

Developing a Questionnaire for Assessing Parental Involvement in Reading in Sultanate of Oman

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Abstract

The aim of this study was to develop a reliability and validity instrument to assess Omani parents' involvement in reading. The items of the instrument were built from different recourses such as, literature rives, philosophy of educational system in Oman, in additional to Omani culture and the researchers; experience. 219 Omani parents participated in this study. A factor analysis was conducted and reveled two dimensions: the parents' role in encouraging their children to read, and their role in modeling positive attitudes toward reading. The final draft of questionnaire of parental involvement in reading included 24 items that employed five Likert responses (5=very much/ 4= much/ 3= slightly/ 2= little/ 1= very little). The Alpha coefficients for this questionnaire ranged from .85 to .92, The Questionnaire ready for implementation.

Keywords: parental involvement, reading, factor analysis, encouraging, modeling.

1.1 Introduction

The Sultanate of Oman has lot of ingredients to be a modern country. The achievements in developing education and the implementation of the Basic Education System are a remarkable national achievement for the Sultanate, and have the objective of preserving the customs of society and family values. In Omani educational system, the Arabic language has a prestigious position in the Sultanate, religiously, nationally, as well as in the Omani constitution. Therefore, the Omani Ministry of Education has shown its concern in the curriculum, the objectives, the Arabic language teachers, and the educational strategies which have been adapted. Reading skills are one of the most important skills that the Ministry of Education in Oman seeks to improve and develop. These skills have remarkable position in the teaching of the Arabic language, especially for Basic Education students in Cycle One, Grades 1-4. Therefore, the Ministry of Education might pay closer attention to the concept of promoting family literacy environment at home by implementing programs to improve reading ability of Omani parents and great awareness of parental involvement in improving reading performance of their children.

Due to the fact that reform is a continuous process, it will always be subject to improvement and modification whenever deemed necessary during the implementation stage. Therefore, discovering any difficulties facing teaching and learning, and measuring knowledge, proficiencies and skills that students should acquire at specific grade levels are at the forefront of the goals of the Omani Ministry of Education. Therefore, this study try to help the Ministry of Education in Sultanate of Oman by providing a good instrument to assess Omani parental in reading with there children which considered as a very important aspect in language development.

2.1 Back ground of the Study

According to the International Reading Association (1994) home literacy as a concept includes many elements such as the relation between family members and the reading materials as well as the daily routine which occurs naturally in a family. This concept also reflects the culture of the families.

The child's family and home literacy environment have a strong impact on his or her educational development, especially literacy development. Therefore, parents who provide literacy and reading materials at home, such as books, stories and journals have a positive influence on their children's language growth (Bonci, Mottran& McCoy, 2010).

Al-Nashif (1999) mentioned that parents play a major role in developing their children's language ability from the first moments of birth. He also stated that parents are the strongest factor influencing reading comprehension acquisition. Badeer& Alsadeq (2000) indicated that parents begin to teach their children to read before they enter school and that when children see their parents reading books and magazines, they will place great importance on reading in the future. Reading orientation begins when the child is at an early age.

For example, if a child grows up in a rich literacy environment and see his father reading a newspaper every day, he or she may imitate his or her father in the way of reading such as moving the eyes from right to left, flipping pages and checking newspapers (Badeer& Alsadeq, 2000). Joyce & Aura (2006) cited that "children become interested in reading when they find their parents encourage and motivate them to read. Parents "who read to their children are a key to early literacy development, the sharing of book reading between parents and their children is an effective vehicle in promoting their early literacy ability' (p.47). As a result many researchers have studied the relationship between the home literacy environment, which parents consider to be the most important component, and their children's attitudes toward reading.

For example, Linda & Deborah (1994) investigated the relationship between the home literacy environment and the attitudes toward reading of children in early grades. The results showed that children in the first grade had positive attitudes toward reading and there was a relationship between these attitudes and their literacy environment. Related to this, Kubis& Mary (1994) conducted a study to determine what factors in the home literary environment of ninth-grade students influence their attitudes toward reading. Their results indicated that student reading attitudes depend on the early home literary environment, such as public library use, giving books as gifts, parental book collection, subscription to magazines and discussing books with parents or peers.

