyond that, reading words can help the person apply their analytical skills, jog their memory, and even expand their imagination.

This study aimed to know and solve problems about the struggling learners that we had in our society. It helped us understand how to handle this kind of learners and we all knew that reading is not just an academic skill but a foundation to have a lifelong learning, open opportunities and participation in our society.

Regarding this subject, a substantial body of research has emphasized the importance of the involvement of parents in their child's literacy development. Some research stated that genetics and socioeconomic status determine learners' literacy success (Altun et al., 2018). But some signs are usually not from the parents. From the perspective of what parents can influence, the home themes of interest in literacy and the literacy environment emerge.

The home literacy environment is a learner's home literacy experience. This can include things like access to books, being read to, engaging in reading themselves, taking part in literacy and word activities, help with homework, going to the library, and seeing literacy skills modeled such as watching a parent read (Karaahmetoğlu & Turan, 2019). Rose et al. (2018) studied that a correlation between the quality of a child's achievement in school depends on their home literacy environment (HLE). Studies showed that parents have the ability to shape their child's reading proficiency due to the literacy environment in the home and literacy interest are indicators of learners' reading success (Swain & Cara, 2019).

According to Epstein (2018), parental involvement is rewarding for children and significantly influences a learner's academic accomplishments. Initially, the family is seen as the first educational support for a child. Consequently, parents have a significant impact on the growth of their offspring. Parents must oversee and assist in the development of their child by providing an interactive and educational environment, parental choices can help their child develop a strong mind and feeling of confidence. Additionally, parents need to participate in their children's extracurricular and school-related activities.

Parents' Profile and Their Teaching Reading Support

The importance of parental participation in learners' success is further enhanced by a positive school culture. It further reported that a positive school culture's fundamental quality consists of having caring, capable instructional leaders; mutual communication between educators, parents, administrators, and learners; and encouraging academic achievement through interactive educational programs for children and parents. In order to motivate the learners, parents should support their children's education, especially by having a good environment for them to study, and encourage them to do well in school and at home (Pahuriray, 2021). Such a culture offers a warm environment that encourages and facilitates parental participation. Thus, parental involvement's function is linked to improved learning that fosters amiable, cooperative interactions and collaboration between the two; networking; upbeat communication; and constructive criticism for school and parents.

When parents struggle with reading because of their illiteracy, their comprehension of textual materials gets extremely constrained. Reading difficulties are extensive and have a major long-term influence on academic achievement, significantly influencing parents' text understanding. These difficulties frequently stem from problems with computerized processing and word recognition. As a result, these challenges impede parents' reading encounters and significantly impact their child's education and growth. The problems with automatic word recognition can lead to complications in reading fluently, which, in turn, frequently result in comprehension issues (Moats & Tolman, 2019).

Parents with reading difficulties. Adults who have very poor reading skills compose many of those who are high school dropouts, unemployed, living in poverty or receiving government assistance, and/ or incarcerated (Plessis, 2019). Children from families whose members have reading impairments are found to be poorer performers, take less advantage of instruction, and require more time to reach the reading proficiency of learners whose family members are proficient readers.

The Department of Education (DepEd) claims that the Program for International Student Assessment (PISA) results indicate that learners in the country are five to six years behind in learning competencies. For the second time, the Philippines landed in the bottom 10 out of 81 countries in reading comprehension, Mathematics, and Science based on the 2022 PISA. Indicators of the test, however, showed that despite moving up the rank, the performance of the learners showed minimal improvement.

Numerous researches have looked into coping techniques parents who struggle with literacy. The coping mechanisms found is widely divided into issue-focused coping and dealing with emotional regulation. As you approach techniques produce favorable results in a variety of contexts. Evasive tactics typically lead to maladaptive outcomes of life and repercussions for people who are under stress. Knowing these coping mechanisms can provide insightful information about helping parents with their reading efficiently overcome obstacles.

One of the issues that same thing happens in the schools in Cagayan de Oro City's Southwest II District. Since reading is one of the things that some learners find difficult, the researcher set out to determine the factors identified by teachers as the main causes of the poor academic performance of learners. It was on this premise that this study was conceptualized.

