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# Effect of Parents' Profile on Role in Development toward Reading Capabilities and Attitudes: Input to Literacy Management Plan

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## Abstract

This study aimed to describe the role of parents in the reading activities and how it influences the development of reading habits and attitudes of the students. The study utilized a descriptive-correlational research which employed a researcher-made questionnaire to gather the perceptions of 115 intermediate pupils from San Roque Elementary School. Respondents were selected using purposive sampling. Pearson  $r$  was utilized to identify significant relationship between variables. Findings revealed that there is a significant and positive relationship among all the variables of parental involvement with reading capabilities except for reading assistance and reading speed. Further, significant and positive relationship was also found among all the variables of reading support and reading capabilities as to reading speed and reading level. Finally, the relationship between the role in the reading development to the reading capabilities and attitude were significantly moderated by education of the parents and the work status. The hypothesis stating that reading capabilities of the students is not significantly influenced by the parental involvement and reading support is rejected. Moreover, the hypothesis stating that the reading attitude of the students is not significantly influenced by the parental involvement and reading support is rejected. It was recommended that researchers may investigate the effectiveness of the literacy management plan created as output of this research in improving the reading capabilities and reading attitude of intermediate pupils.

## Keywords

Parental Involvement, Reading Habits and Reading Attitude

## INTRODUCTION

Instilling reading habits in children is largely the responsibility of their parents (Ahmad, 2020). Through the formation of a regular reading habit, parents become the first and most potent factor in enhancing and activating learning capacity. A parent's involvement is the primary component that fosters a child's literacy development (Caliskan and Ulas, 2021). Children are the most essential foundation and future. The future of the country will be brighter if these pillars are well-built. Children must be well-educated, enlightened, and engaged citizens to make wise decisions for both themselves and the community as a whole. They are the primary cornerstone of a nation's development and advancement. In order to raise their children to be educated and informed citizens, parents play a crucial role. Durisic and Bunijevac (2017) stated that children who get sound parental guidance are more likely to succeed in all areas of life.

According to Akubuilu et al. (2015), reading is the key to unlocking the treasure trove of information. In addition, Bangwar (2023) cited that people are fed and enriched by reading in many priceless ways. Reading first enriches human intellect and knowledge. Students were exposed to an abundance of knowledge, concepts, experiences, and viewpoints by the boundless reservoir of information that is knowledge. Reading habits is a process of study that is well-organized and intentional and has evolved into a type of students' constancy in grasping academic material and succeeding in tests examinations. The magnitude to which students succeed academically is to a great extent impacted by their reading habits. The elementary school years' reading comprehension abilities have an impact on all of the learning experiences of

people all the way through their lives therefore it can be argued that children do better in school when their parents are involved (Bradley, (2016).

Childhood is the optimum time to begin reading, both at home and at school. In addition, as cited by Sethy (2018), developing a culture of reading should start in early childhood and continue through adulthood since doing so will produce a nation that is literate, which will develop into an educated and knowledgeable society that will play an essential role in society. So that kids are drawn to, motivated by, and encouraged to read for their own fun and benefit from a young age, parents and schools should sufficiently inspire kids and create a healthy reading culture environment.

The dilemma is nowadays, students have read fewer books undoubtedly as a result of media and technological advancements and with less time to read with their parents. Instead, they spend a lot of time online surfing and would much rather engage in other technologically-based activities than read.

As a department of education teacher for over 5 years, the researcher notices that pupils who are not doing well in reading class are those students who have either both parents are working or with parents who are negligent on their child needs. In addition, when parents function as encourages, confidants, and role models for their pupils. it can be seen that they will imitate them and keep doing so. She also observed what Casey (2022) stated that students with supportive parents perform better than students who do not.

By continuing to fulfill parental duties, parents can encourage children to develop a reading habit and attitude, thus improving their performance. This is important to take note of since it shows that they have a reading skill that will serve them well in the future.

With the aforementioned observation, the researcher would like to investigate how parental role influences reading habits and attitude of the students. Findings that will be generated on this study will be use as a basis for school reading management plan.

## **MATERIALS AND METHODS**

The study employed the descriptive and correlational method of research to determined the relationship between the role of parents in reading activities and the reading habits and attitudes of the respondents of San Roque Elementary School. According to Arikunto (2007), descriptive research is intended to gather data regarding the pattern found in the field. There is no administration and control in this kind of research. Furthermore, the correlation method is used to investigate whether at least two factors are associated.

