

Unlocking Literacy: Perceptions and Practices of Parents in Nurturing Reading and Writing Skills at Home

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Abstract

Background and Aim: A safe and resource-rich home environment is considered a crucial requirement for the diverse development of children's skills. The study explores the perceptions and practices of parents of students, whether they experience learning disabilities or not, regarding reading and writing activities at home. The researcher followed the descriptive analytical approach with a study sample of 119 parents, including 40 parents of students with learning disabilities (LD) and 79 parents of students without learning disabilities, all having children in the third and fourth grades. *Method:* The researcher employed the Literacy Activities Survey and Parents' Perceptions of Reading and Writing Activities Survey, along with open-ended questions, as part of the research methodology. *Results and Discussion:* The results indicated that parents of students with LD and without LD engage in various reading and writing activities at home. Parents of students identified as without LD showed variations in the frequency of reading and writing activities conducted at home compared to other parents. Additionally, variations were found in the home literacy activities of parents of students with LD based on qualifications, favoring those with higher educational levels. However, no significant differences were observed among parents of students without LD. The findings also indicated that parents in both groups generally had moderate assessments of the desirability and effectiveness of reading and writing activities. Differences were observed in the desire ratings for five activities, favoring parents of students without LD. Two activities were found to be more effective for parents of students with LD, while six activities were more effective for parents of students without LD. Parents expressed a heightened interest in educating their children at home but acknowledged the occasional lack of sufficient knowledge to assist them. To overcome this, they suggested increased communication and the organization of workshops.

Keywords: perceptions, practices, parents, learning disability, without learning disability, reading and writing activities, home.

Introduction

Children typically become familiar with reading and writing long before the commencement of formal education, whether in preschool or school. Reading is widely recognized as an essential foundation for developing early literacy skills and should be employed as an educational scaffold from the moment children begin their schooling [1]. Parents have the opportunity to involve their children in a range of reading and writing activities within the home environment, creating an environment filled with books. These activities can be regarded as components of the home literacy environment [2, 3]. Furthermore, parents can act as positive role models by actively participating in reading

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books themselves, which can have a beneficial impact on their children [3]. Children raised in a home environment rich in reading and writing tend to perform better in reading and language tasks [4]. Research has demonstrated that the home literacy environment plays a crucial role in shaping children's reading habits and fostering their enjoyment of reading [5]. These studies have shown positive outcomes not only for preschool-aged children but also for those in upper-elementary school [3, 6]. The home literacy environment is widely recognized as a significant determinant of children's language development [7]. It encompasses a range of activities conducted by family members at home that contribute to learning how to read and write [8]. This includes the availability of reading and writing resources within the home, as well as the attitudes and beliefs of parents towards reading and writing [9]. The home literacy environment can be conceptualized as a multi-faceted construct that encompasses a wide range of reading and writing activities, resources, and attitudes. It involves a variety of home-based activities in which parents and children engage together, including shared reading, storytelling, watching educational TV programs, and visiting libraries [2, 10]. Additionally, the presence of literacy resources among parents, particularly the number of books at home, plays a pivotal role in shaping the quality of the home literacy environment [11]. The complex nature of this structure underscores the significance of cultivating a diverse and enriching environment that promotes children's involvement with reading and writing from multiple angles. Finally, the home literacy environment for children is shaped by the beliefs and attitudes of parents regarding reading, writing, and the reading habits exhibited by parents [2, 3].

The triadic environment of reading and writing at home. Reading and writing can be perceived as a threefold process involving the child, the parents, and the environment. The environment, as the initial element, encompasses factors like library visits and the selection of reading and writing materials that children encounter within their home setting [12]. A home environment that encourages and supports reading and writing offers numerous advantages for children. The presence of reading materials at home establishes a positive atmosphere for reading [13]. Additionally, children derive benefits from residing in an environment that is abundant in books [14, 15]. The quantity of books at home is significantly linked to children's reading proficiency [15]. Positive correlations exist between the number of books at home and other aspects of academic achievement [16]. Parents who have high expectations for their children's academic performance are more inclined to furnish books and academic games, as well as organize planned visits to libraries [17]. When comparing the environmental aspects related to the development of reading and writing in children with LD and those without LD, there are two contrasting perspectives. Some researchers, as represented by the first viewpoint, argue that the home environment is similar for both groups in terms of frequency and type of reading and writing materials [18]. On the other hand, proponents of the second viewpoint, represented by researchers such as Rashid et al. (2005), Stainthorp and Hughes (2000), argue that disparities exist in the environment [8, 18]. This discrepancy can be attributed to two primary factors. Firstly, parents may place less emphasis on home literacy activities due to their children's challenges with reading and writing [8, 18]. Secondly, limited parental involvement in reading and writing activities at home may be a result of their children's restricted abilities in these areas [19].

The second aspect relates to the involvement of parents in reading and writing activities. The attitudes, beliefs, and habits of parents significantly contribute to the literacy environment for children [20]. Parents who believe they possess the necessary skills and knowledge are more likely to actively engage in reading and writing activities [21]. Additionally, parents' perceptions of their knowledge and skills can influence the types of activities they choose to participate in reading and writing [22]. Conversely, parents' belief that they lack the necessary skills to assist their children diminishes the likelihood of their involvement, except when they receive assistance and support from the school in helping their children with homework and other educational activities [23]. Parents can

play various roles in reading and writing activities, such as reading aloud to their children, embodying characters, and role-modeling through repeated readings. Research has established that children whose parents demonstrate enthusiasm for reading exhibit greater interest in reading and develop more positive attitudes towards it [3, 6]. A positive reading environment can be fostered through parents' reading patterns, as children learn about reading and writing informally when parents read in different contexts, developing a positive outlook toward reading [19]. Parents who acknowledge the significance of promoting their children's reading and writing skills at home frequently arrange activities that involve active participation in reading, writing, and language development [18]. This proactive approach supports language proficiency and aids in the development of reading and writing abilities. Interested reading parents may transfer their enthusiasm for reading to their children by serving as role models, and engaging in various reading and writing activities with them [6]. Parents who view reading as a source of entertainment are likely to have children who also enjoy reading and become proficient readers [15]. Furthermore, researchers concur that repeated exposure to such experiences contributes to the development of proficient early reading skills. Children with above-average reading abilities are exposed more frequently to activities like reading stories and engaging in word games compared to children who fall below the average reading age [10]. When examining the specific strategies employed by parents of children with or without LD, notable differences emerge. Parents who possess strong reading skills and expertise utilize innovative techniques like scaffolding to aid children in comprehending stories and making predictions. They also engage in repeated readings of the same book, encourage children to take a more active role in reading or storytelling, and speak less to foster independent reading skills [24]. Conversely, parents of children with reading difficulties tend to employ less creative strategies, such as focusing on decoding and concealing pictures to discourage word guessing [25]. Not all parents, during collaborative writing activities, offer the necessary support to help children comprehend the writing system. This may be attributed to the various challenges faced by students with LD, including difficulties in recognizing letter shapes and sizes, writing in reverse, a lack of control over letter spacing, and errors in spelling, meaning, and grammar [26].

