

# BEYOND THE BOOKSHELF: CULTIVATING PARENTAL INVOLVEMENT IN HONING READING CULTURE AMONG ADOLESCENTS

*ALÉM DA ESTANTE: CULTIVAR O ENVOLVIMENTO DOS PAIS NO APERFEIÇOAMENTO DA CULTURA DE LEITURA ENTRE ADOLESCENTES*

Article received on: 6/23/2025

Article accepted on: 9/29/2025

**Shakir Khan\***

\*Imam Mohammad Ibn Saud Islamic University (IMSIU), Saudi Arabia and Chadigarh University, India  
Riyadh, Saudi Arabia

Orcid: <https://orcid.org/0000-0002-7925-9191>  
[sgkhan@imamu.edu.sa](mailto:sgkhan@imamu.edu.sa)

**Saad Alzahrani\*\***

\*\*King Saud University,  
Riyadh, Saudi Arabia

Orcid: <https://orcid.org/0009-0005-3910-1081>  
[alzsaad@ksu.edu.sa](mailto:alzsaad@ksu.edu.sa)

The authors declare that there is no conflict of interest

## Abstract

The involvement of parents in their children's reading activities is considered a primary parenting duty. Additionally, parental involvement in shaping their adolescent's reading culture through regular storytelling sessions, interactive book discussions, and creating a family that values literacy and active engagement fosters the development of early reading abilities among preschoolers, increases self-esteem, and strengthens parent-child relationships. This research primarily aims to analyze the impact of Parental Involvement (PI) on the improvement of reading activities and skills in primary school students. In the field of education, it is imperative to acknowledge the significant influence of PI on the improvement of children's cognitive abilities in relation to reading attitudes, comprehensive skills, and academic achievement. The researcher utilized a quantitative research design to examine the effects of PI by conducting Epstein's (2002) Framework of Six Types of Involvement survey questionnaire. A total of twenty-five research participants included in the study were the parents or guardians of the adolescents. However, quantitative outcomes indicated that parental involvement in children's activities has significantly enhanced their reading habits and attitudes. This study made a valuable contribution to educational institutions and parental organizations by highlighting the potential of parental participation in enhancing

## Resumo

*O envolvimento dos pais nas atividades de leitura dos filhos é considerado um dever parental primordial. Além disso, o envolvimento dos pais na formação da cultura de leitura dos adolescentes, por meio de sessões regulares de contação de histórias, discussões interativas sobre livros e na criação de uma família que valoriza a alfabetização e o engajamento ativo, promove o desenvolvimento de habilidades de leitura precoce entre crianças em idade pré-escolar, aumenta a autoestima e fortalece o relacionamento entre pais e filhos. Esta pesquisa tem como objetivo principal analisar o impacto do Envolvimento Parental (IP) na melhoria das atividades e habilidades de leitura em alunos do ensino fundamental. No campo da educação, é fundamental reconhecer a influência significativa do IP na melhoria das habilidades cognitivas das crianças em relação às atitudes de leitura, habilidades abrangentes e desempenho acadêmico. O pesquisador utilizou um delineamento de pesquisa quantitativa para examinar os efeitos do IP, aplicando o questionário de pesquisa "Estrutura dos Seis Tipos de Envolvimento" de Epstein (2002). Um total de 25 participantes da pesquisa incluídos no estudo eram pais ou responsáveis pelos adolescentes. No entanto, os resultados quantitativos indicaram que o envolvimento parental nas atividades das crianças melhorou significativamente seus hábitos e atitudes de leitura. Este estudo contribuiu de forma valiosa*



the academic and comprehensive competencies of primary school students.

**Keywords:** Parental Involvement (PI). Reading Attitude. Life Science. Library. Reading Comprehension. Academics.

*para instituições educacionais e organizações de pais, destacando o potencial da participação parental no aprimoramento das competências acadêmicas e abrangentes de alunos do ensino fundamental.*

**Palavras-chave:** *Envolvimento Parental (IP). Atitude de Leitura. Ciências Biológicas. Biblioteca. Compreensão de Leitura. Acadêmicos.*

## 1 HIGHLIGHTS

To analyze the impact of Parental Involvement (PI) on the improvement of reading activities.

Provide valuable contributions to educational institutions and parental organizations.

A total of twenty parents of adolescents aged between 5 and 10 years belonged to a range of socio-economic backgrounds.

## 2 INTRODUCTION

### 2.1 Background

Within the always-changing realm of academia and scholarly research, libraries serve as vibrant centers for the transmission of knowledge and the pursuit of intellectual inquiry (Lerner *et al.*, 2022). The parental involvement in reading activities of their adolescent has completely reshaped the reading culture (Oranga *et al.*, 2022; Ribeiro *et al.*, 2021). The thorough investigation into the diverse interests of parents belonging to different socio-economic backgrounds that influence their children's reading abilities and culture is the main target of this study (Froiland, 2021). Additionally, real-time observation of adolescents assisted by their parents in their home setting firmly performs knowledge transmission, which also improves the professional and personal development of children (Lawrence & Fakuade, 2021). In this research, the researcher also tends to summarize the existing literature based on parental involvement in shaping the adolescent

reading abilities, interests, communication, and reading schedule of children with enhanced reading habits to unpack the enormous knowledge (Panaoura, 2021).