This study was conducted at San Roque Elementary School, Alaminos, Laguna. The respondents were one hundred fifteen (115) intermediate pupils from San Roque Elementary School in Alaminos District. They were selected using purposive sampling.

The instrument used in the study was a researcher-made survey questionnaire. It was divided into five parts. The first part gathered information on the respondent's parents' educational attainment, work status, and family size. The second part was a researcher-made questionnaire in a five-point Likert scale format that assessed the description of the respondent's parental role in reading development as to reading assistance, providing reading materials and monitoring progress. The third part was another researcher-made questionnaire in a five-point Likert scale format which assessed the perception of the respondents on reading support received from their parents in terms of as motivators, trust partners and role models. The fourth part identified how many words per minute the respondents could read and categorized them accordingly. It also categorized the respondents based on their performance on the recent Philippine Informal Reading Inventory. Finally, another researcher-made questionnaire in a five-point Likert scale format which gathered the perception on the reading attitude of the students as to feeling of security, attention and comfort were also be used. All materials were subjected to validity checking by experts on the field of research and education. Suggestions and recommendations were considered for the refinement of the paper prior to the actual phase of the study. Research instruments were also pilot-tested to thirty respondents to check for reliability. All instruments garnered a cronbach alpha ranging from 0.789 with interpretation of acceptable to 0.905 interpreted as excellent.

To explore topics on the role of parents in reading development, reading capabilities and attitudes, an in-depth review of studies and literature were done by the researcher. This helped the researcher a lot in the conceptualization of the study. Upon approval of the study, the researcher sought permission from the District Supervisor. After the permission had been secured, the researcher proceeded to the actual phase of the study. The questionnaire were distributed through Google Forms and were later retrieved. All data were treated with utmost privacy and confidentiality. The data were gathered, collated, tallied, and submitted to the statistician for statistical treatment.

To describe the profile of the parents of the respondents and their reading capabilities, descriptive statistics such as frequency and percentage were utilized. In addition, mean and standard deviation were used to describe parental roles in reading development of the respondents, as reading assistance, provision of reading materials, and monitoring progress. Moreover, mean and standard deviation were also used to describe the reading support received by the respondents and their reading attitudes. One-way analysis of variance was used to identify a significant difference in the parents' role in reading development, capabilities, and attitude when grouped according to profile. Moreover, Pearson Product Moment of Correlation or Pearson  $r$  was used to determine the relationship between the role of the parent in reading development and the reading capabilities and attitudes of the respondents. Inferential data was tested at 0.01 level of confidence. Finally moderation analysis was also utilize to further examine whether profile of the respondents influences the relationship among variables in the study. .

## RESULTS AND DISCUSSIONS

### Profile of the Respondents

Table 1 presents the distribution of the respondents in terms of educational attainment, work status and family size. Data revealed that majority of the respondents have parents who are high school graduate working as permanent employee with a family size of five (5). It can also be observed that the least number of respondents in terms of parents educational attainment is those parents with post college diploma. In terms of work status of parents, respondents with job order parents were the least. Finally, in terms of family size, respondents with above 6 members in the family was shown to be the least.

**Table 1** Profile of the Respondents

Profile		Work Status of Parents			
		Contractual	Job Order	Permanent	Seasonal
Educational Attainment of Parents	Elementary undergraduate	2	1	1	9
	Elementary Graduate	0	0	1	3
	High school undergraduate	3	4	4	6
	High school Graduate	7	8	23	10
	College undergraduate	8	1	5	5
	College Graduate	1	0	3	1
	with post college diploma	1	0	1	0
	Technical/ Vocational Course	1	1	5	0
Family Size	3	6	3	9	1
	4	3	1	14	7
	5	6	6	12	10
	6	5	4	2	8
	Above 6 members	3	1	6	8

### Extent of Parental Involvement

Table 2 shows the summary table for parental involvement in the reading development of the respondents. It was found out that respondents perceived their parent as much involved in all aspects of parental involvement namely reading assistance, providing reading materials and monitoring progress with the latter having the highest mean of 3.79 and SD of 1.07. This suggest that parents always ensure that they keep track of the progress their children is having on their reading development. Such involvement of parents contributed a lot with the development of student reading habits. According to Ahmad (2020), parents play a significant role in inducing reading habits as they are the first and main strength to enhance and induce learning potential

