



Participatory Role of Families in Developing Early Reading Literacy at Home

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ABSTRACT

Purpose: Family provides a crucial foundation for children's literacy development. While numerous studies have highlighted the significance of parental engagement in cultivating a literacy environment at home, very few have thoroughly explored parental roles based on the family socio-economic factors. This study was conducted to address the gap by investigating the family's participatory role in the development of children's early reading literacy, with a particular focus on the impact of the family's socio-economic background on literacy. **Methods:** The study employed a quantitative approach utilizing a cross-sectional survey method to investigate variations in family involvement in home literacy activities

considering few factors including parental age, education level, family income, and parental occupation. A total of 487 parents with children enrolled in elementary school in South Sulawesi, Indonesia, were recruited as participants. The data were analyzed using one-way ANOVA. **Findings:** The primary findings indicate that the role of families in providing literacy facilities varied depending on their income level. Young families are more active in providing motivation and being literacy role models at home. Families with higher levels of education show the confidence to accompany their children in literacy learning, while families with formal employment backgrounds are intensively involved in supporting children's literacy activities. **Implications for Research and Practice:** These results provide guidance for the government and policy makers to design more effective and adaptive intervention programs by considering the family's socio-economic background.

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Introduction

Families have a pivotal role in cultivating a culture of literacy in children from an early age, serving as the primary institution for character development. The role of the family remains dominant even though children have been exposed to high-quality early

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childhood education programs (Kim et al., 2023; Ndiujye & Benguye, 2023). Families are key agents in the development of children's reading literacy through literacy activities conducted in home setting such as reading books, engaging with letters, reading collaboratively, or discussing narratives. These activities have been shown to be significant predictors of children's early reading skills (Napoli & Purpura, 2018; Skwarchuk et al., 2014). Family engagement in literacy activities not only enhances technical reading skills but also nurtures children's enthusiasm and motivation for literacy. Findings emphasize the significance of families in cultivating robust literacy habits from an early age (Rodriguez, E. T., Tamis-LeMonda, et al., 2009). Additional findings have underscored the significance of the home literacy environment as a determinant of children's literacy skills. Home literacy activities, both formal and informal, greatly impact children's vocabulary acquisition, reading proficiency, and phonological awareness (Aram et al., 2013; Dong, Y., & Chow, B. W. Y. 2022; Skwarchuk et al., 2014).

The results of past research suggest that family-based interventions are an important strategy to improve the reading literacy achievements of Indonesian students, although systemic efforts through education policies continue to be carried out. However, this ideal is not yet widely reflected in many Indonesian households, particularly those facing economic challenges or limited access to education. Socioeconomic status influences multiple factors related to reading outcomes, such as children's access to resources, experiences, language exposure, academic performance, and psychological associations (Romeo et al., 2022). Research (Demir et al., 2024) indicates that socioeconomic status (SES) has stronger predictive validity for literacy levels among low SES populations. Prior research has demonstrated the influence of the family environment in cultivating a literacy culture. studies Xiao et al. (2024) indicate that cultural context also plays an important role in shaping the effectiveness of specific aspects of the home literacy environment to support children's reading skills. Therefore, findings on the differences in the impact of family roles based on age, education, income, and parental occupation will provide a new perspective in developing a reading culture at home. Understanding these dynamics is crucial for designing more inclusive and effective interventions, particularly for families with limited access to resources, education, or economic opportunities. This aligns with the recommendation by Lau & Richards, (2021) and Niklas and Schneider (2013) that literacy research and policy should focus more on the learning environment in families in improving children's literacy achievement.

The current study primarily examines the family's role in literacy development, neglecting the impact of socio-economic situations on the extent and quality of family engagement. Comprehensive research on the impact of socio-economic factors on several aspects of promoting a culture of literacy, including the availability of literacy resources, motivation, role models, and support for literacy activities, remains scarce. Our literature review reveals a lack of studies examining the socioeconomics of the family as an agent of transformation in the development of early reading literacy within the home setting. This study seeks to address the gap in the literature concerning variations in family involvement in home literacy activities, as influenced by age, education level, family economic status, and parental occupation. These variables are important and urgent to reveal because they have significant implications for the development of children's literacy at home. Therefore, this study was designed to explore the participatory role of families as agents of

transformation in developing children's early reading literacy by specifically examining the impact of the family socioeconomic background factors on children's literacy.