In Jordan, the study by Alsadi and Mansi (2011) is considered to be one of the few studies which have been conducted in the Arab world. The relationship between student attitudes toward reading in the elementary grades, and their parents' involvement in developing their literacy reading environment in the light of some variables like, parental education level, family income, and family size was examined. The results revealed a positive significant correlation between the parents' education level, family income, family size, and student attitudes toward reading.

However, as has appeared in the literature review, most writing in the West has emphasized two aspects related to developing the student home literacy environment. Some of them have been concerned with suggesting programs which aim to develop parental contributions in developing their children's ability to read, and their attitudes toward reading. For example, Westberry (1996) in his study investigated the impact of a program on a group of parents and their children in grade six with low reading achievement. The results indicated that using parents in partnership with their children is an effective way to improve low student achievement and negative attitudes toward reading.

Another group of Western researchers was concerned with suggestion activities and strategies that could be used by parents at home to assist them in developing their children's reading ability and attitudes toward reading. For example, Piper (2010) recommended some effective activities that could be used by parents to help their children build their reading comprehension skills such as, reading on a daily basis with their children, talking about stories and books that have been read, and asking the children some questions about the stories that they have read.

Partridge (2004) suggested some strategies for parents so that they could be more involved in reading with their child. For example, establishing a routine re - reading favorite books, bridging the language between the book and the child, talking about the print and reading various types of books. In a similar fashion, Green & Halsall (1995) added other strategies for parents to help them in developing their children's reading ability and their attitudes toward reading. For example, talking about the book with your child before reading it, allowing your child to ask questions about the book, asking questions that could have more than one answer, talking about the book, looking at the pictures when you are finished, and reading the same books over and over again.

Naturally, talking about the role of the home environment in developing children's reading ability and attitudes toward reading, leads us to investigate the role of parental involvement in reading in developing their children's reading ability and attitudes toward reading.

2.2 Parental Involvement in Reading

According to Midraj and Midraj (2011) the concept of parental involvement involves a wide range of other aspects such as parental involvement in school activities, parental involvement with their children at home by reading for them and helping them to do their homework, or providing literacy resources. Therefore, most scales that measure home literacy environment include different aspects of parental involvement, for example the Home Literacy Environment (HLES) developed by Hood, Conlon and Andrews (2008), focus on four aspects: visiting libraries, book sharing, parental teaching of library skills and parental reading habits. Similarly, Kathy et al. (2008) found a relationship between the home literacy environment and children's word reading in grade one based on studying three aspects: shared book reading, teaching activities and the number of books. Bailey, Silvern, Brabham and Ross (2004) examined the effect of parental involvement with their children while they were doing homework. The results indicated that the interaction between parents and their children when reading homework together increased students reading comprehension levels.

As mentioned by Smith, Shinn, Stoner and Good (2000) parents may have a direct impact on their children reading performance by providing individualized assistance and greater reading opportunities to practice important reading skills.

According to Wells (1986), children who have developed in an environment where they have been encouraged to learn and use their language, have an opportunity to learn firsthand about their world and are better prepared to begin reading than children who have not had such advantages. Klauda (2009) conceptualized parental reading support as “behaviors and statements that reflect involvement in, and approval or encouragement of another’s reading, emitted with or without the intention of promoting that individual’s reading motivation and activity” (p.15). For example, a parent who buys books for his or her child is demonstrating an intentional act of reading support, while modeling reading, by reading frequently oneself, might be either an intentional or unintentional form of support (Klauda, 2009). It is also important to note that parental involvement is directly influenced by their educational level. By studying a number of mediation factors related to parental education such as the number of books at home and home literacy activities, Myrber and Rosen (2009) revealed that the child's reading achievement was affected by their parents' education level.

