

## СОЦІОЛОГІЯ

**PARENTAL LITERACY SUPPORT AND ENGLISH READING DEVELOPMENT: A SOCIO-CULTURAL STUDY****Zahra T.***Independent Researcher*

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This study explores the complex nature of parental engagement on the literacy development of children, whereby the cultural belief systems interact with parental support to determine the level of English reading in primary schools. With the help of the qualitative methodological paradigm, the paper helps to investigate the specifics of the impact of early literacy based on semi-structured interviews with eleven participants. The collection of the data was aimed at matching the level of the parents education and different cultural perspectives to the particular methods of literacy involvement in the home setting. The results make it clear that there is a universal agreement among the parents as to what their key responsibility is in the development of literacy, and they consider it as a cornerstone of the future success of a child. Nevertheless, this research shows that the educational attainment of parents massively predetermines the pedagogical direction: parents who have higher educational degrees are more likely to use explicit and systematic literacy strategies, and parents with lower levels of formal education give more priority to development of moral values and intrinsic motivation as their main input. Moreover, the study proves that culture is one of the key prisms that help parents perceive their role and connect literacy development with the traditional norms of communal support and family responsibility. Finally, the paper demonstrates the dire need to initiate culture-based literacy programs. It offers practical advice to teachers and policy makers on how to construct general interventions that take into consideration diverse family structure and cultural backgrounds, hence making sure that all children receive equitable and inclusive reading interventions.

**Key words:** parental involvement, literacy development, cultural beliefs, English reading outcomes, early literacy, socio-cultural factors

## Introduction

The involvement of parents in children's literacy development stands as a vital academic success factor since the primary school phase creates literacy foundations. All learning activities depend on literacy skills because they provide students with the gateway to succeed academically (Snow, Burns & Griffin, 1998a). The educational path of children along with their language acquisition and reading competencies develops from early literacy conditions especially when parents become involved. According to Sénéchal and LeFevre (2002), parents serve as children's primary teachers who deliver indispensable literacy education needed for academic success in the future. The research investigates how parental cultural background influences reading education support strategies and their effects on primary school children's English reading progress.

Reading functions as a multifaceted intellectual skill which puts together phonemic awareness with vocabulary growth and comprehension together with fluency abilities (Pressley, 2000a). Children who participate frequently in home reading activities that include shared reading together with storytelling and book access end up performing better at reading tasks. Multiple sources prove that young children who participate in literacy activities with their parents prior to school age reach higher language abilities and reading competencies than children who do not share such interactions (Neuman & Dickinson, 2006a). During the fundamental stages of reading children need their parents' active involvement in literacy development to set a strong foundation for academic achievement.

The quality of parental literacy support depends on socio-cultural variables that include parental educational background along with socioeconomic position (SES) as well as cultural beliefs regarding literacy knowledge (Heath, 1983a). Families who belong to high SES groups typically get access to educational materials and time for literacy activities but families from lower SES backgrounds encounter limitations including low literacy abilities and time restrictions and scant resources (Hart & Risley, 1995a). Attitudes toward oral traditions within families create differences in literacy activities shared between parents and children according to Reese, Garnier, Gallimore and Goldenberg (2000a). Numerous cultural variations point to the necessity of research regarding how different family structures affect both parental literacy assistance and reading success of children.

The socio-cultural theory presented by Vygotsky (1978a) delivers essential concepts to explain how parental literacy assistance affects children's reading development. Children learn from knowledgeable others including parents by receiving scaffolding support to master new abilities through interactive learning experiences. Scaffolding occurs through parental literacy support because parents act as guides who help children develop the reading-related cognitive and linguistic abilities (Wood, Bruner & Ross, 1976a). Literacy development in children depends fundamentally on both home environment factors and the socio-cultural context which shapes their literacy development according to this perspective. Research has established numerous benefits of literacy support involving parents yet such benefits remain inconsistently available to different cultural and socio-economic groups. Socio-economic disadvantage leads children to receive fewer instances of substandard literacy assistance that ultimately limits their reading progress and their academic success (Davis-Kean, 2005a). A thorough understanding of socio-cultural factors that affect parental literacy practices should drive the creation of specialized interventions which aid diverse families.

The research examines how socio-economic status together with parental education levels alongside cultural beliefs influence the literacy support parents provide to their children and subsequently affect English reading development through primary school. This study investigates how diverse socio-cultural

backgrounds affect parental literacy practices during research to understand parental reading outcome influences. The research outcomes will help create evidence-based strategies and policies which guarantee equitable literacy advancement for each child beyond their social position and cultural identity. The research examines how social and cultural factors in parental reading support relate to child reading development. The research recognizes how socio-economic factors along with parental education levels combine with cultural beliefs and literacy practices to shape children's academic success so it can develop interventions to eliminate reading gaps among various backgrounds.