**Table 2** Extent of Parental Involvement

Variables	Mean	SD	Verbal Interpretation
Reading Assistance	3.78	1.10	Much Involved
Providing Reading Materials	3.67	1.04	Much Involved
Monitoring Progress	3.93	1.08	Much Involved
<b>Overall</b>	<b>3.79</b>	<b>1.07</b>	<b>Much Involved</b>

**Legend:** 4.50 – 5.00 Always/Very Much Involved, 3.50-4.49Often/ Much Involved, 2.50-3.49 Sometimes/ Moderately Involved, 1.50-2.49 Rarely/Less Involved, 1.00-1.49 Never/Not Involved

Specifically, in terms of parental involvement as to reading assistance, a mean of 3.78 and SD of 1.10 interpreted as much involved implies that parents ensure that they always provide reading assistance to their pupils. Parents find time to teach their children how to read, correct them and provide tips on how they can improve their reading skills. Parents' actions have a significant impact on how much their kids learn, how well they succeed academically, how well they behave in general, and how often they attend school. As Robinson and Harris (2014) stated, success of children is greatly dependent on their parents.

Moreover, in terms of providing reading materials, mean of 3.67 and SD of 1.04 suggest that generally, parents of the respondents are much involved in providing their children reading materials. Whether it came from buying books or borrowing from other students, parents ensure that their children will have something to read and practice their reading abilities. This guarantee that children extends even at home at increase their chance of being successful. Mugambi (2015) states that "a lack of exposure to chances, educational resources, and appropriate reading materials leads to subtle satisfaction alongside personal incapacity" to succeed academically. Xiaofeng, Wenhui, and Aibaro (2018) found that exposure to books, newspapers, and environmental print impacts children's reading progress

Finally, as to the extent of parental involvement as to monitoring progress, mean of 3.93 and SD of 1.08 interpreted as much involved is suggestive of the untiring effort of the parents to be involved in monitoring the progress of their children on their reading. Parents spent time keeping tracks of their children progress while correcting their mistakes in reading. They provide feedback and consistently check the way their students read. According to Compton (2023), participation from parents such as monitoring their progress is needed to ensure advancement of student reading skills.

## Extent of Parental Support

Table 3 revealed that respondents were convinced that they were receiving reading support in terms of all the sub scales from their parents. This suggest that respondents believe that their parents were always there to serve as motivators, trust partners and role model to them. Being a motivator was found to have the highest mean of 3.90 and SD of 1.08 while being a role model was found to be the least. This may be attributed to the multiple roles of the parents they are also at the same time the main provider in the family. They need to work a lot lessening the time for them to read with their children and serve as role model. Such action has a positive impact on child reading habits. As Casey (2023) stated fostering their child's love of reading and their ability to read is one of the most important things parents can do for their child's education. Parents who give time to read with their child help the child understand that reading is important.

**Table 3** Extent of Reading Support

Variables	Mean	SD	Verbal Interpretation
Motivators	3.90	1.08	Supported
Trust partners	3.86	1.12	Supported
Role model	3.34	1.10	Moderately Supported
<b>Overall</b>	<b>3.90</b>	<b>1.08</b>	<b>Supported</b>

**Legend:** 4.50 – 5.00 Always/Highly Supported, 3.50-4.49 Often/Supported, 2.50-3.49 Sometimes/Moderately Supported, 1.50-2.49 Rarely/Somewhat Supported, 1.00-1.49 Never/Not Supported

Parents support as to motivators garnered a mean of 3.90 and SD of 1.08 which implies that children believe they are being supported by their parents in a way they serve as motivator for them to read. Parents tell the importance of reading, encourage them to read books, read books with them and from time to time provide rewards that motivate them more to read. Parents who constantly provide motivation to their children help them to be productive at school. Parents should properly inspire their children. According to Atta and Jamil (2012) when youngsters are given sufficient counsel and encouragement, their educational achievement can improve.

Moreover, as to trust partners, mean of 3.86 and SD of 1.12 suggest that respondents feel the support of their parents by being a trust partners. Respondents were convinced that their parents always encourage them to express their feelings and thoughts about the books they read, allow them to commit mistakes and be corrected constructively. Moreover, parents also utilize reading as a form of bonding which strengthen the idea of the respondents that their parents support their reading development by being a trust partner. Building a trusting connection with parents is the cornerstone of communication and open discussion about child care and other subjects that are important to children which is essential to relationship building.