Therefore, there are two types of parental involvement in the reading based on the discussion above: the parents’ role in encouraging their children to read, and their role in modeling positive attitudes toward reading. The first way may be considered direct, while the second may be considered an indirect way to encourage children to read, and to develop their attitudes toward reading.

2.2.1 Encouragement

In order to encourage students to read, parents should be positive and supportive and give their children the best learning environment possible (Alexander & Filler, 1976). Fitton and Gredler (1996) mentioned that parents can contribute successfully more than teachers in schools in developing their children's performance and attitudes toward reading. They found that parental involvement increase their children’s knowledge of letters and print words which was more effective than extra small group reading time in school; in addition, children who were encouraged to read by their parents performed better in reading tests. As mentioned by Metsala (1996) encouraging children to read should be followed by a range of activities at home and outside the home such as, reading children’s books on a daily basis and frequent visits to libraries.

According to Adetunji and Oladapo (2007) parents can reduce the time their children spend watching television and instead invest this time in reading, and encouraging them to read at home by spending more time with their children. In addition, parents can act as role models by reading to their children, buying story books for them especially during holidays and their birthdays, providing a supported reading environment for their children, allowing them to read aloud at any opportunity, encouraging them to read by planning a reading competition between them, and registering them in a public library.

2.2.2 Modeling Good Reading Habits

According to Chan (1974) families that read to their children, model positive association with them, thereby showing the children that reading is a vital activity in the family are more effective than just telling their children to read (Chan, 1974, p.35). Based on Bandura's Social Learning theory, children learn skills, behaviors and habits through modeling the skills, behavior and habits of others (Crain, 2000). This theory proposed that children will learn from the habits of their parents, because if children see their parents reading and modeling a love of reading, they will be more likely to read and think of reading as an enjoyable leisure activity. However, if children see their parents dismiss books or other reading materials and show a negative attitude towards reading, they may adopt a similar attitude (Wheaton, 2010).

Spiegel reported that what parents do in their homes is providing a literacy environment which includes many artifacts such as books, newspapers, pencils, paper, letters and junk mail, significantly affects the development of reading and the attitudes toward reading of their children (Spiegel, 1994). When parents model reading to their children they are effective by three processes: (a) modeling enjoyment, (b) modeling enthusiasm, and (c) modeling interest in reading. Therefore, parents who read reveal an enjoyment of reading which is then transmitted to their children (Topping, 1985). It is important to indicate that the parental modeling of reading does not directly teach children how to read. Mullan (2010) in her study found that the modeling of reading by parents serves to communicate a preference or interest in reading that can be shared between parents and young people over time without exactly teaching children how to read. The findings revealed that a strong association between parents in the United Kingdom and their children’s reading were concentrated in households where parents were observed to read more than 30 minutes per day.

The current study aims to examine the hypotheses which have been put forward from the previous literature review that indicate a relationship between parental reading involvement, the child's reading comprehension performance and attitudes toward reading.

3.1 Questionnaire of Parental Involvement in Reading

In order to assess Omani parental involvement in reading, the researcher developed a questionnaire. At this point, many researchers mentioned the appropriateness of using questionnaire to measure psychological variables like behaviors, attitudes and beliefs. For example, according to Henerson, Morris & Gibbon (1987) the use of questionnaires to measure attitudes towards reading has some advantages, which made this method a popular tool. It increases the chances of receiving responses that genuinely represent a person's beliefs and feelings, in addition to providing the person with a considerable amount of time to think about his or her answers before responding. Kerby (1986) added that questionnaires are easy to prepare, useful in evaluating psychological variables like attitudes toward reading, and enable researchers to involve all members of the research in an easy and clear way.

