

Relationship between Parental Literacy Beliefs and Home Literacy Environment

Siti Hayati Mad and Suziyani Mohamed

Fakulti Pendidikan (FPEND), Universiti Kebangsaan Malaysia, Jalan Temuan, 43600 Bangi, Selangor

Email: suziyani@ukm.edu.my

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Abstract

Parental literacy beliefs and home environment play an important role in stimulating children's literacy development. Parents who believe that children's literacy development is highly dependent on them will be more likely to spend more time to create an atmosphere of literacy with their children. The main purpose of this study was to determine the relationship between parental literacy beliefs and home literacy environment. This study was conducted in Sungai Pelek, Selangor. Findings of this quantitative methods strategy study were based on data collected from 240 parents of KEMAS preschool children aged between five and six years. Data was collected with the aid of electronic questionnaire via Google Form. The Parental Reading Belief Inventory (PRBI) was used to measure parental literacy beliefs and the Home Observation for Measurement of the Environment (HOME) was used to measure the home literacy environment. The results showed that the parental's literacy beliefs have a significant relationship with the home literacy environment. It showed weak correlation between parental literacy beliefs and home literacy environment. In conclusion, the literacy environment at home is not highly dependent on parents' belief in the important of literacy. It is recommended for future research can be expanded in various states in Malaysia with a larger sample size to increase generalization and produce more reliable data. Furthermore, it is recommended for future research to take into account of the predictive factors in children literacy development research.

Keywords: Literacy, Parental Literacy Belief, Home Literacy Environment

Introduction

Children's development is in line with their age, and parents are the important people in ensuring that their children's literacy level also develops. Both parents need to focus on the development of children's literacy skills, especially in the early stages.

According to Sani and Idris (2013), the mastery of literacy skills in Malaysia has been the focus since the beginning of the Malaysian education system, and this issue was very critical in the 1960s. The development of children's literacy is still not taken seriously by Malaysian society. This is because the concept of early literacy skills is still being introduced in Malaysia (Isa & Bacotang, 2014). Clay (1991) stated that experiences at home become the basis for the

development of literacy and will be subsequently acquired formally in the school environment. In early childhood, the development of literacy is important and impactful for children.

Parents are individuals who spend great time with their children, and they are more easily influenced by the behavior, environment and education of their parents at an early stage. Children's literacy development is at a good level if parents believe that they are the most important agents to provide early literacy exposure to their children. This is because parents play an important role in building a solid foundation for children's development at home. Research has shown that children show greater progress when parents learn specific methods for improving literacy (McGraw-Hill, 2019).

In addition, the home environment plays an important role in stimulating the development of children's literacy. Wang (2014) postulated that a home environment with diverse learning materials will stimulate the development of children's literacy, and thus increase the learning opportunities for these children. This is because children spend more time at home, and the shaping of children's behavior is based on their observations of the environment. Therefore, the environment of a home provided with children's reading materials and also word-based games encourages towards the development of children's literacy skills. Yeo et al. (2014) stated that the home literacy environment refers to literacy materials, children's interest in literacy activities, parents' encouragement in reading, education given by parents, behavior modeling by parents, and parents' attitude towards education. This shows that the surrounding environment can assist the children in their literacy development.

Early exposure to literacy skills is crucial as those skills can secure children's future. Children who lag behind in early literacy skills tend to have more difficulties in reading and writing (Luyee et al., 2015). As a result, these children have less reading practice and lack of exposure to content knowledge, vocabulary and other language skills compared to children who learn well from an early age. Hafiz (2016) claimed that the effects of poor literacy development will cause the children to drop out of school in the future. It has been proven through data obtained from the Education Policy Planning and Research Division in 2008 which recorded a total of 31,939 students of primary and secondary schools who dropped out of school.

Findings from Junus (2021), according to World Culture Score Index found that Malaysians spend no more than three hours a week reading, while Indians spend the longest time reading, which is more than 10 hours in the same period. It is followed by the people of Thailand and China who on average read for eight to nine hours in the same period (Junus, 2021). This has been proven through data obtained from the Education Policy Planning and Research Division in 2020 which recorded a total of 21,316 primary and secondary school students who dropped out of school. Thus, we can infer that this problem may be caused by the development of an individual's literacy that is not monitored or not taken care of since early childhood.

