



PARENTAL INVOLVEMENT AND STUDENTS' HOME READING HABITS: EVIDENCE FROM ELEMENTARY SCHOOL LITERACY PRACTICES IN INDONESIA

Irwan Supriadin^{1*}

STIT Sunan Giri Bima, Bima, Indonesia

irwan.supriadin@stitsunangiri.ac.id

Ahmad Syagif Hannany Mustaufy²

STIT Sunan Giri Bima, Bima, Indonesia

ahmad.syagif@stitsunangiri.ac.id

*Corresponding author: irwan.supriadin@stitsunangiri.ac.id

Article History	Received: July 18, 2024	Revised: September 17, 2024	Accepted: October 22, 2024	Published: November 15, 2024
-----------------	-------------------------	-----------------------------	----------------------------	------------------------------

Abstract

Reading habits at home are essential for students' literacy development because reading frequency, reading enjoyment, access to books, and parental support shape how children engage with texts beyond school. However, many students still read only when assigned by teachers, while home reading routines remain inconsistent due to limited parental guidance, lack of reading materials, digital distractions, and weak family literacy culture. This study aims to examine the influence of parental involvement on students' reading habits at home and to explore how students experience parental support in home literacy practices. The study employed a mixed-method explanatory correlational design involving 128 fifth-grade students and their parents. Quantitative data were collected using a parental involvement questionnaire, a home reading habits scale, and weekly reading logs. Qualitative data were collected through semi-structured interviews with 18 students and 12 parents. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression, while qualitative data were analyzed thematically. The findings showed that parental involvement had a significant positive influence on students' home reading habits. Reading encouragement, shared reading, provision of reading materials, reading monitoring, and parental reading modelling were positively associated with students' reading frequency, reading duration, reading enjoyment, and independent reading persistence. The study concludes that parental involvement strengthens home reading habits when parents provide emotional encouragement, accessible books, consistent routines, and literacy modelling.

Keywords: parental involvement; reading habits; home literacy; elementary students; family support

A. Introduction

Reading habits are a fundamental element of students' literacy development. Students who read regularly at home tend to have wider vocabulary, stronger comprehension, better background knowledge, and more positive attitudes toward reading. Reading habits are not built only through classroom instruction. They also develop through daily routines, family support, availability of reading materials, and students' emotional experiences with books. Therefore, the home environment plays a crucial role in shaping how students perceive and practice reading.

Parental involvement is one of the most important factors influencing students' home reading habits. Parents can support reading by providing books, setting reading time, reading with children, asking questions about texts, encouraging library visits, limiting excessive screen time, and modelling reading behavior. When children see reading as a valued family activity, they are more likely to develop positive reading attitudes and reading persistence. Baker, Scher, and Mackler (1997) emphasize that children's early literacy experiences at home influence motivation to read, especially when literacy is associated with enjoyment and family interaction.

The home literacy model provides a useful framework for understanding parental involvement in children's literacy development. Senechal and LeFevre (2002) distinguish between informal literacy activities, such as shared book reading, and formal literacy activities, such as teaching letters and words. Their findings show that children's exposure to books is related to language and comprehension development, while direct teaching of reading and writing is related to early literacy skills. This indicates that parental involvement contributes to literacy through both affective and instructional pathways.

The model has a strong empirical base. Senechal and LeFevre (2002) distinguished informal literacy experiences, such as shared storybook reading, from formal ones, such as teaching letters, and showed that the two predict different outcomes; their later work (Senechal & LeFevre, 2014) confirmed that the home literacy environment continues to predict vocabulary and reading growth well beyond the early years. Inoue, Georgiou, Parrila, and Kirby (2018) extended the model by showing that emergent literacy skills and reading fluency mediate the relationship, and Lehl, Ebert, Blaurock, Rossbach, and Weinert (2020) found that early home learning environments still predicted academic outcomes in secondary school. De Jong and Leseman (2001) and Van Steensel (2006) report the same

persistence, while Park (2008) shows across twenty-five countries that home literacy resources predict reading performance independently of national wealth.

