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**The Mediating Effects of Parents' Encouragement and Reading Motivation on the Relationship Between Family Socioeconomic Status and a Child's Pre-Reading Activities**

**Bothina Mohammed Hussien Ali**

*Majmaah University, College of Education, Al-Majmaah, 11952, Saudi Arabia*  
*E-mail: [bm.ali@mu.edu.sa](mailto:bm.ali@mu.edu.sa), <https://orcid.org/0000-0001-8678-4982>*

**KEYWORDS** Child's Pre-Reading Activities. Family Socioeconomic Status. Motivation. Parents' Encouragement. Reading

**ABSTRACT** The aim of this study was to investigate the mediating effects of parents' encouragement and reading motivation on the relationship between family socioeconomic status and a child's pre-reading activities. The cluster random sampling method was used to first select a total of 280 children from four preschools to complete the questionnaire survey. After excluding invalid questionnaires, 260 valid questionnaires were obtained. Among them, 140 are boys (53.82%), 120 are girls (46.2%). Questionnaires were used to collect data. This study shows that family socioeconomic status affects preschoolers' pre-reading activities through the mediating role of parental encouragement. Family socioeconomic status can affect preschoolers' pre-reading activities directly through the mediating effect of reading motivation, or through the chain mediating effect of parental encouragement and reading motivation.