

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

9-2021

## Exploring the Factors Affecting the Development of Reading Habits among Children

Zaheer Ahmad

*Minhaj University Lahore, zaheerahmad57@gmail.com*

Dr. Muhammad Tariq

*COMSATS Institute of Information Technology, Lahore, tariqnajmi@ciitlahore.edu.pk*

Qaiser Iqbal

*Gift University, Gujranwala, iqbalq93@gmail.com*

Tahira Akbar Sial

*University of the Punjab Lahore Pakistan, tahiraakbarsial@yahoo.com*

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Early Childhood Education Commons](#), [Home Economics Commons](#), [Junior High, Intermediate, Middle School Education and Teaching Commons](#), [Language and Literacy Education Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

---

Ahmad, Zaheer; Tariq, Dr. Muhammad; Iqbal, Qaiser; and Sial, Tahira Akbar, "Exploring the Factors Affecting the Development of Reading Habits among Children" (2021). *Library Philosophy and Practice (e-journal)*. 6307.

<https://digitalcommons.unl.edu/libphilprac/6307>

## **Exploring Factors Affecting the Development of Reading Habits among Children**

### **Zaheer Ahmad**

Director Libraries

Minhaj University Lahore

[zaheerahmad57@gmail.com](mailto:zaheerahmad57@gmail.com)

### **Dr. Muhammad Tariq**

Incharge, Library Information Services

COMSATS Institute of Information Technology (CIIT), Lahore

[tariqnajmi@ciitlahore.edu.pk](mailto:tariqnajmi@ciitlahore.edu.pk)

### **Qaiser Iqbal**

Manager Library

Gift University Gujrawala.

[iqbalq93@gmail.com](mailto:iqbalq93@gmail.com)

### **Dr. Tahira Akbar Sial**

Professor English

University of the Punjab

[tahiraakbarsial@yahoo.com](mailto:tahiraakbarsial@yahoo.com)

## **Exploring the Factors Affecting the Development of Reading Habits among Children**

### **Abstract**

This study explores the factors affecting the reading development of middle schools' students studying in private schools. A quantitative study with the help of survey design was conducted on parents whose children were enrolled in 6<sup>th</sup> to 8<sup>th</sup> grades in private middle schools of Lahore, Pakistan. The research findings indicated that excessive use of screens such as mobile, TV, and electronic games are the major problems parents face in the promotion of reading habits among children. The other difficulties include the excessive curriculum textbooks, lack of interest by parents, high cost of reading material, lack of school-level practices, absence of school library. The study also revealed that limiting screen time, giving reading rewards, proper maintaining record of child's reading activities, book talk with peers or in the group, associating reading with pleasure, daily ask the child to read certain words, visit of libraries, book exhibitions and literary places are the result-oriented strategies which can be used to promote reading habits among the school children. Results are valuable for parents, educationists, teachers, and policymakers to minimize reading hurdles and prioritizing strategies in order to develop reading habits among their children.

**Keywords:** Leisure reading habits, best strategies for reading development, problems in reading development. middle stage education and reading habits.

## **Introduction**

The role of parents is vital in cultivating reading habits, stimulating intellectual growth and building a strong healthy society. Exposure to the importance of reading by parents at an early age gives one an edge over those whom parents have never provided such experience. Parent's constant encouragement and motivation are the primary sources of reading culture stimulation in their children's lives. This habit might change in lifelong learning if it ignites at regular intervals.

Reading is the source of extracting gist from written words. The research study primarily focused on problems faced in the development of leisure reading habits which are otherwise used in literature as voluntary reading, independent reading, pleasure reading, self-selected reading and spare time reading. This study did not address reading habits relevant to school course-related assignments, homework and reading activities assigned by school teachers or reading to get high marks in examinations.

In scholarly literature, it has been specified that parents faced many problems in developing reading habits among their children, such as engagement with modern technological tools (Loan, 2009). Studies reported that most children prefer to watch TV over reading (Hastings & Henry, 2006; Loan, 2009). It implies that the redundant use of modern technology other than the purpose of book reading reduces the time for reading books in the new generation; this is an issue that needs to be understood by parents and other relevant stakeholders in education to develop effective reading habits. This study also considered only one dimension of screen use in which parents perceived that children waste most of their quality time playing games on mobiles, watching television for entertainment, and using social media other than reading books.