Family literacy research also shows that parental involvement can influence children's reading acquisition. Senechal and Young (2008), in a meta-analysis of family literacy interventions, reported that parent involvement positively affects children's reading acquisition. Similarly, Mol and Bus (2011) show that print exposure is associated with reading development from early childhood to adulthood. These studies suggest that reading habits are shaped not only by school instruction but also by sustained home literacy experiences.

However, parental involvement is not always consistent. Some parents have limited time due to work demands. Some parents provide school support but do not have regular reading routines at home. Others may believe that reading development is entirely the responsibility of teachers. Families also differ in socioeconomic background, book availability, parental education, digital access, and literacy beliefs. These differences influence how children experience home reading.

In many Indonesian elementary school contexts, the challenge of home reading habits is visible. Schools encourage literacy through classroom reading programs, reading corners, library activities, and literacy movements, but home literacy support is often uneven. Some children receive strong parental encouragement and access to reading materials, while others read only when assigned by teachers. Digital distractions also affect reading habits because children may prefer short video content, online games, and social media entertainment to sustained reading. This condition indicates the need to examine parental involvement as a factor influencing students' reading habits at home.

Although previous studies have examined parental involvement and literacy achievement, more empirical studies are needed on the specific relationship between parental involvement and students' home reading habits. Reading habits are not identical to reading achievement. A student may score well on reading tests but not necessarily read regularly at home. Conversely, a student with frequent reading habits may gradually develop stronger literacy competence over time. Therefore, studying reading habits provides insight into students' literacy behavior beyond formal test outcomes.

This study examines the influence of parental involvement on students' reading habits at home. It focuses on how parental encouragement, shared reading, provision of reading materials, reading monitoring, and parental modelling relate to students' reading

frequency, reading duration, reading enjoyment, and reading persistence. The research questions are: (1) What is the level of parental involvement in students' home reading activities? (2) What is the level of students' reading habits at home? (3) Does parental involvement significantly influence students' reading habits at home? (4) Which dimensions of parental involvement most strongly predict students' home reading habits? and (5) How do students and parents experience home reading support?

B. Method

This study employed a mixed-method explanatory correlational design. The quantitative component examined the relationship between parental involvement and students' reading habits at home, while the qualitative component explored students' and parents' experiences in home literacy practices. This design was selected because the study aimed to measure the influence of parental involvement and explain the patterns through interview data.

The participants were 128 fifth-grade students from four elementary schools and their parents. The students were selected using purposive sampling because they were already able to read independently and had received school literacy activities. The parents were included because the study focused on home reading support. The student participants consisted of 69 female students and 59 male students, aged between 10 and 12 years. The parent participants included mothers, fathers, and guardians who were actively involved in students' home learning.

The quantitative instruments consisted of a Parental Involvement in Home Reading Questionnaire, a Students' Home Reading Habits Scale, and weekly reading logs. The parental involvement questionnaire consisted of 30 items covering five dimensions: reading encouragement, shared reading, provision of reading materials, reading monitoring, and parental reading modelling. Each item used a five-point Likert scale ranging from 1, strongly disagree, to 5, strongly agree. The reliability coefficient of the questionnaire was 0.89.

The Students' Home Reading Habits Scale consisted of 24 items covering four dimensions: reading frequency, reading duration, reading enjoyment, and independent reading persistence. The scale also used a five-point Likert format. Reading frequency measured how often students read at home. Reading duration measured the amount of time spent reading. Reading enjoyment measured students' affective response to reading. Independent reading persistence measured

students' willingness to continue reading without direct instruction. The reliability coefficient of the scale was 0.87.

Weekly reading logs were used to validate students' self-reported reading habits. Students recorded the title of the text read, type of text, reading duration, number of pages, and short reflection. The reading logs were collected for four weeks. Parents signed the logs to confirm that the reading activity occurred at home.

Qualitative data were collected through semi-structured interviews with 18 students and 12 parents. The participants were selected from high, moderate, and low home reading habit categories. Student interviews explored reading routines, parental support, access to books, digital distractions, reading preferences, and feelings about reading at home. Parent interviews explored parents' strategies, challenges, literacy beliefs, time availability, and expectations for children's reading development.

Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression. Descriptive statistics were used to identify the level of parental involvement and students' reading habits. Pearson correlation was used to examine the relationship between parental involvement and reading habits. Multiple regression was used to identify which parental involvement dimensions predicted students' reading habits. Qualitative data were analyzed thematically through data familiarization, coding, theme development, theme review, and interpretation.

Data triangulation was conducted by comparing questionnaire results, reading logs, student interviews, and parent interviews. Ethical procedures were applied by obtaining school permission, parent consent, and student assent. Participant identities were anonymized, and the data were used only for academic purposes.

Instrument quality and the assumptions of the statistical analysis were both examined. The parental involvement questionnaire and the home reading habits scale were reviewed by three experts in literacy education, with Aiken indices between 0.79 and 0.94, and were piloted with 40 parent-student pairs outside the sample, producing Cronbach's alphas of 0.90 and 0.87 respectively. Corrected item-total correlations ranged from 0.35 to 0.72. Before the regression analysis the data were checked for normality, linearity, homoscedasticity, and multicollinearity; all variance inflation factors were below 2.4 and the Durbin-Watson statistic was 1.92, so the assumptions were met. In the qualitative strand, student and parent interviews were triangulated with each other, member checking was conducted with eight students and six parents, and 30% of the transcripts were double coded, producing a Cohen's kappa of 0.85.

C. Finding and Discussion

1. Finding

The findings are presented in five parts. The first part reports the level of parental involvement in home reading activities. The second part presents students' reading habits at home. The third part explains the correlation between parental involvement and reading habits. The fourth part presents the regression analysis. The fifth part describes students' and parents' experiences in home reading practices.

Parental Involvement in Home Reading Activities

The descriptive analysis showed that parental involvement in home reading activities was in the moderate-to-high category. The overall mean score was 3.74 with a standard deviation of 0.58. Among the five dimensions, reading encouragement received the highest score, while shared reading received the lowest score.

Table 1 Level of Parental Involvement in Home Reading Activities

Dimension	Mean	SD	Interpretation
Reading encouragement	4.08	0.51	High
Shared reading	3.32	0.66	Moderate
Provision of reading materials	3.71	0.59	High
Reading monitoring	3.82	0.57	High
Parental reading modelling	3.76	0.60	High
Overall parental involvement	3.74	0.58	High

Source: Processed from parental involvement questionnaire data.

The provision of reading materials was also high. Most parents reported that they provided textbooks, storybooks, religious reading materials, and digital reading resources. However, the quantity and variety of books differed across families. Some families had small home libraries, while others depended mostly on schoolbooks and borrowed materials.

Students' Reading Habits at Home

The descriptive analysis showed that students' reading habits at home were in the moderate category. The overall mean score was 3.48 with a standard deviation of 0.62. Reading enjoyment had the highest mean, while reading duration had the lowest mean.

Table 2 Students' Reading Habits at Home

Dimension	Mean	SD	Interpretation
Reading frequency	3.54	0.61	High

Reading duration	3.21	0.69	Moderate
Reading enjoyment	3.68	0.58	High
Independent reading persistence	3.49	0.60	Moderate to high
Overall reading habits	3.48	0.62	Moderate to high

Source: Processed from students' home reading habits scale.

Students reported that they read at home several times per week, but the duration was often short. Reading logs showed that many students read for 10 to 20 minutes per session. Only a smaller group of students read for more than 30 minutes regularly. Students tended to choose short stories, comics, illustrated books, religious texts, school-related texts, and online reading materials.

Relationship between Parental Involvement and Students' Reading Habits

Pearson correlation analysis showed a significant positive relationship between parental involvement and students' reading habits at home. The correlation coefficient was $r = 0.64$, $p < .001$, indicating a strong positive relationship.