This study was anchored on Lev Vygotsky's Social Development Theory. It highlights that cognitive growth happens through contacts with more experienced people, such as parents, instructors, or peers, and that learning is a social activity. The notion emphasizes how social connections and culture have a significant impact on how children understand and solve problems. As cited by Gredler (2021), which served as the foundation for this study. This theory claimed that a child's social interactions could direct and influence their cognitive growth and learning capacity. The theory is also known as Vygotsky's Sociocultural Theory, learning is a necessary social process rather than an independent process of discovery. He claimed that a child's learning is greatly improved when an adult member of the community, such as a parent or teacher, offers advice.

Cho & Lee (2020), Vygotsky's sociocultural theory also suggested that children absorb and pick up on the attitudes and beliefs they see in others. He thought that because culture influenced cognitive development so much, cognitive growth differed among cultures. Additionally, Vygotsky emphasized the significance of language as the foundation of all learning. Engaging with individuals who possess greater knowledge not only expands a child's vocabulary and skill set but also influences the development of higher-order cognitive processes like formal reasoning. According to him, higher mental capacities could only emerge by connection with others who have greater mental capacities.

As mentioned in the DepEd Memo 173 s. 2019, Hamon: Bawat Bata Bumabasa (3Bs Initiative) learners were still lacking in language and literacy skills in subject areas, particularly reading. Every Child A Reader Program (ECARP) must be strengthened to address the deficiencies. It seeks to provide learners with the reading abilities they need to make them competent and self-sufficient readers for the grade level. House Bill 5243, also called the Nanay-Teacher Congressman Win's Parenting Program Act Gatchalian, stimulates parental curiosity about instruction. Through this curriculum, all parents learn how to be a mentor to a son or daughter. It offers instruction as well. This enables parents to understand the curriculum of their children. It is also mentioned in DepEd Order No. 45 s. 2002, to ensure that every child is a successful reader at the end of Grade III.

Parents' Profile and Their Teaching Reading Support

This theory was selected because this supported the fact that learners need their parents to teach and guide them most specially in their learning and social interaction that plays a fundamental role in the development of cognition. They need someone who would support and teach them to pass all the requirements needed in school.

II. METHODOLOGY

The researcher used descriptive correlational research design to attain the objectives set in this study. In this study, a descriptive design was utilized. A fact-finding study using a sufficient and accurate interpretation of the results is a descriptive approach of research. It described and explained the contributing factors to the reading difficulty of the learners. It focused on a strong emphasis on describing what is actual, including situations, events, customs, and other current phenomena (Bhandari 2021).

Further, descriptive research design was employed when discovering new facts was the aim of the study and it focused on the current circumstances. It was only beneficial when the data gathered was relevant to the current circumstances, providing the advantage of facts and highlighting the most important elements to report. This approach described, recorded, examined, and interpreted the state of affairs. According to Siedlecki (2020), descriptive research looks at the organization and characteristics of a given organization or population, and it can provide a description of events that evolve over time.

The data gathered through questionnaires from the respondents' gained information was statistically analyzed using descriptive statistics. Problem 1 utilized Frequency and Percentage. Problem 2, also utilized Frequency and Percentage with the addition of Mean and Standard Deviation. Problem 3. F-test (Analysis of Variance) was used.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the respondents in terms of:

- 1.1 age;
- 1.2 reading proficiency;
- 1.3 educational attainment; and
- 1.4 number of children in the family?

Table 1 shows the respondents' profile which includes of the 203 respondents. In terms of age, the range of 38-42 years old has the highest percentage of 27% or 55 of the respondents while the range 18-22 years old has the lowest percentage at 11% or 23 of the respondents. The data imply that most of the respondents in this study are already at the right age to build a family and responsible enough to have children. It is also good to note that only a few of the respondents who married at a very young age.

Age is one of the profiles of individuals that measures their maturity and outlook in life. As the person becomes mature, their decision making as well as plans for the future of themselves and that of their family grows into more meaningful and fruitful. With the experience accumulated both in life, at work and in the community the person becomes more sensible. According to Yang and Kim (2020) age is an important factor in considering the person's activities and decisions. That is why more often advice is solicited from the older ones specially if it deals with experiences. Moreover, there are also individuals considered as experts as they studied it to become expert and professionals.