The study conducted by Testa and Jackson (2021) contributed to the ongoing academic conversation regarding the role of libraries in the academic landscape by examining libraries that might enhance their support for reading culture and intellectual pursuits. Additionally, the crucial role of libraries, books, interactive reading materials, and home settings plays the role of facilitators to improve intellectual inquiry and the generation of knowledge in the ever-evolving field of life sciences (Goudeau *et al.*, 2021). The comprehensive analysis of parental involvement in reading activities and their influence on the academic communication of their children also plays an important role (Jeynes, 2021). However, the long-term intervention is to develop a strategic plan for improving the liveliness of reading culture and promoting collaborative efforts within communities belonging to different socio-economic backgrounds.

The primary aim of this study is to investigate the influence of parental involvement as a source of learning for the development of reading culture in relation to parental engagement (Ates, 2021) in order to get an improved vision of the impact of parents on scholarly engagement and reading practices along with the consideration of interactions between teachers and parents towards the identical goals that are students motivated learning and reading skills.

## **2.2 Parental involvement in shaping adolescent reading culture**

The improved reading skills among the school students were higher than the deprived reading skills among the school students (Bates *et al.*, 2023). The statistical comparison was performed using an international standard named Examination for Assessing the Internal Students (EAIS) and Progress in International Reading Literacy Study (PIRLS). It was officially noted that Turkish students did not have much ability to enhance their reading literacy (Howard *et al.*, 2022). Consequently, continuous training is also performed to enhance reading and comprehension ability. Reading comprehension was the foremost emphasis to enhance sociological and physiological activity (Latipah *et al.*, 2021). In the same sense, reading practice enhances the mental and physical basis for both the environment and family (Nurhayati, 2021).

Parental involvement is also a major factor in enhancing reading and comprehension skills. Based on the facts, many of the literature works adopt parental-based reading enhancement research (Moreira *et al.*, 2023; Mbalazada, 2023). The research study conducted by Hornby and Blackwell (2018) concluded that children's ability to read and write improved through constant parental involvement.

### 2.3 Previous literature on parent involvement

Yulianti *et al.* (2020) investigated continuous efforts to encourage school teachers and parents to improve their children's education. Kim *et al.* (2020) examined the effectiveness of first grader reading engagement in the science domain, which is marked as an effective milestone for adolescents as well as their children. Rasulova *et al.* (2022) investigated and intended to enhance reading skills through consistent pedagogical analysis. Furthermore, various literature on the ways modern students want to enhance their reading skills. Li *et al.* (2020) analyzed how gaming reading platforms affect children's reading capability and academic performance. However, three sub-studies were performed. The first study examined the variations in academic performance, the second study examined parental involvement in gamified online reading platforms, and the third study investigated the engagement of students in gamified reading platforms. According to Kartel *et al.* (2022), the strategies for enhancing online learning through parental involvement as the research methodology comprised the process of notes talking, listening, observation, and interviews with parents. However, the outcome concluded that parental involvement enhances academic performance. Ata-Aktürk *et al.* (2020) deal with enhancing the engineering capability of students by performing STEM analyses in science, technology, engineering, and mathematics. Moreover, the data collection procedure was prolonged for two years, and the evident outcomes of the study showed that parental involvement effectively enhances academic performance.

Berkowitz *et al.* (2017) performed a survey for parents in California and their involvement in student academic performance; the main components of the survey included climactic conditions, academic problems, and encouragement that affect the student's academic performances. Additionally, the study conducted by Myende and Nhlumayo (2022) discussed collaborating with teachers and students to enhance the academic performance of the students. However, the researcher selected about 10 parents

in rural areas and were randomly selected for an interview about their contribution to students' studies. NuryantiN & IswaraP (2021) exclusively surveyed the reading skills of primary school students in the COVID-19 scenarios. The final observations of the study suggested that specific skills in children are effectively enhanced by parental involvement. Ewin *et al.* (2020) engaged the parents and teachers in joint engagement to examine the impact of academic performance.

Zhang *et al.* (2022) combines AI and human instructors to analyze the performance of children's academic achievements. Different from the other approaches, this method designs a fully automated model for children's engagement, and about 10 female parents and their four-year-old children participated in this review through the customized application. Liu *et al.* (2022) analyzed the impact of AI-enabled chatbots on enhancing reading skills. About 150+ books were uploaded, 60+ students participated in six weeks. The results concluded that AI reading chatbots impressively increase reading skills. According to Yulianti *et al.* (2019), promoting parental involvement is the ultimate key to parental involvement. The parental involvement questionnaires were conducted with ninety teachers and 10+ students involved. The result showed that there was an improvement in academic performance.

