



**THE STUDY OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT
AND EARLY READING LITERACY DEVELOPMENT.**

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UTAR

A RESEARCH PROJECT

SUBMITTED IN

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UNIVERSITI TUNKU ABDUL RAHMAN

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PREFACE

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes”- Marcel Proust

As mentioned in the quote above, I wanted to choose a topic that is up to my interest but totally from a different subject matter. And there is when I decided to work on the title ‘The Study of the Relationship between Parental Involvement and Early Reading Literacy Development’. Parental involvement may be a general topic and it may be a topic of interest for many but the scope of this research study is merely on the importance of the parent’s enrolment in a child’s academic performance in terms of reading and reading materials used. My early memories of childhood experiencing reading myself will be the inspiration for me to develop this thesis.

ACKNOWLEDGEMENTS

First of all, I would like to express my utmost gratitude to Dr. Badariah Binti Sani, my supervisor for Final Year Project as per requirement for all undergraduates to Faculty of Arts and Social Science. She who has continuously advising, guiding, and motivating me allows the successful completion of this paper. Most importantly, she has given me the opportunity to freely explore my study according to my idea and preferences even though she had her ideas in it. Besides, she has also made my life easier by changing my methodology and now I feel like she had lightened my burden and have provided a better situation for me to conduct my research. This quote is dedicated to her as an appreciation for her guidance throughout the course of Final Year Project.

“The teacher who is indeed view does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind”- Khalil Gibran.

Next, I would like to thank my mom, Mrs.Kaliani Murugan for helping me out a lot in the process of data collection while interviewing the participants. Mostly all the participants that have took part in the interviews are my mom’s friends. Besides, she have always find time in her tight schedule to accompany me during all the interviews I’ve conducted. She has also been a very supportive cheerleader every time I’m stressed with my FYP. Most importantly, she have devoted her time to give words to everyone she meets and seek for their approval to participate in my interviews. These kinds of favours from my mom has always been an encouragement to me and I thank her for that. This quote is dedicated for her for being a pillar of strength to me.

“God could not be everywhere, and therefore he made mothers”- Rudyard Kipling.

I would like to take this opportunity to thank two wonderful ladies who have also helped me out during the process of completing my research study. My friends Kavilasini and Sugania. Both of them have given me a lot of suggestion on my time management. They have also guided me on the process on Turnitin as one of them have completed FYP. I can say that their advises have given me some extra knowledge and a clear mind on how to divide my time on my assignments and FYP. This quote is for them as an appreciation for their support for me.

“ Walking with a friend in the dark is better than walking alone in the light”- Helen Keller.

DECLARATION

I Thanusha A/P Muniandy hereby declare that the thesis/dissertation is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at UTAR or other institutions.

Student's

Signature

Date

.....

.....

THANUSHA MUNIANDY

APPROVAL FORM

This research paper attached hereto, entitled “THE STUDY OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND EARLY READING LITERACY DEVELOPMENT” prepared and submitted by “THANUSHA A/P MUNIANDY ” in partial fulfillment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

Date: _____

Supervisor :

Dr.Badariah Binti Sani

ABSTRACT

Children who begin schooling with full literacy capability tend to perform better compared to children who are less exposed to early reading at home. Children who have lack of reading proficiency struggles to read, generally throughout schooling. Parent's role is essential for children to experience faster and better literacy development. This study contains two purposes which was to examine the importance of parent's involvement in children's reading abilities at home and to examine and explore on the type of reading materials used by the parents to enable the children to foster interest in early reading. Therefore, this research study finalized the findings in the effectiveness of parent's involvement in early literacy development with the usage of suitable reading materials. Three parents were selected and face-to-face interviews were carried out. Through the findings, the objectives were able to be achieved. The importance of parental enrolment into making their child a proficient reader has been highlighted by the parents themselves during the interviews that was conducted earlier. The parents have stated the reason for them to start reading early and they have also mentioned how early the readings were initiated. The parents have indicated that they started reading early because they were interested in reading and also because they have known about the strength of early reading and the benefits from it. Besides, the data have also revealed the reading materials the parents have used. Not forgetting, the suggestions from the parents about the reading materials to sustain a child's motivations and interest for the continuous reading habits was also able to be examined. Parents shared the materials they used upon their kids like newspapers, books, posters and flashcards. In terms of recommendation on reading materials, parents have encourage the young parents to find books with colourful pictures, larger fonts and attractive pictures. They have also suggested the usage of internet in order

to get more tremendous access of reading materials. The findings have proven that parent's role is crucial in developing a child's reading abilities. The parents were aware of their responsibility in choosing the proper reading materials. Therefore, the children were able to read constantly and were able to achieve good reading proficiency. The outcome from early literacy development was found to be a success. Parent's initiative in providing assistance on their child's literacy skills have found to be effective. This study as also concluded a positive relationship between the involvement of the parents and early literacy development. Therefore, this research study can be considered a very significant study as initiating reading habits at the young age will bring an awareness among the community and that will bring the society into a better place.

CHAPTER 1

INTRODUCTION

1.0 Introduction

There is always a view saying that only educators have the responsibility in giving education to children (Bridgemohan, 2001). However, most people do not acknowledge the importance of educating children from home before they enter into pre-school. This perception need to be changed in order for a child to obtain good educational achievement at school.

1.1 Background of the studies

Literacy is the most important key for a child's good academic performance (Sayko, 2017). The children who begin school with a full literacy competency tend to perform consistently better compared to children who are less exposed to early learning. Children with lack of knowledge, particularly in reading will struggle more and will encounter problems in reading throughout their schooling. Therefore, students will have negative effects on their academic performance, motivation and self-esteem (Hindin, 2007). Learning to read is a foundation that is needed for a child to achieve academic success.

Parent's role is very crucial for children to experience faster and better literacy development. According to Carter, Chard & Pool (2009), language interactions in a home environment among the children and their parents brings an important impact on the child's prior knowledge especially on their reading skills. However, parents

who does reading at home with their children have a very crucial responsibility in choosing the right reading materials for them. Basically that's because, the materials may influence a child's interest level and motivation (Gambrell & Marinak, 2009). In order to instill continuous reading habit in a child, selecting the right reading materials is important.

There are many factors that affect the parent's ability to provide their assistance in their child's growth and literacy development (Fagbeminiyi, 2011). Some of the factors can be the parent's education level, socioeconomic status (SES), race or ethnicity, culture and many more (AAP,2002). All these factors can cause disparity into student's academic attainment. This can also affect the ability of the parents to give their support into the progress of their child's reading improvements.