Although the necessity of the home literacy environment is already accepted, there is a large gap in the literature regarding the qualitative variation in the operationalization of the support provided by parents of different educational and cultural backgrounds. Although parental involvement has been seen in the existing literature as a homogeneous group of actions, it has often neglected the transition of the 'explicit pedagogical' actions of highly educated parents to the moral and motivational scaffolding of parents with less formal educational background. This paper works with this shortcoming by discussing these different socio-cultural prisms to offer the empirical clarity necessary to create inclusion-focused literacy interventions that honor and apply the different forms of family structures and traditional funds of knowledge.

### **Research Objectives**

- To assess the role of parental level of education in determining the kind of pedagogical scaffolding applied in home based English literacy activities.
- To establish how different cultural belief systems and funds of knowledge affect parental reading engagement practices.
- To examine the effect of socioeconomic status on access to literacy resources and family patterns on the digital divide.
- To determine the relationship between well-organized home reading practices and academic motivation and English reading comprehension of children.
- To recommend culturally sensitive structures to create a systemic gap between home-based cultural heritage and formal school demands.

### **Literature Review**

Taken together, these studies suggest that parental support for literacy in primary education is a multidimensional social phenomenon that brings together home reading practices, access to literacy resources, family-school communication, and household educational expectations. A measurement-oriented contribution is provided by Çalışkan (2025a), whereas empirical studies based on large-scale datasets (PIRLS) clarify the mechanisms of influence: the home literacy climate and resources operate to a considerable extent through children's motivation and enjoyment of reading, as well as through the regularity of their reading behaviour (Claes **and others**, 2024b). Specific forms of parental involvement are statistically associated with achievement outcomes, while simultaneously constrained by inequalities in time and competences (Graham & Mtsweni, 2025b; Srinivas, Bhattacharyya, Banoo, Touthang & Bika, 2025a). For English reading development, it is particularly important that the "family effect" in many contexts is mediated by sociocultural resources and by the status of English within the household — an emphasis foregrounded in the review by Liang, Yu **and** Zhou (2025a).

Large-scale and mixed-method evidence further clarifies how these home conditions translate into children's reading outcomes. Using PIRLS 2021 data, Claes **and others** (2024b) show that the home literacy environment is best understood through pathways that run via children's reading enjoyment, motivation, and reading frequency, which function as key mediators between family conditions and reading comprehension. In a PIRLS-based sequential explanatory design, Graham **and** Mtsweni (2025b) likewise find that concrete forms of parental involvement predict Grade 4 reading literacy, while qualitative findings underline structural constraints: parents may recognise the importance of supporting English reading yet lack time, skills, and resources to sustain effective support at home. Evidence from a qualitative case study in India adds a complementary micro-perspective by documenting the strategies families employ to support foundational literacy and numeracy, together with recurring barriers in the home environment and the need for enabling resources (Srinivas, Bhattacharyya, Banoo, Touthang & Bika, 2025a). Finally, a systematic review focused on children's English learning synthesises the last two decades of evidence and stresses that parental involvement is shaped by parental beliefs, everyday parenting practices, and context-dependent constraints, yielding uneven effects across social settings (Liang, Yu & Zhou, 2025a).

Rogoff (2003a) presents through the socio-cultural framework that cognitive development depends on social engagements and culturally derived apparatuses. The socio-cultural framework views parents as essential factors which create scaffolding structures for children to work within their Zone of Proximal Development (ZPD). In guided participation parents cooperate together with children to develop literacy abilities through collaborative learning activities according to Rogoff. Lareau (2011a) demonstrates in his concerted cultivation work that middle-class families actively develop their children's competencies through scheduled activities and linguistic interactions and this provides these children with cultural literacy advantages. Through ethnographic analysis Heath (1982a) showed that cultural factors influence literacy because literacy practices exist within both family and community settings. Her analysis shows that children from diverse cultures understand literacy differently from each other with some practices yet others that deviate from standard elementary school reading expectations. Children face learning difficulties when their home literacy habits vary from the preferred practices in educational contexts. The concept of "funds of knowledge" holds significant importance according to González, Moll **and** Amanti (2005) because these researchers emphasize the intellectual wealth found in cultural environments such as households and communities. According to the researchers the utilization of community-based funds of knowledge helps students develop literacy skills by connecting home life to school learning.