Another study conducted by Ni *et al.* (2021) investigated and promoted the reading culture among immigrants in a city in China in which about 16000+ participants are involved, and 13000+ and 2500+ participants are immigrants and locals, respectively. However, the findings of the study concluded that parental involvement-based reading enhanced the well-being of lesser-resource families in terms of economic growth. In addition to that, Xu Y *et al.* (2021) reviewed AI-based reading ability enhancement and highlighted the results showing that other than the adult reading partner, the AI partner firmly enhances the reading ability by increasing the vocalization ability. Gay *et al.* (2020) investigated reading improvement for lower-income parents in which lesser parental involvement in low-income situations was the major target. Qualter *et al.* (2024) delve into digital technologies and parenting involvement in the country's education policy and research aimed to examine digital technology, parental involvement, and promotion strategies to enhance parental involvement. In a similar context, the study conducted by Devlieghere and Vandebroek (2020). intended to reform the educational platform through parental involvement by utilizing the thematic analysis to intellectualize parental involvement. Furthermore, this survey also analyzed the relationship between

teachers, students, and parents. The exclusive study conducted by Cagiltay *et al.* (2022) designed a robot to enhance the capability of reading, which can enhance the expression and informational experiences for about 4 weeks of time; this work deployed robots in 14 houses have children aged between 10-12. The results showed that reading capability increased. Additionally, Benedetto and Ingrassia (2020) examined the importance of parenting children during COVID-19 pandemic scenarios. The study also discussed digital parenting and children's engagement, whereas the consecutive phases of this research explain the strategies for parenting styles. However, the study, which is comprised of existing surveys on parental control in reading, majorly follows thematic analysis by considering the teacher, parent, and student participants. Mostly, students from 4th grade to 10th grade are considered for reading and academic performance enhancement.

## 2.4 Types of parenting involvement through activities

**Figure 1:**

*Types of Parental Involvement for Reading Ability Enhancement*



The explanation in Figure 1 depicts that there are different types of parental involvement in reading ability. These improvements are shown in various aspects, including reading speed, accuracy, fluency, and the development of autonomous reading

abilities. Research has been conducted to find the relationship between parental involvement and the expression of their motivation and attitude toward their adolescent reading qualities and capabilities (Çalışkan & Ulaş, 2022). Simultaneously, the positive attitude of adolescents towards an enhanced reading culture is a key element of this study. This entails creating a conducive domestic setting that fosters the educational and developmental growth of children based on six different dynamics shown in Figure 1. Similarly, Regular and effective contact is established between parents and teachers to facilitate the flow of information pertaining to children's growth, goals, and educational experiences (Li *et al.*, 2024). Parents demonstrate active involvement in many school activities, including volunteering within classroom settings, attending school events, and aiding in extracurricular pursuits. Additionally, families play a crucial role in facilitating children's learning beyond the confines of the school environment through the provision of educational resources, assistance with homework assignments, and active participation in collaborative learning endeavors (Posey-Maddox & Haley-Lock, 2020).

Parental involvement in school decision-making processes can be facilitated through several means, including membership in parent-teacher associations, serving on advisory boards, or engaging in school governance. Engaging in Community Collaboration: Schools and families engage in partnerships with community organizations and resources to bolster children's education and overall welfare (Posey-Maddox & Haley-Lock, 2020).

## **2.5 Research objectives**

To investigate how parental involvement can cultivate reading culture among adolescents.

## **3 THEORETICAL FRAMEWORK**

The research endeavor is grounded in a theoretical framework that incorporates various concepts and frameworks from the fields of library science, information science, and sociology (Barger *et al.*, 2019). This framework aims to offer a comprehensive comprehension of the diverse role the parent's involvement plays in shaping reading

culture within the life sciences domain. The study is based on the following theoretical perspectives.

### **3.1 Social construction of knowledge**

The concept, influenced by social constructivist theories, asserts that knowledge is not fixed but rather formed through social interactions within communities. In the realm of libraries, this viewpoint highlights the significance of libraries as communal environments where reading habits, academic exchange, and cooperative efforts are influenced by the social engagements of parents toward their studies, professional relationships with their teachers, and assessment of their reading progress to cultivate their reading interest (Evans, 2018).

### **3.2 Information behaviour**

The paradigm of information behavior, rooted in information science, examines how individuals actively search for, get, assess, and utilize information in particular situations. In the field of life sciences, it is imperative to comprehend the information behavior exhibited by researchers, students, practitioners, parents, and teachers to have a comprehensive grasp of the role that reading activities play in facilitating adolescent reading practices and scholarly pursuits (Muller & Kerbow, 2018).

### **3.3 User-centered design**

This paradigm emphasizes the significance of creating library services, resources, and programming according to the needs, preferences, and behaviors of library users, guided by principles of user-centered design. However, active parental involvement boosts adolescent effectiveness in fostering reading culture and academic communication by adopting a user-centered strategy, which allows them to better respond to the different requirements of patrons within the life sciences community (Posey-Maddox & Haley-Lock, 2020).

### 3.4 Cultural capital

The sociological theories of the cultural capital paradigm place significant emphasis on the pivotal role that parental involvement plays in promoting the development and accumulation of cultural capital within the life of adolescents (Tramonte & Willms, 2009). Additionally, I play a significant role in supporting intellectual growth and professional development among primary school students by offering a wide array of resources, services, and programs, thereby contributing to the creation of cultural capital.

**Figure 2:**

*Self-Illustrated Conceptual Framework*



## 4 RESEARCH METHODOLOGY

This study utilized a quantitative research design to examine the impact of parental involvement on adolescents' reading comprehension, motivation, and attitudes, thereby contributing to the development of a reading culture. The research focused on understanding how parents' active participation influences their children's reading abilities and habits. A structured questionnaire, grounded in Epstein's (2002) Framework

of Six Types of Involvement, was used as the primary data collection tool. The instrument comprised 30 items, divided into five categories parenting, communication, volunteering, learning at home, and decision-making with six items in each category. The questionnaire was designed to assess the frequency and nature of parental engagement in activities such as reading aloud with their children, conducting book discussions, and supporting independent reading practices. Parents responded using a 4-point Likert scale ranging from “Always” to “Never,” which allowed the researcher to evaluate their level of involvement. The study employed a post-design survey method to collect quantitative data, focusing on the subjective views, perceptions, and behaviors of parents regarding their role in fostering a reading culture. A purposive sampling technique was adopted to select twenty-five parents from various socio-economic backgrounds, ensuring that the participants were actively involved in their children's academic and reading activities. The collected data was analyzed using descriptive and inferential statistics to determine the strength of the relationship between parental involvement and the development of reading culture among adolescents.