Reading materials for children can be in the form of traditional books or non-books (Taylor,1996) . Traditional books are basically books which are made out of stack of papers with some attached reading text in it. Whereas, non-books are materials that comes in the form of electronic. Parents have the power to control on which item to use for their children in the yearly age. There are parents who expose their child on one type of material only and it is solely depending on the parents. Traditional storybooks for children are usually colorful and attractive. But nowadays, books comes in more advance varieties. Books comes with textures to feel and touch and sounds for interactions. However, non-books are another form of reading materials that comes with tablets or I-pad. So, the type of materials used will absolutely give impact on a child's motivations and also comprehension of the text.

1.2 Statement of Problem

The past studies reveal that, parent's emotional support and care promote better academic performance. However, some past studies also claim that parent's socioeconomic status (SES) influences children's education. For instance, Burns (1993), have noted that parents with high (SES) tend to involved directly into students studies compared to parents with low (SES). However, both factors are important for a child to become a proficient reader (Chen et al., 2018). There are extensive research carried out into parental involvement in early literacy but little is known about the type and quality of reading materials used toward the children. The usage of either traditional book or non-book does influence a child's reading motivation and interest. Children with lack of exposure with reading during their early age will have the least amount of motivation. Parent's role is very crucial in children and it contains powerful influence in them in terms of fostering motivation and strengthening their interest on reading in early literacy (Avvisati et al.,2010). Moreover, parents are a child's first and most important teachers. A parent's influence on a child is eternal. It is impossible to measure. This includes the influence a parent has on a child's success in school. (Monson, 1973).

Other than poor academic achievement, children will also lose their self-esteem (Mishra, 2012). They will have lack of confidence in reading in front of the other children with higher reading abilities due to their less proficiency. Mostly one-third of students joins school with different initial literacy skills, and sets them into excessive risk in developing long-term reading difficulties (Carter, Chard, &

Pool, 2009). In order to overcome this problem, parent's enrollment should be implemented in the early ages itself to enhance their reading competency. Therefore, this study will replicate the past study on finalizing the findings in the effectiveness of parent's involvement in early literacy development with the usage of suitable reading materials.

1.3 Objectives

This study serves two purposes: First, the research will examine the importance of parent's involvement in children's reading abilities at home. Another objective of this research is to examine and explore on the type of reading materials used by the parents to enable the children to foster interest in early reading. The findings of this research will indicate the relationship between the involvement of the parents and early literacy development.

Research Questions

The research questions are designed to answer the objectives for this study as stated above:

1. How the parental involvement is important in enhancing children's reading competency?
2. What type of reading material can be used to influences children's reading ability?

Significance of studies

This research is to also enhance the significance of the parent's participation and the impact that the reading materials can cause in children reading abilities and education performance. This research study merely focuses on the reading literacy development in the early stage. Besides, it also emphasize on the child's outcomes associated with the parent's cooperation in it. This is because, reading frequently to children will enable an improvement in their language ability. However, it has to be inculcated in the beginning years to witness the progress in the reading competency. This research will enlighten the community on the importance of reading since young age and it is very beneficial for the young learners as well to excel in their school's educational performance.

Providing the need of learning to read in the early age is essential for the children's later development and academic success. Moreover, parent's role is very crucial in children and it contains powerful influence in them in terms of fostering motivation and strengthening their interest on reading in early literacy. This study can also help the parent's to understand the key of involving in their early literacy development. This is because, children are first exposed to the parents and they are the first teachers for them. So, the parents have the ability to shape the children's literacy development at the young age. This study will also create an awareness among the parent's by highlighting the effectiveness of their involvement.

Children with good reading abilities will tend to excel well in the classroom at later ages in school and that will ease the involvement of the school teachers to coach

them. Teacher will not encounter problems in students who are unable to read but focus entirely on the syllabus. In addition, the particular students with good reading proficiency will have higher knowledge when

it comes to reading. Initiating reading habits at the young age will bring an awareness among the community and that will bring the society into a better place.

1.6 Definition of Terms

1.6.1 Parent Involvement

According to Althoff (2010), it refers to the commitment of the parents to give their active participation in both, the child's growth and early literacy development. However, Abdullah et al., (2011), define it as an action between a child and parents in order to achieve their children's academic outcomes. They also added that parent's participation can be in terms children's education at school or home. In addition, this also means a regular parent's enrollment and a two-way process in students learning at school (NCLB, 2001).

1.6.2 Self-esteem

Morrison & Thomas (1975), define it as an attitude that has been evaluated by an individual himself on his accomplishments. In addition, Simon & Schuster (1997) claimed that self-esteem can be an experience. They also refer it as a way of experiencing oneself. In other words, it means a particular conclusion a person make upon their own way of thinking and feeling. The researcher had also added that, it also indicates a child's ability to face and overcome an obstacle. According to Rosenberg (1965), it is describes as an attitude towards oneself and it can be

considered as beneficial or not. Besides, it also means an individual's confidence towards their own worthiness.

1.6.3 Motivation

Refers to the level of effort an individual put, in order to reach a specific goal that is very meaningful and valuable (Johnson & Johnson, 2003). Besides, it is also defined as an action of activity due to a desire to achieve the objective (Teo, Lim & Lai, 1999). According to Harmon-Jones & Harmon-Jones (2010), motivation is a behavior that triggers an action to happen. It also enable an individual to perform a particular actions repeatedly. It is also said that motivation is within an individual and it is activated into performing certain action.

1.6.4 Socioeconomic Status

According to Baker (2014), it is a combination of both economic and social position. It may refer to a family's income and social status. Moreover, SES can be classified into three conditions which are the low-income, middle-income and the high-income.

1.7 Scope and Limitations of the Study

A research will be invalid if it doesn't have a clear scope as it also helps the researcher to know what they really have to focus on. The participants will be questioned on the details of the materials they used for their children to foster interest in them and how does the materials influence the children's reading competency. Therefore, the scope of this study is to examine about the reading materials the parent's chose for their children in order to develop the literacy. However, this

research study also contains some limitations where the samples are limited due to the time constraint. The research has to be conducted within 10 weeks and having a lot of participants is impractical. Other than that, the location where the participants will be chosen is within the Perak state. Therefore, the outcomes will be tested to prove the positive relationship between parental involvement and early reading literacy development.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter is about the past studies that has been conducted based on the parental participation into young learner's reading skills and on the reading materials used to develop the literacy.