The third component focuses on the child and includes aspects such as their enjoyment of listening to stories, their response to different reading activities, and their ability to read independently. As reading is a developmental process, children enhance their skills through increased engagement in reading activities. Beginner readers particularly benefit from substantial encouragement, and their enjoyment of reading is amplified when they feel a sense of shared affection and love with their parents during these activities [17]. Through reading, children gain new knowledge, expand their vocabulary, and realize that words have the power to transport them to imaginary realms beyond their immediate surroundings [27]. They also become acquainted with the traditions and patterns of written language [28]. As their interest in reading grows, first-grade children may transition from passive listeners or picture observers to actively focusing on printed words and attempting to read independently [29]. As a result, the parental role changes from being an active reader to becoming an attentive listener or an engaged audience. Consequently, parental involvement in reading with their children typically diminishes once beginner readers start reading some words independently. When comparing children with LD and without LD, it becomes apparent that children without LD who enjoy reading dedicate ample time to it [30]. This, in turn, enhances their reading proficiency, leading to the development of more favorable attitudes toward reading, ultimately increasing the likelihood of reading for pure enjoyment [31]. In contrast, struggling readers who do not enjoy reading and spend less time on it tend to perpetuate poor reading skills. Additionally, children facing difficulties in reading are inclined to label themselves as poor readers and incapable of learning to read, leading to decreased motivation for reading [32]. Children who develop strong foundational reading skills tend to maintain their proficiency as readers, whereas those who struggle with reading often

encounter ongoing difficulties throughout their academic journey [33, 34]. Moreover, children's reading abilities have a direct impact on their reading habits outside of the school setting. Proficient readers tend to engage in reading books and magazines more frequently compared to less proficient readers [25]. Early in the first grade, children who have already acquired the foundational skills of reading begin to increase their consumption of stories and magazines, subsequently enhancing their reading proficiency [35]. However, children who are still in the process of acquiring basic reading skills may struggle to participate in leisure reading, which could otherwise contribute to their reading development. Difficulties in understanding and identifying words during the early stages of reading can impede progress, resulting in lower reading levels and delayed development of reading skills.

Due to the significance of reading and writing activities at home and their impact on children, numerous researchers have explored these activities with typically developing children, whether in the preschool age or during the elementary school stage. However, there is a scarcity of research focusing on children with LD, particularly in the Kingdom of Saudi Arabia. Indeed, a broad range of studies has demonstrated a correlational relationship between the home literacy environment and the development of early language, reading, and writing skills in children [36, 37]. Reading together, a widely studied aspect of the home literacy environment has been found to significantly contribute to the development of both receptive and expressive language vocabulary, letter-name and sound knowledge, as well as listening and comprehension skills [14, 38]. Multiple meta-analytic reviews support these findings [39]. The repetition of reading between parents and children has been identified as a key factor contributing to unique variations in children's language, reading, and writing skills, subsequently influencing achievement in reading [40]. Other indicators of shared reading have also shown significant variations in children's language growth, such as the number of books at home, library visits, children requesting reading, and the age at which parents first read to their children [40]. Additionally, the quality of book reading, including parental reading behaviors and interactions during shared reading, has been closely linked to children's language and literacy learning outcomes [41]. Intervention studies have revealed that reading behaviors such as asking questions, labeling, describing, providing feedback, and focusing on print have significant positive effects on vocabulary and print knowledge [42]. Furthermore, these practices enhance students' motivation in English language learning and strengthen the parent-child relationship [43].

In the studies that addressed individuals with LD compared to children without LD, to examine the impact of the child, parents, and the environment on children's participation in home-based reading and writing activities, the results indicated that home reading environments and the role of parents in storytelling do not differ significantly between the parents of children with LD and those without LD [25]. The relationship between the home reading and writing environment may vary for children experiencing reading difficulties compared to those LD and without LD [8]. There are slight differences in the frequency and quality of reading and writing activities provided by parents of children at risk of dyslexia compared to regular readers [44]. Turkish parents of children with LD provide fewer opportunities for early reading and writing activities and hold less positive beliefs about reading and writing compared to parents of typical children [45]. Children without LD demonstrate greater involvement in the reading process and engage in independent reading more frequently compared to children LD [25]. Typically developing children are more inclined to actively participate in reading and storytelling activities alongside their parents. In contrast, children with LD often exhibit negative attitudes and participate less in reading activities due to the challenges they face in reading [46]. Furthermore, children with language impairments are less likely to be exposed to reading and writing experiences at home, including shared reading [47]. Despite similar exposure to reading and writing activities at home, children without LD become more fluent and proficient readers than their peers with LD [46]. Home-based reading and writing

activities for children were not significantly associated with their academic abilities, while parental involvement in these activities and parental expectations of reading and writing knowledge significantly contributed to enhancing children's reading and writing knowledge [8, 48]. The connection between elements of the home environment for children with language difficulties and their emerging reading and writing abilities is influenced by both the quality of the home environment and the child's proficiency in emergent literacy skills [49].

In light of this background, the important and central role that families play in building a child's reading and writing abilities becomes evident from birth. The child's understanding of the world and their ability to learn are significantly influenced by their family's appreciation of reading and writing skills. The family's impact begins in the early stages of the child's life and continues throughout various stages of education. Parents at home often engage children in various learning activities, some of which involve direct and intentional teaching of reading and writing skills, described as formal (or direct) learning activities [24]. For example, helping children read words, recognizing synonyms and antonyms, forming sentences, copying, handwriting, and both perspective and non-perspective spelling. Other activities include informal (or indirect) learning activities, where teaching reading and writing is not the primary goal but may occur incidentally [50]. Examples of informal activities include reading books, telling stories, and popular games that incorporate both reading and writing (e.g., games like "Your Name, Your Animal, Your Food, and Your Country").

In this study, the researcher seeks to explore the perceptions and practices of parents of students with LD and without LD regarding reading and writing activities at home. More specifically, the current study will address the following questions:

1. How do parents of students with LD and writing and LD without LD perceive the types and frequency of reading and writing activities conducted at home?
2. Are there significant differences in the frequency of home-based reading and writing activities between parents of students with LD and parents of students without LD?
3. Do parents' educational levels have a significant impact on the differences in home-based reading and writing activities between parents of students with LD and parents of students without LD?
4. Which types of reading and writing activities do parents of student consider desirable and feasible?
5. Are there significant differences in the perceived desirability and feasibility of home-based reading and writing activities among parents within the same group?
6. Are there significant differences in the perceived desirability and feasibility of home-based reading and writing activities between parents of students with LD and parents of students without LD?