Parents who believe that their children's literacy development depends on them will be more likely to spend time and energy to create an atmosphere of literacy with their children (Saban et al., 2018). Support from others will make learning fun and easy for children. To ensure that children's literacy development is at a good level, parental literacy beliefs are crucial. Most parents perceive that teachers and educators should play their role (Saban et al., 2018). Most

parents also believe the significance of their involvement in the development of their children's literacy, but they still perceive that school is the main medium responsible for educating their children (Taylor, 2016). In fact, there are still a large number of parents who perceive that literacy skills are too early to learn at the preschool level (Taylor, 2016). Previous studies have proven that most parents in Malaysia delay their children's learning on reading skills until they are truly good at reading (Madhubala et al., 2016).

Apart from the factor of parental literacy beliefs, the home literacy environment also has a relationship with children's literacy development. The home literacy environment refers to the conditions and resources of literacy at home such as literacy materials, interactions and behaviors to help the development of literacy, particularly reading (Hamilton et al., 2016). Azimeh (2015) stated that the home literacy environment has a significant impact on children's literacy development. However, parents still take this for granted and perceive that the development of literacy at school is sufficient (Matvichuk, 2015). Most previous studies, especially in western countries, have focused more on the relationship between the home literacy environment and children's literacy development (Opiyo, 2017). However, studies on the relationship between parental literacy beliefs and the home literacy environment are still scarce in Malaysia. Thus, this study was conducted to determine the relationship between parental literacy beliefs and the home literacy environment.

Literacy Beliefs and Environment

Parental literacy beliefs refer to the role of parents in encouraging their children to read as well as assisting in their literacy development. According to Baker et al (1997), the definition of parental literacy beliefs is the motivation received by children that is interconnected between parental beliefs about the purpose of reading, and how children learn to read. Parents can help their children learn language skills and become literate in early childhood in various ways (Katranci et al., 2018). Parents who believe that children's literacy skills are their responsibility will provide the best learning for their children.

Weigel et al (2006) studied mothers' beliefs about literacy development as well as the relationship between parental literacy beliefs and preschool children's literacy development. This study was conducted on 79 mothers and their children by using the Parental Reading Belief Inventory (PRBI) adopted from DeBaryshe and Binder (1994) to measure mothers' literacy beliefs. Findings from the study found that mothers who have literacy beliefs played a more active role in the development of children's literacy, and children have a high interest in reading. On the contrary, mothers with conventional beliefs would hand over full responsibility to the school to educate their children.

Parental literacy belief refers to parental belief in children's literacy achievement due to the parental involvement in school activities, and it is essential in assisting children's literacy development (Saban et al., 2018). Parents can assist their children in early childhood by learning language skills and becoming a literate person using various methods (Katranci et al., 2018). Provision of good learning to improve their children's literacy skills is due to parents' awareness of their responsibility. Parental beliefs can have an impact on children's literacy development (Azimeh, 2015). Children learn their first language through literacy-related activities at home and can indirectly help improve their literacy skills.

The home literacy environment plays an important role in improving reading and writing skills among children. Children will prefer to perform activities such as reading, writing, observing the literacy activities of people around them, and participating in activities with others (Katranci et al., 2018). The home literacy environment is defined as activities that are performed together at home (Schmitt et al., 2011). There are significant factors that favour the existence or non-existence of a literacy environment for assisting children's language and reading development. Different experiences of children will produce different results. The preparation of the environment at home depends on the parental belief in its importance. The home literacy environment is essential in improving reading and writing skills among children. Children will prefer to perform activities such as reading, writing, observing the literacy activities of people around them, and participating in activities with others (Katranci et al., 2018).