2.1 Parental Involvement Studies

According to Hemmerechts, Agirdag & Kavadias (2016), parent's engagement in children's reading literacy has a positive relation and it influences their performance in school. Moreover, the researchers have also claimed that the parent's level of education and socioeconomic status (SES) plays a major role in parent's participation into children's learning at home. In this article, the researchers have also divided parent's involvement into two which are the school-based involvement and home-based involvement. This study has concluded that home based participation leads to social stratification, which refers to the categories of people's status in hierarchy. The study results prove that, the positive relation between parent's involvement and children's reading literacy and it has also clarified a statement on children's with high SES learns fast compared to students from low SES. The researchers in this study had used the quantitative research design. Besides, the samples of this study are children from 40 countries and five Canadian provinces. The countries that were involved in this research study will the Western European countries. There are also four variable outcomes in this survey which are the literacy

development by the parents in early age, measured as parent's commitment into activities related to literacy with children before grade 1. Other than that, late parental literacy involvement is also another variable that is to measure the children in a formal setting at the fourth year of schooling. Next will be the literacy test of PIRLS into reading skill and last outcome is to discover the attitudes of the students towards reading. In my opinion, children who are exposed to early literacy will experience a better and faster literacy development due to some advance learning they have been encountered. Besides, parents should always take their time in improving their children's education to ensure the child's performance in school is up to their expectation.

The next study is conducted to specify the importance of parental commitment into children's education. According to Mishra (2012), parents should always have emotional connection with their children and provide support to them. It has a big influence on early childhood education. This research study contains 200 respondents from 50 ECCE Centres. To be precise, four samples from each group. The researcher has used the quantitative research design where she had distributed the questionnaires through the instructors from each centres. On the whole, this article has also claimed that living environment has nothing to do with the educational performance of the child. For example, if a child is from a rural area, it doesn't mean the child is poor, and if the child is from the urban area it doesn't conclude their good in education. In my opinion, a person's sociocultural context can never decide their capability in academic achievement. There are many students who are from rural area and doing well in their studies. Besides, a child with a good emotional support can always perform better in school due to the motivations they gain from their parents.

Teale (1986) has concluded that both cultural and social structural factors affect literacy performance of the preschool children. For example, a factor such as income can have a dramatic effect on the home literacy environment. However, this article has also focused on low-income families because children from these families tend not to achieve as well in reading compared to middle class children. This research is to determine how literacy development interferes with the verbal language and cognitive development. Moreover, the researcher has also claimed that children with low SES background come to school with lack of literacy experience. It is also stated that, storybook reading has an extremely facilitating effect on children's emergent literacy abilities. The aim of this research to be specific is to examine on the relations between the children's experiences with writing and reading skills in the preschool. The samples used in this research study are the Anglo, Black and the Mexican American children and their families. This study is a longitudinal research. This research is to determine how literacy development interfaces with oral language and cognitive development. In my view, storybook reading promotes adult-child interaction and enables a better reading abilities in future for the children. Moreover, the storybook reading habit helps with social interaction and language factors. Therefore, it makes the literacy development a success in children.

2.2 Reading Materials

According to Baker, Scher & Mackler (1997), storybook plays an important role in promoting reading motivations. Basically, this article reviews on the effectiveness of reading in children. Besides, it also considers experiences children have at home

sets a positive attitudes toward reading and it is related to the development of motivation. It examines the role of shared storybook reading in promoting reading motivations, which emphasis on the socioemotional aspect. Parents who believe that reading is a source of entertainment have children with more positive views about reading compared to parents who focus on the skills aspect of reading development. This is also depending on the parent's income. They also claimed that what parents say and do is important in fostering positive motivations in children. The motivation from the parents is an important element in our present study which emphasis on the socioemotional side and it's a key in parent's involvement as well. This study is basically a longitudinal research . Moreover, the participants for this research study will be 41 preschool children and their caregivers. The samples were selected from a public elementary school and they serves four sociocultural groups which are the low-income and middle-income children from both European Americans and African Americans category. In overall, this study focuses of the emergent literacy among the urban children from variety of sociocultural settings in terms of using shared storybooks. From my perspective, storybook which is found to be interesting will encourage the children to do more readings and that will keep them to be constantly motivated. Other than that, parents have the major role in choosing the proper books for the children to read in order to strengthen their interest when it comes to reading.

Moreover, Suggate, Schaughency & Reese (2013) have highlighted the appropriate age for a child to start their learning which is from age 4 onwards. They have also specified that early reading instruction leads to long-term advantage when it comes to reading potential. This article examines the effects of reading instruction age (RIA) potentially enhances the understanding of reading development and also

ensured the effectiveness of both early and later catch up in reading. In this study, the researchers had chosen the participants from the government-supported Steiner curriculum schools and the state curriculum schools. Three samples from each group to test reading skill development in terms of SES background. The researcher from this study has claimed that children with later reading perform equally or better than children with early reading because the direction is unclear. One should foster literacy in the early years of schooling it stated. From my point of view, advance learning creates a self confidence in every child to continuously improve reading abilities. Therefore, the current study will promote the advantages of parent's entanglement in a child's achievement and how it boosts their confidence.