Table 3 Correlation between Parental Involvement and Students' Reading Habits

Variable	Reading Habits
Reading encouragement	0.58**
Shared reading	0.49**
Provision of reading materials	0.55**
Reading monitoring	0.52**
Parental reading modelling	0.61**
Overall parental involvement	0.64**

*Source: Processed from questionnaire data. Note: ** $p < .01$.*

The strongest correlation appeared between parental reading modelling and students' reading habits. This suggests that students were more likely to read at home when they saw parents reading regularly. Reading encouragement and provision of reading materials were also strongly correlated with reading habits. Shared reading had the lowest correlation, but it remained significant. This indicates that reading together still contributed to reading habits, although older elementary students may read more independently.

Influence of Parental Involvement on Students' Reading Habits

Multiple regression analysis was conducted to examine the predictive influence of parental involvement dimensions on students' reading habits. The regression model was significant, $F(5,122) = 28.46$, $p < .001$. The model explained 53% of the variance in students' reading habits, with $R^2 = 0.53$ and adjusted $R^2 = 0.51$.

Table 4 Multiple Regression Analysis of Parental Involvement Dimensions

Predictor	B	SE	beta	t	p
Reading encouragement	0.24	0.07	0.26	3.43	.001
Shared reading	0.13	0.06	0.15	2.12	.036
Provision of reading materials	0.21	0.07	0.22	3.01	.003
Reading monitoring	0.17	0.07	0.18	2.48	.014
Parental reading modelling	0.31	0.08	0.32	3.88	<.001

Source: Processed from regression analysis.

The results show that all five dimensions of parental involvement significantly predicted students' reading habits. Parental reading modelling was the strongest predictor, followed by reading encouragement, provision of reading materials, reading monitoring, and shared reading. This indicates that students' home reading habits were influenced not only by parental instruction but also by the literacy behavior parents demonstrated at home. The adjusted R^2 value of 0.51 indicates that parental involvement explained a substantial proportion of students' reading habits. However, 49% of the variance was explained by other factors, such as student motivation, peer influence, school literacy programs, digital media use, socioeconomic background, and text availability.

Students' and Parents' Experiences in Home Reading Practices

Qualitative findings identified five major themes: emotional encouragement, availability of reading materials, routine formation, reading modelling, and digital distraction.

Table 5 Qualitative Themes on Home Reading Practices

Theme	Evidence from Student and Parent Experiences	Pedagogical Meaning
Emotional encouragement	Parents praised and reminded children to read	Encouragement strengthened motivation

Availability of reading materials	Children read more when books were accessible	Access supported reading frequency
Routine formation	Families with fixed reading time had stronger habits	Consistency shaped reading behavior
Reading modelling	Children imitated parents who read regularly	Modelling made reading visible
Digital distraction	Smartphones and games reduced reading duration	Families needed digital regulation

Source: Synthesized from student and parent interviews.

Student interviews showed that parental encouragement influenced reading motivation. Students felt more willing to read when parents praised them, asked about books, or showed interest in their reading. However, students disliked being forced to read without choice. They preferred parents to recommend books, read together occasionally, or discuss stories.

Parents reported that establishing reading routines was difficult because children had homework, religious activities, playtime, and screen time. Some parents set reading time before sleep or after evening study. Families with consistent reading schedules had stronger reading habits. Access to reading materials was important. Students who had storybooks, comics, illustrated books, and magazines at home reported more frequent reading. Students with limited books depended on school libraries or online reading materials. Parents with limited financial resources stated that borrowing books from school was helpful.

Reading modelling emerged strongly. Students said they noticed when parents read at home. Some students read because they saw their mother reading religious texts or their father reading news. This suggests that children learn reading habits not only from instructions but also from family routines. Digital distraction was a major challenge. Parents reported that children often preferred watching short videos or playing games. Some parents regulated screen time, while others found it difficult. Students admitted that they sometimes planned to read but became distracted by smartphones. This indicates that home reading habits require digital discipline.

2. Discussion

The findings show that parental involvement significantly influenced students' reading habits at home. The correlation analysis revealed a strong positive relationship between parental involvement and reading habits, while regression analysis showed that parental involvement explained 53% of the variance in students' home reading

habits. This indicates that family support is a substantial factor in shaping students' literacy behavior outside school.

