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The Dynamic of Demographic Characters on the Reading Seed Program of Pustaka Negeri Sarawak

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ABSTRACT

Potentially serving as the primary national literacy initiative, the Reading Seed Programme (RSP) by PUSTAKA Negeri Sarawak aims to enculturate a reading culture from an early age. For instance, RSP was invented to promote reading culture by having the pregnant mother read to their infant until the child was three years old. The process is vital to helping children learn to read from a young age and eventually empower them to be independent readers for life. Particularly, the objectives of RSP are to promote reading habits by getting parents to read to their children, strengthen a child's vocabulary, and develop their confidence, especially in reading. Thus, this paper is primarily designed to investigate the demographic differences between RSP participation and the programme's objectives, i.e., reading habits, parent's engagement, vocabulary ability, and confidence development. To assess how well the RSP achieved its goal of assisting toddlers in developing their confidence as readers. An online survey yielded 385 completed responses, representing a 92.33% response rate among RSP participants. The key findings indicated that the age of the child, mode of joining the programme, and year received the RSP's kits are the most important indicators of the usefulness of the programme (RSP and RSP's kits) and the programme's objectives attainment, especially in straightening the child's vocabulary and comprehension and developing their confidence, especially in reading and knowledge. Nonetheless, the results of this study highlighted the novelty of the early literacy programme of the RSP in cultivating the reading culture, parent-child engagement in reading, and preparing children to acquire knowledge.

Keywords: demographic, reading habit, parent engagement, vocabulary ability, confidence development.

INTRODUCTION

The percentage of adults who can read, write, and comprehend a brief, straightforward statement about their daily lives and are at least fifteen years old is known as the adult literacy rate. According to this criterion, 5.36 percent, or 1.6 million out of 30.27 million Malaysians, were illiterate in 2015 (UIS: UNESCO's Institute for Statistics). However, whereas the global literacy rate for 2018 was 86.30% (ourworldindata.org/literacy), Malaysia's literacy rate for 2020 was 94.85% (Macrotrends: Malaysia Literacy Rate 1980-2020). Even though Malaysia's adult literacy rate is higher than the global average for 2018, the nation is still working to promote reading among all socioeconomic groups in the country. Since the 1960s, *Pemulihan Khas* projects have been implemented by the Ministry of Education Malaysia (MOE) to address the dearth of fundamental skills among elementary school students. Since the KBSR (*Kurikulum Baru Sekolah Rendah*) curriculum was implemented in 1983, the dominant 3M

(*Membaca, Menulis, Mengira*) have received more attention in Malaysian elementary education. In fact, Malaysians begin learning the three fundamental abilities of reading, writing, and counting as early as age 4 (MOE, 2020), except for children who are classified as having special needs, or MBK (*Murid Berkeperluan Khas*).

Effective reading development programmes are required to help children learn to read, identify the factors that impede children's reading development, and recognise the roles and responsibilities of supporting systems (such as family, the library, and society) to achieve the national expected levels of literacy. These programmes are also necessary to help children learn to read. Cultural disparities, poverty, language learning, special needs, and implications for struggling readers are the influencing elements in literacy learning, according to Braunger and Lewin (2006). The literacy rate in rural Sarawak has been significantly lower than in metropolitan regions, contributing to urban-rural disparities (MOE, 2020). Additionally, as reported by the Sarawak Department of Health, 35,626 babies are typically born in Sarawak each year (SDH, 2022). Considering this, it is crucial to consider whether the current reading development programmes run by public libraries have helped or deterred kids' interest in reading.

First and foremost, the Malaysian National Library (*Perpustakaan Negara Malaysia,* or PNM) is actively pursuing several efforts to enhance Malaysians' reading behaviours, particularly through a variety of programmes, campaigns, and events that encourage reading. The reading development programmes (RDPs) are divided into several areas, including community and family organisations, infants and young children, children in primary and secondary schools, teenagers, people in the public sector, people with special needs (OKU), and the publishing industry. For Malaysians to achieve the targeted levels of literacy, the PNM and state libraries' reading campaigns must be measured to examine the programme’s objective attainment (PNM, 2005).