2.2 Theoretical framework

The Schema Theory

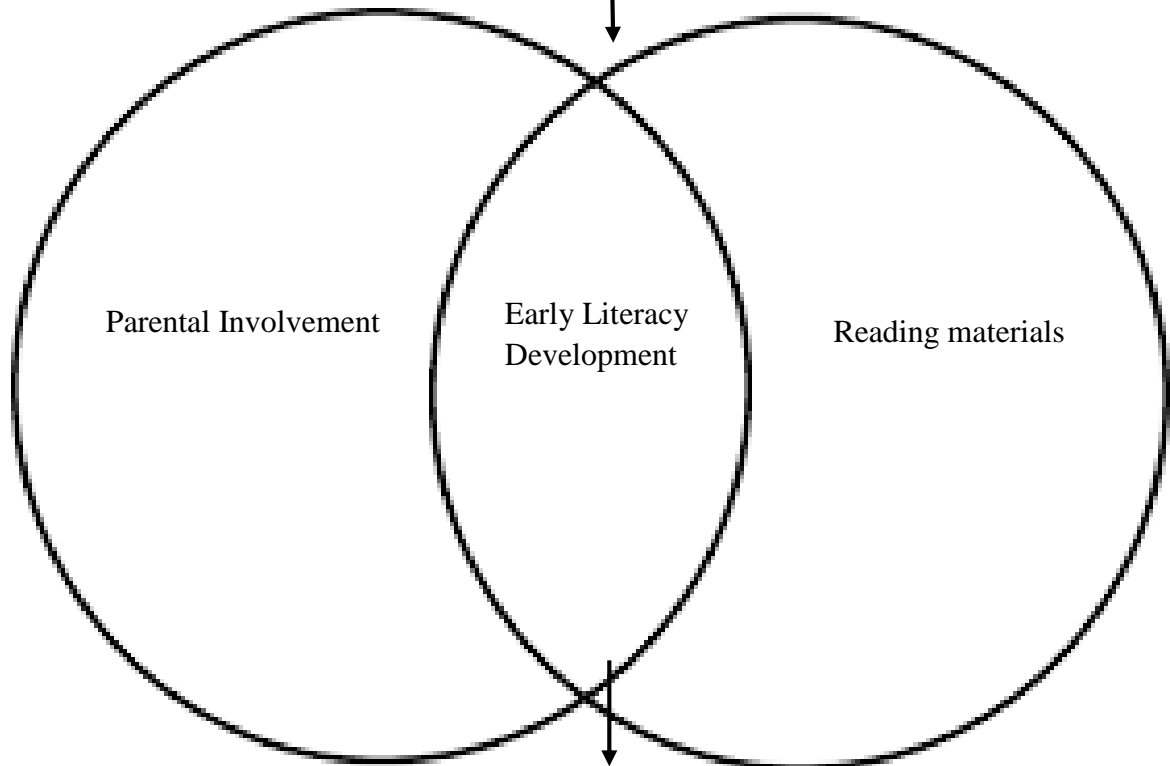
According to Rumelhart (1980), schema theory explains on how the readers use their prior knowledge to comprehend and learn from a reading text. The term 'schema' refers to an ability of a person to recall their past or present knowledge for future understandings. In this study, the schema is developed through the parents by fostering their children with reading abilities in the early age. Therefore, children tend to utilize the knowledge in a long term process to be able to read fluently. Besides, schema theory is a technique to facilitate the recall of the existing knowledge whenever it's needed in the school. This will ensure the children from not struggling while the reading and makes sure they understands the actual meaning while reading rather than just reading the words.

Moreover, the process of schema can also enable a person to reconnect with the knowledge without much effort. Thus, children with higher entanglement with excessive readings before schooling can make them achieve better in academics compared to those students who does less readings. This is because of the help of the schemata. It will assist the children in representing the prior knowledge whenever it's related. According to Piaget (1936), schema is a reconstruction of existing knowledge to perform an action.

The Schema Theory



How children use their knowledge they gain from the previous experience to understand a reading text.



Parents fosters their children with reading habits using the proper reading materials to develop an effective early

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology used in the study. It describes the research design, sampling methods, research instruments, and data collection procedures and plans for data analysis.

3.1 Research design

This study used the Qualitative Research Design to initiate the importance between the parental enrollments in children's literacy development and to discover its effectiveness of using certain type of reading materials. This study will examine the parent's involvement by cooperating with the quality of materials used for their children. The researcher will use the qualitative method to expand their knowledge on the importance of early literacy and prove the effectiveness of their involvement and the usage of reading aids in terms of traditional books or non-books. This research will contain an interview session among the three participants chosen from three different socioeconomic status (SES) .

3.2 Sample (Sampling method)

A purposive sampling method has been adopted into this research. This method is basically a non-probability sampling where the subjects are selected according to the objective of this research. This research will consist of three

samples. The participants will be chosen from three different socioeconomic status (SES) which is from high, middle and low. Some criteria have been taken into account before selecting the participants. Participants that will be selected must have experience of conducting reading session with their children. Besides, parents can be both mother and father, but in this research only the mothers will be chosen.

3.3 Research Instruments

In this research, the instrument that will be used is the semi-structured interview where the interview may not follow the exact list of questions. It may be more on the open-ended questions and it may end up into a discussion with the participants and will be less likely a Q&A session. Besides, the interview will be conducted with the selected participants which will be the parents (usually mothers) from three different (SES) to discover on their enrolment in reading towards the children with the usage of reading materials to development successful reading capability in children. The interview will be carry out in about 5-10 minutes. The interview will be recorded for the purpose of transcriptions.

3.4 Data Collection Procedure

This research will conduct the interview session with each participants separately. So, the first participant will be asked to come at the specific location according to her convenience and the questions will be asked. The location chosen must be a free and open atmosphere. This is because, the answers for the questions will be recorded. The next participant will be asked to come on the other day and the same procedures will be applied and followed by the last participant. The interview will be carried out

face-to-face with the participants. The interviews for all three samples will not be carried out on the same day because the participants must not discuss with one another prior to the interview. This is merely to ensure that there will be no error in the data collection and to make sure the answers are valid.

3.5 Data Analysis

Thematic coding analysis will be method implemented for this research. During the interview session, the answers given by the respondents have to be observed carefully and audiotaped for transcriptions purpose. The answers will be gathered from all the samples and will be looked in the similarities to conclude the findings.

CHAPTER 4

FINDINGS & ANALYSIS

4.0 Introduction

This chapter is presented into two subtopics to underline the findings related to the two main research questions investigated in this study. The both subtopics will answer the two research questions developed and will include data analysis from the face-to-face interviews conducted in advance. This chapter will also further discuss on the thematic coding analysis.

4.1 Parental Involvement

Parents involved in the interviews conducted have answered six questions related to the research questions. Three participants were chosen and their responses have been recorded and transcribed. As a result, it can be concluded that all three participants have started their readings with their children before they entered into preschool. One of the participant have started reading while her child was at the age of three plus. (“I started my reading ahhh...to my daughter when she was ahhh...age of three plus”). The other participant who have two children have also exposed them into early reading. (“A few months maybe about 8,9 months when they actually starts speaking”). And the last respondent has initiated reading while she was conceiving her baby. She has also used this way of reading for all of her three children. (“All 3, but it just the time and how much you spend with them. Because for your first children, it will like very busy, had plenty of time so start early, I mean you