Many authors studied various relevant areas of parent's reading role, like parent's active reading engagement with children (Ahmad, Soroya, Tariq & Chaudhry, 2021), parents' role in promoting reading habits among children (Ahmad, Tariq, Chaudhry & Ramzan, 2020) and parents' role in developing reading habits and academic performance (Bano, Jabeen & Qutoshi, 2018; Rasheed, 2012), but after thorough searching of literature, the author came to know that major problems faced by parents while promoting reading habits and best strategies for the same purpose are rarely known especially in Pakistani context till now. Therefore, it is essential to investigate this phenomenon in Pakistani context to understand the major problems and what are the best strategies which can be used to cultivate reading habits among children.

This study is important because it will help parents in making their children a habitual (regular) reader. This research study is also useful for educationists, teachers and policymakers in designing strategies to promote reading habits among children in schools and homes. Most importantly, it is a significant addition for the parents to design roadblocks and different techniques, based on the problems identified, to promote reading habits efficiently and effectively.

### **Objectives of the Study**

This study was based on the following objectives.

1. To determine the problems parents face while fostering reading habits among their children.
2. To know what type of strategies and best practices parents use to make their children habitual and leisure readers.

## Literature Review

The authors conducted an extensive literature review by searching a variety of relevant databases like google scholar, Web of Science and Scopus. Parents face many problems in promoting reading habits among children, like unavailability of time, shortage of reader as a role model, parent's lack of interest, child's lack of interest, home environment, etc. The researcher reviewed the literature to figure out the problems/hindrances parents face in cultivating their children's reading habits. According to Acheaw (2014), laziness is a significant hindrance to reading among students. Faculty instructions regarding more and more visits to the library helps them in developing good communications skills (Pinquart, 2016).

According to Mudzielwana (2014), education level, lack of time, laziness, and lack of resources and skills are the primary reasons for the absence of parent's role in their children's reading development. Socio-economic background, physical abnormalities, mental imbalance, lack of interest, teacher's inability to help children, etc., are reading deficiencies among children (Akubuilu *et al.*, 2015). Some previous studies (Aina *et al.*, 2011; Chettri & Rout, 2013; Igbokwe *et al.*, 2012; Majid & Tan, 2007) also found that excessive use of screen time other than the purpose of reading books negatively affect the reading interest and reading development of the children. According to Akindele (2012), lack of time, lack of parental involvement, and less interest are significant hindrances in developing reading habits among children.

According to Ogunrombi and Adio (1995), parents' illiteracy, improper reading atmosphere, the non-reading attitude of parents, inadequate reading material, lack of good reading skills, lack of libraries, and heavy reliance on school books are the major problems in fostering reading habits among students. Children who don't love reading are more likely to be less motivated, consume more time watching

television, poor decision-makers, and have comparatively low performance in their studies. Bad outreach policies, insufficient funds and lack of genuine commitment to implement reading projects among children are some reasons for these kinds of projects (Chidiebere *et al.*, 2013).

There are many ways to improve reading habits among children, such as providing a better environment, appropriate reading material, giving them reading rewards and prizes, establishing a library at home, giving them proper time, etc. Inspiration from teachers, family members, and parents plays a result-oriented role in the child's reading and literacy development. Parents' healthy reading activities develop and promote their children's critical thinking and analytic skills (Ahmad *et al.*, 2020; Bano *et al.*, 2018). It is also noteworthy to mention that practical and results-oriented training programs are necessary for parents to have better and result producing involvement, which will lead to their children's educational development and intellectual growth. (Patte, 2013; Simmons *et al.*, 1993).

Adnan *et al.*, (2016) concluded that parents and teachers collaborate to create a healthy reading atmosphere to take maximum interest in constructive reading. He suggested that parents provide relevant books and a comfortable reading environment, leading to stimulating leisure reading habits among children. According to Ahmad *et al.* (2021), reading can best be cultivated by guardians, language instructors, and parents' active and dedicated roles. They further suggested that parents' provision of appropriate reading materials at home can also become the primary cause of cultivating pleasure reading habits among children.

Conner and Farr (2009) reported three skills that need to be embedded in the students' understanding to make their reading more effective and result oriented, i.e., crucial information from less important information; approaching texts deliberately

and efforts to grasp. Yochum and Miller (1993) concluded that better understanding between parents and teachers about a child's learning difficulties is essential in improving reading and learning deficiencies among children. Parent and Teacher Association (PTA) also act a binding force between teachers and parents to recognize their due and result-oriented role and contribution to cultivating the students' reading habits (Yusof, 2010).