Research shows that when parents get involved with literacy activities their children achieve better reading results. The research of Bus, Van IJzendoorn **and** Pellegrini (1995a) analyzed multiple studies which showed that parent-child book sharing created major improvements in vocabulary and comprehension as well as print understanding. The study demonstrates that literacy activities done casually by parents particularly support the growth of basic literacy skills in children. According to Mol **and** Bus (2011a) children who experience regular home-based shared reading sessions acquire better literacy competencies that form the base for academic achievement. Home literacy environment (HLE) functions as an essential element that shapes children's literacy progress. Reading success depends mostly on how much literacy resources children have at their disposal along with how often they participate in literacy-based home activities according to Burgess, Hecht **and** Lonigan (2002a). Research indicates that children who spend their early years in homes dedicated to literacy tend to develop superior phonological awareness skills in combination with better vocabulary control. The research group from Whitehurst, Arnold, Epstein,

Angell, Smith **and** Fischel (1994a) created dialogic reading as a method to foster interactive discussions during shared reading activities. The study demonstrates that dialogic reading creates major improvements in children's language and literacy abilities when parents use open-ended questions to make children expand their answers.

Parental involvement quality as well as the type of involvement strongly depends on the socio-economic status along with cultural differences in families. Educationally and financially advanced parents participate actively in literacy-promoting activities because they read with their children and give them access to books according to Hoff (2003a). Children from families with scarce resources encounter obstacles to developing their Home Literacy Environment resulting in limited literacy growth. The community needs specific programs to assist households facing different socioeconomic challenges. Socio-economic status (SES) together with cultural heritage strongly affect how parents support their children in their literacy learning. The research by Bradley **and** Corwyn (2002a) which followed children over time determined that children from families with low SES face limitations in achieving literacy resources as well as getting fewer opportunities for literacy support than children from higher SES families. The achievement gap in reading development happens because of unequal opportunities between children according to Duncan **and** Magnuson (2011a).

The way parents participate in literacy activities depends on cultural patterns they belong to. The perception among some cultures positions literacy activities as school-based duties as opposed to family obligations which restricts parental involvement according to Li (2007a). People from cultures who put high value on literacy invest additional time and resources toward developing their children's reading capacities. Literacy intervention designers must recognize family cultural practices because they demonstrate the need for diverse understanding and respect among their work. Education technology now allows new possibilities for active parent participation in their children's literacy development. An analysis by Neumann **and** Neumann (2014a) indicates that modern digital tools including e-books and literacy apps provide educationally beneficial ways to improve child reading interactions. Parental use of effective educational tools enables them to offer extra support to their children with their literacy advancement. The ability to access technology together with digital literacy knowledge creates new inequalities because families lacking sufficient resources experience difficulties in properly using these digital tools (Warschauer & Matuchniak, 2010a).

Variety of obstacles stands in the way of successful literacy support that benefits from parental involvement. According to the research of Hoover-Dempsey **and** Sandler (1997a) families encounter substantial barriers because they lack enough time and face work responsibilities and limited resource availability. The reading development of students receives obstacles from parents who maintain poor reading abilities or speak different from the school language. Parents from both low-SES and immigrant backgrounds encounter the most extensive barriers to literacy support because they deal with language differences along with cultural obstacles (Suárez-Orozco, Suárez-Orozco & Todorova, 2008). The support parents provide regarding reading is essential for English development in their children across socio-cultural environments. The three core elements of literacy support for children's development include shared reading, rich and diverse home literacy activities and cultural responsive practices that parents use to build their children's skills. Socio-economic conditions alongside cultural influences cause variations in the quality and frequencies which parents engage in their children's learning activities. Future investigations need to identify tactics which enable every parent to develop proficient literacy support regardless of their educational or social status.

## Methods

This study employs a qualitative case study design to examine how socio-cultural factors shape parental involvement in children's English literacy development. The research was conducted in Singapore, focusing on the residential areas of Jurong West and Woodlands, which represent a diverse socio-economic and cultural urban context.

A purposive sampling strategy was used to recruit 11 parents of primary school children with varying levels of educational attainment, ranging from vocational qualifications to postgraduate degrees. The sample included households from different socio-economic backgrounds, allowing for a comparative analysis of literacy practices across groups.

Data were collected through semi-structured interviews (30–45 minutes) and home literacy observations. The interviews explored parental beliefs, practices, and access to literacy resources, while observations provided contextual insight into the home literacy environment. All participants provided informed consent, and interviews were recorded and transcribed.

Data analysis followed Rogoff (2003a)'s approach, including compilation, disassembly, reassembly, interpretation, and conclusion. The data were coded thematically to identify recurring patterns related to parental education, cultural beliefs, and socio-economic conditions. To enhance the credibility of the findings, member checking was conducted by sharing transcripts with participants for verification, and thematic triangulation was applied across data sources.