#### **4.1 Research participants**

The utilization of purposeful sampling techniques helped the researchers to find the respondents who could shed light on the importance of reading skills activities, especially for students in primary school. Parents of adolescents between the ages of 5 and 10 years who belonged to a range of socio-economic backgrounds were the population for this study. To choose individual parents, either mother or father, who were actively involved in their children's education by contributing their expertise to affect their reading habits selected by using a purposive sampling technique. About twenty-five parents were selected, and the aim was to draw meaningful conclusions about the relationship between parental involvement and adolescent reading culture.

#### **4.2 Data collection**

The quantitative data collected from surveys from the parents was analyzed using descriptive and inferential statistics (Hardianto *et al.*, 2022). However, a thorough picture of the demographics, use habits, and preferences of the parents towards their student's

reading skills is marked as an essential duty in parenting. Additionally, there are primary parenting activities that comprise meeting the basic requirements of parents in terms of housing, health, safety, and nourishment while also making an attempt to create a home atmosphere that is favorable to learning (Adebiyi *et al.*, 2021). In the same sense, the other duties of parents involve communication, which is defined as an open and honest discourse between home and school about how a kid is doing in school and how they can help them enhance their reading and motivational skills with the help of activities (Ribeiro *et al.*, 2021). Methods of communication might range from phone conversations to handwritten letters to in-person gatherings. As for the third kind, parents may make a voluntary contribution to their children's education by volunteering their time to help the school system or participate in school activities. Assisting kids and instructors on school grounds is one example of a more conventional kind of participation.

The fourth category, home learning, includes things like helping kids with their schoolwork, having conversations about school at home, and helping as they improve their skills. The fifth grouping is "decision-making," which deals with the official participation of parents in decision-making processes and their representation within the educational system. Families may have a say in school administration and policymaking by joining school-parent unions.

### 4.3 Research demographics

**Table 1.**

*Glimpse of Demographic Data*

Variable	Glimpse	Parents/Guardian
<b>Income Status</b>	4600+	9
	3702-4600	10
	2703-3701	2
	5-2700	4
<b>Education Level</b>	Master's Graduate	15
	Faculty Graduate	8
	High School Graduate	2
<b>Work</b>	Public Services	9
	Small Business	5
	Private Employee	7
	House Maker	4
<b>Relationship with children</b>	Father	18

	Mother	7
Age	45+	6
	35-45	12
	25-34	7

From the above table, the parent demographic information is provided, in which the age group of 35-45 parents was 12, the parents aged 25-34 are in the range of, and six parents aged 45+. There were about seven mothers and 18 fathers involved in this study. The examination of the parents' occupations was also analyzed as per their job descriptions as nine parents were associated with Public Services, five owned their own small businesses, seven parents worked in Private organizations and companies, and lastly, four parents were associated with the homemaker responsibilities relatively housewives. The income status of the parents was also examined; about four parents fall in the range above 2700, and about two parents earn in the income range of 4600. Meanwhile, around ten fell in the income range of 3701, and only nine parents were in the income range of above 4600, which was considered the highest income among all. The education level of the parents includes high school graduates and faculty graduates, respectively, including two, eight, and fifteen parents, respectively.

#### 4.4 Research instrument

There are two sections to a modified questionnaire based on Epstein's (2002) Framework of Six Types of Involvement (Epstein, 2002). The parent respondents' age, gender, combined monthly family income, and educational background were all included in Part 1 of the survey, named the demographic profile. Additionally, information about parental participation in various segments, such as parental involvement in parenting, parental involvement in communication, volunteering, learning at home, and decision-making, is considered a major component of the survey questionnaire. However, the respondents of the study were instructed to complete the first section or indicate the relevant responses with a checkmark. In the parental involvement part of the questionnaire, the respondents responded to the answers using the 4-Likert scale: 4 points for Always, 3 points for Often, 2 points for Rarely, and 1 point for Never. Below is the pictorial representation of Epstein's (2002) Framework and its sub-components.

**Figure 3:***Epstein's model for parental involvement.*

### Epstein's Framework: Six Types of Parental Involvement for Enhancing Reading Culture

## 5 DATA ANALYSIS PROCEDURE

The researchers verified the outcomes gathered from the questionnaire to make sure all the data entries were correct and validated to be utilized in the research. Additionally, descriptive statistical analysis was performed to analyze the data obtained from the outcomes of survey questionnaire scales, which mostly included closed-ended information (Semyonov-Tal & Lewin-Epstein, 2021). To find out the mean and standard deviation of the items, a one-sample t-test was first used by the researcher to determine the parents' perceptions regarding their interest and involvement in their children's learning dynamics. Furthermore, the correlation between parental participation and two important variables, volunteering, and decision-making, was investigated using Pearson correlation coefficients. The purpose of these correlations was to determine whether increasing parental participation is linked to better decision-making abilities and more

volunteerism among parents toward improved parental involvement. Additionally, a reliability test was also performed to evaluate the internal consistency of the survey items pertaining to parental engagement using Cronbach's alpha. This analysis improved the validity of the results by confirming the validity of the measurement tool employed in the study (Osorio-Saez *et al.*, 2021).