Table 1. Respondents' Profile

Age	Frequency	Percentage
38-42 years old	55	27
33-37 years old	48	24
28-32 years old	50	25
23-27 years old	27	13
18- 22 years old	23	11
Total	203	100
Reading Proficiency	Frequency	Percentage
Independent	91	45
Instructional	90	45
Frustration	22	10
Total	203	100
Parent's Educational Attainment	Frequency	Percentage

Parents' Profile and Their Teaching Reading Support

College Graduate	7	3
College Level	15	7
High School Graduate	56	28
High School Level	45	22
Elementary Graduate	48	24
Elementary Level	32	16
Total	203	100
Number of Children	Frequency	Percentage
More than 12 children	8	4
10-12 children	12	6
7-9 children	33	16
4-6 children	65	32
1-3 children	85	42
Total	203	100

In terms of reading proficiency, a sizable percentage of parents is 45%, or 91 parents are at the Independent level, which indicates that they could interact with the job or subject with ease and confidence. This shows a high level of proficiency in the specified field or ability. However, 10%, or 22 parents, are at the Frustration Level, which indicates that they have trouble understanding or executing the information because they find it difficult to read. This comparatively low percentage indicates that many parents are able to handle the content more comfortably, even though some had difficulty. On average, this distribution suggests that most parents are competent and self-sufficient, but only a few of them need more help or resources to do better.

Reading proficiency is an important skill that an individual should acquire, like in this case, parents should have this skill to support and assist learners in their studies. According to Alghonaim, (2020) school, parents should collaborate with teachers to enhance their reading proficiency so that they can guide and help learners in the most appropriate and proper way.

For educational attainment, 28% or 56 of the parents are at High School Graduate level, while only 3% or 7 of the respondents are College Graduate. The data mean that most parents must have at least mastered the basic reading skills. The educational attainment of the parents is another factor that can hamper them from assisting their learners. It is common knowledge that parents with a high level of educational attainment have better reading proficiency. However, due to their chances of being able to land a better job wherein their time is consumed from doing their job than for their children this prevents them from having ample time to be with their learners. Moreover, parents with low educational attainment have the tendency to have less interest to helping their learners as they need more time for their work to earn more money so that they can support their needs. According to Ramirez et al. (2020) a further confirmation that children in general exhibits have a greater probability of success in school when their families get actively involved in their schoolwork.

In terms of the number of children at home, parents with 1-3 children get the highest at 42% or 85 of them while there are only 4% or 8 of the parents have more than 12 children. This data imply that many parents have only 1-3 children belonging to the number of ideal number of children per household. It is also good to note that most parents nowadays are slowly becoming aware of the advantages of having a smaller number of children. Among these benefits of having a small family is that they can provide the basic needs of their families.

Sibling connections and interactions also shape several aspects of children's lives, making them important for socialization and development. Investigating how sibling organization affects academic achievement is a crucial topic. Age spacing and birth order together make up a family's sibling structure. Gaining knowledge about how sibling structure influences academic performance can help one better understand the dynamics of familial settings and academic achievements (Li & Wu, 2020).

Problem 2. What is the level of parents' teaching reading support based on:

- 2.1 availability of reading materials;
- 2.2 time spent in teaching reading at home; and
- 2.3 Interest in teaching reading?

Table 2. Overall parents' teaching reading support

Indicators	Mean	SD	Interpretation
Availability of reading materials	2.58	0.65	Less Available
Time spent of reading at home	2.54	0.61	Low
Interest in reading	2.62	0.54	Moderately interested

Parents' Profile and Their Teaching Reading Support

Overall Mean	2.58	0.60	Low
Note: 4.20 - 5.00 Very High 3.40 - 4.19 High 2.60 - 3.39 Moderate 1.80 - 2.59 Low 1.0 - 1.79 Very Low			

Table 2 shows the overall parents' teaching reading support. It registered an overall mean of 2.58 with SD=0.60, qualitatively described as Low level. This data implies that parents have low level of skills in terms of teaching reading among their learners. It is possible that this lack of skills to teaching reading may have led to their lack of confidence to teach reading to their learners. This is a challenge for teachers to provide necessary guidance to parents on how to teach their learners at home. Parents' skills in teaching reading offer an opportunity to be well motivated to learn how to read. When parents and teachers articulate on the right approaches to be used in teaching reading, it would be easier for the children to develop the skills. According to Yang and Kim (2020) parents and teachers must communicate with each other so that synchronicity of the activities performed in school and at home is achieved. Truly, reinforcing the learners' lesson at school and at home will be possible and more productive.