## Results

Contemporary society is increasingly constituted as a network society under the pressures of globalisation, urbanisation, and digitalisation. In this context, key processes are organised through communication networks, and social dynamics are progressively structured by a "space of flows" of information, capital, people, and symbols (Hurova & Shkurov, 2023a). Urban environments operate as nodal points within these flows, concentrating diverse lifestyles and cultural forms, while digital platforms and social media have become an everyday infrastructure for connection, coordination, and participation — from education and work to civic practices and self-organisation (Hurova & Shkurov, 2023a; Шкуров, 2025). Under these conditions, multicultural competence and language proficiency gain salience as resources for network inclusion and access to knowledge. English functions as a working language for a substantial share of global communication, scholarly and professional exchange, digital services, and educational platforms. Consequently, early comprehension of English and the ability to communicate confidently in it become, for children, not an optional add-on skill but a prerequisite for meaningful participation in a world where social ties, opportunities, and inequalities are increasingly mediated by networks.

The present qualitative case study aims to shed light on the complex association between home settings and an early literacy development. The researcher was able to synthesize data obtained through semi-structured interviews with eleven participants through application of the five-phase cycle, including: compilation, disassembly, reassembly, interpretation, and conclusion. The results indicate that the aspect of parental involvement cannot be described as a single phenomenon but a dynamic process with modifications determined by the educational background of a parent, their cultural identity, and the socioeconomic resources that a household has. Through the analysis of such accounts, the research determines how parents are the main knowledgeable individuals in the Zone of Proximal Development of a child.

The analysis showed a deep relationship between formal school education of a parent and the predetermined pedagogical practices of a parent. Six of eleven parents who had already attained higher stages of formal education among the participants reported their preference on highly structured literacy interventions.

Such parents were not just promoting reading; they were also involved in so-called scaffolding tasks, e.g., the teaching of phonics, development of vocabulary, and the use of special educational software. They considered themselves co-teachers of the school system and in most cases they imitated classroom like settings at home. The rest of the five participants who had less formal education were more likely to assume their role in a motivational, but not a pedagogical approach. These parents were very dependent on the external infrastructure, including school-based tutoring, after-school programs, and community centers, which offered technical component of the literacy teaching. Nevertheless, they also offered high rates of emotional support, highlighting the importance of education despite them not being as competent in the delivery of instruction on particular skills of reading English.

Eight out of the eleven respondents were categorical in their statements about what constituted the most important aspect in the literacy development of their children; the physical presence of books and digital learning resources at home. The researchers discovered that the filter of providing literacy support is culture. This theme is one that brings out an aspect of difference between conventional and contemporary education philosophies. Six parents in the research identified literacy as an overgrowth of family traditions and moral education. To these participants, story telling was not only a method of learning words, but a means of passing cultural values and family history. They stressed that reading originated with the oral tradition which they held developed an underlying affection to narrative and language.

The rest of the five parents were more oriented towards contemporary literacy, which they characterized as mastering contemporary educational technology and high performance in standardized tests of English language. One of the key critical findings was made related to the cultural gap. Five participants among the eleven participants also claimed to have had a conflict in their efforts to reconcile their home-based traditional values with the strict and modern academic demands of the formal school district. This conflict can be seen as an example illustrating a lack of contact whereby parents are perceived to see their own efforts of contribution to literacy (such as oral story telling) being not taken seriously by school curriculums.

The study examined the specific effect of the so-called structured support on the reading skills in English. The participants presented the facts that quality and consistency of time was of higher value than the amount of resources. Seven participants focused on the importance of having a routine with an emphasis on a daily reading schedule as the foundation of the progress of their child. These parents also observed that children were more fluent and understood reading when reading was not done as a chore but as a habit. Eight of the eleven respondents noted that their direct participation in the daily reading sessions resulted in an observable difference in their child with regard to motivation. They also said that the kids who used to be so stubborn readers turned out to be more active when the parent was sitting next to them and providing direct feedback and support. Eight of the respondents were also keen on the physical design of the home — the presence of a reading corner or a dedicated shelf of books belonging to the child that was a psychological space that encouraged the child to be literate rather than spend time with the TV or in front of the computer.

One of the special results of this qualitative study was the emotional byproduct of literacy support. All the eleven respondents unanimously affirmed that they would not negotiate on their active and hands-on participation in the success of their child. They considered themselves the pillars of the child education. Six parents singly noted that emotional bonding occurred mostly through the time spent reading together. They claimed that this emotional safety provided the child with the so-called confidence to approach

challenging English texts. This implies that it is the emotional process as much as it is a cognitive process of literacy development. All the parents interviewed in the research had a strong faith that such early emotional and time investments would have payoffs in the long academic benefits.

Lastly, the study extended beyond the nuclear family to the community in general. Among ten out of eleven respondents, it was acknowledged that they did not bring up a reader alone. According to them the key adjuncts to the literacy process were identified as extended family members (grandparents, older siblings), local librarians, and community leaders.