This study aims to assess the participatory role of families in the development of early reading literacy at home. More specifically, the following research questions posed regarding the role of the family are:

1. Is there a difference in support for the provision of reading facilities at home based on family income?
2. Is there a difference in the willingness to take on the role of a motivator and literacy role model at home based on parental age?
3. Is there a difference in the competence in developing a literacy culture at home based on parental education?
4. Is there a difference in involvement in supporting literacy activities at home based on parental occupation?

This research highlights the disparities in familial roles concerning the cultivation of early reading literacy at home, stemming from variations in age, education, economic status, and parental occupation. Prior studies have demonstrated a correlation between reading literacy and socioeconomic status (SES). Nonetheless, variations in the role of families as agents of transformation in children's reading literacy, stemming from disparities in socioeconomic status, remain inconclusive. This study provides a novel perspective by investigating the differences in the impact of family socio-economic background on children's early literacy, where the family plays a role as an agent of literacy development. This study is expected to contribute to the sociocultural dimensions of reading literacy. The results of this study could serve as a foundation for developing more inclusive and sustainable family-based education policies in cultivating literacy culture at home.

Literature Review

The Role of Family Environment in Children's Reading Literacy Development

Family environment plays a fundamental role in shaping children's reading literacy skills from an early age. Family literacy refers to various activities carried out by parents or caregivers at home, including shared reading, storytelling, letter recognition, and discussions about reading materials. Research indicates that family involvement in literacy activities significantly influences children's reading skill development (Napoli & Purpura, 2018). A study conducted by Kim et al. (2023) found that a literacy-supportive family environment, both in terms of parental assistance and the availability of reading materials, can significantly enhance children's literacy abilities. Furthermore, parental involvement in shared reading activities has been shown to increase children's reading motivation and accelerate their vocabulary development (Aram et al., 2013; Skwarchuk et al., 2014). Xiao, W., Chen, X., & Wang, Y. (2024) found that children who frequently engage in reading activities with their parents exhibit better progress in reading comprehension, phonological awareness, and reading confidence. Thus, the role of the family extends beyond merely providing reading materials to active engagement in fostering positive reading habits.

The Influence of Socioeconomic Status on Children's Literacy

Socioeconomic status (SES) is a key factor influencing children's literacy development. Families with higher SES tend to have greater access to reading materials, educational technology, and quality education that supports children's literacy progress (Ndijuye & Benguaye, 2023; Romeo et al., 2022). Conversely, children from low-income families face limitations in accessing adequate educational resources (Demir et al., 2024). Research by Blanchard (2023) demonstrates a positive correlation between family economic status and children's literacy outcomes. The study reveals that children from higher-income families tend to have better reading abilities than those from lower-income backgrounds. Another study conducted by Adom et al. (2024) found that children whose parents have bank accounts—as an indicator of better family economic status—also demonstrated stronger literacy performance. These two findings serve as important indications of the relationship between family economic conditions and children's literacy outcomes.

A family's socioeconomic status correlates with the amount of time available for parent-child interaction and exposure to specific literacy values. Economic constraints and professions with long working hours limit the opportunity to provide literacy support at home. Previous research findings (Pillay, 2017) suggest that most students who live in low-cost homes generally perform low on reading tests. However, children from wealthy families show anomalies by tending not to spend more time engaging in reading activities (McGeown et al., 2015). Thus, the relationship between family economic conditions and their effects on reading literacy culture has not yet produced a solid conclusion.

While SES is an important determinant, parental involvement in literacy activities can compensate for resource limitations. A study by Singh, L., Yeung, W. J. J., Cheng, Q., & Heng, E. Y. T. (2023) highlights that family-based interventions can help bridge literacy gaps caused by socioeconomic disparities. Furthermore, Shen and Del Tufo (2022) find that shared reading activities with parents can serve as a mediating factor that mitigates the negative impact of SES on children's literacy skills. These findings provide important insights into the role of family-based literacy interventions.