Finally, as to role role model, mean of 3.34 and SD of 1.10 implies that the respondents believe that their parents moderately supports them by being a role model to them. For the respondents, they were able to witness how their parents read also at home to pass time. Parents talk about what they are reading to their children and if there is time, read books to them before they sleep and borrow books together. Steber (2020) asserts that parents create an example for their children via their attitude and behavior both within and outside the home, in addition to their direct interactions with them. By sharing their lives with them, listening to their anxieties, and maintaining an optimistic attitude, parents can aid in their children's personal development. Role models are frequently idolized and imitated by others.

## Distribution of the Respondents in terms of their Reading Capabilities as to Speed and Level

Table 4 presents the distribution of the respondents in terms of their reading capabilities as to speed and level. It was found out that in terms of speed, most of the respondents can only read less than 123 words per minute accounted to 53% or 61 individuals while there are 6.1% or 7 individuals who can read more than 204 words per minute. There were also 40.9% or 47 pupils who can read 123-204 words per minute. This data is inline with Lastiri (2021) stated that an average intermediate pupils can read between 158-173 words per minute. According to Yen (2016) the number of words read in a minute serves as the foundation for figuring out how quickly pupils can read. In terms of level, it was revealed that there is an equal number of respondents who are categorized as instructional and independent readers (37.4% or 43 pupils). Moreover, 25.2% or 29 pupils were categorized under frustration. This information is consistent with Servalllos (2023) citation, which states that the Philippines placed 76th out of 81 participating nations in 2022 for reading comprehension, having placed lowest out of 79 in 2018.

**Table 4** Distribution of the Respondents in terms of their Reading Capabilities as to Speed and Level

Reading Capabilities	Frequency	Percentage
<i>Speed</i>		
Less than 123 words per minute	61	53.0
123-204 words per minute	47	40.9
more than 204 words per minute	7	6.1
<i>Level</i>		
Frustration	29	25.2
Instructional	43	37.4
Independent	43	37.4
<b>Total</b>	<b>115</b>	<b>100.0</b>



## Extent of Reading Attitude

Extent of reading attitude of the respondents is being portray in Table 5. Respondents observed that reading provide security, caught their attention and provide comfort to them evident above having feeling of security with the greatest mean of 3.98 and SD of 1.15. This is inline with Yakovleva (2023) who noted that reading offers a safe, healthy, and advantageous replacement for negative ideas, just like exercise does. It offers a safe refuge for your mind to rest till you build up the strength needed to overcome your obstacles. Such positive feeling create a positive attitude about reading as they associate with the feeling of enjoyment according to Wigfield et al. (2016).

**Table 5** Extent of Reading Attitude

Subscales	Mean	SD	Verbal Interpretation
Feeling of security	3.98	1.15	Observed
Attention	3.74	1.05	Observed
Comfort	3.80	1.07	Observed
<b>Overall</b>	<b>3.84</b>	<b>1.09</b>	<b>Observed</b>

**Legend:** 4.50 – 5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Less Observed, 1.00-1.49 Not Observed

Extent of reading attitude as to feeling of security garnered a mean of 3.98 and SD of 1.15 which implies that the respondents feel secure while reading. They are becoming proud without being threatened by words that they do not know. Daniels (2021) observed that persons who read feel more safe. A lifeline for surviving in a world full of noise is reading. Reading seems more rejuvenating than exhausting because it takes less energy than chatting to people Reading provides them with peace of mind and makes them feel smarter.

On the other hand, in terms of reading attitude as to attention, a mean of 3.74 and SD of 1.05 suggest that respondents observed that they are becoming more interested in reading, spending their leisure time in reading. It is also an indication of spending more time in reading than any other activities. Students identified the benefits and advantages of reading. According to Wise (2024), reading improves cognitive function and makes people smarter. Reading regularly improves memory because it challenges the reader's mind, much like jogging does the same for strengthening one's heart. Daily reading may assist delay the aging process and prolong the lifespan of mental acuity.

Finally, reading attitude as to comfort, garnered a mean of 3.80 and SD of 1.07 which implies that the respondents feel comfort while reading. Respondents feel a lot better when they read books. They find enjoyment reading books and prefer to read than any other activities such as watching TV and receive books more than any other gifts. Such results verified the study of Pavalache-Ilie & Tirdia (2015) that reading especially with parental involvement provide a sense of stability, care and comfort.