Other researchers have also emphasized the importance of parents in shaping the literacy environment at home. For example, Yeo et al (2014) stated that the home literacy environment refers to literacy materials, children's interest in literacy activities, parents' encouragement in reading, education given by parents, behavior modeling by parents and parents' attitude towards education. This shows that the environment surrounding children can assist in their literacy development. The main factor in providing a literacy environment at home depends on the parents' belief in its importance. Findings by Azimeh (2015) indicated that the home literacy environment has a significant impact on children's literacy development. The study also stated that home is the first place and medium for children to learn language. A good home literacy environment can increase the level of children's literacy development.

Furthermore, Azimeh (2015) examined the relationship between parental literacy beliefs and the home literacy environment involving a total of 90 parents with children aged between three and four years. The mother's literacy beliefs were measured using the Parental Reading Belief Inventory (PRBI) adopted from DeBaryshe (1990) which has seven subscales, namely teaching effectiveness, positive effects, oral participation, reading instruction, knowledge base, resources and environmental input. The home literacy environment was measured through observation, while the development of children's literacy was measured using the Language and Emerging Literacy Assessment (LELA) (Cunnigham et al., 2002). Through the results of the study, it was found that the home literacy environment has a strong influence on children's literacy development but contrary to parental literacy beliefs that did not show any influence on children's literacy development.

Opposite findings were reported by Katranci et al (2018) in their study which was conducted on 71 preschool children and 107 nursery children with their mothers in Kirikale. Parental Reading Belief Inventory (PRBI) (DeBaryshe & Binder, 1994) was used to measure parental literacy beliefs, while the Phonological Awareness Scale (Yangin et al., 2010), Checklist of Evaluating Writing Skills in PreSchool (Cetin et al., 2014), Checklist for Writing Skill Awareness of PreSchool Children (Cetin & Alisinanoglu, 2013), Checklist of Name-Writing (Cetin, 2015) and the Peabody Picture Vocabulary Test (Katz et al., 1974) were used to measure children's literacy development. The results of this study showed a very weak relationship between parental literacy beliefs and children's literacy development. This study also found that children's literacy development was not highly dependent on parental literacy beliefs.

However, Wu and Honig (2015) reported dissimilar findings. A total of 731 preschool children aged between three and four years in Taiwan were involved in their study. Mother's literacy beliefs were measured using the Parental Reading Belief Inventory (PRBI) (DeBaryshe & Binder, 1994). The home literacy environment was measured using the Home Literacy Practices Inventory (Senechal et al., 1998). The results of the study showed that literacy beliefs and practices have a positive influence. For example, reading story books with children can be a good predictor in the development of language and reading skills in children. This proved that parental literacy beliefs can influence the development of children's literacy.

Bingham (2007) investigated the relationship between mothers' literacy beliefs, home literacy environment, quality of mother-child book-reading interactions, and children's literacy development conducted on 60 mothers with their 4-year-old children. Parental Reading Belief Inventory (PRBI) and questionnaires were used to measure mothers' literacy beliefs and children's literacy development. The findings of the study showed that there was a positive relationship between mother's literacy beliefs and home literacy environment. The home literacy environment and mother and child book reading interactions have a relationship with early childhood literacy development (Bingham, 2007; Tsirmpa et al., 2021).

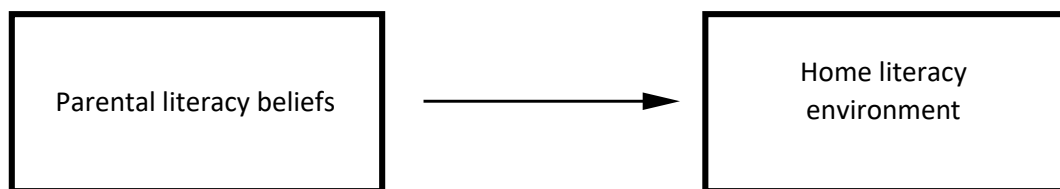


Figure 1. The conceptual framework of this study

Research Methodology

This study was a quantitative survey study using questionnaire to collect data. The population of this study consisted of 490 children from KEMAS nursery school in Sungai Pelek aged between five and six years. This total population was obtained from the Community Development Department of Sepang district for the year 2022. Through this population size, the study sample size was measured based on the formula by (Cochran, 1963). The minimum sample size for the selected population was 220 people. However, the sample size was increased to 240 people to achieve the desired accuracy and level of confidence. According to Glenn (1992), the sample size needs to be increased. Subsequently, the study sample was determined using a simple random sampling technique. It is easy to conduct merely by choosing respondents randomly such as a lottery or using computer generated random numbers (Othman, 2013).