Mulhem(2002) pointed out that the questionnaire method is the best way to collect data about human attitudes and behaviors because the form of any questionnaire does not usually contain the names of participants, which will encourage and stimulate the respondents to give valid and reliable information. The questionnaire of parental involvement in reading included 24 items that employed five Likert responses (5=very much/ 4= much/ 3= slightly/ 2= little/ 1= very little). The Alpha coefficients for this questionnaire ranged from .85 to .92 for Omani fathers and mothers respectively. The researcher obtained the overall mean score to determine the level of parents' involvement (High, Moderate, and Low). The Appendix contains the final draft of this instrument.

3.2 Factor Analysis

In order to conduct the factor analysis for the questionnaire of parental involvement in reading, the researcher conducted a pilot study among 200 students of Fourth grade; 100 males and 100 females from two Basic Education schools in Al-Dahirah region. A factor analysis was conducted for the questionnaire of parental involvement in reading to determine if it was loaded with the expected number of factors or would have to be divided into more or less latent factors. An exploratory component analysis was performed on 25 items for the whole sample's study. The Principal Component Analysis with extraction method (EFA) was used.

As shown in **Table 1**. The Varimax rotation (Kaiser Normalization) was significant at 0.05. The KMO was .898, which indicated that all indicators had significantly high factor loadings. According to Kaiser (1974), the KMO value should be greater than 0.5 to be acceptable, values between 0.5 and 0.7 are acceptable, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 very good and values above 0.9 are excellent. It was clear that the KMO of this questionnaire (.898) is between 0.8 and 0.9; therefore it was very good. A Factor loading of .3 was used as a lower cut-off value. The total variance explained as shown in **Table 2** revealed that this questionnaire contained six factors of parental involvement in reading explaining around 57.768 percent of the variance.

Table 1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	1819.340
	Df	300
	Sig.	.000

The Scree Plot in Figure 1 indicates that the components of this questionnaire can be divided into one or two factors instead of 6 factors as shown in **Table 2** According to Howitt & Cramer (2003) "a Scree test is an accepted procedure to limit the number of factors in the factor analysis process, it is a simple graph of the amount of variance explained by successive factors in the factor analysis".

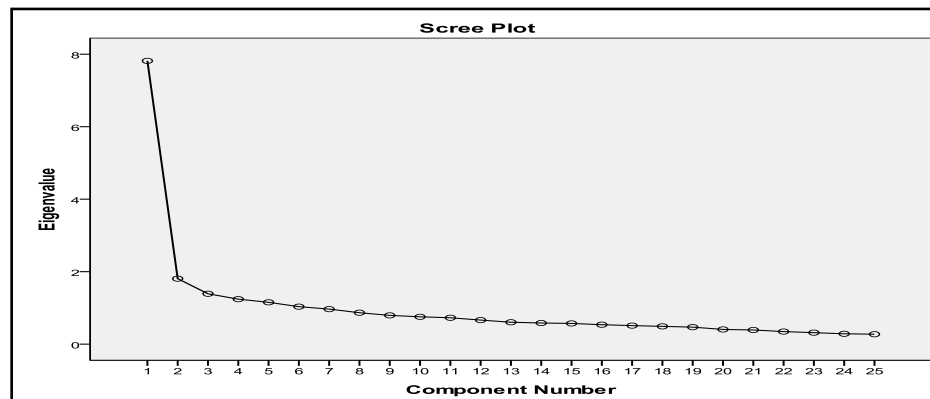


Figure 1 Scree plot of eigenvalues for 25 items .

Table 2The Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.816	31.264	31.264	7.816	31.264	31.264
2	1.806	7.226	38.490	1.806	7.226	38.490
3	1.390	5.560	44.050	1.390	5.560	44.050
4	1.241	4.965	49.015	1.241	4.965	49.015
5	1.154	4.616	53.631	1.154	4.616	53.631
6	1.034	4.138	57.768	1.034	4.138	57.768
7	.966	3.866	61.634			
8	.867	3.467	65.102			
9	.794	3.175	68.277			
10	.754	3.018	71.294			
11	.728	2.910	74.204			
12	.664	2.656	76.860			
13	.604	2.417	79.277			
14	.583	2.332	81.609			
15	.572	2.286	83.896			
16	.536	2.145	86.041			
17	.511	2.045	88.086			
18	.491	1.963	90.048			
19	.469	1.876	91.925			
20	.406	1.623	93.547			
21	.391	1.563	95.111			
22	.347	1.387	96.498			
23	.317	1.266	97.764			
24	.286	1.142	98.906			
25	.273	1.094	100.000			

The point at which the curve flattens out indicates the start of the non-significant factors.

