



Family related Factors affecting Reading Skills and Intellectual Growth among Children

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ABSTRACT

This review delves into the intricate interplay between family dynamics and children's reading proficiency and intellectual growth. In recent decades, researchers have increasingly recognized the pivotal role of familial environments in shaping children's cognitive development, particularly in the realm of literacy acquisition. Drawing upon a wide array of scholarly literature, this paper synthesizes existing research to elucidate the multifaceted influences exerted by family-related factors on children's reading skills and overall intellectual advancement. The review identifies and examines various dimensions of family life that impact children's reading abilities, encompassing parental involvement in literacy activities, the quality of parent-child interactions, socioeconomic status, family structure, parental education level, and cultural factors. Additionally, it scrutinizes the significance of home literacy environments, including access to books, reading materials, and conducive learning settings, in fostering children's language acquisition and cognitive development.



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Introduction

The development of leisure reading habits at an early age helps schoolchildren become avid readers and lifelong learners. Positive early literacy experiences lead to children's understanding of the benefits of reading habits. McKool (2007) and Lee and Schallert (2014) highlight the benefits of leisure reading, including relaxation, enjoyment, and learning, that allow children to get relief from study-related stresses. Majid and Tan (2007) add that leisure reading helps groom personality and cognitive growth by increasing children's general knowledge and learning about new concepts, cultures, inventions, and subjects. Hughes-Hassell and Lutz (2006) believe leisure reading is beneficial in providing diverse and varied viewpoints to strengthen schoolchildren's thinking processes.

Leisure Reading

Mellon (1990) characterizes leisure reading as students' self-selected reading, as opposed to assigned reading (p. 22). People also refer to it as "reading for fun" (Scholastic, 2015), "reading for pleasure" (Clark & Rumbold, 2006), and "sustained pleasure reading" (Rutherford, Merga, & Singleton, 2018).

An important factor in leisure reading is considered to be reading motivation and reading engagement. PISA (2009) defines "reading engagement" as similar to intrinsic motivational factors, where readers engage in reading due to personal and behavioural characteristics such as reading enjoyment and frequent reading practices. Ryan and Deci (2000) define intrinsic reading motivation as the internal factors of students' interest and reading enjoyment, rather than external factors.

The research studies (Wilhelm, 2016; Wilhelm & Smith, 2016) describe five distinct pleasures children gain from pleasure reading, including social pleasure, intellectual pleasure, the pleasure of inner work, the pleasure of functional work, and the pleasure of play.

Motives for Leisure Reading

In their free time, children read books, which stimulates their personal growth and improves their personalities with interpersonal and intellectual skills (Hughes-Hassell & Lutz, 2006). It helps to improve their academic performance by contributing to their comprehension, vocabulary (Nippold, Duthie, & Larsen, 2005), reading proficiency (Merga, 2014), and reading skills (Lee & Schallert, 2014). Clark and Foster (2005) survey a large sample of primary and secondary graders in England and provide reasons for reading, including fun, increased knowledge, and life skills.

Sullivan and Brown (2015) mention that adolescents get cognitive benefits from leisure reading, including academic achievement in vocabulary. Panero et al. (2016) find that reading fiction materials is associated with the enhancement of empathy among schoolchildren. Bano, Jabeen, and Qutoshi (2018) find that students' reading is associated with their learning and academic achievement.

Leisure reading is also associated with academic benefits; Majid and Tan (2007) describe that upper-primary graders in Singapore are reading to improve their grades. In another study, Majid (2018) reveals that Singaporean school-aged children (6–12 years old) are reading to improve their language skills, acquire new knowledge, and get better grades in their tests and exams.

Purpose and Method

The proposed study aims to review relevant literature on the role of parents and family members in promoting children's reading habits. We conducted a comprehensive search of relevant databases for this purpose, identifying relevant keywords through the use of synonyms and alternative terms. We filtered the studies and presented the results in the subsequent paragraphs.

Results and Discussion

The purpose of this study is to investigate the relationship and effect of family factors on children's reading habits, as well as the interconnection between two primary schools in Malaysia. The factors that affect the studies are family economics, family level of education,

family business, family support for reading, and house reading atmosphere. We used two methods for data collection, involving only 275 pupils from level 2 primary schools. We used SPSS and t-tests to analyse the collected data. There were no significant differences between parents' economics, reading habits, or interest in student study. The author discovers that factors such as parents' reading environment at home, their reading habits, their interest in reading, and the encouragement from family to children influence pupils' reading habits and leisure time (Yusof, 2010).

