

PARENT INVOLVEMENT: EXPLORING THE FACTORS INFLUENCING CHILDREN'S READING INTERESTS OF LITERATURE AT PRIMARY SCHOOL LEVEL

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Received: 11-Nov-2019, **Revised:** 12-Dec-2019, **Accepted:** 18-Dec-2019, **Published:** 28-Dec-2019

ABSTRACT: This paper discusses a study of the roles of parent's active engagement and involvement at home to influence their children of enhancing reading interest of literature early stage at primary school level. The data for the study was gathered through face to face interviews with 10 parents both male and female who volunteered to participate in the study. The interview was transcribed verbatim. These findings were categorized into five maintain themes (i) providing reading material at home (ii) time for reading fluency (iii) personnel selection/choice of reading materials (iv) encouraging method of reading aloud among the children (v) foster their children's appreciation for literacy which highlighted the parental influences and the beliefs of exploring important factors can be used by every guardians of providing these opportunities to all childrens for developing reading culture and become more confident readers; of allowing the childrens to find for free voluntary time at their own to participate actively. Finally, based on the findings, it was concluded that parents played a crucial role and providing practical solutions for the children inculcating reading interest which improve their reading literacy, critical thinking, contribute to building a knowledge and vocabulary development.

Keywords: Parent involvement, Factors influencing reading interest, Home literacy training, Children literature.

1. INTRODUCTION

Reading is fundamental for the construction of a knowledge-based society that strives for economic development and social interaction which enables every learner or students to know more about themselves, their local community, and the world. Numerous studies have carried out on children literature. According to Lazar (1993) argued that literature offers cultural knowledge of the people written in the story and reflects not only the life in the real world, but also the culture of the society as presented in the text. In addition, he maintained that literature may act as the representation of the reality in the form of fiction. This study aims to investigate the role parents and guardian for influencing their children to develop their reading interest at primary school levels. Similarly, (Collie and Slater, 1987; Floris, 2004) also highlighted the role of literature which provides language enrichment for the learners and have many linguistics inputs in terms of vocabulary development, grammar structure and style of language usage of the story.

Therefore, this paper will explore the role of parents for encouraging their children how to read literature and offers many benefits for learning at their early stage language. Literary scholars and educators played a significant role in defining the concept of children's literature. For example, Oberstein & Hunt defined children literature as books which are good for children in terms of emotional and moral values (1999: p. 16). Furthermore, Mitchell (2003) Defines children's literature as any book children read which have appealing content and clear writing; the characters are often children, people familiar to children- or animals in which the setting generally is familiar to children or places children would love to go to- and in the themes speak to children and their concerns.

Several studies have revealed that home reading achievement and language teaching is a way to improve early literacy skills of young children e.g., (Geske and Ozola, 2008; Kim, 2009; McDuffie and Yoder, 2010; Mol *et al.*, 2008; Sawyer *et al.*, 2016).

However, the aim of the paper shifted its focus on the role of a parent towards the development of reading interest of their children at home to become better readers. In addition, lack of critical reading skills and little support for extensive reading at home and at school seem to play an equally important role.

2. METHODOLOGY

The study uses a qualitative case study approach, focusing on thematic analysis design. The participants were asked for their opinion, views and feelings in relation to the use of literature. The participants of the study were educated parents who acquired Western education and served in various works of life. The data of the study were transcribed verbatim and analysed using thematic analysis as guided by (Bogdan and Biklen, 2007; Cresswell, 2012; Yin, 2018). Data were categorized in words and sentences and was analysed qualitatively.

2.1. Findings of the Study

Likewise, other researchers were focused on other children's literature perspectives, this paper has proved the facts about the role of parents can enhance of reading literacy between of their boys and girls at home and school environment.