Therefore, for the current study, the items of the questionnaire of parental involvement in reading was divided into two factors: The first factor is deals with the role of parents in encouraging their children to read, while the second factor deals with the role of parents in building positive models towards reading for their children so that they develop positive attitudes toward reading. Each factor was assigned a label that accurately reflected the variables that were loaded on it. Variables with higher loadings were considered to be more important and had a greater influence on the chosen label. Items without any loading were not valid for any variable in the questionnaire.

As is shown in **Table 3**, item number (23) "*I allocate a special time for myself during the day to read at home*" is without any loading. As mentioned by Field (2009) any variable that does not correlate with others variables should be eliminated; therefore, it was deleted. The final draft of the parental involvement in reading questionnaire contained 24 out of 25 items after item number 23 was deleted. See Table 3

Table 3 The Principal Component Analysis

	Rotated Component Matrix ^a	
	Component 1	Component 2
I provide my children with books and stories that they need.	.560	.347
I am concerned with buying books.	.635	
I allow my children to choose books that they like to read.	.341	.447
I allocate time for my children to read at home every day.	.417	.414
I take my children to libraries and book shops.	.587	
I encourage my children to read road signs and shop notice.		.632
I encourage my children to read about social and religious events.		.733
I encourage my children to read some verses of Holy Koran , daily		.621
I read some stories with my children at home.	.571	
I give my children books as a gift.	.623	
I discuss with my children about what I read.	.644	.316
I like reading.	.438	
I usually advise my children to read the contents of products before buying them.		.722
I ask my children to read the prescription' drug.		.653
I follow my children's reading performance in school.	.387	
I borrow story books from my friends' libraries.	.688	
I share stories and books with my friends.	.478	
I share my interests in reading with my family.	.586	.323
I organize competition with my family in reading	.629	.324
I am involved in reading stories with my family.	.665	
I save in order to buy books.	.459	
I allocate a special time for my self during the day to read at home.	non	non
I provide e-books for my children.	.641	
I like reading from the internet.	.557	
I share reading materials with my friends	.554	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Moreover, the analysis was based on the criteria suggested by Stevens (2002), which used the sample size to determine the items that were considered significant in the factor analysis, as shown in [Table 4below](#).

Table 4 Steven's criteria for significant items in factor analysis

Sample Size	Suggested Loading
50	0.722
100	> 0.512
200	> 0.364
300	> 0.298
600	> 0.21
1000	> 0.162

By comparing Steven's criteria with the loading of the each item of the questionnaire, it appears that all loadings were greater than .364 and the sample size of the pilot test was 219parents. Therefore, every item in the parental involvement in reading questionnaire was considered significant and suitable for inclusion in this questionnaire.

3.3 The Two Dimensions of the Parental Involvement in Reading Questionnaire

As presented in [Table 5](#), the factor loading of the twelve items contained in Factor One ranging from .39 to .37 and an internal consistency Cronbach' alpha of .83. The items associated with this factor were related to the role of parents in encouraging their children to read. Furthermore, these items indicated the direct role that parents play in developing their children's reading ability and attitudes toward reading.