According to High *et al.*, (2000), book sharing culture with young children yield very encouraging result in language and vocabulary development and the continuous habit of book reading. Reading aloud with children promotes literacy development like listening ability, the book's orientation, page-turning and print recognition, which ultimately leads to increased reading achievement. Researchers were also of the view that parents should continuously follow their children to assess whether their intervention promotes reading habits and promotes literacy development or not. Among other strategies, building up a small personal library for the child with gifted books and books bought with his own pocket money is one of the best means of promoting reading habits and reading development. The researcher also argued that parents should prepare reading lists giving short descriptions of the books and motivate a child to read. Authors further suggested that parents should be careful while selecting reading books for the children because some books may be very harmful to the positive habit development of the children.

### **Research Design**

The research design provides the blueprints of the flow of relevant activities in research. This study followed the positivist philosophical worldview, which is related to deductive and quantitative research design. Positivists believe that phenomena can be most effectively investigated using a deductive and quantitative methodological

approach (Creswell, 2012; Kumar, 2018). The quantitative research design was followed to conduct the present study. It is considered more appropriate to find out the problems that hinder promoting reading habits and strategies used to develop reading habits among middle school students. The survey research method was followed to get feedback from the respondents.

Parents of those students who are enrolled from 6th to 8th classes (middle level education) in private schools of Lahore, Pakistan, were the present study's population. The study was conducted on private schools because the culture of developing reading habits is primarily observed in the private school systems in Pakistan According to Alif Ailaan (2016) and School Education Department, Government of Punjab (2020), 51,515 are the total number of students enrolled from 6th to 8th classes in private schools of Lahore. It was not possible to reach out all unit of the population so a sample was drawn from this population. The sample is a segment of the population that represents the whole population (Kumar, 2018). According to the Survey Monkey sample size calculator (2020), 382 was the sample size of this population with 95 % confidence level and 5 % margin of error. Data were collected from sample size drawn from the population using a convenient sampling technique, preferably at the parent-teacher meeting (PTM). Due to the respondents' anonymity and diverse geographical location in Lahore, the chain technique (request through friends) was also made to get the maximum responses. Out of 382, 271 parents participated in the study with a 71% response rate.

### **Findings of the Study**

Descriptive analysis with the help of SPSS (version 22) is made to answer the questions. The results and findings are descriptive and accompanied by tables which are presented below.

### Problems Faced by Parents in Reading Development of Children

There are many strategies/motivating factors for the reading development of the children but this study includes only sixteen most used strategies/motivating factors which parents use while encouraging their children for reading. The respondents were asked to prioritize problems faced while developing reading habits among their children.

Table 1

#### *Problems Faced by Parents in Reading Development of the Children*

Problems in child's reading development	Mean	SD	Ranking
Excessive use of screen time	4.45	1.90	1
Excessive textbooks of children, which do not permit them to read other books	4.07	0.98	2
Limited time availability	3.96	1.01	3
Lack of interest by parents	3.87	0.97	4
High cost of reading material	3.71	1.02	5
Lack of school-level practices	3.70	1.06	6
Teacher-related barriers	3.64	1.81	7
Lack of library	3.61	1.11	8
Lack of interest by children	3.51	1.07	9
Accessibility/lack of books	3.30	1.23	10
Inappropriate reading materials	2.79	1.04	11

*Scale Used:* 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree \*SD = Standard Deviation

Parent's feedback has been ranked from the most important problem to the least important problem they face while motivating their children to read. Problems are mentioned in ranked order in Table 11.

It is evident from the findings that excessive screen time like mobile and television is the major and biggest problem parents face while instilling reading habits among their children. Commonly, children consume most of their valuable time using gadgets and social media. Excessive (unnecessary) textbooks, which do not allow them to read other books, are the second major problem parents encounter. Respondents were also of the opinion that limited time availability was also a big obstacle in getting children involved in reading activities.

It is also worth noting that parents' lack of interest, as mentioned by themselves in the study, also kept them away from cultivating and promoting children's reading habits. The study also revealed some other constraints experienced by parents while fostering reading habits among their children, like lack of high cost of reading material, school-level practices, teacher-related barriers, lack of library, etc. The study further depicted that unavailability of books and inappropriate reading material was the least important obstacle in the children's reading development. The standard deviation of each problem was also calculated to know how much parents' opinions differed from their mean values. Results are aligned with the findings of Akindele (2012). Both studies found that limited time availability is one of parents' major problems while promoting reading culture among their children.