reading with longer hour compared to other second and third”). Moreover, two out of the three participants that were involved in the interview have given a lot of importance on their child’s level of interest. One of the participant have chosen the reading materials according to her children’s choice and preference. (“Ahhh...Depending on their interest. Ahh... Whatever books that I had I just use to read to them. Ahhh...like for my son and my daughter they had different interest so more princess stories for the girl and huh trucks and huh based on huh...vehicles for the boy”). On the other hand, the other parent has noticed the interest of her children naturally during the normal days and she managed to gain her children’s motivation in reading effectively. (“Okay, if you, if you, see in my case, what I do is like ah, you know, whenever I read the newspaper, so, ahh, I will tell them the story, news based they will be like a kind of interested the story that I’m reading, so they tend to come closer to me, then see you know what actually I’m reading, so, you know they can use like the newspaper to tell them the story, what happening around there, and the cartoon books, interesting cartoon books, and haunted story materials. So, this kind of stuff are really make them feel interest to start touching the books and start reading. I think all this kind of material should be very helpful”). Moreover, parental involvement also includes the effort parents put in to ensure their children are interested to read. In addition, some parents have known the importance of reading in advance and some other parents choose to do reading because they had interest in reading. Parents may have different reasons to read to their kids but the result they can get out of it is all the same which are good reading proficiency and excellent academic achievement at school. All three parents have agreed to and perceived the positive results that they obtain from the advance reading at home before their children get into the school. One participant have witnessed the beneficial outcome

from her child due to the early reading in terms of the reading proficiency. (“Ahhh...Yes they read quite well and I had no issues in school. The teachers also have not complain that they can’t read but so far they’re reading is good”). Another evidence to prove the benefits of a good parental involvement in their child’s reading will be (“Ahh, I think this question, I would say ‘yes’, hundred percent. Because it works as I can see, ehh the difference among the other children who was sitting at the same class with my daughters.You know..ahhh... They, they are equally smart, but you can see the proficiency in ahh, using the language, you know whatever the stuffs they are talking about, they can easily catch up, so I believe that the ahh, early stage ahhh, reading materials to them, exposing to them to too many books as early as you can, ahh, help them in this way, so it works”). The last respondent also strongly believed in the effectiveness of reading at the young age. (“Yes, for sure. Because after I started her the reading ahhh...at the early age,she really interested in reading. Then, we no need to teach her already. She immediately can take her books by her own self and read. And then she really make her own time to read because we teach them the reading methods. Then, now I can see that she has good results in her exams”). The overall responses from the parents through the face-to-face interviews have shown their consent on early readings and the importance in it.

Based on the responses given by the parents, the schema theory can be discovered in the process on inculcating reading habits in their kids. The parents have mentioned about their children’s good academic performance and excellent reading abilities that they possess now at their schools. This have proven the theory introduced in this research study, where the children use their prior knowledge about how to pronounce and read words and they utilize it at school whenever it’s needed.

This long term knowledge cannot be obtained, if the parents have failed to foster early literacy in them. In the previous study, the researchers have mentioned about a parent's level of education and how it plays a major role in parent's participation into children's learning at home. In this study, the selected parent's level of education can be considered moderate or high due to the profession they hold which will not be revealed. The statement above can be applied here as the parents have known the value of early literacy in advance and have initiated it during the young age itself. Besides that, Mishra (2012) has claimed that parents should have emotional connection with their children and provide support to them. In this case, parents did not mention about the connection they had with their children while reading but they've obviously supported their kids to read. This is because, the parents have started reading sessions with their kids very young specifically before the kids even started speaking properly.

4.2 Type of reading materials

Reading materials is another major element to instil interest in children and also to maintain the interest when it comes to reading. Choosing the inappropriate materials for their kids may end up influencing a child's loss of interest to read. Based on the answers given by the parents through the interview, it can be deduced that each participant has different ideas and opinions in choosing the reading materials. One participant has chosen unique reading materials such as flashcards and posters other than books in common. ("Firstly, I started using flash cards then I use books also I used posters"). Whereas, the other parent has started of reading with newspapers with her children. ("whenever I read the newspaper, so, ahh, I will tell them the story,

news based they will be like a kind of interested the story that I'm reading, so they tend to come closer to me, then see you know what actually I'm reading,") So, this will be the first exposure of reading materials the parent have used. Moreover, parents who strongly intent to choose books to read can consider certain requirements as mentioned by one of the interviewee in the interview like ("my opinion I think books like ahh, you know with larger fonts, colour printings, cartoon characters, so I think I started with that kind of materials lar. Cartoon books, story books, like that"). This particular participant have suggested authentic materials as the reading materials that can be used for the children. Newspapers can be affordable and parents from low SES can start up reading with it. The purpose of getting books with bigger font and colourful pictures can be striking and attractive for the kids. This will motivate them to do more readings and they will tend to take effort to do reading by themselves. One of the participant have also encouraged the usage of internet and she has also enlighten the number of materials that can be found from it. ("Now you have a lot of accessibility online so ya you have immense actually you can choose from"). Besides that, most of the reading materials that are available in the internet is free of charge and can be downloaded and printed out easily. Other than that, another participant have recommended to use flash cards for the beginners and then upgrade it to book. ("For me I would prefer flash cards first then books so it makes them easier to read").

This research question is to explore on the choice of reading materials parents encourage towards their children. All three participants have different preferences and beliefs when it comes to the reading materials. In the past study, Baker, Scher & Mackler (1997) have claimed that storybook is the key in promoting reading motivations among the children. Looking at the responses from the parents, most of

them have introduced storybooks in the process of reading with their children. However, at this 21st century, the availability of reading materials are more advance and parents have chosen more variety of materials such as posters, flashcards and also authentic materials. Not only that, one of the parent has known the usage of internet and the wide accessibility of materials that can be found from it. Furthermore, in another past study Suggate, Schaughency & Reese (2013) have specified the appropriate age to start early literacy which is from the age of 4 onwards. While in the present study, it can be noticed that, parents have started the reading earlier than the age that has been highlighted. To be more precise, one participant has started reading while she was carrying the baby in the womb. The schema theory can be applied in reading materials as well. When a parent failed to choose and employ the right reading materials towards the children, the idea of implanting a successful reading habit will also be a fail. So the both parent's involvement and proper reading materials are equally important in developing early literacy.