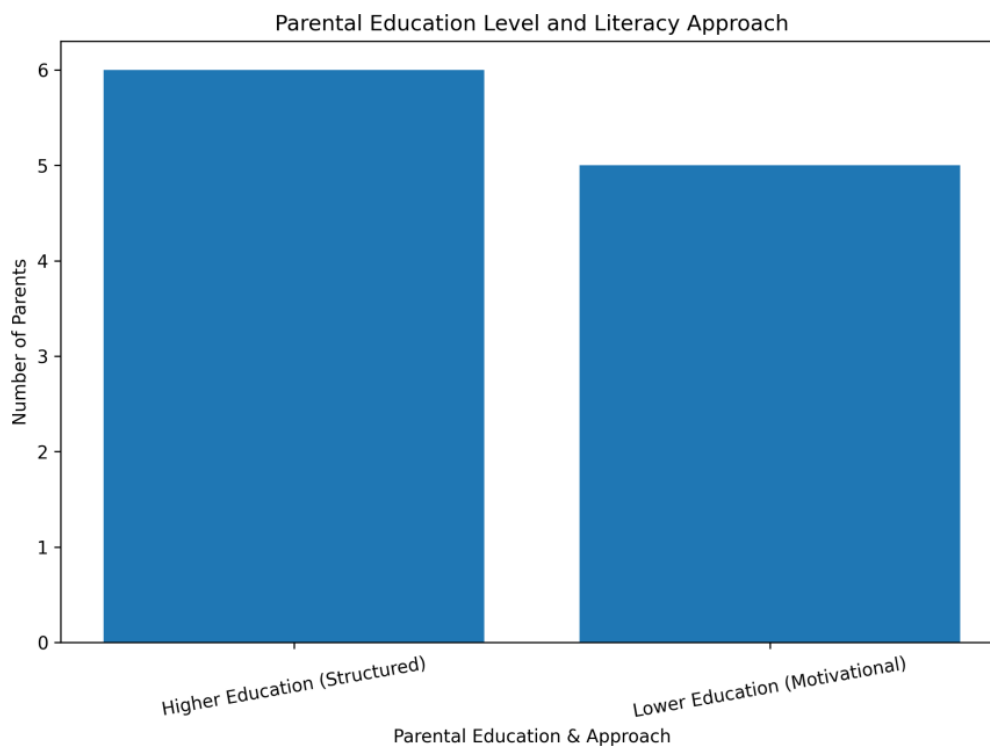


Рис. 1: Value of Literacy Approach

Figure 1 indicates that parents who had a higher level of formal education had a higher tendency of using structured strategies of literacy instruction including instruction in phonics and supported vocabulary development. Even the less educated parents relied more on external educational support systems and mainly focused on motivational and emotional encouragement.

Eight respondents found it necessary to have books and online resources at home to influence the development of literacy. Seven parents emphasized the importance of regular reading habits daily, and eight parents said that their own involvement greatly enhanced motivation and reading habits.

The flow chart shows the analytical model used in the research. The systematic nature of the development of the compilation to the conclusion also guaranteed the systematic organization of the data, coding, thematic reconstruction and the interpretation.

There are also differences between Australian and Chinese concepts of literacy as shown in Figure 4. Six parents saw literacy based on oral traditions and moral education and five saw literacy based on technological proficiency and standardized testing. The figure emphasizes the cultural disparity between the past literacy practices based on families and the current academic standards.

Majority of parents accepted that development of literacy is not only a nuclear family but through extended family and community institutions. Nonetheless, five respondents indicated they have limited access to the internet and this shows how the digital divide increases inequalities in access to literacy.