BACKGROUND OF THE STUDY

Reading is a continuous development process, and readiness is merely a concept in various stages of reading (Majzub & Kurnia, 2010). Notably, reading habits in Malaysia are still low, and the community needs more awareness of how important reading is in daily life, not only for society itself but also for the development of a nation. Although there are many reading activities, programmes, and campaigns that are organised in Malaysia, scholars (Saiful Farik *et al.*, 2014) reveal that these are still not highly sufficient to have an impact on society and ensure reading is a favourable habit, like in other countries, such as Japan. Various public libraries in Malaysia are also doing their part in trying to inculcate information literacy skills in the public. Programmes such as information skills or information literacy workshops and related activities like information hunts and talks are being organised and especially targeted for schools (both teachers and students); government and private agencies; and the public (Edzan, 2008). According to Baba and Abrizah (2018), "the libraries are transforming, and how librarians continue to impact their local communities and institutions requires the former to look up and out at their local and global communities, finding connections through local programmes, philanthropy, and just meeting in person". In general, most libraries around the world play unique and powerful roles in the world of community building and engagement. The variety of reading development programmes exposes the community to reading culture and highlights the educational impacts that derive from such programmes.

Sarawak State Library (*PUSTAKA Negeri Sarawak,* or PNS) has carried out the Family Literacy Programme in three phases over the years: Born to Read (2001–2011), Every Child Ready to Read (2012–2015),and Reading Seeds (2015–present). Born to Read is a reading development programme that was created in America with the initial goal of igniting a young child's love of reading, libraries, and education. The Reading Seeds Programme (RSP), which took inspiration from the Born to Read initiative, was created, and launched in Sarawak in 2016 (Version 1.0). The RSP's version 1.0 was first created in 2016 for the reading awareness campaign. Version 2.0 of the RSP (2017) was updated to include factors related to child growth, taking input from medical professionals to enhance the programme. In 2018, early childhood education specialists helped to further improve RSP version 3.0, which was then put to the test in a series of focus group meetings with parents, kids, and toddlers. The RSP covers five distinct elements: physical development and nutritional status; cognitive and social development; language and hearing skills; gross motor skill development; literacy development; and screen time.

Currently, under the auspices of PNM, the RSP has been extended to several states in Malaysia. The Ministry of Welfare, Women, and Family Development, the Ministry of Local Government, the Sarawak Ministry of Health, the Ministry of Women, Family, and Community Development, the Ministry of Tourism and Culture of Malaysia, and the National Library of Malaysia are among the state and federal governments with which the Sarawak State Library has formed partnerships. The RSP, which is specifically tailored to Malaysian material, supports early literacy by encouraging parents to foster a reading culture in their homes. The RSP also intends to develop enduring community-based early literacy activities that provide opportunities for all Sarawakian children, particularly those growing up in rural communities with lower socioeconomic levels.

A study on library users' reading habits and leisure time activities in the state of Sarawak found that the users start to read when they are in primary school between the ages of 7-9, which is considered slightly late (Bronny, 2016). The Ministry of Education (MOE) has also reported that Sarawak has a literacy rate of over 90 percent; however, limited information can be found addressing early literacy issues, especially within the context of rural Sarawak. For instance, Asraf *et al.* (2013) gauged the effects of a supplementary pleasure reading programme on the students in rural Sabah and Sarawak. The literacy programme has proven to be able to create an unprecedented interest in reading as well as foster a positive perception of the English language among rural students (Asraf *et al.*, 2013; Kaur & Jawaid, 2018; Baba & Abrizah, 2018). In the National Reading Decade (DMK) 2021–2030 programme, it is noted that more rigorous studies need to be conducted to learn more about Malaysian readers, especially in Sarawak, with no exception to the communities in the rural areas, which are also known as the low literacy rate areas.