Research Instrument

The instrument used was a questionnaire that consisted of three parts, namely Part A - Demographics, Part B - Literacy and beliefs, and Part C - Literacy environment. Part A consisted of items such as child's age and gender as well as parents' age, education level and monthly income. Part B was adapted from the Parent Reading Beliefs Inventory (PRBI) from (DeBaryshe, 1990). This questionnaire has 42 items to measure the level of parental literacy beliefs based on a 4-point Likert scale (1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree). Closed-ended questions were given to assess the level of parental literacy beliefs

on teaching effectiveness, positive effects, oral participation, reading instruction, knowledge base, resources and environmental input.

On the other hand, Part C was adapted from the Home Observation for Measurement of the Environment (HOME) Inventory (Caldwell & Bradley, 1984). This questionnaire has 55 items and the closed-ended questions assessed the level of parental literacy beliefs. There were eight subscales, namely learning materials, language stimulation, physical environment, responsiveness, academic stimulation, modeling, diversity and acceptance. The questionnaires must be answered in the form of binary options, such as 'yes' and 'no'. Two existing English language questionnaires were used to measure parental literacy beliefs using PRBI with the Cronbach's alpha reliability value of 0.79 for this scale (DeBaryshe, 1990), and to measure home literacy beliefs using HOME Inventory with the Cronbach's alpha reliability value of 0.90 for this scale (Caldwell & Bradley, 1984). The questionnaire used was translated from English to Malay, and was evaluated for accuracy by the lecturer. Overall, this instrument received good comments from the expert assessors.

Data Collection and Analysis Procedures

A pilot study was conducted at KEMAS nursery in Sungai Pele after obtaining permission from the Selangor State Community Development Department. The questionnaire was distributed online through Google Form to test the reliability of the items in the parental literacy belief and the home literacy environment scales. The results of the pilot study found that the reliability value obtained for the PRBI scale was 0.76, and the reliability for the HOME Inventory scale was 0.83.

After one week, the total number of responses received from the form distributed online was 230. All quantitative data was analyzed using IBM Statistical Package for Social Sciences (SPSS) version 26.0. The data of this study was analyzed descriptively and inferentially. The latest number of respondents was 215 after removing outliers. Descriptive statistics of the normality test for the constructs of parental literacy beliefs and the home literacy environment showed that the distribution of the data was normal. The data normality was measured through the criteria of skewness and kurtosis based on the indicator ranging between -1.96 and +1.96 (Hair et al., 2010). For the parental literacy belief construct, the skewness value was 0.16 and the kurtosis was 0.33, while the home literacy environment construct showed a skewness value of 0.16 and kurtosis value of 0.33.

Descriptive statistical tests were used to describe the scale and the demographic characteristics of the respondents. Bivariate Pearson correlation test was used to determine the positive or negative relationship between two coefficients, namely parental literacy beliefs and home literacy environment. Descriptive analysis of parents' background, literacy beliefs and home literacy environment was used to find out the frequency, percentage, mean score, and standard deviation. The mean value is interpreted according to the study scale of the Education Policy Planning and Research Division (Kementerian Pendidikan Malaysia, 1998), i.e. a score of 1.0-1.8 is very low, 1.9-2.6 is low, 2.7-3.4 is moderate, 3.5-4.2 is high and 4.3-5.0 is very high. From the five mean scales, the mean score is divided into three levels, namely low, medium and high levels. Low level with a mean of 1.00 to 2.66, medium level with a mean of 2.67 to 3.66 and high level with a mean of 3.67 to 5.00 (Ahmad, 2002).