Method

Research design

The researcher employed the descriptive-analytical method, which is suitable for the nature of this study. This method involves a detailed and analytical description of a specific phenomenon or topic in qualitative and quantitative forms. The qualitative expression describes the phenomenon and elucidates its characteristics, whereas the quantitative expression provides a numerical description, indicating the extent or size of the phenomenon and its correlation with various other phenomena. This method may be

limited to presenting the current situation within a specific time frame or involve development across multiple periods [51].

Participants

The parents of students with learning disabilities (LD) were chosen based on the identification of their child by the Special Education Department in the city of Najran as having LD. These children receive individualized education from specialists in learning disabilities, specifically in reading and writing skills, for approximately two to three sessions in the resource room attached to regular schools. The study included four elementary schools in the Education Department in Najran city, located in the southern part of the Kingdom of Saudi Arabia.

Measures

Open-ended questions: It was initially planned in this study to conduct interviews with parents. However, due to the constraints posed by the nature and characteristics of Saudi society, the researcher opted to include open-ended questions at the end of the questionnaire. These questions were related to the reading and writing activities that parents encourage at home. Additionally, questions were included to identify the facilitators and barriers hindering the implementation of reading and writing activities at home. The researcher employed both the Literacy Activities Survey (LAS) and the Parents' Perceptions of Reading and Writing Activities Survey (PPRWAS) in the study [18]. To achieve the study's objectives, the researcher prepared a translated version of the tools. The translation was initially done into the Arabic language and then back-translated from Arabic to English to ensure accuracy and fidelity to the original text. Subsequently, the researcher verified the validity and reliability of the translated tools. The following is an overview of the tools.

The first survey utilized in the study is the Literacy Activities Survey (LAS), which assesses the frequency of literacy-related activities conducted at home. The survey comprises 10 items, and parents provide responses on a 5-point Likert scale. The scale indicates the frequency of activities at home, ranging from 1 (once a week) to 5 (more than once a day) [18].

Validity and reliability of the LAS scale

The scale's content validity was verified by presenting its initial form to a group of experts, including faculty members at Najran University and field teachers, totaling 17 participants. They provided their opinions and observations regarding the suitability of the scale for measuring the intended aspects, as well as the clarity and linguistic formulation. Adjustments were made based on their feedback, including deletion, addition, or modification of items. The reliability was assessed using Cronbach's alpha coefficient, applying the study tool to a sample of 20 participants. The Cronbach's alpha coefficient for this study was found to be 0.91, indicating high reliability.

The second survey employed in the study is the Parents' Perceptions of Reading and Writing Activities Survey (PPRWAS), which assesses parents' viewpoints on the desirability and usefulness of participating in reading and writing activities at home. The survey comprises a list of 23 activities, and parents rate each activity on a 4-point Likert scale based on its desirability and utility, ranging from 1 (low) to 4 (high).

Validity and reliability of the PPRWAS scale

Content validity was verified by presenting the initial version of the scale to a group of experts, including faculty members at Najran University and field teachers, totaling 17 participants. Their opinions and observations regarding the suitability of the scale for measuring the intended aspects, linguistic formulation, and clarity were considered, and adjustments were made to the items based on their feedback. Reliability was assessed using Cronbach's alpha coefficient by applying the study tool to a sample of 20

participants. The Cronbach's alpha coefficient for the original and study forms of the scales were 0.86 and 0.94 for the sub-scale of desirability and 0.82 and 0.92 for the sub-scale of utility, respectively indicating high reliability.

Data collection procedures

Initially, a letter was sent from the university to the Education Department in Najran city to facilitate the researcher's task in applying the research tools. The letter included the research tools along with an electronic link to these tools. The letter was directed to school principals, and then teachers communicated with parents and sent them the electronic link through common social media platforms shared between teachers and parents. After ten days, the specified period for managing and collecting data, it was found that the number of respondents to the tools was 40 and 79 parents of students with LD and without LD, respectively.

Data analysis

To answer the study questions, both quantitative and qualitative data analysis was conducted. The following describes these procedures:

Quantitative Data Analysis: The parents' responses to the LAS and PPRWAS were analyzed using non-parametric statistical methods, as the data did not follow a normal distribution.

Qualitative Data Analysis: Responses to open-ended questions from parents were analyzed using procedures proposed by Lincoln and Guba (1985). The researcher obtained parents' responses through a response template extracted from Google Drive. These responses were then categorized into two separate lists (parents of students with LD and parents of students without (LD)). The researcher read the responses, identified significant phrases and sentences, and assigned two experienced Arabic language researchers to independently sort these phrases and sentences into categories. During this process, categories were defined, and individual responses were assigned to these categories. In the next step, after completing the classification of sentences and phrases into their respective categories, the categories were reviewed to ensure their inclusiveness, completeness, and compliance with established rules. Through a working session where the researchers discussed the categories and classification rules, the classification rules were reviewed whenever necessary. All prominent phrases and sentences were read to ensure their placement in the appropriate category. In the final step, the categories were reviewed to ensure the interrelationships between categories, overlaps, and completeness.

Results

Parents' demographic data

A total of 119 parents participated in this study, including 40 parents of students with learning disabilities (LD) and 79 parents of students without LD. The study encompassed four government schools, consisting of two schools for males and two schools for females. All four schools provided programs for students with LD. The children's ages ranged from 9 to 10 years, and they were enrolled in grades three to four in government schools. Children with LD received specialized educational services in resource rooms, which are an established educational alternative in the Kingdom of Saudi Arabia. The sample was chosen through collaboration between the school administration and the researcher to facilitate the implementation of the study. The data indicates that the participation ratio of parents, considering both genders, was 34%, 66%) for the entire study. For parents of students with LD, the ratio was (57.5%, 42.5%), and for parents of students without LD, it was (21.5%, 78.5%), respectively. Additionally, in terms of the parents' educational level (high school or lower, university), the overall ratio was (36%,

64%). For parents of students with LD, it was (45%, 55%), and for parents of students without LD, it was (32%, 68%), respectively.

First Question: How do parents of students with LD without LD perceive the types and frequency of reading and writing activities conducted at home?

To answer the first question, means, medians, and standard deviations were calculated. Table 1 illustrates the results.