4.3 Discussion

Based on the data that have been collected, it has been proven that parents are well informed of the importance on their role in children's literacy development. Besides that, they are also aware that materials that they introduce to their children at the young age will inculcate continuous reading habit in them. In terms of reading materials, the participants have also proven that they have chosen both traditional books and non-books for their children. Looking at the responses given by the respondents, it is obvious that parents have created a positive relationship with their kids during the reading session. Parents have noticed positive outcomes in their

children's performance and they have also noticed their children excelling well in the classroom compared to their other friends. Through this, it can be considered that the combination of both parental involvement and suitable selection of reading materials are the main cause of the children's academic success. Therefore, the schema theory has been achieved and applied in this study. Moreover, parent's commitment into children at the young age is very important and some parents choose to lead and shape their children's literacy skills from young to reach their expectations at later ages. Children tend to use the knowledge they gain at home from early reading as a prior knowledge to read and understand any reading text in the future. In addition, moulding children's brain at the young age is very easy and parents don't need to put in a lot of effort but strengthening interest in them is the challenging part. However, parents can use effective reading materials in order to foster good reading interest in them.

4.4 Summary of the Chapter

In this research study, thematic coding analysis was implemented to analyse the transcription of the interviews conducted with the participants selected. There were two main themes classified from the responses given by the parents which will be parental involvement and reading materials. Through this analysis, it can be denoted that parents have enough knowledge on the importance of early literacy on children and they tend to have extra enthusiasm in inculcating continuous reading habit in them by using the right reading materials. The parents in this study provided insight not only into the importance on reading and selection of materials, but also into the perception that parents are also responsible into child's education not only the teachers. Similarities that can be concluded from the data gathered will be the intense aim of the parents to implant reading motivation into their kids from the young age.

CHAPTER 5

DISCUSSION & CONCLUSION

5.0 Introduction

This chapter will summarize the study and provide recommendations and suggestions for the future studies. This chapter will also highlight the limitations that can be found from this study.

5.1 Summary

Children who begin schooling with full literacy capability tend to perform better compared to children who are less exposed to early reading at home. Children who have lack of reading proficiency struggles to read, generally throughout schooling. Parent's role is essential for children to experience faster and better literacy development. This study contains two purposes which was to examine the importance of parent's involvement in children's reading abilities at home and to examine and explore on the type of reading materials used by the parents to enable the children to foster interest in early reading. Therefore, this research study finalized the findings in the effectiveness of parent's involvement in early literacy development with the usage of suitable reading materials. Three parents were selected and face-to-face interviews were carried out. Through the findings, the objectives were able to be achieved. The importance of parental enrolment into making their child a proficient reader has been highlighted by the parents themselves during the interviews that was conducted earlier. The parents have stated the reason for them to start reading early and they

have also mentioned how early the readings were initiated. The parents have indicated that they started reading early because they were interested in reading and also because they have known about the strength of early reading and the benefits from it. Besides, the data have also revealed the reading materials the parents have used. Not forgetting, the suggestions from the parents about the reading materials to sustain a child's motivations and interest for the continuous reading habits was also able to be examined. Parents shared the materials they used upon their kids like newspapers, books, posters and flashcards. In terms of recommendation on reading materials, parents have encourage the young parents to find books with colourful pictures, larger fonts and attractive pictures. They have also suggested the usage of internet in order to get more tremendous access of reading materials. The findings have proven that parent's role is crucial in developing a child's reading abilities. The parents were aware of their responsibility in choosing the proper reading materials. Therefore, the children were able to read constantly and were able to achieve good reading proficiency. The outcome from early literacy development was found to be a success. Parent's initiative in providing assistance on their child's literacy skills have found to be effective. This study as also concluded a positive relationship between the involvement of the parents and early literacy development. Therefore, this research study can be considered a very significant study as initiating reading habits at the young age will bring an awareness among the community and that will bring the society into a better place.

5.2 Limitations of the study

The following limitations are inherent in this research study that may have affected the findings. Initially, the participants were selected from three different socioeconomic status (SES). However, due to the lack of cooperation and sudden withdrawal by two other participants from low and high SES background at the very last minute, the participants have to be changed. At last all three samples were selected and finalised from middle SES background. Consequently, the amount of time parents spend and the selection of reading materials from three different SES were not able to be compared and examined. Besides that, this research study is restricted to only three samples and it can be considered as a very small sample group. This is due to the short time frame given to the students to conduct this research study. Other than that, this study chose the samples and conducted the interviews with the mothers in particular. Coincidentally, all the three selected samples were from one similar race. Not only that, participants are all from the urban area. Thus, a small and narrow sample prevents the researcher from making a broad generalization.

5.3 Suggestions for future studies

This study can be replicated by using larger and wider samples over the extended period of time. Future researchers can use more respondents to analyse and generalise the findings on this research topic. Moreover, research study on this topic can be improvised by having both the fathers and the mothers in the face-to-face interviews. Other than that, researchers can also select samples from different races for better results. Finding samples from rural area will be another way getting more preferable

results. Most importantly, the future studies should look into samples from three different SES which are low, middle and high. This will ensure the researchers to look into a different aspect in terms of parental involvement and reading materials.

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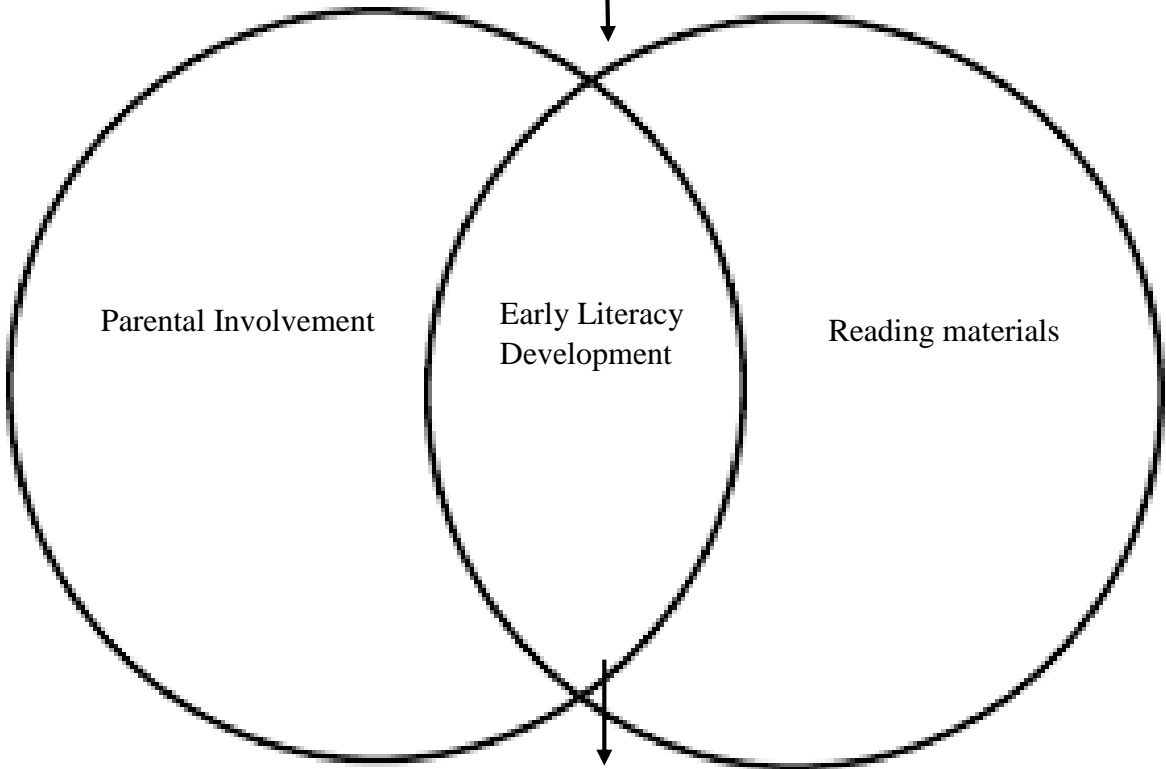
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Appendix A