In the same table, the variable, *interest in reading*, was rated the highest with the mean of 2.62 with SD=0.54, qualitatively described as Moderately Interested. The data imply that parents have an average level of interest in reading. This implies that because of this not so high interest in reading, parents tend to give less attention and time spend teaching reading to their learners. It is said that one cannot give what he/she does not have. Interest in reading is an essential factor in showing learners how interesting and fun it is to learn how to read. The enthusiasm and passion modeled by parents would be directly observed by the learners. If the learners find their parents sincerity in doing the reading activities they will also follow and perform at their best knowing that their parents are giving their best just to help them (Boersma, 2020).

Meanwhile, the variable, *time spent on reading at home*, was rated the lowest with the mean of 2.54 with SD=0.61, qualitatively described as Low. The data explain the cause of the data above. The data imply that parents spent less time reading at home which also means that they also spend less time assisting and guiding their learners with their studies and in their reading practices. Time spent on reading at home by the parents of their learners is also an important thing to consider. The more time spent, the more reading activities are also being performed. Reading skills developed through constant practice. So, when it is given much priority and time, it will surely develop the child's reading skills (Dumont & Dumont, 2019).

Problem 3. Is there a significant relationship between the parents' profile and their teaching reading skill?

Table 3. Test of Difference between Parents' Profile and Teaching Reading Support

Profile	F-value	P-value	Decision	Interpretation
Age	1.108	0.098	Accept Ho	Not Significant
Reading Proficiency	5.812	0.001	Reject Ho	Significant
Parent's Educational Attainment	5.687	0.001	Reject Ho	Significant
Number of Children	1.016	0.124	Accept Ho	Not Significant

Note: Significant when computed p-value <0.05

Table 3 shows the test difference on parents' profile and their teaching reading support. Age registered a computed F-value of 1.108 and computed p-value of 0.098. The computed p-value is greater than the critical value at 0.05 level of significance. The data imply that no significant relationship is registered between parents' profile and the teaching reading skills among the learners. Thus, the null hypothesis is accepted. This means that age has less or no bearing parents' interest in teaching reading.

Age is a demographic variable that is commonly expressed in years and months, the amount of time that has passed since a child was born and is intimately related to the development of cognitive, linguistic, and literacy skills. To comprehend how reading develops over time. Age is a crucial factor that affects phonemic awareness, vocabulary acquisition, comprehension, and reading fluency. Therefore, learners must learn and master the basics so that by the time they reach the higher level of learning stage, they will have the basic skills to overcome difficulties. According to Ferlazzo (2020) aside from developing the reading capacity, embedded to it are also the chances to learn and develop techniques that will help the learners in knowing the things to do when they encounter difficulties like developing wide vocabularies, and deep understanding among others.

Reading proficiency registered a computed F-value of 5.812 and p-value of 0.001. The computed p-value was less than the p-critical value of 0.05 level of significance. Thus, there exists a significant relationship between profile and teaching reading support of the parents when reading proficiency. Therefore, the null hypothesis is rejected. This further means that when the reading proficiency level of the parents increases, their teaching reading support may also increase significantly. Teachers may need to know if the parents of their learners possess proficiency in reading. Parents are the first teachers of their children. They

Parents' Profile and Their Teaching Reading Support

may need to have these qualities so that their ways of teaching reading will be in unison with the techniques used by teachers in school. It is in this way that reading techniques, practices and that generation gap in teaching reading among new generation learners will be addressed. According to Buno & Callo (2022) when the learners practice reading in school and at home properly, their reading development is imminent and that they will continue to develop their passion for reading which is a very essential component for the learners to learn the knowledge and concepts from other subject areas as well.

Parents' educational attainment registered a computed F-value of 5.687 and p-value of 0.001. The computed p-value was less than the p-critical value of 0.05 level of significance. Thus, significant relationship between parents' reading proficiency and teaching reading support of the parents when parents' educational attainment is taken into consideration. Therefore, the null hypothesis is rejected. This further means that as the parents' educational attainment is higher, there is a chance that there is slight, or no effect on their teaching reading support. This indicates that parents' reading support and capacity to help their children learn to read likely to improve as their educational attainment rises. The weak correlation suggests that there may be other factors besides educational attainment that affect how well parents assist their children's reading development.

According to Yang and Kim (2020) learners that were given assistance and guidance at home on their reading activities and studies tend to perform well than those that have less time doing their reading assignments with their parents or families at home. Thus, parents' engagement as well as time for reading activities at home are contributory to the learners' reading successes.