Table 1. Descriptive statistics of writing and reading activities

Activity	Parents of LD			Parents of without LD		
	M	SD	Mdn	M	SD	Mdn
The child engages in reading books, magazines, or newspapers at home.	2.30	1.07	2.00	2.95	1.07	3.00
The child discusses books or stories they have read with their family	2.33	1.19	2.00	3.30	1.26	3.00
Child reads for fun.	2.45	1.15	2.00	3.34	1.27	4.00
The child reads books or stories aloud to the family.	2.28	1.11	2.00	2.78	1.17	3.00
The family reads books or stories to the child.	2.70	1.09	2.00	3.06	1.23	3.00
Child talks about his/her writing at home.	2.63	1.13	2.00	3.38	1.17	3.00
Child writes stories, letter, or notes at home.	2.38	1.03	2.00	3.41	1.35	4.00
Child writes while playing.	2.33	1.25	2.00	2.89	1.39	3.00
Child writes stories or letters to family.	2.18	1.06	2.00	3.62	1.25	4.00
Family writes stories with child	2.63	1.19	2.00	2.78	1.30	3.00

Table 1 shows the means, medians, and standard deviations for the frequency of each reading and writing activity. The average frequency scores ranged from 2.28 to 3.34 for reading activities and 2.18 to 3.62 for writing activities. The results indicate that the most frequently reported activity by parents of students with LD was reading books and stories to the child, with an average of 2.70. As for writing activities, the most frequent was discussing the child's writing and involving the family in story writing, with an average of 2.63. For parents of students without LD, the most frequent activity was reading for enjoyment, with an average of 3.34. The most frequent writing activity for these parents was the student writing stories or messages for family members, with an average of 3.62.

Question Two: Are there statistically significant differences in the frequency of reading and writing activities at home between parents of students with LD and parents of students without LD?

To assess the significance of variations in responses between parents of students with LD and without LD, the Mann-Whitney U test was employed based on the respondent category. The results revealed statistically significant differences, with a significance level of $P \leq 0.05$, in the mean ranks of parents of students with LD (mean rank = 40.44) and without LD (mean rank = 69.91) regarding the frequency of reading and writing activities at home. These differences favored the parents of students without LD.

Question three: Do parents' educational levels have a significant impact on the differences in home-based reading and writing activities between parents of students with LD and parents of students without LD?

To examine the influence of parents' educational levels on the disparities in home-based reading and writing activities between parents of students with LD and parents of students without LD, the Mann-Whitney U test was applied. The results indicated statistically significant differences, with a significance level of $P \leq 0.05$, in the mean ranks of parents of students with LD based on their qualifications (high school or less: mean rank = 16.44, university: mean rank = 23.82). These differences were in favor of the group with a university education. However, the results revealed no statistically significant differences, with a significance level of $P \geq 0.05$, in the mean ranks of parents of students without LD based on their qualifications (high school or less: mean rank = 37.90, university: mean rank = 40.97).

The open-ended questions yielded additional insights into the types of reading activities promoted at home. The most frequently mentioned activity ($n = 46$) (31 without LD, 15 LD) utilized by parents to encourage their children to read is reading books or stories to them. For instance, a parent of a child with LD shared, "My son enjoys it when I read to him. He asks me to read together, and I motivate him by expressing how happy it makes me to read with him." Another parent of a typically developing child mentioned, "I read stories to my child before bedtime, and he thoroughly enjoys it." Another activity mentioned frequently ($n = 30$) (17 without LD, 13 LD) is providing books and stories to encourage children to read more at home. Parents of children with LD mentioned, "I provide him with age-appropriate stories to encourage him to read, and I reinforce him when he reads a specific paragraph that we determine. I provide him with stories for daily reading." The parent of a typical child stated, "I provide him with stories at home to encourage him to read, especially meaningful stories." Among other recurring activities ($n = 23$) (14 without LD, 9 LD) is taking the children to the bookshop. Parents of children with LD and without LD mentioned that they go with their children to the bookshop to buy stories and books. They indicated that they go with their children to the library on weekends to buy stories and books, aiming to motivate their children to read. Other activities mentioned by parents to encourage reading at home include: reading the Quran to improve pronunciation, assisting them in independent reading, reading from the TV, computer, billboards along the streets, and store signs, as well as providing rewards and incentives for reading. Parents also offered numerous opportunities for their children to participate in writing activities, mirroring their approach to reading. The most prevalent response ($n = 47$) (37 without LD, 10 LD) involved parents dictating words for their children to write. Parents of children with LD expressed it as follows: "I select new words from their lessons and dictate them, enabling them to practice writing." One parent of a child without LD stated, "I provide dictation exercises using my language textbook to help him improve his writing skills." Among parents who promoted writing activities, the most frequent response ($n = 35$) (28 without LD, 7 LD) involved having the child write letters to family and friends. Some parents described it as follows: "I encourage my child to write letters to me, such as 'I love you, mom,' and to their friends in class." Another common response ($n = 28$) (19 without LD, 9 LD) was related to completing homework. Some parents mentioned, "I help him finish his homework." Among other writing activities mentioned by parents to encourage good handwriting: encouraging the child to write, and improving handwriting using a handwriting notebook, but they did not do anything to improve writing.

Question Four: Which types of reading and writing activities do parents consider desirable and feasible?

To answer the fourth question, means, medians, and standard deviations were calculated. Table 2 illustrates the results.

Table 2. Descriptive statistics of reading and writing desirable and feasible activities