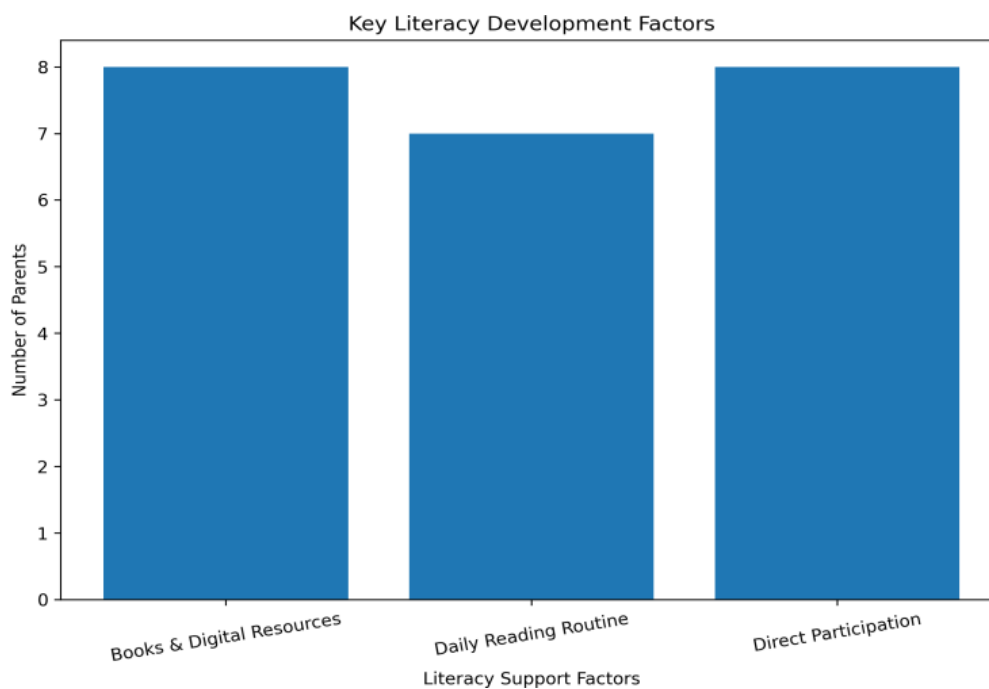


Рис. 2: The Major Literacy Development Factors According to Parents

## Discussion

The study used various methodological approaches to establish both the reliability and credibility of its findings. The research utilized member checking as a method to let participants check their interview responses which improved the accuracy of the collected data. The research process and decision-making received documentation through an audit trail system which strengthened the dependability of the findings. The study included comprehensive descriptions of participant characteristics which allowed readers to establish connections between different contexts. The findings were validated by triangulation which combined data from various participants and themes to strengthen the conformability of research outcomes.

This research delivers essential knowledge about the multiple elements which affect parental participation in early childhood literacy development. The educational attainment of parents alongside their cultural values and home-based structured support activities strongly influenced their involvement in literacy activities (Davis-Kean, 2005a). Educators together with policymakers should use family and community strengths to address existing challenges in order to develop early literacy education systems that are both equitable and inclusive. This study demonstrates how parental participation plays a vital role in literacy development for children especially when measuring their English reading skills in primary school. This research confirms previous findings about cultural beliefs and socioeconomic status (SES) and educational backgrounds while demonstrating their combined influence on parental participation. The research discussion positions findings within existing academic literature by comparing them to previous studies and highlighting distinct contributions of this work.

Research findings validate previous studies which demonstrate parental involvement serves as a major indicator for children's literacy achievements (Fan & Chen, 2001b; Hill & Tyson, 2009a). This study's participants viewed their literacy involvement with their children through reading sessions and homework help as crucial for their academic achievements. The study supports Sénéchal and LeFevre (2002)'s theory that home reading environments become more positive when parents actively support their children's literacy development. This study significantly analyzes cultural beliefs as determinants