## 6 RESULTS AND DISCUSSION

**Table 2.**

One sample Statics

Parental Involvement	N	Mean	Sig. (2-tailed)	Std. Deviation	Std. Error Mean
Parenting	25	18.2083	.000	.72106	.14719
Communication	25	18.5000	.000	.83406	.17025
Volunteering	25	19.0833	.000	.40825	.08333
Learning at home	25	20.7917	.000	.72106	.14719
Decision Making	25	19.8333	.000	.63702	.13003

**Figure 4.**

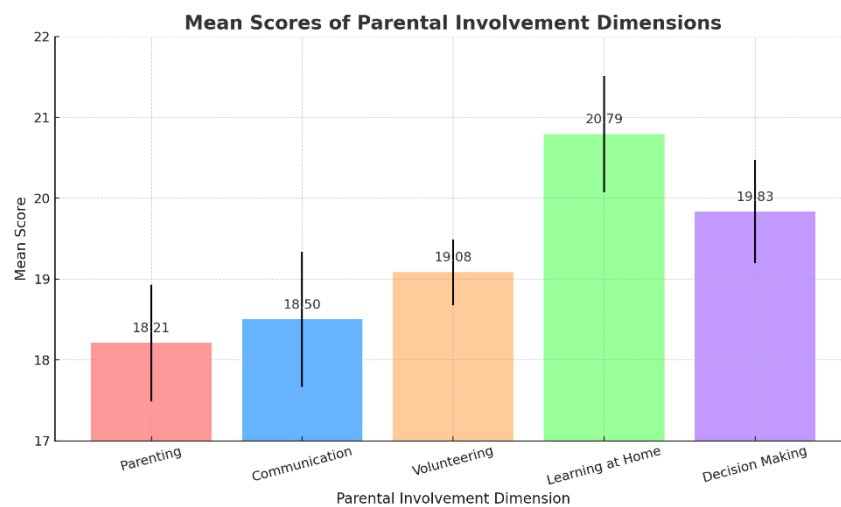


Table 2 depicts that the various dimensions of parental involvement involved in the survey questionnaire were answered by parents of primary school adolescents. Additionally, the mean score values of each sub-part were found as parenting (18.2083), volunteering (19.0833), decision-making (19.8333), communication (18.5000), and learning at home (20.7917). Among all the mean findings, learning at home indicated the highest mean score, showing that this aspect of parents is perceived as particularly strong and evident in shaping adolescents' reading culture. Additionally, all five dimensions

showed a significance level (0.000), suggesting that there is a meaningful relationship between parental involvement and these dimensions, which also emphasized the importance. However, the statistically significant results showed that parental involvement plays a crucial role in fostering and shaping reading culture among adolescents, as the quantitative outcomes of the study successfully achieved the objective. The findings of the study conducted by (Dicataldo, Rowe, and Roch, 2022) were also aligned with the research findings of this study, showing that when parents actively engage in listening to their children's reading, reading together, and providing encouragement, it leads to notable improvements in their literacy skills.

**Table 3**

*Correlation between Parenting and Decision Making and Volunteering*

Variables	Parenting	Decision Making	Volunteering
Parenting	1	.773** (0.000)	.825** (0.000)
Decision Making	.773** (0.000)	1	
Volunteering	.825** (0.000)		1

According to Table 3, a strong and positive correlation was found between parenting and decision-making that indicated that the better decision-making abilities of parents are linked to more effective parenting and that they can perform their parenting duties with more effectiveness and focus. The correlation between parenting and decision-making skills (0.773) of students showed statistically significant results. Additionally, the researchers also found a correlation between parenting and the volunteering skills of parents found to be (0.825). The results showed that effective parenting practices are closely linked to increased volunteering behavior in adolescents, and the significance level confirmed that this correlation between these two variables is statistically significant. Similarly, a study conducted by Hajisoteriou, Karousiou, and Angelides (2018) examined the influence of family culture, home literacy environment, and parental encouragement on preschoolers and students who struggle with reading. The findings are also aligned with this study and highlight the importance of parental involvement in shaping reading culture among adolescents.

The significant correlation demonstrated in Table 2 between parenting, decision making, and volunteering among parents and how improved and interactive parenting

influenced adolescents' reading culture is that adolescents are more inclined towards better reading activities and skills. According to the findings of the study, parents who actively encourage and participate in a variety of activities with their kids help them acquire important life skills, especially reading and learning. Additionally, the correlation showed statistically significant results, and it is possible that programs designed to increase parental participation can further improve their decision-making and volunteerism skills, leading to a more involved and responsible youth population. Another mixed-method study based on a similar context highlighted that the willingness of students to read has increased, and they are found to be eager and interested in reading different storybooks as their reading abilities were enhanced by parental interaction. These findings also aligned with the findings of this study (Yurtbakan, Erdoğan & Erdoğan, 2020).