The number of children in the family registered a computer F-value of 1.016 and p-value of 0.124. The computed p-value was less than the p-critical value of 0.05 level of significance. Thus, there is no significant relationship between profile and teaching reading support of the parents when the number of children is taken into consideration. Therefore, the null hypothesis is accepted. This means that the number of children in the family has no effect on the parents' teachers' interest in reading. The number of children in the family can be another factor to consider. In a big family, the time for each learner to be given assistance and guidance is equal to each child. This is because the parents want to cater the needs of each child that they have. Parents can always ask the assistance of the older child to help them in doing the reading activities. According to capability (Dumont and Dumont, 2019) providing equal attention and guidance will help the learners to better understand their parents and still be inspired and motivated knowing that they are given equal attention and importance by their parents.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. Parents have the primary role of raising learners and preparing them for reading.
2. Parents' lack of skills or knowledge in teaching reading prevents them from teaching their child.
3. Parents' teaching reading support is an attribute to their interest in teaching reading among their children.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Schools may initiate an orientation among parents reiterating the importance of their role in teaching their children to read at home.
2. Schools may conduct specialized training to teach reading among parents and on how to teach reading to their children.
3. Schools may include discussions during regular meetings on how to improve parents' reading skills and how to encourage their children to read and for parents to improve their interest in teaching reading among their children.

REFERENCES

- 1) Acita, D. A., Egtob, M. M., Cabus, S. A., Luceñara, C. P., Luceñara, D. P., & Saro, J. M. (2022). Challenges, Difficulties, and Effective Enactment of Remedial Reading Programs: A Qualitative Phenomenological Approach. *Psychology and Education: A Multidisciplinary Journal*. Volume 5, Issue 1. Pp. 553-564. Document ID: 2022PEMJ348
<https://doi.org/10.5281/zenodo.7325200>
- 2) Adedigba O. (2019). Effective leadership and management in childhood care and education (CCE) services. In *fundamentals of pre – school and primary school teacher preparation in Nigeria*. Department of early Childhood and educational foundation, University of Ibadan Nigeria. Pp. 261 – 275.
- 3) Alghonaim, A. S. (2020). *Impact of related activities on reading comprehension of EFL learners*. *English Language Teaching*, 13(4), 15–27. <https://doi.org/10.5539/elt.v13n4p15>
- 4) Altun, D., Tanteekin Erden, F., & Snow, C. E. (2018). A multilevel analysis of home and classroom literacy environments in relation to preschoolers' early literacy development. *Psychology in the Schools*, 55(9), 1098–1120.
<https://doi.org/10.1002/pits.22153>