2.1.1. Providing Reading Material at Home

Literacy is fundamental for the construction of a knowledge-based to the children and young adult in any society that strives for literacy and the development of critical thinking. Therefore, every parent must consider his role of encouraging the practice of reading at home and provide books, children's magazines enables them to learn and comprehend. Koda (2004) maintained that reading is the way of acquiring knowledge and expanding the human richness of vocabulary and syntactic structure of the story read at a particular time. Furthermore, M. Kabir expressed his opinion that:

Well as a retired primary school teacher, I read some children's literature books from divergent authors to know much about children short stories, poems, after that I directed my children to bring out some of them and read among themselves for at least 20-30 minutes. As for me, I can't afford to miss the discussion with children. More frequently, during the interactive session and they were allowed to express their preference and ideas. Finally, we would rather discuss important places, vents of the story like fantasy and myth.

2.1.2. Time for Reading Fluency

This is one of the themes emerged from the data as a factor used to encourage a literacy event that occurred in the home provides them with the opportunity to express themselves freely. Therefore, Malama Talatu expressed her own understanding she said:

Well, as a mother of two children due to the nature of my job as a nurse every Saturday I devoted my time to provide poems written songs for our kids to read for quite sometimes. Doing such practices help them to be good readers as well validate them to more active at home, which will be useful for them at school with their classmates taking literature discussion group can make them not to fill shy with the teacher.

This comment was confirmed by another student who explained why he no longer played a significant role in encouraging his children to literature at home. Malama Hauwa she said:

As you know there are some parents who do not have time to encourage their children to read books cannot be compared with those children who have been trained for practicing personal reading at home before going to school. It makes them feel good.

Um, to stay at home teaching my children how to select a short story to read allow help them to be active readers, which can shape minds and enhances their reading interest also feel good among themselves. I feel really guilty, if we do not exercise, of reading books. I think it's okay to inculcate with reading culture at their early stage.

The comments above clearly demonstrate that two parent fine time to teach their children how to read different books, poems and songs to read allow.

2.1.3. Personnel Selection/Choice of Reading Materials

All the participants described their personal, educational goals for their children as a focus on the factors that enhance their reading interest of reading literature. For instance,

Aisha, as mother and classroom teachers talked about children's selection/choice of reading materials:

Given the opportunity to tell their stories briefly after reading a book child have found a voice previously agreed or denied their reasons based on the level of understanding of the story, the role of the characters, and author delivered his message from the book. The fact that parents read them knowing a

greater part of the content of a book before given their children time to make their personal selection, so we read some chapter or content of the story later allow them to share their understanding.

In addition, another frequently occurring theme that has the potential to build reading practices on language was children's playtime with others (e.g., Siblings, friends). It describes their mother engages in imaginative teaching, learning opportunity.

2.1.4. Encouraging Method of Reading Aloud Among the Children

This is one of the themes emerged from the findings, therefore parent show their concern on encouraging the children after selecting book and were to read aloud. For example, Sadiya said that:

In fact, every child when allow to read short stories are more entertaining than informing. Most of the parents who wish to develop reading habit and inters apply this method of providing their kids with available reading materials at home, they also fine time for allowing them to read a chapter or some pages of short short/books for at least 12-20 minutes. It's more of the entertainment than reading a story by the parent or teacher in the classroom activities.

Similarly, another idea mentioned during the interviews with parent on the role to how encourage children to read literature at home. Ibrahim said that:

As a father using the local language to teach them short stories oral songs help them to foster the embodiment of common attitudes, beliefs, and values plays a critical role in cementing this identity. By their accent, their vocabulary, and their discourse patterns, children and young adult whenever we give them the opportunity to read and speak among themselves and are identified by others as members of reading group at home. From this interactive session or membership of the family, they draw personal strength and pride, as well as a sense of social importance which develop their reading comprehension skills, interest and continuity it underpins their feeling of belonging and shapes their sociocultural activities among their friends.

This same mother also described how her teaching child to read short stories on how to improve their language skills:

You have also, commented that:

Parents, both male and female readers are clearly drawn to the human-interest stories about family crises, and other strange phenomena, and more sensational." Interestingly, children as fun, exciting, or entertaining precisely because, among other things, it carries stories they enjoy and enables them to "symbolically escape" from the stringent conditions of their day-to-day lives. As a father, I give a chance to of the children to say his/her personal ideas, then, it seems that the content of short stories provides a platform for some form of events, narrative structure or symbolic and allowing children/readers to express themselves can speak clearly to this point that carried picturing all sorts of happenings.