Activity No	Desirable						Feasible					
	Parents of LD			Parents of without LD			Parents of LD			Parents of without LD		
	M	SD	Mdn	M	SD	Mdn	M	SD	Mdn	M	SD	Mdn
Provide a quiet place for your child to do school work.	2.90	0.90	3.00	3.35	0.77	4.00	2.93	1.05	3.00	2.27	1.19	2.00
Visit the library with your child.	2.73	0.99	3.00	2.63	1.02	3.00	2.80	0.97	3.00	3.32	0.86	3.00
Display child's writings in the home.	2.73	0.82	3.00	3.19	0.83	3.00	2.80	1.02	3.00	2.90	0.94	3.00
Get a library card in child's name.	2.58	1.15	3.00	2.25	1.04	2.00	2.53	1.11	3.00	3.06	0.95	3.00
Provide reading materials (books, magazines) for your child.	3.08	0.92	3.00	3.43	0.78	4.00	2.90	1.10	3.00	2.43	0.96	3.00
Set a time for the entire family to read together.	2.90	0.90	3.00	2.84	1.03	3.00	2.93	1.05	3.00	3.38	0.87	4.00
Listen to your child read orally.	3.13	0.88	3.00	3.52	0.70	4.00	3.20	0.94	3.00	2.96	1.02	3.00
Discuss the stories your child has read or heard.	2.83	1.06	3.00	3.22	0.84	3.00	2.98	1.03	3.00	3.42	0.89	4.00
Take turns reading	3.03	0.92	3.00	3.15	0.94	3.00	3.03	1.03	3.00	3.29	0.89	4.00
Read and tell stories to your child.	2.93	0.92	3.00	3.20	0.90	3.00	2.88	0.99	3.00	3.14	0.86	3.00
Read magazines and/or newspaper to your child.	2.88	0.94	3.00	3.09	0.94	3.00	2.98	0.97	3.00	3.27	0.92	4.00
Do repeated readings.	2.85	1.08	3.00	3.22	0.86	3.00	2.93	0.94	3.00	3.14	0.94	3.00
Have your child do reading and writing programs on a computer.	2.75	1.03	3.00	2.75	0.98	3.00	2.65	1.10	3.00	3.22	0.94	3.00
Have child write letters or cards to relatives and friends.	2.85	1.00	3.00	3.11	1.00	3.00	2.88	0.97	3.00	2.81	0.99	3.00
Schedule a time for your child to do independent reading.	2.90	0.87	3.00	2.95	0.95	3.00	2.88	0.88	3.00	3.04	0.95	3.00
Have child write in a journal or diary.	2.95	0.96	3.00	2.87	1.07	3.00	2.73	0.93	3.00	3.01	0.95	3.00
Have your child start a personal	2.68	1.02	3.00	2.53	1.07	3.00	2.72	1.00	3.00	2.87	1.03	3.00

dictionary.												
Play reading and spelling games with your child.	2.85	0.92	3.00	3.11	1.00	3.00	2.75	1.03	3.00	2.68	1.04	3.00
Help child memorize a poem or song.	3.20	0.85	3.00	3.65	0.68	4.00	2.98	0.86	3.00	3.14	1.02	3.00
Have child copy sentences or paragraphs.	3.15	1.03	3.00	3.22	0.89	3.00	2.88	1.02	3.00	3.43	0.89	4.00
Dictate sentences for your child to write.	3.05	1.09	3.00	3.29	0.92	4.00	2.98	1.00	3.00	3.22	0.92	3.00
Use flashcards for your child to learn words.	2.93	1.10	3.00	2.82	1.07	3.00	2.88	0.94	3.00	3.16	0.97	3.00
Record books on tape for child to listen to.	2.68	1.16	3.00	2.27	1.12	2.00	2.58	1.17	3.00	2.87	1.03	3.00

Table 2 shows the means, medians, and standard deviations for reading and writing activities perceived as desirable and feasible by parents. The results indicate that the average ratings for desirability among parents of students with LD ranged from 2.58 to 3.20, while they ranged from 2.25 to 3.65 among parents of students without LD. The results also indicate that the average ratings for utility among parents of students with LD ranged from 2.53 to 3.28, while they ranged from 2.27 to 3.43 among parents of students without LD.

The fifth question: Are there significant differences in the perceived desirability and feasibility of home-based reading and writing activities among parents within the same group?

To determine the significance of differences in the responses of parents of students within the same group regarding the desire and utility for reading and writing activities, the Wilcoxon test was used. Table 3 presents the results.

Table 3. Differences in the responses of parents of students within the same group regarding the desire and utility for reading and writing activities

NO		Parents of students with LD				Parents of students without LD			
		Mean Rank	Sum of Ranks	Z	Sig	Mean Rank	Sum of Ranks	Z	Sig
1.	Negative Ranks	7.00	49.00	-0.243	0.808	29.24	1549.50	-6.271	0.000
	Positive Ranks	8.00	56.00			15.50	46.50		
2.	Negative Ranks	4.00	12.00	-0.905	0.366	21.00	126.00	-5.007	0.000
	Positive Ranks	4.80	24.00			25.56	1099.00		
3.	Negative Ranks	6.50	39.00	-0.500	0.617	26.04	911.50	-2.493	0.013
	Positive Ranks	7.43	52.00			25.91	414.50		
4.	Negative Ranks	6.50	45.50	-0.577	0.564	31.92	1755.50	-5.984	0.000

1159 *Unlocking Literacy: Perceptions and Practices of Parents in Nurturing Reading and Writing Skills at Home*

	Positive Ranks	6.50	32.50			22.58	135.50		
5.	Negative Ranks	6.63	53.00	-1.153	0.249	21.00	189.00	-4.323	0.000
	Positive Ranks	6.25	25.00			25.31	987.00		
6.	Negative Ranks	7.00	49.00	-0.243	0.808	21.57	151.00	-5.160	0.000
	Positive Ranks	8.00	56.00			27.83	1280.00		
7.	Negative Ranks	8.40	42.00	-0.728	0.467	24.12	916.50	-4.348	0.000
	Positive Ranks	7.00	63.00			20.56	164.50		
8.	Negative Ranks	5.50	16.50	-1.604	0.109	23.50	282.00	-1.574	0.116
	Positive Ranks	6.19	49.50			18.44	498.00		
9.	Negative Ranks	6.36	44.50	-0.072	0.942	22.00	286.00	-1.291	0.197
	Positive Ranks	7.75	46.50			18.20	455.00		
10.	Negative Ranks	7.36	51.50	-0.443	0.658	21.60	561.50	-.534	0.593
	Positive Ranks	6.58	39.50			24.92	473.50		
11.	Negative Ranks	6.83	41.00	-0.744	0.457	17.42	209.00	-1.902	0.057
	Positive Ranks	8.00	64.00			18.30	421.00		
12.	Negative Ranks	8.00	48.00	-0.775	0.439	18.86	396.00	-.695	0.487
	Positive Ranks	8.00	72.00			19.19	307.00		
13.	Negative Ranks	7.00	70.00	-0.590	0.555	22.18	310.50	-3.593	0.000
	Positive Ranks	10.00	50.00			28.09	1067.50		
14.	Negative Ranks	7.00	49.00	-0.243	0.808	23.48	728.00	-2.478	0.013
	Positive Ranks	8.00	56.00			21.93	307.00		
15.	Negative Ranks	7.00	49.00	-.0277	0.782	20.32	386.00	-.873	0.383
	Positive Ranks	7.00	42.00			22.48	517.00		
16.	Negative Ranks	7.15	71.50	-2.000	0.046	19.11	363.00	-1.178	0.239
	Positive Ranks	6.50	19.50			23.48	540.00		
17.	Negative Ranks	7.25	29.00	-0.372	0.710	19.71	276.00	-2.685	0.007
	Positive Ranks	5.29	37.00			23.80	714.00		