The PNS is highly recognised for actively promoting the reading culture and reading development programmes at the state level. The library has won numerous awards and recognition as the High-Performance Team for reading and reading encouragement-based programmes that include PUSTAKA in a Box, Bookaroo, Makers Meet, and Reading Seed. Tonnes of money were spent on their reading campaign and outreach programme to engage society with the library's knowledge and information services. Predominately, the programme (RSP) is astonishing. The PNS's intellectual capital investment was exclusively invented for the early childhood literacy programme. The RSP, which runs from the mother's prenatal stage until the child is three years old, aims to promote literacy (reading and writing) among parents and infants. For reference, around 12,000 RSP's kits have been distributed since 2015,

especially to the public, free of charge. Particularly, RSP is an early literacy programme created primarily for parents and children under the age of three. To ensure that reading becomes a natural part of a kid's growth and that reading habits continue to flourish into adulthood, it would be ideal to foster a child's desire for reading as well as other cognitive advancements from the time the child is still in the womb. The earlier children learn to read, experts believe, the better equipped they will be for formal education when they start school at age four (kindergarten). Additionally, the more toddlers and kids learn to read, the more they will know and the more confident they will be in their capacity to understand the information. The main goals of RSP are to encourage a reading culture (assist children in learning to read from an early age) and ultimately equip them with the skills necessary to become independent readers for the rest of their lives. Second, RSP was developed to encourage parents to read to their infants because doing so frequently might foster a closer bond between the two. As a result, reading will start to be pleasurable and advantageous for both parents and kids. Thirdly, RSP boosts a child's vocabulary and builds their self-esteem.

READING PROGRAM AND DEMOGRAPHIC DIFFERENCES

Malaysia is a signatory to the Convention on the Rights of the Child (CRC) (UNICEF, 1995). Child rights under the CRC include rights to survival, development, protection, and participation. A young child's psychosocial well-being and health are interdependent, having long-lasting effects well into adulthood. With the increasing influx of technology into daily lives coupled with lesser reading habits (Shahriza & Hasan, 2007), it is important to ensure that children are given the best stimulus for their developing brains in terms of toys, reading materials, and interaction with other children. Previous research highlights the importance of verbal interaction between children and their parents (guardians), as well as better quality of care, on their cognitive and social development.

In Malaysia, formal primary school attendance at age seven is almost universal because of mandatory enrolment (Armbruster *et al.,* 2006). Attendance at the Early Childhood Education programme is important as it may influence children's readiness for primary school. The Malaysian national education system, through the Malaysian Education Act 1996, aims to provide equal opportunities for quality care and early education to pre-school-aged children (Armbruster *et al.,* 2006). The National Education Policy 2012 focuses on the growth and development of children, including physical, emotional, spiritual, intellectual, and social development from birth to four years (Ministry of Education Malaysia, 2012). Only half of Malaysian parents sent their children under five to early childhood education programmes, lower than neighbouring Thailand (84.0%), Vietnam (71.3%), and Singapore (>95.0%) 12–14. Of these, only half of parents who did so engaged actively with their child in various cognitive stimulation activities. According to Juni Atma and Bacotang (2023), a cooperative matching learning module can predictably help kids improve their vocabulary. On the edge of the Internet and social media, parents' engagement with their children is crucial and impactful on their cognitive development (Ab Razak & Abd Rahman, 2023). Furthermore, Kılıç and Yorulmaz (2023) found that preschool-aged girls outperformed boys in terms of shape recognition, symmetry, mental appearance of shapes, and learning about the properties of shapes.

While Malaysia is a multi-ethnic and multicultural society, children of Chinese descent had the highest odds of attending early childhood education by 3.5 times more than ethnic Malays, who make up the largest ethnic group in Malaysia. Children of mothers who were not working were 2.3 times less likely to attend early childhood education compared to working mothers in the civil service. Attendance at Early Childhood Education is known to benefit

children from different backgrounds with respect to cognitive, behavioural, schooling, and health benefits, such as higher educational attainment and lower rates of crime involvement and substance abuse, which hold true even in adulthood (Reynolds *et al.*, 2011). Children from poorer socioeconomic backgrounds with good Early Childhood Education attendance rates benefit greatly, gaining more literacy skills than their counterparts from higher socioeconomic backgrounds during preschool and year one of primary schooling (Ready, 2010).