The purpose of this study is to analyse the aspects affecting the development of the reading habits of students. This study demonstrated that reading habits develop at home, where parents play a crucial role. Parents and teachers promote reading habits by providing ongoing advice and support. Parents and teachers work in cooperation with one another to promote a healthy environment that enhances the reading habits of students. Three universities in Pakistan collected the data. The author finds out that parents are the initial teachers of their children, but in fact, both parents and teachers play an essential role in developing the reading habits of the students. An educated father plays a vital role in children's education, as a mother is busy with her daily work at home, but above all, she tries to help in children's studies (Yusof, 2010).

The aim of this study is to examine reading habits, which are considered one of the initial habits of traditional education. They continued mostly in the family and then in kindergarten. The study focuses on the factors that influence the reading and reading habits of preschoolers. We discuss children in terms of family, atmosphere, kindergarten, and libraries. These allow children to develop reading habits. The study's findings indicate that families play a supervisory role in achieving their children's reading habits. Celik (2020) submitted that a group of friends, a conducive atmosphere, a variety of books, and libraries are considered essential for this preparation period.

This study aims to examine the social factors that influence students' reading habits. The educational landscape, the level of academic success, the availability of family education during free time, and the diversity within the family are all significant factors. Electronic media holds a significant position in the world, contributing to intelligence, education, and fulfilling the social needs of the community. Social media spheres like Twitter, Facebook, and Instagram are not companions to reading. They have become important links for providing books and more learning material. With the increased use of technology, learning habits have become shorter and easier. Social media promotes both positive and negative learning habits. Reading habits flourish in babyhood under the influence of essentially mature first parents and second teachers, with educated parents playing an essential role (Davidovitch & Gerkerova, 2023).

The aim of this study is to find out what factors influence the learning habits of students at the university level. Less approach to libraries and network use of electronic media for enjoyment; a poor education system; a lack of capacity to purchase books; an absence of cultural reading; and poverty are all factors that influence students' learning habits. Many students are learning fiction and nonfiction in preparation for passing their examination. The provided learning material, such as print copies and soft copies, has an effect on the students at the university. Because of their weak eyes, students find it difficult to read on the mobile. The book name, page quality, and writing style influence the student's decision to read the book (Asia et al., 2022).

The goal of this study is to investigate the factors that influence children's reading habits, including their parents and teachers at school. The benefits are for kids, their parents, and school teachers to properly use the procedure to improve learning habits. The school's staff, families, and children should work in a team. Children provide instruction, while parents collaborate to develop reading programs. They found that the old teachers have more experience than the young teachers, and entertainment books are used to make a new strategy in their classroom. Reading habits may be determined by the amount of leisure reading (Jabbar et al., 2021).

The main object of this study is to explore the leading habits in digital ear duration of COVID-19 and to find the relationship among reading habits with the chosen demography. We collected the data using three different tools. Data was collected using an online Google form that considered adults in Covid-19. During the lockdown, most people read newspapers. Links were provided for the Google Classroom for their academic performance. Students spent one or three hours a day on academic activities. Some students consider that online learning enhances knowledge resources. During the lockdown, most students spend their time in digital learning, and they are associated with their studies. The study was conducted on undergraduate students' leisure activities in digital learning during the lockdown period (Packialakshmi et al., 2021).

The purpose of this article is to explain why parent's guidance for learning is one of the components that play a role in promoting children's learning incentives. Parents play a vital role in preschool and basic reading for kids, compared to their elder children leading. In this study, parents participate in their children's learning activities, and their trust in learning has an important impact on learning performances (Baker et al., 2021). Parents' support for learning is linked to their adolescent children's learning habits, incentives, and behaviors, which may help to develop adolescent reading promise and effort. Parents' guidance in their children's reading has a significant impact; they become stimulated and do better for themselves.

This study aims to demonstrate how parents who engage in leisure reading can influence their children's interest in studying, thereby transforming leisure learning within the family. The researcher collected data from five different counties. The researcher employs various analytical variables, which collectively constitute what we refer to as the management of a parent's enthusiasm for learning. The study found positive influences on children's daily leisure reading, and this impact should be used by more supportive parents to develop their leisure learning time (Klauda, 2009).