18.	Negative Ranks	5.00	30.00	-0.921	0.357	21.68	737.00	-3.749	0.000
	Positive Ranks	5.00	15.00			20.75	166.00		
19.	Negative Ranks	7.00	77.00	-2.496	0.013	17.76	515.00	-4.353	0.000
	Positive Ranks	7.00	14.00			11.50	46.00		
20.	Negative Ranks	6.22	56.00	-2.179	0.029	17.33	156.00	-2.121	0.034
	Positive Ranks	5.00	10.00			16.17	372.00		
21.	Negative Ranks	5.00	30.00	-1.000	0.317	15.67	282.00	-.712	0.476
	Positive Ranks	5.00	15.00			16.46	214.00		
22.	Negative Ranks	5.50	33.00	-0.632	0.527	16.00	192.00	-3.112	0.002
	Positive Ranks	5.50	22.00			22.43	628.00		
23.	Negative Ranks	6.17	37.00	-1.027	0.305	16.00	112.00	-4.779	0.000
	Positive Ranks	4.50	18.00			24.29	923.00		

The results of the Wilcoxon test for paired ranks indicated that three activities with items (16, 19, 20) showed statistically significant differences in the ratings of desire and utility for parents of students with LD, in favor of desire. The results also showed that 15 activities had statistically significant differences in the ratings of desire and utility for parents of students without LD. Activities with items (1, 3, 5, 7, 14, 18, and 19) showed differences in favor of desire, while items (2, 4, 6, 13, 17, 20, 22, and 23) favored utility.

Results of Question Six: Are there significant differences in the perceived desirability and feasibility of home-based reading and writing activities between parents of students with LD and parents of students without LD?

To compare the desire and utility between parents of students with LD and those without, the Mann-Whitney test was used to determine the significance of differences in ratings between parents of students with LD and parents of students without LD regarding the desire and utility for reading and writing activities. Table 4 illustrates the results.

Table 4. The results of the Mann-Whitney test for the significance of differences in desire and utility ratings for reading and writing activities between parents of students

NO	Parents of	N	Desirable				Feasible			
			Mean Rank	Sum of Ranks	U	Sig	Mean Rank	Sum of Ranks	U	Sig
1.	without LD	79	65.03	5137.00	1183.000	0.015	50.27	3971.00	811.000	0.000
	LD	40	50.08	2003.00			79.23	3169.00		
2.	without LD	79	58.97	4659.00	1499.000	0.636	66.41	5246.00	1074.000	0.002
	LD	40	62.03	2481.00			47.35	1894.00		

1161 *Unlocking Literacy: Perceptions and Practices of Parents in Nurturing Reading and Writing Skills at Home*

3.	without LD	79	66.13	5224.00	1096.000	0.004	60.89	4810.00	1510.000	0.679
	LD	40	47.90	1916.00			58.25	2330.00		
4.	without LD	79	56.70	4479.00	1319.000	0.127	65.48	5173.00	1147.000	0.011
	LD	40	66.53	2661.00			49.18	1967.00		
5.	without LD	79	64.49	5095.00	1225.000	0.028	54.61	4314.50	1154.500	0.013
	LD	40	51.13	2045.00			70.64	2825.50		
6.	without LD	79	59.65	4712.50	1552.500	0.871	65.01	5136.00	1184.000	0.015
	LD	40	60.69	2427.50			50.10	2004.00		
7.	without LD	79	65.22	5152.00	1168.000	0.010	57.34	4529.50	1369.500	0.208
	LD	40	49.70	1988.00			65.26	2610.50		
8.	without LD	79	63.98	5054.50	1265.500	0.059	65.25	5155.00	1165.000	0.010
	LD	40	52.14	2085.50			49.63	1985.00		
9.	without LD	79	61.79	4881.50	1438.500	0.396	62.91	4969.50	1350.500	0.162
	LD	40	56.46	2258.50			54.26	2170.50		
10.	without LD	79	63.63	5026.50	1293.500	0.086	62.96	4973.50	1346.500	0.162
	LD	40	52.84	2113.50			54.16	2166.50		
11.	without LD	79	62.73	4955.50	1364.500	0.201	63.61	5025.50	1294.500	0.084
	LD	40	54.61	2184.50			52.86	2114.50		
12.	without LD	79	63.63	5026.50	1293.500	0.086	62.75	4957.50	1362.500	0.195
	LD	40	52.84	2113.50			54.56	2182.50		
13.	without LD	79	59.81	4725.00	1565.000	0.930	65.99	5213.00	1107.000	0.005
	LD	40	60.38	2415.00			48.18	1927.00		
14.	without LD	79	63.23	4995.00	1325.000	0.129	59.28	4683.50	1523.500	0.740
	LD	40	53.63	2145.00			61.41	2456.50		
15.	without LD	79	60.77	4800.50	1519.500	0.720	62.34	4924.50	1395.500	0.270
	LD	40	58.49	2339.50			55.39	2215.50		
16.	without LD	79	59.41	4693.00	1533.000	0.782	63.61	5025.00	1295.000	0.088

	LD	40	61.18	2447.00			52.88	2115.00		
17.	without LD	79	58.51	4622.50	1462.500	0.492	61.20	4834.50	1406.500	0.424
	LD	40	62.94	2517.50			56.06	2186.50		
18.	without LD	79	63.72	5034.00	1286.000	0.079	59.29	4684.00	1524.00	0.741
	LD	40	52.65	2106.00			61.40	2456.00		
19.	without LD	79	66.35	5241.50	1078.500	0.001	62.98	4975.50	1344.500	0.158
	LD	40	47.46	1898.50			54.11	2164.50		
20.	without LD	79	60.17	4753.50	1566.500	0.935	66.77	5275.00	1045.00	0.001
	LD	40	59.66	2386.50			46.63	1865.00		
21.	without LD	79	62.33	4924.00	1396.000	0.259	62.78	4960.00	1360.000	0.184
	LD	40	55.40	2216.00			54.50	2180.00		
22.	without LD	79	58.82	4646.50	1486.500	0.583	63.89	5047.50	1272.500	0.065
	LD	40	62.34	2493.50			52.31	2092.50		
23.	without LD	79	56.03	4426.00	1266.00	0.67	62.80	4961.50	1358.500	0.195
	LD	40	67.85	2714.00			54.46	2178.50		

The results showed statistically significant differences in desire evaluations for both groups in items (1, 3, 5, 7, 19), all in favor of the group of parents of students without LD. The results also revealed statistically significant differences in utility evaluations for both groups in items (1, 5), in favor of the group of parents of students with LD. However, differences in items (2, 4, 6, 8, 13, 20) were in favor of the group of parents of students without LD.