During the COVID-19 pandemic (2020–2022), socio-economic status in Malaysia is classified into B40, M40, and T20, which refer to the household income classification. B40 represents the bottom 40%, M40 represents the middle 40%, whereas T20 represents the top 20% of Malaysian household income. B40 is the bottom 40% of Malaysian household income. They earn less than RM4,850 per month. Based on the Household Income and Basic Survey Amenities Report 2019, the B40 group in 2019 comprised 2.91 million households. In terms of the income distribution, the B40 only constituted 16% of total household income. The middle class in Malaysia is the M40, or middle 40% group. Based on the Household Income and Basic Amenities Survey 2019, the middle class in Malaysia earns between RM4,851 and RM10,970 per month. Also, the M40 group covered 37.2% of the total household income in 2019. The T20 group represents the top 20% of Malaysian household income. They are high-income earners, exceeding RM10,971 a month. According to the Household Income and Basic Amenities Survey 2019, there were 1.49 million households in the T20 group, and they constituted 46.8% of the total household income. The COVID-19 pandemic has also pushed many Malaysians into lower-income categories due to income reduction and loss of employment.

Children of ethnic Chinese or Indians who are among the Malaysian minority ethnic group having higher Early Childhood Education programme attendance may be similar to the studies showing that children of minority ethnicities have higher enrolment into Early Childhood Education than the majority ethnicity (Magnuson & Waldfogel, 2005). Children with access to more than three books were twice as likely to attend early childhood education as those with fewer books, a broad proxy measure for socioeconomic background and literacy. Children from higher-income households had higher odds of attending early childhood education. In comparison, developed countries reported either a lower or higher prevalence of early childhood education attendance compared to Malaysia. Countries with lower prevalence ranging from 32% to 47% were Australia, New Zealand, the United Kingdom, and Sweden, while those higher than Malaysia were the USA (60%), Germany (65%–70%), Japan and Hong Kong (90%), as well as France (100%) (Boocock, 1995).

Despite the comprehensiveness of the RSP, the effectiveness of the programme needs to be measured by active participants (parents), who serve as principal coordinators, facilitators, and parent and child educators. Therefore, this paper is primarily designed to investigate the demographic differences in the objectives attainment of the programme (RSP), i.e., the programme's (RSP & RSP's kits), reading habits, parent's engagement, vocabulary ability, and confidence development. Primarily, the dynamic effect of demographic characteristics is worth investigation due to the socio-ecocultural environment (Caldwell *et al.*, 1984; Rozaimie, 2018), especially regarding perception and beliefs. The outcomes of the study are vital and will serve as meaningful indicators and guidelines for PNS and other stakeholders to sustain the RSP and enrich community engagement.

METHODOLOGY

The cross-sectional quantitative survey approach is used in this study. The online survey questionnaire can be administered to the appropriate respondents using a purposive sampling technique. The people who are registered (enrolled) in the RSP are used to find the respondents. Data from the PNS's Reading Seed Scheme team reveals that 1027 people have registered for the RSP scheme, which serves the Kuching Division. Only the Kuching division was selected for this pilot evaluation since it is the location of the PNS and is seen as being convenient for reaching the programme's coordinator. Only 590 people are listed as having finished the RSP course and received the RSP gear. The sample size for the current investigation must therefore contain at least 234 participants (with a 95% confidence level) for a population size (*N*) of 600 (Krejcie & Morgan, 1970). The sample size of 300 is thought to be adequate to conduct the questionnaire, given the participants' dedication to finishing the RSP. A total of 417 respondents have been contacted, but only 385 have submitted a completed response, yielding a response rate of 92.33%. The survey's questions were adopted and adapted from four major sources of RSP and reading-related programmes: the PUSTAKA Reading Seed feedback form, the RSP's kit, the RSP's module for parents, and the Children's Early Literacy Practices at Home and in Early Year Settings: Second Annual Survey of Parents and Practitioners (Formby, 2014).