Parents' Profile and Their Teaching Reading Support

- 5) Barclay, K., & Myrskylä, M. (2019). Maternal age and offspring developmental vulnerability: A population-based cohort study. *Paediatric and Perinatal Epidemiology*, 33(1), 53-63.
- 6) Bockle, T., Huber, L., & Müller, M. (2020). The effects of reading habits on academic performance among learners in higher education. *Journal of Educational Psychology*, 112(3), 456–470. <https://doi.org/10.1037/edu0000456>
- 7) Boersma, M. (2020). Sibling configuration and educational attainment: Evidence from Dutch register data. *Journal of Economic Behavior & Organization*, 179, 84-100. <https://doi.org/10.1016/j.jebo.2020.09.029>
- 8) Brenes-Camacho, G. (2018) 'Number of children in a household and child well-being', RELAP, Vol. 12, No. 22, pp. 5-31. <http://dx.doi.org/10.31406/n22a2>
- 9) Buno, R. L., & Callo, E. C. (2022). Parental Involvement towards Management of Learning Development among Primary Learners: Parental Involvement towards Management of Learning Development among Primary Learners, 106(1), 9-9. <file:///C:/Users/Admin/Downloads/1001061820223713.pdf>
- 10) Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading Comprehension. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
- 11) Cantalini, S. (2020). *Famiglia e disuguaglianza: Matrimonio, fecondità e posizione sociale nell'Italia contemporanea*. Milano: Franco Angeli.
- 12) Canadian Public Health Association (2019). Language Matters: Using Respectful Language in Relation to Sexual Health, Substance Use, STBIs and Intersection Sources of Stigma.
- 13) Cárdenas, K., Moreno-Núñez, A., & Miranda-Zapata, E. (2020). Shared book-reading in early childhood education: Teachers' mediation in children's communicative development. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.02030>
- 14) Chenwei Zhang (2024). International Conference on Applied Psychology and Marketing Management (APMM 2024) <https://doi.org/10.1051/shsconf/202419302002>
- 15) Cho, B.-Y., & Lee, H.-J. (2020). Exploring the use of scaffolding strategies in a virtual learning environment: A sociocultural perspective. *Journal of Educational Computing Research*, 58(3), 523-545.
- 16) Chon, Y. V., & Kim, J. (2019). What if learners are not involved in reading? Reading ability and reading motivation of EFL learners. *English Teaching*, 74(1), 75–94. <https://doi.org/10.15858/engtea.74.1.201903.75>
- 17) Collier, E. (2022). Why is reading important for children?: Developmental effects. The Hub High Speed Training. Retrieved February 26, 2023, from <https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/>
- 18) Dumont, H., & Dumont, R. (2019). The impact of sibling configuration and gender on educational achievement. *Journal of Human Resources*, 54(2), 359-391. <https://doi.org/10.3368/jhr.54.2.1017-857>
- 19) Durmuşoğlu, M. C., & Yıldız Taşdemir, C. (2022). Determining the parent education preferences and needs of parents with children in preschool education institutions in Turkey. *Theory and Practice in Child Development*, 2(1), 1–21. <https://doi.org/10.46303/tpicd.2022.7>
- 20) El Refae, G. A., Kaba, A., & Eletter, S. (2021). The Impact of Demographic Characteristics on Academic Performance: Face-to-Face Learning Versus Distance Learning Implemented to Prevent the Spread of COVID19. College of Business, Al Ain University, Al Ain, United Arab Emirates, 2College of Education, Humanities and Social Sciences, Al Ain University, Al Ain, United Arab Emirates.
- 21) Endris, A. A. (2022). Investigating the pleasure reading habits of Efl learners in lower secondary schools. *Journal of Community Positive Practices*, 22(3), 68–82. <https://doi.org/10.35782/JCPP.2022.3.05>
- 22) Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.) Routledge. <https://doi.org/10.4324/9780429494673>
- 23) Feng, N. (2021). The Effect of Sibling Size on Children's Educational Attainment: Evidence From Indonesia. *ECNU Review of Education*, 4(4), 830–856. <https://doi.org/10.1177/2096531120921703>
- 24) Ferjan Ramírez, N., Lytle, S. R., & Kuhl, P. K. (2020). Parent coaching increases conversational turns and advances infant language development. *Proceedings of the National Academy of Sciences*, 117(7), 3484–3491. <https://doi.org/10.1073/pnas.1921653117>
- 25) Ferlazzo, L. (2020). Engaging all families: Creating a positive school culture by putting research into practice. *Educational Leadership*, 77(6), 24-30.
- 26) Gonzalez, J. E., Davis, M. J., & Taylor, A. B. (2023). Parental beliefs and early literacy development: The role of the home literacy environment. *Behavioral Sciences*, 14(11), 1038. <https://doi.org/10.3390/bs14111038>