Facilitators and barriers

Parents were provided with open-ended questions regarding how the school could support them in facilitating the development of their children's reading and writing skills. The most prevalent response (n = 48) (37 without LD, 11 LD) emphasized the importance of communication with parents. Numerous parents of students without LD expressed this sentiment by stating, "There should be more effective communication." The parent of a student LD emphasized the "need for regular meetings with parents to assess the students' progress, in addition to using social media for communication." Another frequently mentioned response (n=28) (20 without LD, 8 LD) was organizing workshops for parents. One parent expressed the need for such initiatives, saying, "We miss such courses," and a parent of a student LD mentioned, "We are in dire need of such courses because we do not know the most effective ways to help our children." Among other repeated responses (n=22) (16 without LD, 6 LD) was allocating time for reading and writing activities during the school day. One parent stated, "Setting up a corner in the classroom with various stories, magazines, and books to motivate students to read and write, in addition to dedicating an educational hour to reading and writing in more innovative and enjoyable ways." Other suggestions mentioned by parents included specifying what needs to be done with the children, assigning more homework, and encouraging parental

involvement. Parents were surveyed regarding the challenges they encounter while assisting their children with reading and writing at home.

The most frequent response from both parents of typically developing students and those with learning difficulties (n = 35) (17 without LD, 18 LD) was a lack of sufficient knowledge to support their children in reading and writing. Parents expressed this by stating, "I don't know how to teach my child difficult words in reading and writing," "I lack alternative methods for assistance," and "I am unsure how to help my son." Many parents of students with without LD and LD (n = 31) (15 without LD, 16 LD) also highlighted the significant challenge of their children's difficulty in learning to read and write. Parents conveyed this by mentioning, "I struggle with teaching my child reading and writing," "He relies on memorization rather than reading the words," "I need to repeat words multiple times as he doesn't grasp them," and "He makes numerous mistakes in writing words with diacritics or vowel marks, such as short and long vowels." Parents also identified motivating their children to engage in reading and writing activities at home as a difficulty. Parents of both typically developing students and those with LD mentioned that their children tend to prioritize other activities, such as watching TV programs or playing with electronic devices, over reading and writing.

Discussion

The purpose of this study was to investigate how parents of students, including both those with learning disabilities (LD) and without (LD), contribute to their children's reading and writing development. The study aims to shed light on the kinds of reading and writing activities parents undertake at home, their perspectives on preferred activities, and their capability to incorporate them effectively. Furthermore, the research explores parents' viewpoints on the factors that facilitate or impede the implementation of these activities.

Parents indicated that they consistently offered a diverse array of reading and writing activities for their children at home. The most practiced reading activity among parents of students with LD was reading books and stories to their children. In contrast, reading for enjoyment was more common among parents of students without LD. This result aligns with the efforts parents make to create a supportive educational environment for frequent reading for their children, as suggested by Hughes et, al [18]. Creating a safe and supportive learning environment, especially for students who may have negative experiences in traditional classroom settings, helps them take advantage of more opportunities to pursue their goals. Reading for children instills reading habits and develops their skills, consistent with Canoy et al. (2006), who noted that reading for children also stimulates them to read books on their own and enhances their cognitive skills [52]. Providing opportunities for children to encounter words not commonly found in spoken language, as suggested by Isbell et, al., aligns with the idea that reading books for children encourages more verbal interaction between the child and their parents [53]. Participating in reading activities at home has significant positive effects on reading achievement, language comprehension, and expressive language skills, as indicated by Gest et., al [54]. It also influences interest and attitude toward reading, consistent with Rowe (1991), who emphasized that engaging with children impacts their interest in reading, their attitudes toward reading, and their attentiveness to the learning process in the classroom [55]. The availability of reading and writing materials at home, both in terms of quantity and quality, is considered a positive indicator for reading. This aligns with studies suggesting that the quantity of books in the home is linked to children's comprehension with Park (2008) [15], better performance on reading and language tasks, and academic achievement with Wößmann (2003) [16]. In writing activities, parents engaged in a variety of activities. The most practiced activity among parents of students with LD was discussing the child's writing and involving the family in the child's writing.

On the other hand, parents of students without LD engaged more in the child writing stories or letters for the family. Writing activities also included completing homework for different subjects, practicing spelling (paragraphs, words), and improving handwriting. Parents reported that the focus in home activities was more on reading activities than writing activities. This aligns with the results of a study by Hughes (1999) [18]. Higher levels of parental involvement at home have been shown to improve academic skills in students with LD. This is consistent with the findings of studies in Cheng (2008) [56], indicating that higher levels of parental involvement at home positively impact the improvement of reading skills, increased vocabulary, and enhanced writing skills in students, especially those LD. A comparison between the home environments of students with (LD) and those without reveals differences in the frequency of reading and writing activities at home. This finding is consistent with a study conducted by Hamilton et al. (2016) [57], which highlighted disparities in shared reading frequency and the presence of books in families with and without a familial risk for reading difficulties. The variability in the engagement in reading and writing activities at home can be attributed to two factors. Firstly, parents may exhibit a lower emphasis on such activities due to barriers associated with their children's reading and writing skills. This finding aligns with a study by Rashid (2005) [8]. Secondly, parents' limited involvement in reading and writing activities at home may be influenced by their children's limited reading abilities. This observation corresponds with a study by Stainthorp (2000) [19]. Notably, a higher educational level, specifically a university degree compared to secondary education, has an impact on the frequency of reading and writing activities at home for parents of students with LD. This result can be attributed to the fact that a higher educational level of one of the parents of a child with LD may provide them with access to and proficiency in more effective teaching methods for their children at home [58, 59]. Conversely, there were no differences in reading and writing activities at home for parents of students without LD. This difference could be explained by the notion that either parent of a student without LD is capable of providing necessary support in reading and writing activities at home, especially in elementary school, due to the abilities possessed by students without LD.