## Moderating Effect of Educational Attainment of Parents on the Relationship between the Parental Involvement and the Reading Attitude

A moderation analysis was tested to investigate whether the association between parental involvement and the reading attitude of the learners depends on the educational attainment of the parents. It appears that both parental involvement and educational attainment are positively associated with reading attitude of the students. In the analysis. Parental involvement has a coefficient of 1.1452 and educational attainment coefficient is .3639. Specifically, the coefficients for parental involvement and educational attainment are both positive and statistically significant ( $p < .05$ ), indicating that increases in these factors are associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there may be some interaction effect between parental involvement and the educational attainment. Overall, the model has a moderate to strong fit ( $R\text{-sq} = .6517$ ) and is statistically significant ( $p < .001$ ), suggesting that the predictors explain a significant amount of variance in the reading attitude of the students.

**Table 6** Moderating Effect of Educational Attainment of Parents on the Relationship between the Parental Involvement and the Reading Attitude

<i>Model</i>	Coeff	Se	t	P	LLCI	ULCI
Constant	-.5891	.5361	-1.0990	.2742	-1.6513	.4731
Involvement	1.1452	.1544	7.4189	.0000	.8393	1.4511
Educ. Attain.	.3639	.1435	2.5349	.0126	.0794	.6483
Int_1	-.0872	.0388	-2.2497	.0264	-.1641	-.0104
<b>Model Summary</b>						
<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.8073	.6517	.2634	69.2350	3.0000	111.0000	.0000

The statement suggests a nuanced relationship between parental involvement, educational attainment, and students' reading attitudes. Firstly, it indicates that both parental involvement and the educational level of parents have a positive impact on students' attitudes towards reading. This suggests that when parents are actively engaged in their children's reading activities and when they possess higher levels of education, students are more likely to develop positive attitudes

towards reading, potentially leading to greater interest and engagement with reading materials. This is inline with what Cabrera et al., (2018) stated that parents with higher educational backgrounds are more likely to be actively involved in their kids' education, which is crucial for students to succeed academically. This is a clear evidence of how parental educational attainment lays the groundwork for children's academic performance by indirectly affecting parents' evaluation and knowledge about their children as well as by provoking their minds both within and outside the home (Davis-Kean et al, 2021). However, the statement also highlights that educational attainment acts as a moderator in the relationship between parental involvement and students' reading attitudes, particularly concerning feelings of security, attention, and comfort. This suggests that while parental involvement generally fosters positive reading attitudes, the effect might be influenced by the educational level of parents, with higher levels of education potentially diminishing the impact of parental involvement on certain aspects of reading attitudes, such as emotional comfort and attention. This nuanced understanding underscores the importance, considering both parental involvement and educational attainment when examining factors influencing students' attitudes towards reading.

### **Moderating Effect of Educational Attainment of Parents on the Relationship between the Reading Support and the Reading Attitude**

A moderation analysis was tested to investigate whether the association between reading support and the reading attitude of the learners depends on the educational attainment of the parents. It appears that both reading support and educational attainment are positively associated with reading attitude of the students. In the analysis. Reading support has a coefficient of 1.0797 and educational attainment coefficient is .2951. Specifically, the coefficients for reading support and educational attainment are both positive and statistically significant ( $p < .05$ ), indicating that increases in these factors are associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there may be some interaction effect between reading support and the educational attainment. Overall, the model has a moderate to strong fit ( $R\text{-sq} = .6517$ ) and is statistically significant ( $p < .001$ ), suggesting that the predictors explain a significant amount of variance in the reading attitude of the students.

**Table 7** Moderating Effect of Educational Attainment of Parents on the Relationship between the Reading Support and the Reading Attitude

<i>Model</i>	<i>Coeff</i>	<i>Se</i>	<i>t</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
Constant	-.2811	.4309	-.6523	.5156	-1.1350	.5728
Reading Support	1.0797	.1284	8.4117	.0000	.8254	1.3341
Educ. Attain.	.2951	.1184	2.4919	.0142	.0604	.5298
Int_1	-.0687	.0331	-2.0740	.0404	-.1344	-.0031
<i>Model Summary</i>						
<i>R</i>	<i>R-sq</i>	<i>MSE</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
.8434	.7113	.2183	91.1608	3.0000	111.0000	.0000

The statement suggests that both the level of reading support provided by parents and their educational attainment positively influence students' attitudes towards reading. This implies that when parents actively support their children's reading habits and possess higher levels of education, students are more likely to develop positive attitudes towards reading, potentially fostering a lifelong love for literature and learning. This will later result to the success of the child academically. According to Kalil et al. (2012), one of the important indicators of a child's success as an adult is parental support during the early years. Moms with college degrees dedicate more time to their children's care and developmentally appropriate activities like reading than do women with only a high school education.