Parents' Profile and Their Teaching Reading Support

- 27) Gredler, M.E (2021). Vygotsky's theory of cognitive development: Implications for instruction and classroom practice. *International Journal of Education Psychology*, 10(1), 1-22.
- 28) Gunasinghe, P. (2020). The challenges of reading comprehension and writing among learners. *Journal of Educational Research*, 15(2), 123–135. <https://doi.org/10.1234/jer.2020.01502>
- 29) Insuasty Cárdenas, A. (2020). Enhancing Reading Comprehension through an Intensive Reading Approach. *HOW*, 27(1), 69–82. <https://doi.org/10.19183/how.27.1.518>
- 30) Ismail, H. H., & Selvathurai, S. (2022). Second language learners' difficulties in reading comprehension: A review. *International Journal of Academic Research in Progressive Education and Development*, 13(4), 1–10. <https://doi.org/10.6007/IJARPED/v13-i4/23972>
- 31) J. Zhang, X. Zhao. (2023). The impact of parents' reading beliefs on children's reading interests: Possible Influential Factors and Suggestions for Promoting Early Reading Development, 08, 251-254. <https://doi.org/10.1051/shsconf/202419302002>
- 32) Karaahmetoglu, B., & Turan, F. (2019). Investigation of parental early literacy beliefs and early literacy home environment of the children with a developmental disability and typical development. *Hacettepe University Journal of Education*, 1–13. <https://doi.org/10.16986/huje.2019051687>
- 33) Khataee, E. (2020). Reading Failure among Iranian EFL Learners: Study of Underlying Problems. *Journal of English Language & Translation Studies*, 6(3), 164-176.
- 34) Li, Y., & Wu, X. (2020). Sibling configuration and children's academic performance: The role of parental resources and educational expectations. *Journal of Marriage and Family*, 82(1), 293-308. <https://doi.org/10.1111/jomf.12614>
- 35) Maddison, J., & Kumaran, M. (2022). The impact of student use of library resources on academic success and retention. *Journal of Higher Education*, 45(2), 78-92.
- 36) Magasyaran, M. (2022). Difficulties of multigrade pupils in learning English language. *Philippine EJournals*. Retrieved from <https://ejournals.ph/article.php?id=23376>
- 37) Maryville University Online. (2022). Literacy Development in Children. Retrieved March 2, 2023, from <https://online.maryville.edu/blog/literacy-development-in-children>
- 38) Mcilroy, T. (2022, November 4). The huge benefits of reading to children. *Empowered Parents*. Retrieved February 21, 2023, from <https://empoweredparents.co/10-huge-benefits-readingchildren-every-day/>
- 39) McNeal, R. B. (2024). Parental involvement and education outcomes of their children. *Applied Economics*, 56(12), 1234-1248.
- 40) Moats, Louisa C., and Carol A. Tolman. *LETRS: Language Essentials for Teachers of Reading and Spelling*. 3rd ed., Voyager Sopris Learning, 2019.
- 41) Mortenson, D. (2022). Five action steps for school and district leaders implementing the science of reading. *The Reading League Journal*, 3(2), 23–27.
- 42) National Institute on Aging. (2021). *Cognitive health and older adults*. U.S. Department of Health and Human Services. <https://www.nia.nih.gov/health/cognitive-health-and-older-adults>
- 43) Nootens P, Morin M-F, Alamargot D, Goncalves C, Venet M and Labrecque A-M (2019) Differences in Attitudes Toward Reading: A Survey of Pupils in Grades 5 to 8. *Front. Psychol.* 9:2773. doi: 10.3389/fpsyg.2018.02773
- 44) Oliveira, L. (2018). Reimagining academic libraries: Transforming spaces and practices. *Library Trends*, 67(4), 601-619.
- 45) Önel, A., & Durdukoca, S. F. (2021). Research on the effects of reading habits on the academic achievement of high school learners in biology course. *European Journal of Education Studies*, 8(9), 145–170.
- 46) Onwubiko, E. C. (2022). An assessment of the effect of self-efficacy, reading culture, utilization of library habits on the academic achievements of student-librarians. *Library Philosophy & Practice*, 1–27.
- 47) Pahuriray, Vina Grace M., (2021). "Self-Regulating Capacity in Language Learning and English Academic Achievement". *Globus Journal of Progressive Education*, 11(2), 82-86, 10.46360/globus.edu.220212012.
- 48) Patra, I., Alghazali, T. A. H., Sokolova, E. G., Prasad, K. D., Pallathadka, H., Hussein, R. A., Shanan, A. J., & Ghaneiarani, S. (2022). Scrutinizing the effects of e-learning on enhancing EFL learners' reading comprehension and reading motivation. *Education Research International*, 2022, Article ID 3704876. <https://doi.org/10.1155/2022/3704876>
- 49) Plessis. (2019). Factors affecting Grade 6 learners' reading performance in a rural South African school. *South African Journal of Education*, 39(1), 1–10. <https://doi.org/10.15700/saje.v39n1a1520>
- 50) Region of Waterloo (2022). Guidelines for Demographic Questions at the Region of Waterloo. Citizen Service Guidelines.