**Table 4**

*Reliability Statics of Items*

Reliability Statistics	
Cronbach's Alpha	N of Items
	30

According to Table 4, the reliability analysis results indicated that the survey questionnaire used to assess parental involvement has an acceptable level of internal consistency with a Cronbach's alpha of (0.7221) based on 30 items. However, the survey questionnaire was categorized into five subparts, each of which linked parental involvement with other important factors involved in parenting duties such as parenting, volunteering, learning at home, communication, and decision-making. The results indicated that the reliability assessment was based on responses to thirty specific questions or statements designed to gauge various aspects of parental involvement in their children's reading practices. However, the acceptable level of Cronbach's alpha (0.7221) indicated that the items were significantly correlated and collectively provided a reliable measure of parental involvement in fostering a reading culture among adolescents.

Similarly, the study conducted by Tan, Lyu, and Peng (2020) investigated the impact of different reading activities on children's reading achievement, as well as the influence of immigrant parents on children's reading involvement and intrinsic motivation also found that interactive involvement of parents towards their children reading and

learning activities enhance their reading as well as academic performance. Additionally, the findings of previous literature that have been discussed in this study highlighted the positive findings that parental assistance enhances reading skills and qualities of students along with their academic performance. As a result, the quantitative findings and in-depth literature review conducted in this study concluded that the interactive and collaborative efforts of parents and their engagement provide a better impact on adolescents by shaping their reading culture from the beginning years of their education (Musengamana, 2023).

## **7 CONCLUSION**

In conclusion, this study examined the significant impact of Parental Involvement (PI) on the development of reading activities and skills in elementary school students. The researcher employed a quantitative research design to administer extensive questionnaires that assessed multiple dimensions of parental involvement, such as parenting, volunteering, communication, learning at home, and decision-making. A comprehensive investigation of PI dynamics was made possible because of the involvement of twenty-five parents of primary school children. The findings of the study highlighted that parental involvement played a noticeable role in influencing the cognitive development, reading attitudes, comprehension abilities, and academic achievements of adolescents. Additionally, the study revealed a positive correlation between parenting and volunteering and parenting and decision-making to enhance reading habits and attitudes among adolescents. This study acts as a compelling appeal to educational institutions and parental organizations, highlighting the crucial significance of parental involvement in augmenting the academic and holistic abilities of elementary school pupils. Through the acknowledgment and proactive encouragement of parental engagement, various parties involved can collectively cultivate a setting that fosters comprehensive child growth and scholastic achievement. To fully harness the educational journey of preschoolers from the initial age of education, it is imperative to prioritize ongoing endeavors aimed at cultivating robust collaborations between educational institutions and families.

## ACKNOWLEDGMENTS

The authors extend their appreciation to Libraries Commission for funding this work through the Library Research Support Program.

**Conflicts of Interest:** The authors declare that they have no conflict of interest.

## REFERENCES

- Adebiyi, B. O., Goldschmidt, T., Benjamin, F., Sonn, I. K., & Roman, N. V. (2021). Exploring the Perspectives of South African Parents and Primary Caregivers Living in Low-Income Communities on What Children Need to Thrive within the First 1000 Days of Life. *Children*, 8(6), 483. <https://doi.org/10.3390/children8060483>
- Ata-Aktürk, A., & Demircan, H.Ö. (2020). Supporting Preschool Children's STEM Learning with Parent-Involved Early Engineering Education. *Early Childhood Education Journal*, 49, 607 - 621.
- Ates, A. (2021). The Relationship between Parental Involvement in Education and Academic Achievement: A Meta-Analysis Study. *Pegem Journal of Education and Instruction*, 11(3), 50-66.
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological bulletin*, 145(9), 855.
- Bates, J., Finlay, J., & O'Connor Bones, U. (2023). "Education cannot cease": the experiences of parents of primary age children (age 4-11) in Northern Ireland during school closures due to COVID-19. *Educational Review*, 75(4), 657-679.
- Benedetto, L., & Ingrassia, M. (2020). Digital Parenting: Raising and Protecting Children in Media World. *Parenting - Studies by an Ecocultural and Transactional Perspective*.
- Berkowitz, R., Astor, R.A., Pineda, D., DePedro, K.T., Weiss, E.L., & Benbenishty, R. (2017). Parental Involvement and Perceptions of School Climate in California. *Urban Education*, 56, 393 - 423.
- Çagiltay, B., White, N.T., Ibtasar, R., Mutlu, B., & Michaelis, J.E. (2022). Understanding Factors that Shape Children's Long-Term Engagement with an In-Home Learning Companion Robot. *Proceedings of the 21st Annual ACM Interaction Design and Children Conference*.
- Çalışkan, E. F., & Ulaş, A. H. (2022). The effect of Parent-Involved Reading Activities on primary school students reading comprehension skills, reading motivation, and attitudes towards reading. *International Electronic Journal of Elementary Education*. <https://doi.org/10.26822/iejee.2022.260>.