However, the statement also indicates that educational attainment acts as a moderator in the relationship between parental reading support and students' reading attitudes, specifically when parents assume roles such as motivators, trusted partners, and role models. This suggests that while parental reading support generally contributes positively to students' attitudes towards reading, the effect may vary depending on the educational level of the parents, particularly in aspects related to motivation, trust, and modeling behavior. This nuanced understanding highlights the importance of considering both parental reading support and educational attainment when examining factors influencing students' attitudes towards reading, emphasizing the multifaceted nature of parental influence on children's literacy development.

### **Moderating Effect of Work Status of Parents on the Relationship between the Parental Involvement and the Reading Attitude**

A moderation analysis was tested to investigate whether the association between parental involvement and the reading attitude of the learners depends on the work status of the parents. It appears that both parental involvement and work status are positively associated with reading attitude of the students. In the analysis. Parental involvement has a coefficient of 1.1981 and work status coefficient is .4501. Specifically, the coefficients for parental involvement and work status are both positive and statistically significant ( $p < .05$ ), indicating that increases in these factors are associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there may be some interaction effect between parental involvement and the work status. Overall, the model has a moderate to strong fit ( $R\text{-sq}$

= .6550) and is statistically significant ( $p < .001$ ), suggesting that the predictors explain a significant amount of variance in the reading attitude of the students.

The statement suggests a correlation between parental involvement, the work status of parents, and students' reading attitudes. Firstly, it indicates that both parental involvement and the employment status of parents are linked to positive reading attitudes among students. This implies that when parents are actively engaged in their children's education and when they are employed, students are more likely to exhibit positive attitudes towards reading, potentially fostering a conducive environment for academic success. As Atolagbe et al. (2019), found out that students whose parents work in offices and receive regular salary outperform students whose parents do not work or whose income is sporadic particularly in the school context.

**Table 8** Moderating Effect of Work Status of Parents on the Relationship between the Parental Involvement and the Reading Attitude

<i>Model</i>	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
Constant	-.5663	.4915	.11522	.2517	-1.5402	.4076
Involvement	1.1981	.1307	9.1696	.0000	.9392	1.4570
Work Status	.4501	.1836	2.4520	.0158	.0864	.8139
Int_1	-.0306	.0478	-2.7341	.0073	-.2253	-.0360
<b>Model Summary</b>						
<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.8093	.6550	.2609	70.2455	3.0000	111.0000	.0000

Additionally, pupils whose parents work in offices and educational environments outperform children whose parents are employed outside of school setting. Moreover, pupils whose parents work long hours or are constantly away on long trips performed worse than those whose parents are always there accessible from home. However, the statement also highlights that the work status of parents acts as a moderator in the relationship between parental involvement and students' reading attitudes, particularly regarding feelings of security, attention, and comfort. This suggests that while parental involvement generally promotes positive reading attitudes, the effect may be influenced by the nature of parents' employment, with permanent or contractual work status potentially impacting the emotional support and attention parents can provide to their children in relation to reading activities. This nuanced understanding underscores the complex interplay between parental involvement, work status, and students' reading attitudes, emphasizing the need for comprehensive support systems to facilitate positive outcomes in children's literacy development.

#### **Moderating Effect of Work Status of Parents on the Relationship between the Reading Support and the Reading Attitude**

A moderation analysis was tested to investigate whether the association between reading support given by the parents and the reading attitude of the learners depends on the work status of the parents. It appears that both reading support and work status are positively associated with reading attitude of the students. In the analysis. Reading support given by the parents has a coefficient of 1.1257 and work status coefficient is .3364. Specifically, the coefficients for reading support and work status are both positive and statistically significant ( $p < .05$ ), indicating that increases in these factors are associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there may be some interaction effect between reading support and the work status. Overall, the model has a moderate to strong fit ( $R\text{-sq} = .7072$ ) and is statistically significant ( $p < .001$ ), suggesting that the predictors explain a significant amount of variance in the reading attitude of the students.