The main purpose of this is to find out whether reading habits have been associated with academic performance. Students have promoted academic and nonacademic learning habits, promoted their idea thinking experience, and at least improved their academic results. We collected the data using a questionnaire. The data were analysed in SPSS. The results indicate that university policymakers should promote those policies to improve students' learning habits. Professors should strive to design activities that foster students' reading habits. This study shows a close relationship between reading habits and academic performance (Clavel & Mediavilla 2020).

This study aims to investigate how parental habits, conversations, and academic progress influence children's enjoyment of reading and their educational progress. We collected the data from parents of students enrolled in various middle schools. The headmaster granted permission for the data collection. The result of this study is that parents play an important role in preserving children's development in areas such as language development, learning art, writing arts, spoken art, and hearing skills. The parents prepared for the empirical exam. Parents are considering the first element of the intellectual growth of their children (Balan et al., December, 2019).

The goal of this study is to investigate internal and external aspects and their impact on their reading skills. We collected the data using surveys and questionnaires. The results of this study show that there is an important relationship between language knowledge, learners' knowledge, and reading art. There is an important relationship between family and reading art. Furthermore, there is a significant relationship between atmosphere and learning activities, hardship, and vocabulary, but no significant relationship exists between atmosphere and sentence structure (Ahmad et al., 2020).

The aim of this study is to explore the educational institutions promoting classrooms for speedy reading and how this has become an aspect of gaining education for students, including an interest in reading. Currently, students share their experiences and participate in cooperative readings on SNS, an online reading platform (Rau et al., 208). Social media has become a more

powerful factor in increasing student learning activities. The focus of this study is on the effects of social media use for cooperative leadership and engagement on students' academic progression in Pakistan. Students provide additional sources, and they can acquire information through cooperative learning and commitment (Liwanag, 2023).

The study is to explore the family background effect on the children's early education. Family economic status and background effects on children's learning performance are more important than the influence of schools (Coleman et al., 1966). We collected the data from Chinese families using a survey and questionnaire. The study's findings indicate that the family background has a significant impact on children's achievement in higher education. Families influence children's education and achievement along two distinct pathways. First parents should provide opportunities for their children to get a high level of education. A second parent's behavior and guidance for their children could increase their art learning and academic progress (Li & Qiu 2018).

This study about the parental beliefs affects on the children beliefs and reading performance. Interviews were used to collect data from 41 families. Parents are increasingly stepping up to assist their children in learning from both an enjoyment and an artistic perspective. Parental learning benefits, teaching effects, behaviour, speaking participation, and essential learning have all positively impacted children's reading progress. Children live in a home environment where, given an educational opportunity, their reading skills develop. The low economic status of the family has an impact on the children's learning process (Sunschein et al., 1997)

Conclusion

This review highlights the critical role of family-related factors in shaping children's reading skills and intellectual growth. The findings underscore the multifaceted influences of parental involvement, home literacy environments, socio-economic status, and cultural factors on children's literacy development. It is evident that a supportive and enriching familial environment, characterized by parental engagement in literacy activities, access to reading materials, and positive attitudes towards reading, significantly contributes to children's academic success and intellectual advancement.

Furthermore, the review emphasizes the importance of recognizing and addressing disparities in family resources and practices that may hinder children's literacy development, particularly among socio-economically disadvantaged families. Early interventions and family-centered literacy programs hold immense potential in mitigating these disparities and promoting equitable opportunities for all children to excel in reading and intellectual pursuits.

Moreover, the discussion elucidates the implications of the review findings for educators, policymakers, and practitioners. It underscores the need for collaborative efforts between families, schools, and communities to create supportive environments that foster children's literacy skills and intellectual growth. By empowering parents with knowledge and resources to facilitate their children's literacy development, and by implementing targeted interventions to address socio-economic barriers, stakeholders can work towards enhancing educational outcomes and promoting lifelong learning for all children.

Overall, this review underscores the significance of understanding and harnessing the influence of family-related factors in nurturing children's reading skills and intellectual potential. By recognizing the pivotal role of families as the primary context for children's learning and development, we can strive towards building a more inclusive and equitable educational landscape where every child has the opportunity to thrive academically and intellectually.

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