Parental Education and Its Influence on Children's Literacy

Parental education is a crucial factor influencing parents' involvement in supporting children's literacy at home. Parents with higher education levels tend to be more actively engaged in providing cognitive stimulation and reading activities with their children (Myrttil et al., 2019). A study by Adom et al. (2024) found that highly educated parents are more effective in guiding their children's reading development compared to those with lower educational backgrounds. Another study by Kim et al. (2023) indicates that maternal education, in particular, significantly contributes to children's literacy, as mothers often serve as the primary facilitators of reading activities at home. Niklas and Schneider (2013) support this finding, stating that the home literacy environment, influenced by parental education levels, directly impacts children's reading abilities. Gonzalez-Barrero et al. (2021) highlights that parents with higher education levels are more likely to employ effective reading techniques, such as asking questions while reading, encouraging discussions, and providing rich feedback, thereby enhancing their children's literacy development.

Parental Age and Literacy Engagement at Home

Parental age has been identified as a factor influencing their involvement in children's reading development. A study by Weiler et al. (2024) found that younger parents tend to have higher engagement levels in incorporating digital technology into their children's literacy learning. They are more inclined to use educational applications and e-books to support their children's reading process compared to older parents. Conversely, research by Samad et al. (2023) indicates that older parents tend to have more experience in guiding their children's reading through conventional methods. They are more likely to use oral storytelling approaches and provide direct interaction while assisting their children in reading. Parental age can influence their energy level, experience, and parenting style, which contribute to the intensity and quality of their involvement in literacy activities Paradis, J. (2023). Moreover, parental education plays a major role in determining their ability to create a literacy environment relevant to children's growth. Research results (Sultan et al., 2020) found that children from higher-educated families had significantly different scores in reading textbooks compared to children from low-educated parents. This finding is the basis for linking parental income levels to their role in fostering children's early literacy at home.

Family-Based Interventions to Improve Children's Literacy

Family-based interventions have proven to be effective in enhancing children's literacy, especially in families with low socioeconomic status (SES). Programs that provide book subsidies, access to digital reading materials, and literacy training for parents can improve children's reading skills by strengthening the role of parents in supporting literacy development at home Shen, Y., & Del Tufo, S. N. (2022). By providing these resources, such programs help address the access disparities often faced by low-income families. Additionally, family-based policies that consider socioeconomic factors are essential for ensuring equitable access to literacy education. A study by Gao et al. (2024) emphasizes the importance of designing policies that not only focus on school education but also strengthen the role of parents in supporting their children's literacy at home. Such policies can help overcome economic barriers that prevent children from low-income families from accessing the necessary educational resources.

In several countries, effective family education programs have proven successful in increasing parental involvement in children's literacy. When parents engage in literacy activities such as reading together and discussing books, children show significant improvements in reading ability. Therefore, family-based interventions are key to ensuring that every child, regardless of their economic background, has an equal opportunity to develop literacy skills.

Methodology

Research Design

A quantitative research design was employed using a cross-sectional survey method. This approach was chosen to obtain data on the variables systematically and objectively. Through the cross-sectional survey method, the study was able to describe the conditions or phenomena occurring during the data collection period, thereby enabling the analysis

of variables based on data gathered from respondents at one specific time (Creswell & Creswell, 2018). This method is also considered relevant, as it aligns with the research objective of identifying differences or trends within the population based on demographic categories: educational background, parental income, and occupation.

Sampling and Population

A total of 487 parents who had children attending elementary school at the time of data collection were recruited as participants. The entire sample consisted of parents who lived in the City of Makassar, Maros Regency, and Bone Regency, South Sulawesi. A quota sampling technique was used to identify the sample for an online survey (Futri et al., 2022). This technique was chosen to ensure the representation of demographic categories based on the investigated variables. Parental income was classified into three groups by referring to the national poverty average standard set by the Indonesian Central Bureau of Statistics. Parental age was grouped into four categories assumed to represent the average age of families with school-aged children and to align with employment data indicating that the parents were currently working. The mother's educational background was grouped based on three main levels in the education system in Indonesia, namely basic education (SD-Elementary School & SMP-Junior High School), secondary school (SMA-Senior High School), and higher education (bachelor's and postgraduate degrees). Respondent demographic data are presented in Table 1.