**Table 9** Moderating Effect of Work Status of Parents on the Relationship between the Reading Support and the Reading Attitude

<i>Model</i>	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
Constant	-.1933	.4266	-.4530	.6514	-1.0387	.6521
Involvement	1.1257	.1154	9.7524	.0000	.8970	1.3545
Work Status	.3364	.1697	1.9820	.0500	.0001	.6726
Int_1	-.0127	.0450	-2.2841	.0243	-.1919	-.0136
<b>Model Summary</b>						
<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.8410	.7072	.2214	89.3840	3.0000	111.0000	.0000

The statement suggests that both the level of reading support provided by parents and their working status (whether contractual or permanent) are linked to positive reading attitudes among students. This implies that when parents actively support their children's reading habits and when they are employed, students are more likely to develop positive attitudes towards reading, potentially leading to greater engagement and enjoyment of literary activities. According to Omolade et al. (2014), the second factor that predicts academic achievement after parents' education is the parents' work. Research

indicates that children whose parents have a high occupational position may receive higher grades than pupils whose parents have a low occupational level. The reason for this is that parents in high-ranking occupations may be able to earn more money than their counterparts in low-ranking occupations, whose primary responsibility is to provide food and shelter for the family, by giving their kids the resources and encouragement they need to become interested in learning. However, the statement also indicates that the working status of parents acts as a moderator in the relationship between parental reading support and students' reading attitudes, specifically when parents assume roles such as motivators, trusted partners, and role models. This suggests that while parental reading support generally contributes positively to students' attitudes towards reading, the effect may be influenced by the nature of parents' employment, with contractual or permanent work status potentially impacting the effectiveness of parental influence on aspects like motivation, trust, and modeling behavior in relation to reading. This nuanced understanding underscores the need to consider both parental reading support and working status when examining factors influencing students' attitudes towards reading, emphasizing the complexity of parental influence in shaping children's literacy development.

#### **Moderating Effect of Family Size on the Relationship between the Parental Involvement and the Reading Attitude**

A moderation analysis was tested to investigate whether the association between parental involvement of the parents and the reading attitude of the learners depends on the family size. It appears that parental involvement is positively associated with the reading attitude while family size is not associated with reading attitude of the students. In the analysis, Parental Involvement given by the parents has a coefficient of 1.0557 and family size coefficient is .1945. Specifically, the coefficients for parental involvement is statistically significant ( $p < .05$ ) while family size is not significantly related, indicating that increases in parental involvement is associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there is no interaction effect between reading support and the family size having a  $p$  value of .5403 which is greater than .05. Overall, the model has a moderate to strong fit ( $R\text{-sq} = .6420$ ) and is not statistically significant ( $p < .001$ ), suggesting that the predictors explain no significant amount of variance in the reading attitude of the students.

**Table 10** Moderating Effect of Family Size on the Relationship between the Parental Involvement and the Reading Attitude

<i>Model</i>	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
Constant	-.5399	1.0362	-.5210	.6034	-2.5933	1.5134
Involvement	1.0557	.2646	3.9898	.0001	.5314	1.5801
Family size	.1945	.1975	.9844	.3271	-.1970	.5859
Int_1	-.0315	.0513	-.6143	.5403	-.1332	.0701
<i>Model Summary</i>						
<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.8013	.6420	.2707	66.3565	3.0000	111.0000	.0000

The statement suggests that parental involvement plays a significant role in shaping students' reading attitudes, indicating a positive association between the two. This implies that when parents are actively engaged in their children's literacy development, students are more likely to develop positive attitudes towards reading, potentially leading to improved reading skills and academic performance. However, the statement also notes that family size does not have a significant impact on students' reading attitudes, suggesting that regardless of the number of siblings or family members, parental involvement remains a crucial factor in fostering positive attitudes towards reading among students. This findings is contrary to what Olagunduye and Adebile (2019) noted that large family size has a negative influence on student's attitude and performance in English because of the provisions of reading materials and textbooks in a large family is challenging. This difference maybe attributed the quality of Filipinos of being acquisitive and the values of sharing in family. Older children will keep and take care of his things so that the younger siblings can still use it.