Findings

Table 1 shows the descriptive analysis of the parental literacy belief constructs. The two sub-constructs at high level were the teaching effectiveness with mean value of 3.72 and standard deviation of 0.48, while the mean value and standard deviation of the resource were 3.69 and 0.24, respectively. The sub-constructs at low level were positive affect, verbal participation, instruction, knowledge base and environmental input. The mean value for positive effect sub-construct was 2.40 with standard deviation of 0.18, while the mean value and standard deviation for verbal participation sub-construct were 2.65 and 0.21, respectively. Moreover, the mean value of reading instruction sub-construct was 2.43 with the standard deviation of 0.22, while the mean value of the knowledge base sub-construct was 2.41 with the standard deviation of 0.14. The mean value and standard deviation of the environmental input sub-construct were 2.13 and 0.53, respectively. The overall descriptive analysis of the parental literacy belief constructs showed that the parental literacy belief was at medium level with mean value of 2.87 and standard deviation of 0.68.

Table 1

Level of parental literacy belief (n=215)

Sub-construct	Mean	D	Interpretation
Teaching effectiveness	3.72	0.48	High
Positive effect	2.40	0.18	Low
Verbal participation	2.65	0.21	Low
Reading instructions	2.43	0.22	Low
Knowledge base	2.41	0.14	Low
Resources	3.69	0.24	High
Environmental inputs	2.13	0.53	Low
Overall	2.87	0.68	Medium

Note: SD = Standard deviation

Table 2 shows the descriptive analysis of the sub-constructs of the home literacy environment. The two sub-constructs at high level were the learning material sub-construct with a mean value of 3.89 and standard deviation of 0.90, and the modeling sub-construct has a mean value of 3.81 and standard deviation of 0.89. The six sub-constructs at low level were the sub-constructs of language stimulation, physical environment, responsiveness, academic stimulation, diversity and acceptance. The language stimulation sub-construct has a mean value of 2.58 and standard deviation of 0.10, while the physical environment sub-construct has a mean value of 2.61 and standard deviation of 0.11. Moreover, the responsiveness sub-construct recorded a mean value of 2.66 and standard deviation of 0.31. Meanwhile, the mean value and standard deviation of the academic stimulation sub-construct were 2.63 and 0.17, respectively, and the mean value and standard deviation of the diversity sub-construct were 2.64 and 0.28, respectively. The acceptance sub-construct recorded a mean value of 2.65 and standard deviation of 0.14. Overall, the home literacy environment was at medium level indicated by a mean value of 2.99 and standard deviation of 0.76.

Table 2

Level of home literacy environment (n=215)

Sub-construct	Mean	D	Interpretation
Learning material	3.89	0.90	High
Language stimulation	2.58	0.10	Low
Physical environment	2.61	0.11	Low
Responsiveness	2.66	0.31	Low
Academic stimulation	2.63	0.17	Low
Modeling	3.81	0.89	High
Diversity	2.64	0.28	Low
Acceptance	2.65	0.14	Low
Overall	2.99	0.76	Medium

Note: SD = Standard deviation

The Relationship Between Parental Literacy Beliefs and Home Literacy Environment

A correlation test between parental literacy beliefs and home literacy environment was conducted, and the results obtained are presented in Table 3. This correlation test was conducted for Ho1.

Ho1: There is no significant relationship between parental literacy beliefs and home literacy environment

Table 3 presents the results of the correlation test conducted between parental literacy beliefs and home literacy environment. Based on the results, there was a significant relationship between parental literacy beliefs and the home literacy environment. It showed a positive but weak correlation between the two coefficients ($r = -0.21$, $p = 0.002 < 0.005$). Thus, Ho1 was successfully rejected.

Table 3

Correlation between parental literacy beliefs and home literacy environment (n=215)

Variable	Home literacy environment
Parental literacy beliefs	$r = -0.21^*$, $p = 0.002$,

*Significant

Table 4

Summary of hypothesis testing results

Hypothesis	Statistical tests	Results	Summary
Ho1: There is no significant relationship between parental literacy beliefs and home literacy environment	Pearson correlation	$r = -0.21^*$ $p < 0.005$	Successfully rejected

Discussion

Parental literacy beliefs are important to assist children in mastering literacy skills in early childhood. The development of children's literacy depends on the extent of parents' involvement and belief in literacy (Puranik et al., 2018).