Table 1

Demographic information of participants (n=487)

Category	Description	n	%
Age Group	≤ 30 years old	40	8.21
	31-40 years old	208	42.71
	41-50 years old	178	36.55
	≥50 years old	61	12.53
Parental Income	≤ 4 million rupiahs	22	4.52
	4-7 million rupiahs	400	82.14
	≥ 7 million rupiahs	65	13.35
Parent's Educational Background	Basic education	120	24.64
	Secondary education	226	46.41
	Higher education	141	28.95
Parent's Occupation	Farmer/Fisherman	24	4.93
	Entrepreneur	46	9.45
	Employee/State-Owned Enterprise	64	13.14
	Soldier/Police	49	10.06
	Civil Servant	304	62.42

Instruments and Procedures

Data was collected using an online questionnaire sent to parents as study respondents. The questionnaire was adapted from an instrument used in the Programme for International Student Assessment (PISA) by the OECD (2018). The instrument was used due to its established efficacy in global reading assessments. An adaptation was done by modifying the questionnaire items to align with the research aims, which were to examine

parental roles and involvement in fostering a culture of reading literacy at home. The questionnaire items were refined by incorporating statements regarding the role of parents in supplying literacy resources for their children at home, fostering motivation, and serving as role models for literacy activities at home. The questionnaire also contained statements to evaluate parents' proficiency in fostering a culture of literacy and their involvement in supporting literacy activities within the family setting.

The questionnaire consisted of two sections: (1) demographic information of the sample and (2) questions regarding the transformative role of families in fostering a culture of literacy within the home environment. Demographic information encompassed inquiries regarding parental roles such as father or mother, their age, occupation, average monthly income, highest level of schooling attained, and the child's present educational status. The questionnaire comprised 16 items concerning the impact of families on the cultivation of children's early literacy. Specifically, the questionnaire included 3 items addressing the role of parents in supplying literacy resources for their children, 5 items regarding the role of parents as motivators and literacy role models, 4 items pertaining to parental proficiency in fostering a literacy culture at home, and 4 items focusing on parental engagement in supporting literacy activities at home. Each statement in the questionnaire utilized a Likert scale comprising the following options: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). An example of a statement concerning parental proficiency in fostering a literacy culture at home: "I possess the ability to identify my child's reading difficulties." Following each question, response alternatives were developed in accordance with the Likert scale.

Before participating, respondents were asked to provide voluntary consent through an informed consent form. Respondents were informed that their participation was voluntary and could be stopped at any time without any consequences. The data collected would be kept confidential and used only for academic purposes, with the guarantee of anonymity of identity. Since this study involved human participants, the entire process of data collection was carried out in accordance with ethical guidelines that respect the rights and dignity of respondents as human subjects. This research also received ethical approval from the Research Ethics Committee of the Institute for Research and Community Service at Universitas Negeri Makassar.

Data Analysis

The data were analyzed using inferential statistics. Differences in the perception of the role of each variable measured were analyzed using a one-way ANOVA test. The Tukey post hoc test was used to test for significant differences between sub-variables. The results of the data analysis were interpreted using the parameter $p < .05$.

Results

Validity and Reliability of the Instrument

Right at the outset, the instrument was tested for validity and reliability to ensure the accuracy of the reported results. The test results showed that the instrument was valid and reliable. The Cronbach's Alpha test indicated that all items were reliable: the statements regarding the role of parents in providing literacy facilities obtained $\alpha = .870$, the role of

parents as motivators and role models obtained $\alpha=.830$, parents' competence in developing a culture of literacy obtained $\alpha=.724$, and parental involvement in literacy activities obtained $\alpha=.735$. The corrected item-total correlation showed that all categorical items possessed an internal consistency. Table 2 shows the results of the instrument testing.