- Devlieghere, J., Li, Y., & Vandenbroeck, M. (2020). Beyond the veil of parents: deconstructing the concept of parental involvement in early childhood education and care. *Early Years*, 42, 587 - 598.
- Evans, M. P. (2018). Educating preservice teachers for family, school, and community engagement. *Family, School, Community Engagement and Partnerships*, 9-19.
- Ewin, C.A., Reupert, A.E., McLean, L.A., & Ewin, C.J. (2020). The impact of joint media engagement on parent–child interactions: A systematic review. *Human Behavior and Emerging Technologies*.
- Froiland, J. M. (2021). A comprehensive model of preschool through high school parent involvement with emphasis on the psychological facets. *School Psychology International*, 42(2), 103-131.
- Gay, B., Sonnenschein, S.F., Sun, S., & Baker, L.M. (2020). Poverty, Parent Involvement, and Children’s Reading Skills: Testing the Compensatory Effect of the Amount of Classroom Reading Instruction. *Early Education and Development*, 32, 981 - 993.
- Goudeau, S., Sanrey, C., Stanczak, A., Manstead, A., & Darnon, C. (2021). Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap. *Nature human behaviour*, 5(10), 1273-1281.
- Hajisoteriou, C., Karousiou, C., & Angelides, P. (2018). Successful components of school improvement in culturally diverse schools. *School Effectiveness and School Improvement*, 29(1), 91-112.
- Hardianto , D., Budiningsih , C. A., Haryanto, Pratama , K. W., Ali , S. K. S., & Karakauki, M. (2022). Assessing the Experience-Sharing Parenting Method through Online Learning during Covid-19 Pandemic. *International Journal of Instruction*, 15(4), 359–374.
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, 70(1), 109-119.
- Howard, A. L., Alexander, S. M., & Dunn, L. C. (2022). Helicopter parenting is unrelated to student success and well-being: A latent profile analysis of perceived parenting and academic motivation during the transition to university. *Emerging Adulthood*, 10(1), 197-211.
- Jeynes, W. (2021). Parent involvement for urban students and youth of color. In *Handbook of urban education* (pp. 418-433). Routledge.
- Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership & Management*, 38(2), 147-163.
- Kartel, A., Charles, M., Xiao, H., & Sundi, D. (2022). Strategies for Parent Involvement During Distance Learning in Arabic Lessons in Elementary Schools. *Journal International of Lingua and Technology*.

- Kim, J.S., Burkhauser, M.A., Mesite, L., Asher, C.A., Relyea, J.E., Fitzgerald, J., & Elmore, J. (2020). Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention. *Journal of Educational Psychology*.
- Latipah, E., Kistoro, H. C. A., & Putranta, H. (2021). How Are the Parents Involvement, Peers and Agreeableness Personality of Lecturers Related to Self-Regulated Learning?. *European Journal of Educational Research*, 10(1), 413-425.
- Lawrence, K. C., & Fakuade, O. V. (2021). Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown. *Research in Learning Technology*, 29.
- Lerner, R. E., Grolnick, W. S., Caruso, A. J., & Levitt, M. R. (2022). Parental involvement and children's academics: The roles of autonomy support and parents' motivation for involvement. *Contemporary Educational Psychology*, 68, 102039.
- Li, X., & Chu, S.K. (2020). Exploring the effects of gamification pedagogy on children's reading: A mixed-method study on academic performance, reading-related mentality and behaviors, and sustainability. *Br. J. Educ. Technol.*, 52, 160-178.
- Li, X., Yang, H., Wang, H., & Jia, J. (2020). Family socio-economic status and home-based parental involvement: A mediation analysis of parental attitudes and expectations. *Children and Youth Services Review*, 116, 105111.
- Liu, C., Liao, M., Chang, C., & Lin, H. (2022). An analysis of children' interaction with an AI chatbot and its impact on their interest in reading. *Comput. Educ.*, 189, 104576.
- Mbalazada, M. D. (2023). Assessment of Parental Involvement in Bursary Schemes: A Case Study of Selected Secondary Schools of Northern Education Division (Doctoral dissertation, Mzuzu University).
- Moreira, T., Martins, J., Silva, C., Berrocal de Luna, E., Martins, J., Moreira, D., & Rosário, P. (2023). Building partnerships in education through a story-tool based intervention: Parental involvement experiences among families with Roma backgrounds. *Frontiers in Psychology*, 14, 1012568.
- Muller, C., & Kerbow, D. (2018). Parent involvement in the home, school, and community. In *Parents, their children, and schools* (pp. 13-42). Routledge.
- Musengamana, I. (2023). A systematic review of literature on parental involvement and its impact on children learning Outcomes. *OALib*, 10(10), 1–21. <https://doi.org/10.4236/oalib.1110755>
- Myende, P. E., & Nhlumayo, B. S. (2022). Enhancing parent–teacher collaboration in rural schools: parents' voices and implications for schools. *International Journal of Leadership in Education*, 25(3), 490-514.
- Myers, J. L., Well, A. D., & Lorch Jr, R. F. (2013). *Research design and statistical analysis*. Routledge.