2.1.5. Foster Their Children's Appreciation for Literacy

In addition to focusing on literacy, 3 parents (Malam Musa, Hajiya Zainab, Malam Abubakar) also explicitly mentioned goals for their children to gain a freedom of personal reading to enhance their other language skills, such as knowledge sharing to all members and shapes their minds for literary appreciation at home, which will be more significant to the children readiness at school especially taking literature course with the teachers that promote academic language: For example, Malam Musa said:

I am an English classroom teacher for over 15 years, whenever I came from work I instructed our children to bring out any available young literature books, every one of the them knows his time to read for 30-45 minute, later I allow them to come to express his/her experiences, ideas how they understand certain lesson of the stories in our earlier discussion. For example, they might relate narrative structure, events to their real life with the heroine/hero in the story and feel their happiness, appreciation or sadness and picturing all sorts of happenings "information gained" that helps them find out about the world around them.

In this example, the parent's interest in fostering children literary appreciation after reading a poem or short interactions with their friends at home or at the school which clearly advance vocabulary. In her response, Hajiya Zainab said:

As a mother with 4 children and a classroom teacher every weekend after they came back from Islamic school lessons, I also organized a literature discussion session at home, given the opportunity to select a novel written in my native language, then I directed everybody to read allow for 20 minutes to voice out his/her feeling, opinion deeply steeped in local culture that focus on personality and privilege given to them. Malam Abubakar, also shared his opinion with Hajiya Zainab said:

As a retired civil servant who retired as an experienced teacher who served for 35 year during the weekend, I sat with my 3 children distributed some children's literature read, at least for 30 minutes after reading we will discuss on the narrative structure of the stories and allow them to express their feelings, understanding in our local language which carrier of culture. We, therefore, see the stories as reviving our cultural values through its use of figurative language, such as proverbs which explore issues that we, experience. I think this is important because even my own wife at times helps them to read and comprehend the meaning. They really show their appreciation and happiness after the discussion.

The majority of parents reported engaging their children in conversations on how to develop reading practices of fiction, poems, and short stories. In descriptions of conversations they support their child's language development, such as time for reading fluency, personal selection of novel/book and other factors that helped them to develop their reading culture and literacy which to encourage them to be more active. Readers in their lives.

3. CONCLUSION

This study explored the role of educated parents who always encourages their children to read literature on early stage by utilizing useful hints which can enhance not only' the child's literacy ability in terms of 'their reasoning and critical thinking. But also enhance their self-improvement as a human being. This factor when it is properly used will foster an effective role in the heart of their children. When it is chosen and use carefully. It can help the children to achieve the learning objective like discussing on figurative language, such proverb "throwing two birds with one stone", it will broaden their critical thinking, active participation and raise awareness of life. And can improve their reading skills. The stories of children's literature with its fantasies, fairy tales, and imagination still fascinate us. After all, we are basically' children who grow' older.

Finally, it was concluded that the exploration of the parents' active role feelings and opinion in this study gives valuable information on strategies how to encourage the children reading. Therefore, the implications of this study are addressed to the people who do not care about reading children's literature, poems, short stories and other literary texts, especially fictions, should be utilized at home before coming to the language classroom. The use of prose fictions can trigger the students' critical thinking, enable the students to understand about themselves and others, to value differences, and to learn about one's and other culture.

4. LIMITATIONS AND FUTURE RESEARCH

There are limitations in this paper. First, as noted above, all participants had children enrolled in the primary school, and as such, the findings may lack generalizability to parents who do not enroll their children who not have the opportunity of parents' influence of guiding theme how to read children's literature in early childhood education at home. Second, interview data (i.e. Parents alone) served as the sole source of data. Future research should use a variety of additional data sources, including field notes, participants, observation, case study, action research, triangulation mixed mode, in order to conduct a comprehensive qualitative approach.

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