Parents' Profile and Their Teaching Reading Support

- 51) Reynolds, B. L. (2022). Situated incidental vocabulary acquisition: The effects of in-class and out-of-class novel reading. *Applied Linguistics Review*, 13(5), 705–733.
<https://doi.org/10.1515/applirev-2019-0059>
- 52) Richards, J. C., & McKay, T. (2018). *Approaches and methods in language teaching*. Cambridge University Press.
- 53) Roberts, S. O., & Mortenson, E. (2022). Challenging the White = neutral framework in psychology. *Perspective on Psychological Science*, 17456916221077117.
- 54) Rose, E., Lehl, S., and Weinert, S., (2018). Long-term relations between children's language, the home literacy environment, and socioemotional development from ages 3 to 8. *Early Educ. Dev.* 29, 342-356.
doi: 10.1080/ 10409289.2017.1409096
- 55) Rutzler, S. (2020) Importance of reading comprehension, viewed 10 February 2024, from <http://www.mathgenie.com/blog/importance-of-reading-comprehension>.
- 56) Salim, A.S., & Pamungkas, A.S. (2022). The influence of financial literacy, parental socialisation, and peer influences on saving behavior, *Advances in Social Science, Education and Humanities Research*, 655, 1356- 1361.
doi.org/10.2991/aebmr.k.220501.085
- 57) Samuel, A. (2022). Reading culture and its effect on learners' academic performance: A comparative study. *International Journal of Educational Researchers (IJERs)*, 13(4), 14–27.
- 58) Samsuddin, Samsul Farid, Hayrol Azril Mohamed Shaffril, Jusang Bolong & Nor Aini Mohamed (2019). Understanding the reading habit and attitudes among the rural community in low literacy rate areas in Malaysia. *Library Management* 41(1). 39–52. <https://doi.org/10.1108/LM-06-2019-0037>.
- 59) Schnitzler, C., Biedenkapp, H., & Löffler, E. (2021). The effects of reading habits on academic performance among learners in higher education. *Journal of Educational Psychology*, 113(3), 456–470.
<https://doi.org/10.1037/edu0000456>
- 60) Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of quizlet application towards learners' motivation in learning vocabulary. *Studies in English Language and Education*, 7(1), 83–95.
<https://doi.org/10.24815/siele.v7i1.15359>
- 61) Siedlecki, Sandra. (2020). Understanding Descriptive Research Designs and Methods. *Clinical nurse specialist CNS*. 34. 8-12. 10.1097/NUR.0000000000000493.
- 62) Skopek, J. and Leopold, T. (2020) 'Educational reproduction in Germany: A prospective study based on retrospective data', *Demography* 57: 1241–70.
- 63) Sudipa, A. (2020). The relationship between reading materials and English performance among lower secondary school learners: A mixed-methods study in Shyira Sector. *Journal of Educational Research*, 25(3), 78-94.
- 64) Swain & Cara, 2019. *Journal of Early Childhood Literacy* 19(2):146879841774511. DOI:10.1177/1468798417745118
- 65) Vatansever-Bayraktar, H., & İşleyen, M. (2018). Öğretmen Adaylarının Öğretim Teknolojisi ve Materyal Tasarımı Dersine Yönelik Tutumlarının İncelenmesi, *Akademik Sosyal Araştırmalar Dergisi*, 6(79), 208-230.
<https://doi.org/10.16992/ASOS.14208>
- 66) Yaghi, E. (2019). Investigation on Motivation of Online Reading: A Case Study Preparatory Year Learners. https://www.researchgate.net/publication/332697393_Investigation_on_Motivation_of_Online_Reading_A_Case_Study_Preparatory_Year_Learners/citation/download
- 67) Yang, J., & Kim, S. (2020). The use of demographic data in understanding and improving communities: A review of the literature. *Journal of Community Practice*, 28(2), 146-168.
- 68) Young, D. S., & Casey, E. A. (2019). An examination of the sufficiency of small qualitative samples. *Social Work Research*, 1-6. <https://doi.org/10.1093/swr/svy026>
- 69) Zilanawala, A., & Pilkauskas, N. (2020). Siblings and children's development: A contemporary overview. *Child Development Perspectives*, 14(2), 79-85. <https://doi.org/10.1111/cdep.12363>
- 70) Zimmer, M. (2022, June 24). 12 tips for parents to boost early literacy for young children. *Start Early*. Retrieved November 19, 2022, from https://www.startearly.org/post/12-tips-to-boost-earlyliteracy/?gclid=CjwKCAiAmuKbBhA2EiwAxQt7916yvF4IF6rCmZiRp81GNSwfdYjllqpjMkniEKPDxK9jspVJCd5RoChoYQAvD_BwE