Table 5 Items of factor One and their loading

	statements	Loading
1	I encourage my children to read about social and religious events.	.733
2	I usually advise my children to read the contents of products before buying them.	.722
3	I ask my children to read the prescriptions' drug.	.653
4	I provide e-books for my children.	.641
5	I encourage my children to read road signs and shop notices.	.632
6	I give my children books as a gift.	.623
7	I encourage my children to read some verses of Holy Koran , daily	.621
8	I take my children to libraries and book shops.	.587
9	I provide my children with books and stories that they need.	.560
10	I allow my children to choose books that they like to read.	.447
11	I allocate time for my children to read at home every day.	.417
12	I follow my children's reading performance in school.	.387

As presented in **Table 6** below, the twelve items contained in factor two have factor loading ranging from (.69) to (.44) and an internal consistency Cronbach' alpha of .85. The items associated with this factor are related to the role of parents in building positive models towards reading for their children. In addition, these items indicated the indirect role that parents play in developing their children's reading ability, and attitudes toward reading.

Table 6 Items of factor two based on their loading

	statements	Loading
1	I borrow story books from my friends' libraries.	.688
2	I am involved in reading stories with my family.	.665
3	I discuss with my children about what I read.	.644
4	I am concerned with buying books.	.635
5	I organize competitions with my family in reading	.629
6	I share my interests in reading with my family.	.586
7	I read some stories with my children at home.	.571
8	I like reading from the internet.	.557
9	I share reading materials with my children.	.554
10	I share stories and books with my friends.	.478
11	I save in order to buying books.	.459
12	I like reading.	.438

2.4 The Validity

The content validity of the parental involvement in reading questionnaire was checked in two ways: panel experts and pre-testing. The panel experts consisted of three experts, two of whom were from the Omani Ministry of Education; An Arabic language supervisor in First Cycle schools, Grade 1-4 and a student advisor from a Basic Education school in A-Dahira Educational Governorate and both of these experts had more than 15 years' educational experience. The third expert was Chairman of Parents' Council from one of the Basic Education schools of Al-Dahira Educational Governorate. The purpose of this checking was to see whether the items were clear and whether its content complied with Omani society and culture. The results of this checking led to the rewording and replacement of some items to improve clarity. For example, it was recommended that item on “*I encourage my children to read some verses of Holy Koran daily*” be changed from “*I advise my children to read in holy Koran daily*” After the revision, the experts showed their approval after the researcher returned the questionnaire back to them.

The second method for checking the content validity of the Parental Involvement in Reading Questionnaire was the pre-test. The pre-test conducted among 30 students, grade 4 and their parents to determine any problem that related to design, format, wording and to receive a direct comment from the students and their parents about this questionnaire. The parents suggested increase the font size of items in the questionnaire.

The reliability3.4

In order to test the reliability of the questionnaire, the researcher conducted a pilot study among 219 parents of 4th – grade; 105 males and 114 females from two Basic Education schools in Al-Dahirah Governorate. The Cronbach's alpha reliability coefficients were used to assess the reliability of Questionnaire of Parental Involvement in Reading. As shown in **Tables 7 a & b**, result shows a high Cronbach's alpha for this instrument in the two dimensions which give us a confidant for the implementing. The final copy of Questionnaire of parents' Involvement in Reading included in the appendix.

Table 7 The Coefficient Reliability for Questionnaire of parents' Involvement in Reading

The instrument	Alpha
Questionnaire of parents' Involvement in Reading(QPIR)	.896

(a) The role of parents in encouraging their children to read.

N	Reliability Statistics	
	Cronbach's Alpha	N of Items
219	.830	12

Item-Total Statistics				
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I encourage my children to read about social and religious events.	39.33	47.314	.592	.809
I usually advise my children to read the contents of products before buying them.	38.79	48.687	.475	.818
I ask my children to read the prescription of medicine.	39.37	47.742	.460	.820
I provide e-books for my children.	40.61	47.102	.455	.821
I encourage my children to read some verses of holy Koran , daily	38.78	51.346	.393	.824
I give my children books as a gift.	40.29	47.315	.546	.812
I encourage my children to read the road signs and boards of shops.	38.90	48.586	.486	.817
I take me children to libraries and book shops.	40.08	47.141	.498	.817
I provide my children with books and stories that they need.	39.52	47.606	.583	.810
I allow my children to choose books that they like to read.	39.23	48.802	.511	.816
I allocate time for my children to read at home every day.	39.91	47.650	.528	.814
I follow my children performance in reading in school.	39.39	50.827	.341	.828

(b) The role of parents in building positive attitudes toward reading models for their children.