### **Strategies and Practices in the Promotion of Reading Habits of Children**

Based on the findings of the present study, there are some best strategies, motivating factors and practices that can be used to make the children a regular and leisure reader. A question was asked to know about the best strategies and practices

used by the parents to inculcate and promote reading habits among their children. Mean values of the variables were calculated to rank all the strategy from the most important to less important strategies while inculcating reading habits among children.

The majority of the respondents said that limiting screen time like controlling the time of viewing television, curtailing time in using computer and mobile etc., is the best strategy which can be implemented to get children involved in reading activities. From the results, it can be concluded that children are getting more used to and accustomed to using gadgets and social media, which keep them away from leisure reading.

Table 2

*Ranking of Best Strategies/Practices/Motivating Factors to Motivate Children for Leisure Reading*

Strategies and practices	Mean	SD	Ranking
Minimize screen time	4.24	1.81	1
Reading rewards and prizes	4.23	2.00	2
Maintain a record of your child's reading	4.12	1.7	3
Continued provision and access to books	4.14	1.92	4
Participation in reading activities	4.12	0.87	5
Ask the child to recall his time of reading	4.02	1.94	6
Create library at home	3.97	1.55	7

Book talk with peers or in group	3.95	1.58	8
Associating reading with pleasure	3.90	0.96	9
Reading story books	3.89	0.94	10
Daily ask the child to read certain words	3.85	1.04	11
Visit libraries, book exhibitions and literary places	3.67	1.06	12
Giving them free choice of books for reading	3.61	1.12	13
Reading aloud	3.51	1.07	14
Listen to audiobooks	3.06	1.14	15
Singing and listening to songs, poems and rhymes	2.99	1.08	16

---

*Scale Used:* 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree \*SD = Standard Deviation

The study revealed that the second important strategy is giving reading reward and prizes to children who perform better in leisure reading. Furthermore, this strategy can instigate habits of reading due to acknowledgement of child's reading. Maintaining a record of child's reading also yielded the best results in making children habitual and consistent readers. Moreover, continued provision and access to books, participation in reading activities, ask the child to recall his last time of reading, creating a library at home, book talk with peers or in the group, associating reading with pleasure, reading storybooks, daily ask the child to read certain words, visit of

libraries, book exhibitions and provide children with a free choice of books for reading are the important strategies to develop reading habits among children. It is also worthwhile to mention that out of 16 given options of best strategies and practices to motivate the children for leisure reading, respondents were of the view that reading aloud, listen to audio books and singing and listening songs, poems and rhymes are the least important practices and strategies used by parents to encourage 6<sup>th</sup> to 8th grade students in reading development.

### **Discussion**

It has been observed that excessive use of screens other than reading books negatively affects the children's reading development as children more time watching drama serials and playing games on the phone, etc., instead of spending time on reading books. Some previous studies have also found such results (Aina *et al.*, 2011; Chettri & Rout, 2013; Igbokwe *et al.*, 2012; Majid & Tan, 2007). Jabbar (2015) suggested that parents and teachers can play a result-oriented role in balancing leisure reading activities and the fun time of the students.

This research established that excessive use of the screen with the purpose of only entertainment other than reading is a significant problem in children's reading development. This finding contradicted the results drawn by Acheaw (2014) that laziness is the big problem to foster reading among students. Results are consistent with Mudzielwana (2014) findings that limited time and lack of resources are the major problems in promoting reading culture among children, which support the findings of Ogunrombi and Adio (1995). This study also corroborates the conclusion of Tella and Akande (2007) that consuming time on viewing television and using electronic devices are the big problems in developing reading habits among children.

Strategies that help promote reading habits among children found in this study are aligned with the findings of Tella & Akande (2007). Results are also similar to what has been identified by Olasehinde *et al.*, (2015) that proactive parent's involvement, continued provision and access to books, proper library, acknowledgment, reading sessions and proper time allocation for reading with child can yield best results in the promotion of reading culture among children. Strategies found in this study are aligned with the measures suggested by Tella and Akande (2007). Results are also similar to what has been identified by the Olasehinde *et al.*, (2015) that proactive parent's involvement, continued provision and access to books, proper library, acknowledgment, reading sessions and proper time allocation for reading with child can yield the best result in the promotion of reading culture among children.

### **Conclusion**

This paper explored the problems faced by the parents in fostering reading habits of the children. The study revealed that excessive use of mobile, TV, electronic games is the foremost hurdle, followed by excessive curriculum textbooks were the major problems encountered by the parents to inculcate reading habits among children.

