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Original
research paper

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Paper received: Jul 11 2022

Paper accepted: Nov 14 2022

Article Published: Jan 25 2023

Parents' Attitudes towards the Reading Culture of the Lower Primary School Students

Extended summary

Encouraging reading culture among students of younger grades of primary school is a function of the development of their higher mental functions and school and family play a significant role in this. Many authors consider the importance of the development of reading culture and reading competence of students within the family environment. The research was organised with the aim of determining the attitudes of parents towards the reading culture of the lower primary school students and the differences in their attitudes in relation to sociodemographic variables. Taking into account the subject of this empirical research, a descriptive method and a theoretical analysis method were applied. Among the techniques used are the content analysis technique, the survey technique, and the scaling technique. On the basis of tangent research, we constructed a separate instrument. The research was conducted online, using an electronic questionnaire. The subjects of the research were parents of the lower primary school students ($N=180$). The results of the research show a particularly high level of agreement among parents with the items aimed at the importance of the development of reading culture in children. Parents believe that children should read every day. Also, parents believe that children should read a variety of literary texts such as fairy tales, fables, comics, and newspapers intended for children. The high agreement of parents is also noticeable in the item that children should be members of a library, while a low agreement is present in the item "I think it is acceptable to read books in electronic format". The most frequent obstacles that hinder the process of development of reading culture in children from the perspective of parents are as follows: low socioeconomic status of parents, lack of interest and laziness of parents and chil-

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dren, parents overwoked, reading is not in fashion, digitalisation process. The majority of parents believe that the reading crisis among children in the lower grades of primary school can be overcome: by directing children towards reading from an early age, by the personal example of parents, and by giving children the freedom to choose texts to read. The results show that significant statistical differences were observed between the sociodemographic characteristics of parents and their attitudes towards reading culture. Mothers have more positive attitudes about the aspect of the importance of reading, they believe that children should read daily and, to a greater extent, they believe that children should be members of the library. The findings show that older parents have a greater awareness of the importance of reading, with mothers more likely to believe that their children enjoy reading, that children should read daily, that they should read more regardless of what they read, and that they should be library members. Parents with a higher level of education are generally more dedicated and care more about the aspect of reading culture. Therefore, we observe that there are certain differences between parents' attitudes and sociodemographic characteristics. The implications of the obtained findings suggest that reading culture should be present in a more adequate way within family education. The promotion and development of reading culture among students of the lower grades of primary school should be thoroughly approached by the family and the school through cooperation and involvement in various school activities, as well as involvement in the preparation and organisation of numerous cultural activities.

Keywords: attitudes of parents, students, reading culture, school

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