Compilation



Disassembly



Reassembly



Interpretation



Conclusion

Рис. 3: The Five-phase data analysis cycle of Yin

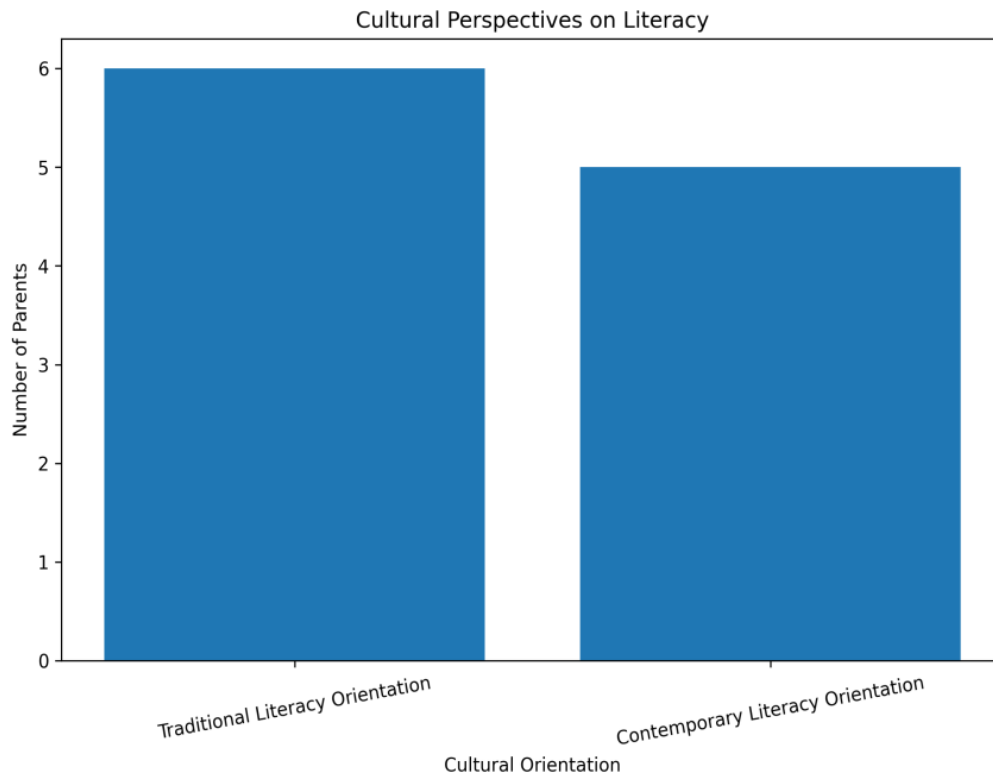


Рис. 4: Differences between Chinese and Australian Concepts of Literacy

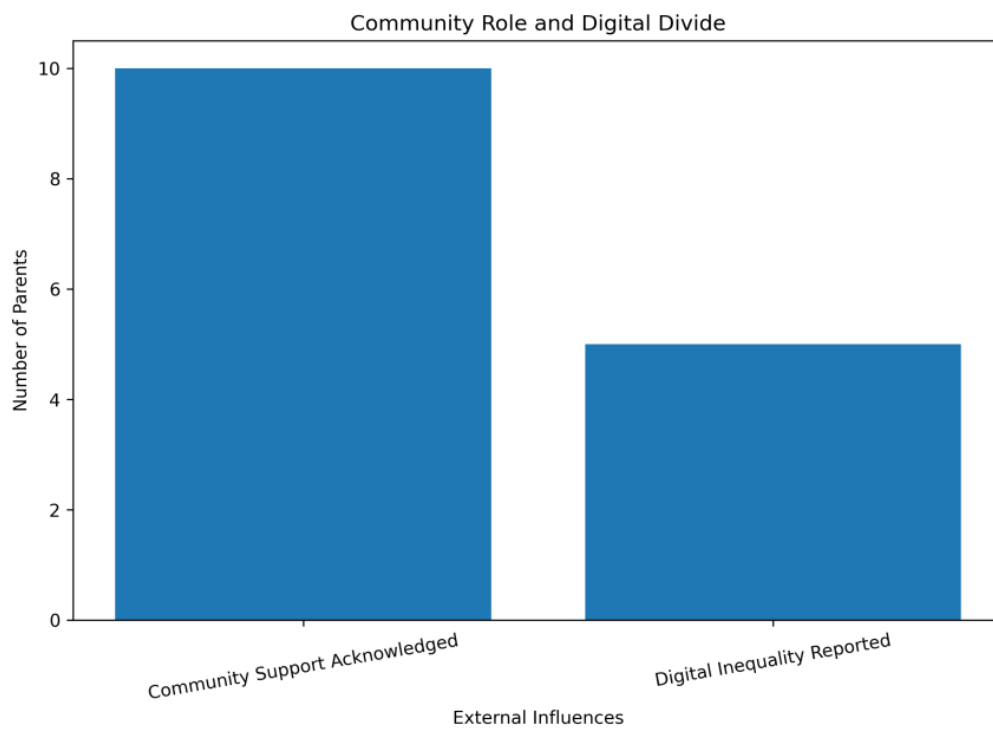


Рис. 5: Community Role and Digital Divide

which shape parental involvement. Members described their educational involvement as a moral duty which emanated from their cultural identity in accordance with Bourdieu (1986a)'s view of cultural capital. The research findings match Seginer (2006b)'s argument that cultural stories affect parental perspectives about their educational responsibilities. The analysis provides original insights about parental struggles to unite cultural knowledge approaches with traditional school systems especially in areas outside Western traditions. Some participants faced issues in combination of traditional storytelling methods with the educational requirements of modern schools. The existing contradiction emphasizes how essential it is to develop educational approaches which connect between family cultural traditions and school expectations.

The quality of home literacy support is highly dependent on socioeconomic status and parental levels of education, which establishes the gap between the resource-rich and resource-limited settings. Though more educated parents use formal pedagogy, families with lower social economic status exhibit resiliency through the use of community resources as well as ingenuous, resource-bypassing strategies, which confirm the findings by Kumar (2021a) on resource inequalities. Nonetheless, the parents of lower formal education frequently have barriers as indicated by Choi (2016a) since they lack certain pedagogical skills and because of the notable digital divide. Educational policies should offer differentiated resources and consistent access to digital devices to guarantee equal reading achievement through overcoming the disparities between the socioeconomic status of a family and the academic potential of a child.