N	Reliability Statistics	
	219	Cronbach's Alpha .851

Item-Total Statistics				
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I borrow story books from my friends' libraries.	36.75	61.838	.567	.837
I am involved in reading stories with my family.	36.48	60.649	.625	.832
I discuss with my children about what I read.	36.49	60.782	.654	.831
I am concerned with buying books.	36.33	62.023	.560	.837
I compete with my family in reading	36.62	59.820	.612	.833
I share my interests in reading with my family.	35.79	61.445	.598	.834
I read some stories with my children at home.	36.56	64.703	.474	.843
I like reading from the internet.	36.40	62.032	.377	.854
I share the reading materials with my friends	36.50	61.578	.507	.841
I share stories and books with my friends.	36.29	63.014	.496	.841
I have a saving for buying books.	37.70	64.032	.405	.848
I like reading.	35.30	65.452	.462	.844

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APPENDIX

The Final draft of Questionnaire of Parental involvement in reading

Dear. Parent

Thank you very much for taking the time to support the implementation of this research by filling out this questionnaire. The purpose of this questionnaire is to determine your involvement in reading. Responses will be kept confidential and your participation is greatly appreciated.

Researcher: Saif – AL-Azri

First: Demographic information

Please put a tick (√) in front of the appropriate choice for you:

1-

Gender:

<input type="checkbox"/>	male	<input type="checkbox"/>	female
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7- My Age:

<input type="checkbox"/>	Less than 30 years	<input type="checkbox"/>	30 – 35 years	<input type="checkbox"/>	36 - 45	<input type="checkbox"/>	46 - 50	<input type="checkbox"/>	More than 50 years
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7- My qualification:

higher than Bachelor's Degree	Bachelor's Degree	Secondary School Diploma	Basic Education Diploma	non mentioned
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Note:

1- Please respond to all questionnaire items.

2- There is no right or wrong answers for the following questions; we only wish to know how you feel about reading.

3 -Choice by butting ✓ tick.

Questionnaire of Parental involvement in reading

Very little	Little	Slightly	Much	Very Much
1	2	3	4	5

statements		VL	L	S	M	VM
1	I encourage my children to read about social and religious events.	1	2	3	4	5
2	I usually advise my children to read the contents of products before buying them.	1	2	3	4	5
3	I borrow story books from my friends' libraries.	1	2	3	4	5
4	I am involved in reading stories with my family.	1	2	3	4	5
5	I ask my children to read the prescriptions' drug.	1	2	3	4	5
6	I discuss with my children about what I read.	1	2	3	4	5
7	I provide e-books for my children.	1	2	3	4	5
8	I am concerned with buying books.	1	2	3	4	5
9	I encourage my children to read road signs and shop notices	1	2	3	4	5
10	I organize competitions with my family in reading	1	2	3	4	5
11	I give my children books as a gift.	1	2	3	4	5
12	I encourage my children to read some verses of the Holy Koran , daily	1	2	3	4	5
13	I take my children to libraries and book shops.	1	2	3	4	5
14	I share my interests in reading with my family.	1	2	3	4	5
15	I read some stories with my children at home.	1	2	3	4	5
16	I provide my children with books and stories that they need.					
17	I like reading from the internet.	1	2	3	4	5
18	I share reading materials with my friends	1	2	3	4	5
19	I share stories and books with my friends.	1	2	3	4	5
20	I save in order to buy books.	1	2	3	4	5
21	I allow my children to choose books that they like to read.	1	2	3	4	5
22	I like reading.	1	2	3	4	5
23	I allocate time for my children to read at home every day.	1	2	3	4	5
24	I follow my children's reading performance in school.	1	2	3	4	5