Parental Desirability and feasibility of reading and writing activities

The findings revealed that parents from both groups exhibited a general interest in engaging in reading and writing activities at home and displayed a willingness to implement them. The average ratings of desire and feasibility for the majority of activity components indicated that parents perceived them as desirable and effective. This desire and feasibility were evident for both groups of parents. This aligns with the findings of studies such as Hughes (1999) [18], which found that parents want to participate in improving their children's academic performance. The results also indicated that there were no differences in the desire and feasibility classification for parents of students with LD, except for three activities related to memorizing texts, such as verses from the Quran or a poetic composition from the Arabic language book, copying a paragraph, and writing in a journal. This difference in desire and feasibility can be attributed to parents of students with LD hoping that their children would reach the level of their aspirations and desires in reading and writing. However, the characteristics of students with LD, such as slow reading, comprehension and/or memorization difficulties, difficulty organizing written information, poor handwriting, inability to take notes or copy information from books and the board, and slow writing, hindered that (Pennington, (2019) and National Association of Special Education Teachers [60, 61]. On the other hand, the difference in desire and feasibility for parents of students without LD can be attributed to the fact that without LD students are at different levels in reading and writing. Therefore, the parents' classifications were based on the students' levels of reading and writing. In comparing parents in both groups regarding their desire for types of reading and writing activities at home, it appears that there are no differences in most activities, except for some activities where the desire favored parents of students with LD. These activities are related to

creating a conducive environment, providing reading materials, assisting them in memorizing texts, listening to them while reading, and reviewing their writing at home. This can be attributed to the fact that parents of students with LD are aware of the difficulties their children face in reading and writing [13]. Therefore, they exert extra effort to confront these barriers by creating a suitable environment, providing necessary tools and materials for reading and writing, and monitoring their progress in reading and writing. This aligns with the results of various studies emphasizing the importance of the home environment for reading and writing students. The availability of materials and resources provides a positive environment for reading and writing. The level of benefit in a home environment rich in books is greater [14, 15].

As for the effectiveness, it has been found that there are no differences in most activities, except for two activities where differences were observed in favor of parents of students with LD. These activities are related to creating a suitable environment and providing the necessary tools and materials for reading. Differences were also observed in activities related to the library, setting aside time for family reading, reading through a computer, discussing reading texts, and copying sentences and paragraphs in favor of parents of students with LD without LD. This can be attributed to the higher level of reading and writing skills in students with LD compared to those with LD. Consequently, parents of students without LD are more likely to visit libraries periodically to provide diverse books and stories, guide their children to read and write using computers, read together, and discuss what they have read or heard. On the contrary, parents of students with LD may not find time for such activities as they focus more on completing their children's homework, spending long hours on that. This aligns with a study by Battal (2013) [62], which indicated that parents of students with LD need a long time to complete homework with their children.

Facilitators and barriers

Parents of students with LD and parents of students without LD in writing have proposed several suggestions to help their children in reading and writing. Parents from both groups emphasized the importance of effective communication between the school and the family. They believe that improving the communication process will facilitate their participation in reading and writing activities. This aligns with the results of a study, which indicated that parents often do not understand what the teacher expects them to do at home. This result also aligns with the findings of a study [18], which highlighted that one of the barriers facing parents of students with LD in Buraidah, Saudi Arabia, is effective communication with the school to understand the required homework tasks [58]. In this study, parents also provided several suggestions to facilitate their assistance to their children in reading and writing at home. The parents suggested organizing workshops for parents. The planning and implementation of workshops, seminars, and newsletters can provide various instructions and approaches to help parents assist their children in various academic activities at home. This call for school management to organize workshops for parents, who would help them understand the school curriculum and remind them that they are the most important teachers for their children [63].

Parents in this study were interested in assisting their children in reading and writing, leading them to be willing to communicate with teachers to seek clarification on assigned tasks or inquire about the best practices to enhance their child's reading and writing skills. On the other hand, it is incumbent upon the school to enhance parental involvement by facilitating communication, exchanging assignment files and worksheets, and creating social media groups for discussing reading and writing activities. The biggest challenge facing parents in assisting their children with reading and writing activities is their lack of sufficient knowledge to help their children in these areas, coupled with a limited understanding of alternatives to support their children. During the training on writing and reading, the task usually takes a long time, as reaching the correct attempt requires several tries. However, parents of children with LD indicated that, despite their

significant efforts and multiple attempts, they are unsure whether their child will be able to write or read in the way they were trained. Additionally, the children's preoccupation with games poses a barrier to the implementation of reading and writing activities.

It is also evident that parents are requesting increased communication from the school. Parents are more likely to engage if they receive specific invitations from teachers, making personal and direct communication more effective [64]. This allows them to stay informed about their child's progress and know what can be done to provide possible assistance, thereby improving their reading and writing skills [65]. Additionally, technology can be utilized (e.g., virtual meetings and access to school learning management systems) to provide various formats that may enhance and facilitate parental involvement in education.

Conclusion

This study sheds light on the perceptions and practices of parents of students with LD and without LD regarding the home environment for reading and writing in the city of Najran, Saudi Arabia. It reveals that students with LD and without LD are exposed to the same reading and writing activities. However, parents in both groups may perceive their roles in these activities as similar. Nevertheless, the pace of reading and writing activities differs, with parents of students without LD showing more involvement. The reason behind this is attributed to the reading and writing barriers their children face [57]. The study also indicates that the educational level of parents of students with LD influenced reading and writing activities. This result can be explained by the individuals with higher education having greater awareness and more alternatives [58].

In addition, parents from both groups generally showed interest in reading and writing activities at home, indicating that these activities are desirable and feasible. The differences in some activities regarding preference and perceived effectiveness among parents of students with LD and without LD can be attributed to the parents' desire to improve their children's reading and writing skills.

In comparing parents from both groups regarding their preferences for types of reading and writing activities at home, differences were observed in some activities where the preference was for parents of students with LD. This result can be justified by the fact that parents of students with LD are aware of the barriers their children face in reading and writing. Consequently, they create a suitable environment, provide the necessary tools and materials for reading and writing, and monitor their progress in these skills [13]. Regarding the feasibility, differences were found in creating a suitable environment and providing tools and materials for reading, favoring parents of students with LD. On the other hand, differences in activities related to the library, setting aside time for family reading, reading through a computer, discussing reading texts, and copying sentences and paragraphs were in favor of parents of students without LD. This result can be justified by the fact that the level of reading and writing skills of students determines the activities of parents at home. Parents of students with LD spend most of their time assisting their children in completing assigned tasks and may not find sufficient time to engage in other activities. In contrast, parents of students without LD find time to participate in various reading and writing activities because their children complete tasks in less time compared to those with LD [62].

Implications and Future Directions

The results indicate that parents of students with LD and without LD expressed a desire to be more involved in developing their children's reading and writing skills. To enhance their participation and make it more effective, parents request that schools provide them

with specific suggestions and clarify how to implement them practically through workshops conducted either in-person within the school premises or remotely (online). Parents also request schools and teachers to ensure diversity in the offered workshops, such as activities related to reading and writing.

The researcher recommends conducting further research on activities related to reading and writing at home. For example, implementing a training program for parents of students with LD, built based on parents' suggestions, and assessing its effectiveness. Additionally, the researcher suggests expanding the scope of the research to include the home environment for mathematics, considering that LD in mathematics is equally important as those in reading and writing.

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Conflict of interest

The author declare no conflict of interest

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