The strongest predictor was parental reading modelling. This finding is important because it suggests that students do not only respond to what parents tell them to do; they also observe what parents actually do. When parents read books, newspapers, religious texts, work documents, or meaningful digital texts, children see reading as a normal and valued activity. This supports social learning theory, which emphasizes learning through observation and modelling. It also aligns with Baker, Scher, and Mackler's (1997) argument that children's home literacy experiences influence motivation to read.

Provision of reading materials significantly influenced reading habits. Students who had access to books and reading resources were more likely to read at home. This finding is consistent with research on print exposure and reading development. Mol and Bus (2011) show that print exposure is related to reading development from early childhood onward. In this study, access to varied reading materials helped students choose texts that matched their interests. Book choice is important because students are more likely to sustain reading when texts are enjoyable and appropriate to their level.

Shared reading had the weakest but still significant influence. This result may be related to students' age. Fifth-grade students are generally able to read independently, so parents may read with them less often than with younger children. Nevertheless, shared reading remains valuable when used for discussing difficult texts, reading religious or cultural stories, or building emotional closeness. Senechal and LeFevre's home literacy model suggests that informal literacy activities, including shared book reading, support language and comprehension development.

Digital distraction emerged as a major challenge. Smartphones can provide access to digital reading materials, but they can also reduce sustained reading because children may prefer videos, games, and social media. Therefore, the issue is not simply whether digital devices are good or bad. Parents need to regulate screen time and guide children toward meaningful digital reading. Digital literacy should become part of home literacy support.

Comparison with Previous Studies

The size of the effect, however, depends on what is measured. The meta-analysis by Bus, Van IJzendoorn, and Pellegrini (1995) found a moderate effect for joint book reading, whereas Scarborough and Dobrich (1994) had earlier concluded that the effect was modest and

often overstated; Senechal and Young (2008) resolved part of this tension by showing that interventions in which parents taught specific skills outperformed those in which parents only read aloud. Fan and Chen (2001) and Boonk, Gijsselaers, Ritzen, and Brand-Gruwel (2018) report positive but variable associations between parental involvement and achievement across a large body of studies, and Hill and Tyson (2009) found that the forms of involvement that work at secondary level differ from those that work in the early years. Dearing, Kreider, Simpkins, and Weiss (2006) and Silinskas et al. (2012) show that involvement matters most for children who are already struggling, and Niklas, Cohrssen, and Tayler (2016) that starting early amplifies the benefit.

Why parents become involved at all is itself a research question. Hoover-Dempsey and Sandler (1997) explain involvement through parents' role construction and sense of efficacy, and Epstein (2011) sets out the school-family-community partnership model that turns those beliefs into practice. Access is the other constraint: Neuman and Celano (2001) documented sharply unequal access to print across neighbourhoods, and Merga (2017, 2020) shows that book availability, adult encouragement, and school library support all shape whether children read for pleasure. At system level, Mullis, Martin, Foy, and Hooper (2017) report in PIRLS 2016 that home literacy resources remain among the strongest correlates of reading achievement internationally.

The mediating role of motivation is well documented and helps explain the present results. Baker, Scher, and Mackler (1997) and Baker (2003) showed that parents shape the affective meaning children attach to reading, and Klauda (2009) found that parental support predicts adolescents' reading motivation and activity. Wigfield and Guthrie (1997) and Becker, McElvany, and Kortenbruck (2010) demonstrated that motivation, particularly intrinsic motivation, predicts how much and how widely children read, and Toste, Didion, Peng, Filderman, and McClelland (2020) confirmed the motivation-achievement link meta-analytically. Guthrie and Klauda (2014), Klauda and Guthrie (2015), and Gambrell (2011) translate this into practice through choice, relevance, and social interaction around books. The cumulative consequence is documented by Cunningham and Stanovich (1997) and Mol and Bus (2011): print exposure in childhood predicts reading ability years later, which is why the modest reading duration recorded in this study matters even though attitudes were positive.