- Ni, S., Lu, S., Lu, K., & Tan, H. (2021). The effects of parental involvement in parent–child reading for migrant and urban families: A comparative mixed-methods study. *Children and Youth Services Review*, 123, 105941.
- Nurhayati, S. (2021). Parental involvement in early childhood education for family empowerment in the digital age. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 10(1), 54-62.
- NuryantiN., & IswaraP. D. (2021). Home Literacy Environment: The Solution to Improve Early Reading Skills of Students in Primary School During COVID-19. *International Conference on Elementary Education*, 3(1), 219-228.
- Oranga, J., Obuba, E., Sore, I., & Boinett, F. (2022). Parental involvement in the education of learners with intellectual disabilities in Kenya. *Open Access Library Journal*, 9(4), 1-18.
- Osorio-Saez, E. M., Eryilmaz, N., Sandoval-Hernandez, A., Lau, Y., Barahona, E., Bhatti, A. A., Ofoe, G. C., Ordóñez, L. a. C., Ochoa, A. a. C., Pizarro, R. Á. E., Aguilar, E. F., Isac, M. M., Dhanapala, K., Kameshwara, K. K., Contreras, Y. a. M., Mekonnen, G. T., Mejía, J. F., Miranda, C., Moh'd, S. A., . . . Zions, A. (2021). Survey data on the impact of COVID-19 on parental engagement across 23 countries. *Data in Brief*, 35, 106813. <https://doi.org/10.1016/j.dib.2021.106813>
- Panaoura, R. (2021). Parental involvement in children's mathematics learning before and during the period of the COVID-19. *Social Education Research*, 65-74.
- Posey-Maddox, L., & Haley-Lock, A. (2020). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban education*, 55(5), 671-698.
- Posey-Maddox, L., & Haley-Lock, A. (2020). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban education*, 55(5), 671-698.
- Qualter, D. (2024). From Digital Exclusion to Digital Inclusion: Shaping the Role of Parental Involvement in Home-Based Digital Learning – A Narrative Literature Review. *Computers in the Schools*.
- Rasulova, A., & Karimov, U. (2022). Socio-Pedagogical aspects of the formation of reading culture and skills. *Asian Journal of Multidimensional Research*, 11(4), 114-118.
- Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. E., Carvalho, M., & Vital, M. L. (2021). Parental involvement during pandemic times: Challenges and opportunities. *Education Sciences*, 11(6), 302.
- Ribeiro, L. M., Cunha, R. S., Silva, M. C. a. E., Carvalho, M., & Vital, M. L. (2021). Parental Involvement during Pandemic Times: Challenges and Opportunities. *Education Sciences*, 11(6), 302. <https://doi.org/10.3390/educsci11060302>

- Semyonov-Tal, K., & Lewin-Epstein, N. (2021). The importance of combining open-ended and closed-ended questions when conducting patient satisfaction surveys in hospitals. *Health Policy OPEN*, 2, 100033. <https://doi.org/10.1016/j.hpopen.2021.100033>
- Senar, F., Eryilmaz, N., Sandoval-Hernández, A., & Lapresta-Rey, C. (2023). Exploring the relationship between cultural capital and the use of school resources for parental involvement across countries: evidence from PISA 2018. *Compare a Journal of Comparative and International Education*, 1–19. <https://doi.org/10.1080/03057925.2023.2292519>.
- Tan, C. Y., Lyu, M., & Peng, B. (2020). Academic benefits from parental involvement are stratified by parental socio-economic status: A meta-analysis. *Parenting*, 20(4), 241-287.
- Testa, A., & Jackson, D. B. (2021). Parental incarceration and school readiness: Findings from the 2016 to 2018 National Survey of Children's Health. *Academic pediatrics*, 21(3), 534-541.
- Tramonte, L., & Willms, J. D. (2009). Cultural capital and its effects on education outcomes. *Economics of Education Review*, 29(2), 200–213. <https://doi.org/10.1016/j.econedurev.2009.06.003>.
- Xu, Y., Aubele, J., Vigil, V., Bustamante, A.S., Kim, Y.G., & Warschauer, M. (2021). Dialogue with a conversational agent promotes children's story comprehension via enhancing engagement. *Child Development*, 93, e149 - e167.
- Yulianti, K., Denessen, E., Droop, M., & Veerman, G.M. (2019). Transformational Leadership for Parental Involvement: How Teachers Perceive the School Leadership Practices to Promote Parental Involvement in Children's Education. *Leadership and Policy in Schools*, 20, 277 - 292.
- Yulianti, K., Denessen, E., Droop, M., & Veerman, G.M. (2020). School efforts to promote parental involvement: the contributions of school leaders and teachers. *Educational Studies*, 48, 98 - 113.
- Yurtbakan, E., Erdoğan, Ö., & Erdoğan, T. (2020). Impact of dialogic reading on reading motivation. *TED EĞİTİM VE BİLİM*. <https://doi.org/10.15390/eb.2020.9258>
- Zhang, Z., Xu, Y., Wang, Y., Yao, B., Ritchie, D.E., Wu, T.S., Yu, M., Wang, D., & Li, T.J. (2022). StoryBuddy: A Human-AI Collaborative Chatbot for Parent-Child Interactive Storytelling with Flexible Parental Involvement. *Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems*.
- Zhu, Q., Cheong, Y., Wang, C., & Tong, J. (2023). The impact of maternal and paternal parenting styles and parental involvement on Chinese adolescents' academic engagement and burnout. *Current Psychology*, 42(4), 2827-2840.

**Authors' Contribution**

Both authors contributed equally to the development of this article.

**Data availability**

All datasets relevant to this study's findings are fully available within the article.

**How to cite this article (APA):**

Khan, S., & Alzahrani, S. (2025). BEYOND THE BOOKSHELF: CULTIVATING PARENTAL INVOLVEMENT IN HONING READING CULTURE AMONG ADOLESCENTS. *Veredas Do Direito*, 22(2), e223465. <https://doi.org/10.18623/rvd.v22.n2.3465>