Excessive use of screen time other than the purpose other than reading like use of mobile and television for only entertainment is the major and biggest problem faced by parents while motivating them to read. Parents believe that children waste most of their quality time playing games and watching drama serials. Excessive textbooks of children that do not permit them to read other books and limited time availability of parents are also significant obstacles in fostering a reading culture. The study also revealed some other notable ranked problems like lack of interest by

parents, the high cost of reading material, lack of school-level practices and lack of library etc., faced by the parents in promoting reading habits among the children.

The study also figured out best strategies/practices/motivating factors Which parents used to encourage children in their reading development. Results showed that limiting screen time like the use of cell phones, playing games, viewing television time of the children and giving them reading rewards and prizes were the best strategies that can serve the purpose of promoting reading habits among Children.

According to the common opinion of the parents, curtailing screen time like watching television, use of a computer, mobile and social media networks etc. is the best strategy which the parents can use to engage their children in leisure reading instead of letting them waste their time in useless activities. The study also revealed that giving reading rewards and prizes to children who perform better in leisure reading can also produce better results for the cause. Proper maintaining a record of child's reading activities is also a result producing strategy to promote reading culture. Respondents also ranked some other given strategies which can also be used to motivate child for leisure reading including the continued provision and access to books, participation in reading activities, ask the child to recall his time of reading, creating library at home, book talk with peers or in group, associating reading with pleasure, reading story books, daily ask the child to read certain words, visit of libraries, book exhibitions and literary places and giving them free choice of books for reading respectively.

### **Implications and Recommendations of the Study**

This study is essential for the parents to understand the fundamental problems/hindrances that should be removed to develop leisure reading habits among

children. The findings of this study are essential and valuable for educationists, teachers, and policymakers in designing strategies to promote reading culture in schools, homes, and students efficiently and effectively. Based on the conclusion, the following recommendations and roadblocks are suggested.

1. Home-school links and parent's specific trainings should be enhanced to increase parent's involvement with children.
2. Parents should limit the use of screen time (other than the purpose of reading) of their children like minimizing the use of mobile, watching television, curtailing time of using social media, and utilizing their maximum time to develop child's reading habits.
3. There should be a small library at home to create a literary atmosphere which can allure children to read something other than textbooks. School administration should establish a proper and well-stocked library for children in all schools.
4. Proper acknowledgement in the form of prizes and reading rewards for those children who perform better can also produce result-oriented outputs. This strategy may increase their confidence and encourage them to read more on a regular basis. Parents should promote a culture of literary gift exchanges like gifting a book on a child's birthday to create literary taste among children.
5. Parents should maintain a proper record of child's reading and the amount of time spent in leisure reading.
6. School teachers should play their proactive role like encouraging students to visit the library and borrow some books other than textbooks to read and then manage book talks and library class at least twice a week.

7. School management should organize regular reading sessions to get inspiration to read more and create their own stories to share with their peers.
8. There should be regular PTM (parent-teacher meetings) for the successful reading development strategies. This regular contact to develop reading habits may produce positive results for the said cause.

## References

- Adnan, A., Akram, F., & Akram, A. (2016). Identification of Factors Promoting Reading Habits of Students: A Case Study on Pakistan. *Research on Humanities and Social Sciences*, 6(17), 56-62.
- Ahmad, Z., Soroya, M. S., Tariq, M., & Chaudhry, M. S. (2021). An Empirical Analysis of Parental Involvement in Leisure Reading Development of the Children. *Library Philosophy and Practice*, 1-20.
- Ahmad, Z., Tariq, M., Chaudhry, M. S., & Ramzan, M. (2020). Parent's role in promoting reading habits among children: an empirical examination. *Library Philosophy and Practice*, 1-21.
- Aina, A. J., Ogungbeni, J. I., Adigun, J. A., & Ogundipe, T. C. (2011). Poor reading habits among Nigerians: the role of libraries. *Library Philosophy and Practice (ejournal)*.
- Akindele, N. (2012). Reading culture, parental involvement and children's development in formative years: The covenant university experience. *Library Philosophy and Practice(e-journal)*, 1-21. Retrieve from <http://digitalcommons.unl.edu/libphilprac/>.
- Akubuilu, F., Okorie, E. U., Onwuka, G., & Uloh-Bethels, A. C. (2015). Reading Readiness Deficiency in Children: Causes and Ways of Improvement. *Journal of Education and Practice*, 6(24), 38-43.
- Alif Ailaan.
- Alif Ailaan. (2016). *Status of Education in Punjab*. [Brochure]. Islamabad, Pakistan: Alif Ailaan.
- Awais, S., & Ameen, P. (2013). The reading preferences of primary school children in Lahore. *Pakistan Journal of Information Management and Libraries*, 14(1).
- Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic

- performance in schools. *Journal of Education and Educational Development*, 5(1), 42-59.
- Chettri, K., & Rout, D. S. K. (2013). Reading habits - An overview. *IOSR Journal of Humanities and Social Science*, 14(6), 13-17.
- Chidiebere, I. G., Nosike, O. O., Nkechi, I., & Magnus, A. C. (2013). Bring back the book: The roles of libraries and librarians in promotion of reading and literacy in Nigeria. *Library Philosophy & Practice*.
- Conner, J. M., & Farr, R. (2009). Purposeful reading at the middle level. *Principal*, 88(4), 56-57.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approach*. California, United States: Sage publications.
- Creswel, J. W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (Vol. 4). Lincoln: University of Nebraska, Nebraska.
- Dilshad, M., Adnan, A., & Akram, A. (2013). Gender differences in reading habits of university students: an evidence from Pakistan. *Pakistan Journal of Social Sciences (PJSS)*, 33(2).
- Hastings, C., & Henry, J. (2006). Reading is a closed book to today's children. Retrieved from <http://www.telegraph.co.uk/news/1524595/Reading-is-a-closed-book-to-today'schildren.html>
- High, P., LaGasse, L., Becker, S., Ahlgren, I., & Gardner, A. (2000). Literacy promotion in primary care pediatrics: can we make a difference? *Pediatrics*, 105(4 Pt 2), 927-934. <https://doi.org/10.1097/00004703-199910000-00046>.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. (3d ed.). New Delhi, India: Sage Publications.

- Igbokwe, J. C., Obidike, N. A., & Ezeji, E. C. (2012). Influence of electronic media on reading ability of school children. *Library Philosophy and Practice. (ejournal)*.
- Jabbar, A. (2015). *Reading habit among school children: a study of private school systems of Lahore*. (Unpublished MPhil thesis). University of Punjab, Lahore, Pakistan.
- Loan, F.A. (2009, Feb 10). Impact of New Technology on Reading Habits: A Glimpse on the World Literature. Division of Library, Documentation and Information. New Delhi, p.1-7.
- Majid, S., & Tan, V. (2007). Understanding the reading habits of children in Singapore. *Journal of Educational Media and Library Sciences, 45(2)*, 187-198.
- Mudzielwana, N. P. (2014). The role of parents in developing reading skills of their children in the foundation phase. *Journal of Social Sciences, 41*, 253-264.
- Ogunrombi, S. A., & Adio, G. (1995). Factors affecting the reading habits of secondary school students. *Library Review, 44(4)*, 50-57.
- Olasehinde, M. O., Akanmode, O. A., Alaiyemola, A. T., & Babatunde, O. T. (2015). Promoting the reading culture towards human capital and global development. *English Language Teaching, 8(6)*, 194.
- Owusu-Acheaw, M., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library philosophy and practice, 0\_1*.
- Patte, M. M. (2003). Defining parent involvement in rural elementary school through the eyes of parents, students, teachers, and administration: A case study.
- Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement in children and adolescents: A meta-analysis. *Educational Psychology Review, 28(3)*, 475-493.

- Rasheed, S. (2012). Children's reading habits: a study of Lahore city. *Pakistan Journal of Library & Information Science*, 13.
- School Education Department. (2020, November 21). *Statistics for Lahore District*. Retrieved from [https://schoolportal.punjab.gov.pk/sed\\_census/new\\_emis\\_details.aspx?distId=352](https://schoolportal.punjab.gov.pk/sed_census/new_emis_details.aspx?distId=352)—Lahore
- Simmons, R. K., Stevenson, B. A., & Strnad, A. M. (1993). Stewart Community School: A pioneer in home-school partnership. *Parents and schools: From visitors to partners*, 63-76.
- Soroya, S. H., & Ameen, K. (2016). Reading trends of youth in Pakistan: a pilot study. *Pakistan Journal of Information Management & Libraries (PJIM&L)*, 17, 86-96
- Yochum, N., & Miller, S. D. (1993). Parents', teachers', and children's views of reading problems. *Literacy Research and Instruction*, 33(1), 59-71.
- Yusof, N. M. (2010). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. *Procedia-Social and Behavioral Sciences*, 5, 1160-1165.