The Schema Theory



How children use their knowledge they gain from the previous experience to understand a reading text.



Parents fosters their children with reading habits using the proper reading materials to develop an effective early

Letter of Consent

As the requirement for partial fulfilment of the Final Year Project 2, a course in English Education at University Tunku Abdul Rahman (UTAR), I am required to conduct an interview. The purpose of this interview is to gather insight into experiences of the participants. The information and experiences that you share will be summarized.

Your time and effort are integral aspects of my learning process and your participation is very much appreciated.

Interviewer's Agreement

I,..... , understand that it is my responsibility, as the Interviewing Researcher, to maintain the *confidentiality* of the Participant, to respect the requests of the Participant, and to gather and use the information obtained in an ethical manner. I understand that it is my responsibility to use the information gathered from the interview for the purpose outlined, and to store the data securely.

Researcher _____

Date: _____

Participant's Statement of Consent

I understand the purpose of this interview. I understand that any information that the Researcher gathers from the interview for use in reports or published findings will not contain names or identifying features. I understand that all information will be kept confidential. I understand my participation in this interview is voluntary. I understand that this interview will be recorded for the transcription purpose.

Participant _____

Date: _____

INTERVIEW QUESTIONS

- 1) How did you start reading to your child?
- 2) How old was your child when you first started reading to him or her?
- 3) Why did you choose to do reading with your kids at the young age itself?
- 4) What kind of materials you used towards your children?
- 5) What types of reading materials parents can use to influence their children's reading?
- 6) Do you think the reading activity that you have conducted with your children at the young age have given a positive result now in their reading proficiency? How?

Participant 1

Interviewer:- I will start now huh !

Interviewee:- Okay.

Interviewer:- How did you start reading to your child?

Interviewee:- Ahhh...Depending on their interest. Ahh... Whatever books that I had I just use

they had different to read to them. Ahhh...like for my son and my daughter

and huh based on interest so more princess stories for the girl and huh trucks

huh...vehicles for the boy.

Interviewer:-The boy...

Interviewee:- Ya.

Interviewer:- Okay.I'll go to the next question huh.

Interviewee:-Ya.

Interviewer:- How old was your child when you first started reading to him or her?

Interviewee:-Ahhhh...A few months maybe about 8,9 months when they actually starts

speaking.

Interviewer:-Hmmm..Hmmm

Interviewee:-That's when I er..and and when they have err... interest in looking at pictures

that's when I started reading. 8 to 9 months.

Interviewer:-8 to 9 months. Okay next question. How did you choose to do reading with your

kids at young age itself?

Interviewee:- Err... Because I had the interest.I like to read. So when I when I was growing

my child to up I had a lot of books to read so the same thing I wanted

experience. So ya. Hence, I started early.

Interviewer:- Okay. The next question. What kind of materials you used towards your

children?

Interviewee:- Ahhhh...

Interviewer:- Reading materials.

Interviewee:- Okay. Usually it was like a big books ahhh...the one with a lot of pictures a lot

of pictures, a lot of ahhh...bold characters and also even the wordings, I will try

to get big big words.

Interviewer:- Fonts.

Interviewee:- Fonts Ya... ya.

Interviewer:- Oh okay. What type of reading materials parents can use to influences children's reading? Children's reading.

Interviewee:- Ahhhh...for beginners ya its always picture books. Ahhh... you can use flash

cards okay and also you can use ahhh printouts. Now you have a lot of

accessibility online so ya you have immense actually you can choose from.

Interviewer:- Last one. Do you think the reading activity that you have conducted with your

children at their young age have given a positive results now in reading

proficiency? How?

Interviewee:- Yes. Ya they read a lot. And also ahhh... since they read a lot, they know a lot

and also ahhhh....since they read a lot, they know a lot and they talk a lot.

Interviewer:- They speak a lot?

Interviewee:- They do speak a lot. So..Anything any questions and they are always ever ready

to ask questions on anything that they don't understand so I think....

Interviewer:- In terms of reading proficiency?

Interviewee:- Ahhh... Yes they read quite well and I had no issues in school. The teachers

also have not complain that they can't read but so far they're reading is good.

Interviewer:-Your reading was all based on English language?

Interviewee:- Not only English ahhh...ya mostly English we had some Tamil books and also

Malay books as well.

Interviewer:- That's all. Thank you.

Interviewee:- Ya.

Participant 3

Interviewer:- Okay, I shall begin the interview huh? The first question, how did you start

reading to your child?

Interviewee:- Firstly, I started my reading with my child ahhh...by using ahh...storybooks,

ahhh...That's the way I

do my first reading with my child.

Interviewer:-Moving on to the next question. How old was your child when you first started

reading to him or her?

Interviewee:-I started my reading ahhh...to my daughter when she was ahhh...age of three

plus.

Interviewer:-Three plus okay.

Interviewee:- Yes three plus.

Interviewer:-Alright. Moving on. Why did you choose to do reading with your kids at the

young age itself?

Interviewee:- First of all, I started to do reading with my child in her young age ahhh...

because I want her to know that ahhh...what reading is. So that she understands

the reading. The importance of the reading I meant. The methods. So she can

read well.

Interviewer:- During kindergarden?

Interviewee:- Yes..yes.