Table 2

Validity and Reliability of the Instrument

Aspects	Items	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
The role of parents in providing literacy facilities at home	Item_1	.718	.846	.870
	Item_2	.754	.813	
	Item_3	.782	.788	
The role of parents as a motivator and literacy role model	Item_1	.684	.779	.830
	Item_2	.522	.823	
	Item_3	.537	.821	
	Item_4	.686	.779	
	Item_5	.713	.770	
Parents' competence in developing a literacy culture at home	Item_1	.476	.654	.724
	Item_2	.400	.768	
	Item_3	.702	.854	
	Item_4	.751	.626	
Parental involvement in supporting literacy activities at home	Item_1	.517	.783	.735
	Item_2	.556	.770	
	Item_3	.728	.705	
	Item_4	.709	.873	

Parental Income and Support for Provision of Literacy Facilities at Home

Familial economic circumstances are a significant determinant of parental support for the advancement of children's early literacy. The test results indicated a substantial difference ($F=4.255$, $t=.015$) in parental willingness to provide literacy facilities for their children at home. Parents with incomes of more than 7 million rupiahs provided more support for children's literacy development compared to those with earnings between 2 and 4 million rupiahs. This can be interpreted that economic stability encourages parents to take part in cultivating children's reading literacy development. The complete results of the ANOVA test related to parents' willingness to be involved in literacy activities are shown in Table 3.

Table 3

Parental Income and Provision of Literacy Activities at Home

Parental Income	N	M	SD	F	p
2-4 million rupiahs	22	9.50	1.655	4.255	.015
4-7 million rupiahs	400	9.65	1.904		
More than 7 million rupiahs	65	10.35	1.452		

* The mean difference is significant at the 0.05 level.

Parental Age and Willingness to Take on the Role of a Motivator and a Literacy Role Model at Home

Parental socio-demographic characteristics, particularly age, significantly influenced their involvement as motivators and role models in fostering children's literacy at home. The test results showed a substantial difference ($F=10.197$, $t=.000$) in parental willingness to engage in activities that promote children's literacy development. Parents under 30 years exhibited a greater tendency to serve as motivators and literacy role models for their children than parents aged 31-40, 41-50, and those over 50 years. Other factors including busyness, accessibility to information, and accessible opportunities also significantly influenced parental engagement in children's literacy activities. Table 4 presents the comprehensive findings of the ANOVA test about parental desire to engage in children's literacy activities according to age.

Table 4

Parental Age and Willingness to Take on the Role of a Motivator and a Literacy Role Model at Home

Age	N	M	SD	F	p
<30 years	40	15.95	3.609	10.197	.000
31-40 years	208	14.07	4.144		
41-50 years	178	13.37	4.115		
>51 years	61	11.66	3.894		

*. The mean difference is significant at the 0.01 level.

Parental Education and Competence in A Developing Literacy Culture at Home

The educational background of parents influenced their competence in fostering children's reading literacy. Test results indicated a significant difference ($F=2.828$, $t=.016$) in the impact of parental competence on their engagement in cultivating a literacy culture within the family setting. Parents with higher education (diploma, undergraduate, and postgraduate) differed significantly from those with only high school or elementary-junior high school education. The educational attainment, knowledge, and experience of parents with a bachelor's, master's, or doctoral degree served as distinguishing factors. The comprehensive results of the ANOVA test regarding parental willingness to participate in children's literacy activities based on educational background are presented in Table 5.

Table 5

Parental Education and Competence in Developing Literacy Culture at Home

Parental Education	N	M	SD	F	p
Basic Education (SD-SMP)	120	12.7333	4.32257	4.978	.007
Secondary Education (SMA)	226	13.7301	4.21876		
Higher Education (PT)	141	14.3475	3.85076		

*. The mean difference is significant at the 0.05 level.

Parental Occupation and Involvement in Supporting Literacy Activities at Home

Occupation is another factor that significantly impact parental involvement in promoting children's literacy activities. The test results indicated a notable difference ($F=3.306, t=.001$) in parents' willingness to engage in literacy development at home. Parents employed as civil servants, members of the National Police, and the National Military exhibited distinct level of involvement in children's literacy activities compared to those with professional backgrounds as private/BUMN employees or farmers/fishermen. This suggests that job stability promotes greater parental participation in enhancing their children's reading literacy. The comprehensive results of the ANOVA test regarding parents' willingness to engage in children's literacy activities are presented in Table 6.

Table 6

Parental Occupation and Involvement in Supporting Literacy Activities at Home

Parental Education	N	M	SD	F	p
Farmer/Fisherman	24	9.0833	3.20213		
Entrepreneur	46	9.3696	3.29551		
Private/BUMN employee	64	10.4063	2.82123	3.306	.011
National Military/ National Police member	49	10.8367	2.85297		
Civil Servant	304	10.5395	2.70651		

*. The mean difference is significant at the 0.05 level.