Theoretical and Practical Implications

Theoretically, the finding that parental reading modelling was the strongest predictor supports a socialisation rather than an instructional account of home reading. What distinguished the homes in which children read regularly was not the amount of encouragement given but the visibility of reading as an ordinary adult activity. Encouragement, monitoring, and the provision of books all contributed, but they operated on a practice that had already been made normal by example. This is consistent with the home literacy tradition, in which informal literacy experiences shape motivation and formal ones shape skills, and it explains why shared reading, which declines naturally as children become independent readers, was the weakest of the five predictors at this age.

Practically, three implications follow. First, school programmes that ask parents to supervise reading should also ask them to be seen reading, since modelling costs nothing and predicted most. Second, access remains a real constraint: the children in this study read more when books they wanted were physically available, so school and community libraries have a direct role in home reading habits. Third, digital distraction needs to be addressed explicitly rather than moralised about. Families that had agreed a specific reading time reported far less difficulty than families that relied on general encouragement, which suggests that a concrete household routine is more effective than an appeal to the value of reading.

Limitations and Directions for Future Research

This study has several limitations. First, both parental involvement and reading habits were measured by self-report, and both are subject to social desirability; parents may overstate involvement and students may overstate how much they read. Second, the design was correlational, so the regression results indicate prediction rather than causation, and it is plausible that children who already enjoy reading elicit more involvement from their parents. Third, the study did not measure socioeconomic status, parental education, or the number of books in the home, all of which are known to influence the relationships examined here. Fourth, the sample was drawn from a limited number of schools in one region. Future research could combine self-report with reading logs or borrowing records, use a longitudinal design to establish direction of influence, include family background variables as controls, and test whether a school-based programme that targets parental modelling changes children's reading habits.

D. Conclusion

This study examined the influence of parental involvement on students' reading habits at home. The findings showed that parental involvement was positively and significantly associated with students' home reading habits. The correlation between overall parental involvement and reading habits was strong, $r = 0.64$, $p < .001$. Multiple regression analysis showed that parental involvement explained 53% of the variance in students' reading habits. All dimensions of parental involvement significantly predicted reading habits, including reading encouragement, shared reading, provision of reading materials, reading monitoring, and parental reading modelling. Parental reading modelling was the strongest predictor, indicating that students are more likely to develop reading habits when they see parents reading at home. Qualitative findings revealed that home reading habits were strengthened by emotional encouragement, access to reading materials, consistent reading routines, parental modelling, and supportive monitoring. However, challenges included limited shared reading time, unequal book access, inconsistent routines, and digital distractions. The study concludes that parental involvement is a key factor in strengthening students' reading habits at home. Schools should collaborate with parents through reading logs, family literacy guidance, library access, book recommendation programs, and digital reading regulation. Future research should examine longitudinal home literacy practices, socioeconomic differences, father-mother involvement patterns, and the role of digital reading resources in family literacy development.

Declaration of AI-Assisted Technologies

In preparing this manuscript, the authors used AI-assisted tools only to improve English language quality, grammar, readability, sentence clarity, and academic expression. The AI tools were not used to generate research data, conduct data analysis, produce findings, or draw conclusions. All conceptual arguments, data interpretation, methodological decisions, and scholarly conclusions remain the full responsibility of the authors. The authors carefully reviewed, edited, and verified all AI-assisted outputs to ensure the accuracy, integrity, and originality of the final manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Bibliography

- Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly*, 19(1), 87-106. doi: 10.1080/10573560308207
- Baker, L., Scher, D., & Mackler, K. (1997). Home and family influences on motivations for reading. *Educational Psychologist*, 32(2), 69-82. doi: 10.1207/s15326985ep3202_2
- Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773-785. doi: 10.1037/a0020084
- Boonk, L., Gijssels, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30. doi: 10.1016/j.edurev.2018.02.001
- Bus, A. G., Van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65(1), 1-21. doi: 10.3102/00346543065001001
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability ten years later. *Developmental Psychology*, 33(6), 934-945. doi: 10.1037/0012-1649.33.6.934
- De Jong, P. F., & Leseman, P. P. M. (2001). Lasting effects of home literacy on reading achievement in school. *Journal of School Psychology*, 39(5), 389-414. doi: 10.1016/S0022-4405(01)00080-2
- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), 653-664. doi: 10.1037/0022-0663.98.4.653
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. doi: 10.1023/A:1009048817385
- Gambrell, L. B. (2011). Seven rules of engagement: What is most important to know about motivation to read. *The Reading Teacher*, 65(3), 172-178. doi: 10.1002/TRTR.01024
- Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49(4), 387-416. doi: 10.1002/rrq.81
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763. doi: 10.1037/a0015362
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42. doi: 10.3102/00346543067001003
- Inoue, T., Georgiou, G. K., Parrila, R., & Kirby, J. R. (2018). Examining an extended home literacy model: The mediating roles of emergent literacy