Interviewer:- Okay, next question. What kind of materials you used towards your children?

Interviewee:- Firstly, I started using flash cards then I use books also I used posters.

Interviewer:- You also used posters?

Interviewee:- Yes, because ahhh...It's a easy way for her to spell the words for the reading.

Interviewer:- Okay. Moving on to the next question. What types of reading materials parents

can use to influence their children's reading? What would you recommend?

Interviewee:- For me I would prefer flash cards first then books so it makes them easier to

read.

Interviewer:- Hmm..Hmm..okay. The last question. Do you think the reading activity that you

have conducted with your children at their young age have given a positive

results now in their reading proficiency? How?

Interviewee:- Yes, for sure. Because after I started her the reading ahhh...at the early age,she

really interested in reading. Then, we no need to teach her already. She

immediately can take her books by her own self and read.

And then she really

make her own time to read because we teach them the reading methods. Then,

now I can see that she has good results in her exams.

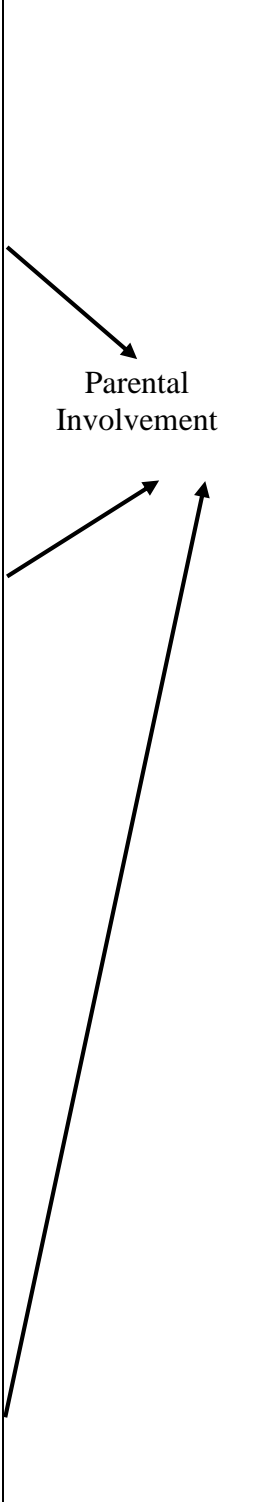
Interviewer:- Good achievement in exams...hmm..hmm..Okay alright... Thank you for your

participation.

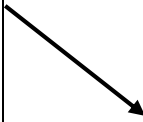
Interviewee:- Thank you.

RQ1: How the **parental involvement** is important in enhancing children's reading competency?

RQ2: What **type of reading material** can be used to influences children's reading ability?

| Main ideas | Subthemes | Themes |
|--|---|--|
| <p>I : Ok, we will begin the interview now. The first question, how did you start reading to your child?</p> <p>P2 : Ahhh.... reading to my children , ahh.. I think I started since I conceiving them, ahhh, I think this is how I started to read to my children lah.</p> <p>I : Okay, so.....</p> <p>P2 : I think many research has been conducted and all is fluent, it works to start with, to start conceiving them.</p> <p>I : Ok, next question. How old was your child when you first started reading to him or her?</p> <p>P2 : Ahhh, I think as I mention in the, in your first question, I think I started, if I'm not mistaken lah. I think I started since I was conceiving them.</p> <p>I : So, you did the same thing for all of your kids?</p> <p>P2 : All 3, but it just the time and how much you spend with them. Because for your first children, it will like very busy, had plenty of time so start early, I mean you reading with longer hour compared to other second and third.</p> <p>I : Yeah, correct. I agree. Ok, next question, Why did you choose to do reading with your kids at the young age itself?</p> | <p>While conceiving the baby which means before child enters preschool and it is considered home based learning.</p> <p>Aware of the importance of reading beforehand.</p> <p>Intentions is to cultivate interest in children so started reading early.</p> | <p>Parental Involvement</p>  |

| | | |
|---|---|---|
| <p>P2 : Okay... I think, in my opinion, ahhhh, exposing the kids as early as we can, really help to cultivate the interest of reading.</p> <p>I : In them?</p> <p>P2 :Ya. I also believe that, ahh, it will always help to reduce stress, that they will, ahh, undergo when they start stepping into very first standard. You know when they start going primary class, so I think, ahh, reading, start reading as early as they can will create the confidence in them when they are starting their very primary class.</p> <p>I : Okay, moving on to next question, what kind of materials you used towards your children?</p> <p>P2 : Okay, if I remember, you can see also, I have plenty of books at my house... Ahh.. my opinion I think books like ahh, you know with larger fonts, colour printings, cartoon characters, so I think I started with that kind of materials lar. Cartoon books, story books, like that.</p> <p>I : Okay, next question ah, what types of reading materials parents can use to influence their children’s reading?</p> <p>P2 : Okayy, if you, if you, see in my case, what I do is like ah, you know, whenever I read the newspaper, so, ahh, I will tell them the story, news based they will be like a kind of interested the story that I’m reading, so they tend to come closer to me, then see you know what actually I’m reading, so, you know they can use like the newspaper to tell them the story, what happening around there, and then cartoon books, interesting cartoon books, and haunted story materials. So, this kind of stuff are really make</p> | <p>Wanted to expose them to reading so that they will not get stress later at school.</p> <p>Chosen reading materials was books with larger fonts, colour printing and with cartoon characters.</p> <p>Suggestion for reading materials that can help to attract kids will be newspapers, cartoon books, interesting haunted story.</p> | <p>Parental Involvement</p> <p>Type of reading material</p> |
|---|---|---|

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| <p>them feel interest to start touching the books and start reading. I think all this kind of material should be very helpful.</p> <p>I : Okay, last question, do you think the reading activity that you have conducted with your children at the young age have given a positive result now in their reading proficiency? How?</p> <p>P2 :Ahh, I think this question, I would say 'yes', hundred percent. Because it works as I can see, ehh the difference among the other children who was sitting at the same class with my daughters. You know..ahhh... They, they are equally smart, but you can see the proficiency in ahh, using the language, you know whatever the stuffs they are talking about, they can easily catch up, so I believe that the ahh, early stage ahhh, reading materials to them, exposing to them to too many books as early as you can, ahh, help them in this way, so it works.</p> <p>I : Okay, that's all for today. Thank you so much.</p> | <p>Parents have noticed good improvement in child's reading proficiency due to early literacy at home.</p> | <p>Parent's Involvement</p>  |
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