Discussion

The study's results indicated a significant difference in the roles of families in providing literacy resources for children, depending on family income levels. Additionally, parental readiness to assume the roles of motivator and role model for literacy varied significantly with age. Furthermore, parental competence significantly influenced the formation of a literacy culture, varying according to educational attainment. Moreover, a substantial difference existed in the impact of parental occupation on their involvement in supporting children's literacy activities. Data analysis indicated that all facets of cultivating an early reading literacy culture at home were correlated with the family's socioeconomic status (SES) variables. Therefore, this research concluded that the family's socioeconomic status (SES) significantly influenced the extent of family engagement in fostering a child's early reading literacy culture at home. The results of this research align with the conclusions of Blanchard (2023), which determined a robust positive correlation between literacy and socioeconomic status (SES). The study's findings were further supported by Scherer and Siddiq (2019), which demonstrated a significant correlation between socioeconomic status and reading literacy, in contrast to information technology and mathematical literacy.

In relation to parental income, the finding of this study indicates that there is a significant difference in parental support in providing literacy facilities in the family environment. Parents with higher incomes are able to provide better literacy support at home. This finding implies that a more stable family economy allows parents to establish a more conducive literacy environment at home. A healthy financial situation allows parents to provide more adequate literacy facilities at home, such as books or access to technology that supports children's literacy development (Bautista et al., 2024; Zhang, X., Lau, C., & Su, Y. (2023). This finding further solidifies the widely recognized theory that economic factors are key to literacy acquisition and development (Snow, 2002). Additionally, this finding is consistent with research that emphasizes the linear

relationship between family income and children's literacy skill levels (Adom et al., 2024; Rodriguez et al., 2009).

This finding also finds a difference in support for literacy facilities based on parental income, and implies a gap in access to literacy. Children from lower-income families face limitations in literacy access that can hinder their literacy development. Therefore, this finding implies the need for intervention programs to support low-income families, for example through book subsidy programs or free access to digital learning resources to reduce the literacy gap. The absence of relevant interventions will further widen the literacy gap that stems from family economics. Moreover, previous findings showed that the availability of literacy facilities at home, such as reading activities with parents, is a significant predictor of children's literacy development (Dong, Y., & Chow, B. W. Y. (2022).

The next finding shows that younger parents provide higher motivation and serve as better literacy role models. The contributing factors identified for this finding include the fact that younger parents tend to be more exposed to modern literacy views and practices. They understand the importance of literacy in children's lives due to the influence of education, media, and current trends, which makes them more active in providing motivation and serving as literacy role models for their children. The results of this study align with the findings of Weiler et al. (2024) which identified positive parental attitudes as a determining factor in mentoring children. Additionally, younger parents are more familiar with technology and digitalization. This familiarity allows them to use digital media as part of their children's literacy activities. Using this technology ultimately strengthens their role as literacy role models. Another factor is that younger parents often adopt a more interactive parenting style than older parents. This approach encourages joint learning and sharing of literacy experiences with children, thereby increasing children's motivation to read. The results of this research also indicate that younger parents are more active in motivating and serving as role models for children's literacy, suggesting that older parents should enhance their efforts in these areas. Literacy training and mentoring programs for parents should be tailored to accommodate different age groups and circumstances with a focus on older parents. Prior studies have shown that parental support at home correlates with improved literacy outcomes for children (Lee & Moussa, 2024).

The third finding of this study indicates a notable disparity in the ability of parents to cultivate a culture of literacy within the home context, depending on the level of parental education. Parents with a college education are more confident in fostering a culture of literacy for their children. The findings of this research corroborate the results (Myrttil et al., 2019), indicating that a child's reading environment at home is significantly associated with parental education, particularly that of mothers who serve as primary caregivers. This finding suggests the impact of enhanced awareness regarding the significance of literacy in child development from more educated families as a distinguishing factor. In addition to understanding the procedures of how to support their children, informed parents also recognize the significance of literacy as a crucial asset for children's future success, both academically and socially.