Biological and environmental factors contribute to children's language development problems (Altun et al., 2022). However, studies have found that environmental factors have more influence on children's language development (Garcia et al., 2015). This statement is not in line with the findings of this study from the aspect of environmental input, which found that parents believe that children inherit genetics and language abilities from them. Biological factors include those stemmed from individual nerves, history of language development problems in the family, pregnancy care, premature birth, birth weight, and gender (Altun et al., 2022).

The results of the analysis of the aspect of oral participation showed that the majority of parents believe that reading can help children become good speakers and listeners. Referring to Tsirmpa et al (2021), parents who often read to children encourage their critical thinking through open questions. Parent interaction with children can stimulate language skills through questions and verbal response. This can indirectly improve children's literacy development (Tsirmpa et al., 2021). Storytelling activities can develop children's imagination and ability to tell stories, increase vocabulary which is an essential component in teaching and learning, and create fun learning activities for children (Rambe et al., 2021). This statement is in line with the findings of this study from the aspect of basic knowledge, where parents believe that storytelling can help build children's imagination. Storytelling can also indirectly help children build interaction and communication with their surrounding environment (Chauvin et al., 2019).

Parents who believe that children's literacy development is highly dependent on them will be more likely to spend time and energy to create an atmosphere of literacy with their children (Saban et al., 2018). This statement is not in agreement with the findings of this study from the resources aspect, where parents are too busy and tired to read to children. The role of parents is important in ensuring that their children's literacy development is at a good level, and through frequent reading, parents can indirectly be a model for their children and attract children to read (VanSteensel, 2006). This is in align with the findings of this study from the aspect of positive effects. It is the desire of the majority of parents for their children to like books and listen to stories. A home environment rich in books will provide opportunity for the children to engage spontaneously and develop interest in books (Marjanovic-Umec et al., 2019).

The development of children's literacy is greatly influenced by adults as children will learn through their observations, especially on parents (Boyle, 2014). The results of this study from the aspect of effectiveness showed that parents believe that they play an important role in the development of children's literacy. Therefore, parents bear full responsibility of their children's education rather than school. This is also supported by Taylor (2016) that a few parents believe that children's early literacy skills begin from them, while the majority of them believe that school is the most important medium to teach their children. Referring to Katranci et al (2018), parents can help children to learn language skills and become literate

by various means during the early stages of childhood. This statement is in agreement with the findings from the aspect of instruction. Parents believe that reading books with children can indirectly assist them in learning letters and reading simple words. Parents also believe that children should learn to read from an early age. The findings of this study contradict with that of Madhubala et al (2016) that most Malaysian parents delay learning reading skills for their children until they are really good at reading. Overall, the parental literacy beliefs were at a medium level. This was likely to occur as parents' expectations of their children's literacy development were higher than their beliefs. In reality, parents are less aware that providing good learning for children's literacy skills is their responsibility to be impactful on children's literacy development (Azimeh, 2015).

The home literacy environment plays an important role in improving reading and writing skills among children. Children will prefer to perform activities such as reading, writing, observing the literacy activities of people around them, and participating activities with others (Katranci et al., 2018). The analysis of the responsive aspect showed that the majority of parents aid the development of children. This finding is supported by Wambiri and Ndani (2016) that parents who are aware of their role in stimulating children to read in the home environment will be involved in supporting their children. Parents and home environment are essential to support early literacy education and foster an interest in reading (Clark, 2009). Lev Vygotsky's (1978) theory argued that parents can guide children orally. Children can acquire language skills and knowledge through interaction with parents, adults and other people through reading and writing activities. In this study, the aspect of language stimulation indicated that parents teach children simple verbal expressions such as please, thank you and I'm sorry. Family members can promote literacy to children through riddles, narratives, jokes, poems and informal conversations (Mwoma, 2017).

