

The importance of parents in children's reading skills

Home literacy environment explains between 12 and 18.5 % of the variance of children's language skills. Although most authors agree that children whose parents encourage them to read tend to develop better and earlier reading skills, some authors consider that the impact of family environment in reading skills is overvalued. Probably, other variables of parent-child relationship, like parenting styles (which, basically, refers to the manner in which parents raise their children), might be relevant for this field. Nevertheless, no previous studies on the effect of parenting styles in literacy have been found.

This study aims to analyze the role of parenting styles in the reading processes of children. It has been hypothesized that children's perceptions of parenting styles would contribute significantly to the explanation of statistical variance of children's reading processes. Participants were 110 children (67 boys and 43 girls), aged between 7 and 11 years (mean of 9.22 years) from Portuguese schools which were asked to answer to a socio-demographic questionnaire. To assess reading processes it was administered the Portuguese adaptation of a psychological instrument called Reading Processes Assessment Battery - Reviewed (PROLEC-R). To assess the parenting styles two psychological questionnaires were administered: EMBU-P, for parents and EMBU-C, for children.

According to multiple hierarchical linear regressions (which is a statistical procedure), it was found that individual factors (such as gender, age, etc.) contribute to explain all reading tests of PROLEC-R, while family factors (such as the number of siblings, socioeconomic status, etc.) contribute to explain most of these tests. Results also indicate that some reading processes (involved in areas like grammatical structures, sentence comprehension and listening) can be explained by parenting styles.

Based in this results it was conclude that parenting styles have an important role in the explanation of higher reading processes (syntactic and semantic) but not in lexical processes, focused by main theories concerning dyslexia.

Publication

[Reading Processes and Parenting Styles.](#)

Carreteiro RM, Justo JM, Figueira AP

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