The above finding underscores the significance of parental education in cultivating a family literacy culture. Consequently, strategic measures should be implemented to enhance parents' ability to guide their children, particularly in families with lower

educational attainment. Past studies (Singh, L., Yeung, W. et al., 2023; Blanchard, 2023; Romeo, Uchida & Christodoulou, 2022; Scherer & Siddiq, 2019; Shen & Del Tufo, 2022) have indicated that family-oriented interventions can create a more conducive literacy environment and mitigate the likelihood of reading difficulties in families with low parental education. Government and educational institutions should develop family literacy programs specifically aimed at parents with limited educational backgrounds. These programs may encompass training, workshops, or the provision of readily accessible resources for parents.

The current study indicates that parents employed as civil servants, military personnel, or private sector employees are involved more in children's literacy activities than those working as farmers, fishermen, or entrepreneurs. This finding contrasts with earlier research (Samad et al., 2023) indicating that parents not employed in the formal sector possess more time and excel in offering cognitive stimulation to their children. The superior literacy activity advice from parents with backgrounds in civil service, military/police, and private employment appear to be more affected by parents' educational attainment and economic stability. Parents employed in the formal sector typically possess a college-level education. Furthermore, they earn higher pay, resulting in a more stable economic situation. Better education and economic conditions lead to improved understanding of literacy instruction. Moreover, stable family finances help provide the provision of literacy resources, enabling more extensive direction for children's literacy activities. Therefore, occupation serves as an intermediary variable in this case.

Overall, the findings of this study highlight the role of parents as key agents in providing support for literacy development in the home environment. Our findings indicate that family socioeconomic position, encompassing income, age, education, and occupation, serves as a distinguishing factor in the extent of parental involvement in fostering a supportive literacy environment at home. This study emphasizes the significance of considering socioeconomic position in promoting a culture of literacy within the home setting. We advocate for family-centered initiatives that take socioeconomic status into account to improve the family literacy environment. This advice is substantiated by prior research indicating the significance of comprehending family socioeconomics in developing children's literacy. Thus, literacy interventions should be tailored to the family socioeconomic variables (Gao et al., 2024). This study's results advocate for increased focus on children from low socioeconomic status households, as our findings reveal insufficient parental attention and involvement for these youngsters. These families are categorized as a group at risk in the context of attaining reading literacy. Nonetheless, suitable family-oriented interventions will diminish the disparity and mitigate the effects of their socioeconomic condition on children's literacy development (Lee & Moussa, 2024; Shen & Del Tufo, 2022; Tong et al., 2021).

Conclusion, Recommendation and Implications

This study highlights the role of the family in developing children's early reading literacy at home. The main findings of this study reveal that significant differences in the participatory role of the family in children's literacy development based on the family income, age, education, and employment status. Families with higher incomes show the intention to provide better literacy facilities for their children. Young parents could provide motivation for their children to read more and exemplify positive role models. Families

with higher education were more confident in providing literacy support, and families with formal employment were more involved in offering intensive assistance.

This study is significant in delineating the impact of family economic position on children's early literacy development. The findings imply the need for the governments and relevant stakeholders to take into account the socioeconomic context of families when formulating new literacy programs. This study advocates for family-oriented literacy interventions that consider the family income, parental age, parental education, and parental employment status. Family-based literacy initiatives can serve as a crucial catalyst for the development of children's reading abilities by helping parents access effective strategies despite resource limitations.

This study recommends the importance of developing family-based literacy programs that are sensitive to socioeconomic conditions by ensuring access to literacy resources for low-income families. Governments and educational institutions should design inclusive interventions such as book subsidies, parent literacy training, and free access to digital learning materials. Furthermore, strengthening parents' capacity as literacy companions is essential through tailored training programs, especially for those with low educational backgrounds or limited time due to work commitments. These efforts aim to empower parents to create a literacy-rich home environments that optimally supports their children's reading development.

This study is limited solely to the exploration of socio-economic disparities among households. Future study employing qualitative designs is necessary to thoroughly examine the effect of differences in home literacy support on children's literacy development. Further research is required on several social aspects, including ethnicity and the conditions of rural and urban areas. Consistent with prior research, these variables indicate disparities in children's literacy competencies.

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