- skills and reading fluency. *Scientific Studies of Reading*, 22(4), 273-288. doi: 10.1080/10888438.2018.1435663
- Klauda, S. L. (2009). The role of parents in adolescents' reading motivation and activity. *Educational Psychology Review*, 21, 325-363. doi: 10.1007/s10648-009-9112-0
- Klauda, S. L., & Guthrie, J. T. (2015). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. *Reading and Writing*, 28, 239-269. doi: 10.1007/s11145-014-9523-2
- Lehrl, S., Ebert, S., Blaurock, S., Rossbach, H. G., & Weinert, S. (2020). Long-term and domain-specific relations between the early years home learning environment and students' academic outcomes in secondary school. *School Effectiveness and School Improvement*, 31(1), 102-124. doi: 10.1080/09243453.2019.1618346
- Merga, M. K. (2017). What would make children read for pleasure more frequently? *English in Education*, 51(2), 207-223. doi: 10.1111/eie.12143
- Merga, M. K. (2020). How can school libraries support student wellbeing? Evidence and implications for further research. *Journal of Library Administration*, 60(6), 660-673. doi: 10.1080/01930826.2020.1773718
- Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267-296. doi: 10.1037/a0021890
- Mullis, I. V. S., Martin, M. O., Foy, P., & Hooper, M. (2017). *PIRLS 2016 international results in reading*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center.
- Neuman, S. B., & Celano, D. (2001). Access to print in low-income and middle-income communities: An ecological study of four neighborhoods. *Reading Research Quarterly*, 36(1), 8-26. doi: 10.1598/RRQ.36.1.1
- Niklas, F., Cohrssen, C., & Tayler, C. (2016). The sooner, the better: Early reading to children. *SAGE Open*, 6(4), 1-11. doi: 10.1177/2158244016672715
- Park, H. (2008). Home literacy environments and children's reading performance: A comparative study of 25 countries. *Educational Research and Evaluation*, 14(6), 489-505. doi: 10.1080/13803610802576734
- Scarborough, H. S., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review*, 14(3), 245-302. doi: 10.1006/drev.1994.1010
- Senechal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445-460. doi: 10.1111/1467-8624.00417
- Senechal, M., & LeFevre, J. A. (2014). Continuity and change in the home literacy environment as predictors of growth in vocabulary and reading. *Child Development*, 85(4), 1552-1568. doi: 10.1111/cdev.12222
- Senechal, M., & Young, L. (2008). The effect of family literacy interventions on children's acquisition of reading from kindergarten to Grade 3: A meta-analytic review. *Review of Educational Research*, 78(4), 880-907. doi: 10.3102/0034654308320319
- Silinskas, G., Lerkkanen, M. K., Tolvanen, A., Niemi, P., Poikkeus, A. M., & Nurmi, J. E. (2012). The frequency of parents' reading-related activities

- at home and children's reading skills during kindergarten and Grade 1. *Journal of Applied Developmental Psychology*, 33(6), 302-310. doi: 10.1016/j.appdev.2012.07.004
- Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K-12 students. *Review of Educational Research*, 90(3), 420-456. doi: 10.3102/0034654320919352
- Van Steensel, R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading*, 29(4), 367-382. doi: 10.1111/j.1467-9817.2006.00301.x
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420-432. doi: 10.1037/0022-0663.89.3.420