For the modeling aspect, the findings of this study demonstrated that television is used well. According to Lau and Richard (2021), parents spend more time, at least once a week, watching television with their children than reading together and telling stories. In addition, parents are more likely to use audio visuals particularly television as an additional source of language exposure to children in terms of singing songs, poems and watching language education programs. The findings of the study for the diversity aspect found that parents talk to their children while completing homework, and parents only read stories to children less than 3 times a week. This finding is in line with the study of Lau and Richard (2021) that parents are more likely to help children's learning by teaching skills via school work prints rather than reading stories to children (Lau & Richard, 2021). This reflects the priority of parents to meet their children's academic needs and excellence in school (Leung et al., 1998).

A good home literacy environment for children includes books (excluding school books), playing with alphabet toys, telling stories and spending great time in reading activities. Color plays an important role in stimulating emotions and attracting children's attention (Chang et al., 2018). This is in line with the findings of academic stimulation aspect. Parents seem to encourage children to learn about colors, pronunciation patterns and reading some words. According to Olurinola and Tayo (2015), the use of color is vital important and effective to channel information channel to human cognitive system and strengthen memory. In addition, children who have access to reading resources and have their own books prefer reading, and thus have an impact on children's reading development (Mwoma, 2017).

Furthermore, the involvement of parents in early mathematics learning activities at home is still low and needs to be intensified as they are more concerned with the development of literacy in the early childhood (Lin and Li, 2018). For learning material aspect, this statement did not support the findings of this study as children with toys recognize colors, sizes and shapes. Parents choose more fun interactions in early mathematics learning with children, such as number games, playing and recognizing shapes, and counting objects (Missall et al., 2017). The findings of this study are supported by Alim et al (2021) that play activities can improve children's early mathematics skills as agreed by parents.

An unstable and noisy home environment has a negative impact on children's health and development (Dush et al., 2013). Social interaction may be affected by the lack of space for each family member to carry out daily activities (Dush et al., 2013). From the aspect of physical environment, the home environment is safe and children are free from danger, but the space in the house is limited. Social disturbances related to physical conditions at home can lead to increased psychological stress in children. Thus, parents have a crucial role in providing a clean and safe home environment for children's health (Schmeer & Yoon, 2017).

Physical punishment is proven to cause children's slower cognitive development and poor academic achievement (Durrant & Ensom, 2012). Referring to Hamid et al. (2018), physical punishment on children depends on the condition of the family whether such punishment is executed at home or not. Physical punishment can have a positive and negative impact on children. Based on the acceptance aspect in this study, physical punishment has been imposed on children at home which may be caused by parental pressure and family socioeconomic status. To protect children, parents' focus should be changed from punishment to effective guidance and discipline.

Overall, the findings of this study demonstrated that the home literacy environment was at medium level. The literacy environment at home is vital in assisting children's language and reading development as well as being a factor that causes the existence or non-existence of a literacy environment for children (Hamilton, 2013). Fauzilah et al. (2011) stated that time constraints and parents' income are among the causes of the absence of a literacy environment at home.

The results obtained also showed that there was a significant relationship between parental literacy beliefs and the home literacy environment at a weak correlation. In other words, the higher the level of parental literacy beliefs, the higher the literacy environment at home. Since there was a very weak relationship, hence they were not very dependent on each other. Katranci et al (2018) also found similar relationship in their study. They stated that the home literacy environment plays an important role in improving reading and writing skills among children. In addition, the home literacy environment can also make children more prefer to carry out activities, such as reading, writing, observing the literacy activities of the people around them, and participating literacy activities with others. The main factor in providing a literacy environment at home depends on the parents' belief in its importance. Parents who appreciate and have positive beliefs will be more involve with children's literacy activities that create a home literacy environment (Weigel et al., 2006).

Conclusion

Overall, this section summarizes the research findings on the relationship between parental literacy beliefs and the home literacy environment. This section also presents the implications of this study and recommendations for future studies. Based on this study, it can be concluded that parental literacy beliefs and home literacy environment are crucial in assisting children's literacy development in a more positive direction. Parents need to cultivate awareness as the important people to assist their children's development. In addition, parents also need to be more discerning and sensitive to their children's need to encourage positive development in all aspects. Thus, this study highlights that parents need to play their role well by providing encouragement and support to their children and engaging in activities that can increase the level of literacy development.

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