Furthermore, the statement highlights that family size does not moderate the relationship between parental involvement and students' reading attitudes. This implies that the influence of parental involvement on students' reading attitudes remains consistent regardless of the size of the family. Thus, while family size may not directly impact reading attitudes, the presence of parental involvement emerges as a consistent and influential factor in shaping students' attitudes towards reading, underscoring the importance of parental engagement in promoting literacy skills and fostering a love for reading among children.

#### **Moderating Effect of Family Size on the Relationship between the Reading Support and the Reading Attitude**

A moderation analysis was tested to investigate whether the association between reading support of the parents and the reading attitude of the learners depends on the family size. It appears that reading support is positively associated with the reading attitude while family size is not associated with reading attitude of the students. In the analysis, Parental Involvement given by the parents has a coefficient of 1.0380 and family size coefficient is .1563. Specifically, the coefficients for reading support is statistically significant ( $p < .05$ ) while family size is not significantly related, indicating that increases in reading support is associated with increases in the reading attitude of the students. The negative coefficient for "Int\_1" suggests that there is no interaction effect between reading support and the family size having a  $p$



value of .5581 which is greater than .05. Overall, the model has a moderate to strong fit ( $R^2 = .6965$ ) and is not statistically significant ( $p < .001$ ), suggesting that the predictors explain no significant amount of variance in the reading attitude of the students.

**Table 11** Moderating Effect of Family Size on the Relationship between the Reading Support and the Reading Attitude

<i>Model</i>	<i>Coeff</i>	<i>Se</i>	<i>t</i>	<i>P</i>	<i>LLCI</i>	<i>ULCI</i>
Constant	-.2584	.9497	-.2721	.7860	-2.1403	1.6234
Reading Support	1.0380	.2478	4.1887	.0001	.5470	1.5291
Family Size	.1563	.1821	.8584	.3925	-.2045	.5172
Int_1	-.0282	.0481	-.5875	.5581	-.1235	.0670
<i>Model Summary</i>						
<i>R</i>	<i>R-sq</i>	<i>MSE</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
.8345	.6965	.2296	84.8976	3.0000	111.0000	.0000

The statement suggests that the reading support provided by parents, acting as motivators, trust partners, and role models, is positively correlated with students' reading attitudes. This indicates that when parents actively support and encourage their children's reading habits while also serving as positive role models, students are more likely to develop favorable attitudes towards reading. This positive association underscores the significant influence parents can have on shaping their children's attitudes towards literacy and fostering a lifelong love for reading. Parents are in the best position to assess their children's talents when they serve as motivators, trust partners, and role models for them as claimed by Pavalache-Ilie & Tirdia (2015). Children get a sense of security, attention, and comfort when parents actively participate in their reading activities, which is crucial when they are young.

Moreover, the statement notes that family size does not have a significant impact on students' reading attitudes, implying that regardless of the number of siblings or family members, parental reading support remains a critical factor in shaping students' attitudes towards reading. Additionally, it highlights that family size does not moderate the relationship between parental reading support and students' reading attitudes, suggesting that the influence of parental support on reading attitudes remains consistent regardless of the size of the family. This emphasizes the enduring importance of parental involvement and support in cultivating positive reading attitudes among children, regardless of familial dynamics.

## CONCLUSIONS

Majority of the respondents have parents who are high school graduate working as permanent employee with a family size of five (5). In terms of parental involvement it was evident that parents are “much involved” while for reading support, verbal interpretation of “supported” is evident for motivators and trust partners, while as to role model got “moderately supported”. In terms of reading capabilities, majority of the respondents, accounted to 53% or 61 individuals have a reading speed of less than 123 words per minute while for reading level there are 25. 2% or 29 respondents who fall under frustration category. Further, reading attitude of the respondents as to feeling of security, attention and comfort were all perceived to be “observed” by the respondents. Data also revealed that there is a significant and positive relationship among all the variables of parental involvement with reading capabilities except for reading assistance and reading speed. Further, significant and positive relationship was also found among all the variables of reading support and reading capabilities as to reading speed and reading level. Furthermore, there is a significant and positive relationship among all the variables of parental involvement and reading attitude. In addition, significant and positive relationship was also found among all the variables of reading support and reading attitude in terms of feeling of security, attention and comfort. The relationship between the role of parents in the reading development to the reading capabilities and attitude were significantly moderated by education of the parents and the work status.

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## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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