This research establishes better knowledge of parental involvement across multiple dimensions compared to previous research studies. A study by Smith **and** Jones (2022a) examined Western scenarios yet this research brings focus to diverse settings to disclose how cultural, socioeconomic and technological elements merge together. Research by Lee, Kim **and** Park (2019a) shows cultural beliefs strongly affect parental involvement which this study develops by demonstrating barriers associated with uniting cultural traditions with school-based instruction. The research extends Epstein (2011a)'s school-family partnership model by demonstrating a requirement for culturally sensitive educational programs connected to long-term parental involvement. The research outcomes present significant implications which affect education professionals together with government decision-makers and those who deliver practical assistance in education. Open connections between educational institutions and parents require schools to deliver culturally appropriate resources coupled with instructions for proven literacy techniques. Pedagogical assistance matched to parent education levels through literacy learning events and easily accessible literacy resources enables different parents to support their children's literacy progression. Systemic barriers which include resource inequalities and digital access disparities must be tackled for maintaining equitable literacy results.

Based on this study, the parental literacy support of the English reading is a multidimensional process that is influenced by the combination of educational background, cultural beliefs, and socioeconomic status. Based on a qualitative case study of eleven participants in the Jurong West and Woodlands districts in Singapore, the research paper reveals a major pedagogical difference. Although parents who are highly educated ( $n = 6$ ) use structured scaffolding and digital tools, parents with less formal education ( $n = 5$ ) offer the much needed support in the form of moral-motivational support based on oral traditions and emotional attachment. The findings point to the fact that all parents find literacy as a building block to their future success, however, their approaches are limited by the so-called digital divide and cultural capital diversity.

Finally, the study shows that parental involvement does not constitute a unified act but as a sociological

performance in a globalized network society. The results indicate the perceived achievement gap in literacy is frequently a recognition gap, in which official school institutions underestimate established communal narration and motivational scaffolding. In a bid to promote fair results, education policies cannot just be focused on training parents; they have to be actively engaged to address the systemic gap of the cultural background of home and the strictness of the language needs of institutionalized schooling. This holism strategy makes sure that different family structures and funds of knowledge are used as an asset as opposed to an obstacle to academic achievement.

## Conclusions

This research demonstrates that parental involvement significantly affects children's literacy progress especially when examining English reading achievements during primary school years. The research examines how cultural factors combine with mother and father education levels and family income to form particular parental behaviors in literacy development. Parents who have completed more education tend to carry out purposeful literacy programs that involve tutorial sessions and vocabulary classes whereas those with less schooling depend on professional tutoring services from outside resources and community initiatives. Research demonstrates the necessity to create specific intervention programs which will enable parents with less education to obtain educational resources and literacy development abilities for their children.

The study shows that parental involvement does not constitute a unified act but a sociological performance in a globalized network society. In a bid to promote fair results, education policies cannot just be focused on training parents; they have to be actively engaged to address the systemic gap of the cultural background of home and the strictness of the language needs of institutionalized schooling (Suárez-Orozco, Suárez-Orozco & Todorova, 2008). This holistic strategy makes sure that different family structures and funds of knowledge are used as assets rather than obstacles to academic achievement (Lee, Kim & Park, 2019a).

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*Захра Т., Пероно Каччафоко Ф.. Дослідження підтримки грамотності дітей батьками та розвитку навичок читання англійською мовою: соціокультурний аспект*

У статті досліджується вплив залученості батьків на розвиток грамотності дітей через аналіз взаємодії культурних переконань та батьківської допомоги у навчанні, що впливає на рівень володіння англійською мовою в початковій школі. Використовуючи якісні методи дослідження, автори проаналізували інтерв'ю з одинадцятьма учасниками, що дозволило зібрати дані про рівень освіти батьків, їхні культурні погляди та методи залучення до процесу навчання. Результати дослідження свідчать, що всі батьки усвідомлюють свій обов'язок щодо розвитку грамотності дитини, вважаючи це фундаментально важливим процесом. Водночас освітній рівень батьків безпосередньо визначає підхід до підтримки: батьки з вищою освітою застосовують експліцитні методи навчання грамотності, тоді як батьки з нижчим рівнем освіти зосереджуються на вихованні моральних цінностей та мотивації. Встановлено, що культура формує спосіб виконання батьківських обов'язків, оскільки пов'язує розвиток грамотності з місцевими традиційними цінностями турботи та відповідальності. Дослідження підкреслює необхідність створення програм грамотності на культурній основі та надає рекомендації вчителям і посадовим особам щодо розробки універсальних інтервенцій. Такі заходи мають враховувати динаміку сім'ї та культурний бекграунд для забезпечення рівного доступу дітей до підтримки у навчанні читанню.

**Ключові слова:** залученість батьків, розвиток грамотності, культурні переконання, результати читання англійською мовою, рання грамотність, соціокультурні чинники

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