The survey questionnaire designed for this study comprises six sections with a combined total of 96 items, according to the initial objectives of RSP. First, information about age, gender, where respondents got their RSP's kits from, when they got them, their ethnicity, their highest level of education, their employment status, their household income, and information about their children who participate in the RSP (such as their age, where they were born, and their gender) are inquired about to understand the respondent's demographic characters. The second section acquired information about reading habits to measure the impact of RSP as an early reading practice at home. The third section is about parents' engagement to measure the impact of RSP on the parent's involvement in supporting activities, as stated in the RSP's module for parents. Vocabulary ability is measured in the fourth section to measure the impact of RSP on the child's developed language skills. Sixth, in a confidence development section to assess how RSP affected the child's developing psychomotor skills, a confidence-building item was tested. Lastly, the items about the programme (RSP) are listed to gauge how well the programme is understood and utilised. A 10-level Likert scale with a range of 1 (not applicable or strongly disagree) to 10 (completely applicable or strongly agree) is used to measure participants understanding of the programme (RSP). Apparently, a split coefficient efficient value of each dimension for a separate comparison is not scholarly available as the RSP is a newly invented early childhood literacy programme exclusively by the PNS. Predominately, this survey is designed to investigate the extent of the influence of demographic characters on the usefulness of the programme (RSP) among the RSP's participants.

Teams of enumerators and ten RSP users were invited to verify the survey questionnaire to assess construct validity. A thorough validation process was conducted on the understanding of the contents, the intensity (coverage), the language, the length (total survey items), the section arrangement, dimensions, and item (statement), the measurement scale, the overall questionnaire design, and any other pertinent issues (if any). Only minor changes were made to the questionnaire before moving forward with a content validity assessment. Three professionals involved in the development of RSP have verified the information found on the survey questionnaire. The Reading Seed Programme Effectiveness Scale (RSPes) was the new instrument that was created after the 96 items were adjusted and reduced to 65 items (excluding demographic data). The criterion validity is then assessed using principal component analysis

and varimax rotation in the Exploratory Factor Analysis (EFA) protocol. Finally, it was discovered that the RSPes' Cronbach's alpha reliability coefficient was extremely reliable for each of the five constructs identified includes: vocabulary ability ($\alpha = 0.900$), reading habit ($\alpha = 0.874$), parents' engagement ($\alpha = 0.874$), confidence development ($\alpha = 0.951$), and the programme (RSP) ($\alpha = 0.967$). According to Tavakol and Dennick (2011), variables with values greater than 0.70 are deemed to have acceptable reliability coefficients, and their combination can be used as a scale (Cronbach, 1951; Nunnally, 1967). Therefore, for the purposes of this study, it is assumed that the measures are valid and reliable. The cross-tabulation analyses are performed to investigates an association between the demographic characteristics, vocabulary ability, reading habit, parents' engagement, confidence development and the programme (RSP and the RSP's kits).

RESULTS

As shown in Table 1 (refer Appendix 1), most of the respondents, i.e., 66.2% (255 out of 385), were between 31 and 40 years old, 84.7% were female, 50.9% were Malay, 47.5% were university graduates, 43.9% had household income between RM1001 and RM3999, 48.3% were working in the public sector, joined the RSP, and received their RSP kit between 2020 and 2022, and 88.6% received their RSP's kits directly from PNS. Apart from that, 79.8% of respondents claimed that their child was born in government hospitals, 52.2% of respondents are male, and 64.2% claimed that their children who were exposed to the programme (RSP and using the RSP's kits) are between 0 (newborn) and 3 years old. Firstly, the dispersion of responses shown in Table 2 (refer Appendix 2) indicates the statistical analyses of the Pearson Chi-Square have demonstrates a statistically significant association ($p \leq 0.05$) was found between:

1. The programme (RSP and the RSP's kits) and mode of joining the programme ($\chi^2 = 144.366$, $p = 0.001$); most of responses (27.0%) indicate a significant Pearson's correlation ($p \leq 0.05$) with moderate and negative effect size (strength) or magnitude of association (strongly agree vs. voluntary: $r = -0.143$, $p = 0.005$).
2. The programme (RSP and the RSP's kits) and highest qualification ($\chi^2 = 60.359$, $p = 0.007$); however, insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = -0.038$, $p = 0.461$).
3. The program (RSP and the RSP's kits) and employment ($\chi^2 = 52.885$, $p = 0.034$); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.025$, $p = 0.630$).
4. The program (RSP and the RSP's kits) and household income ($\chi^2 = 53.139$, $p = 0.002$); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.073$, $p = 0.150$).
5. The program (RSP and the RSP's kits) and age of child ($\chi^2 = 41.519$, $p = 0.037$); however, insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = -0.022$, $p = 0.673$).
6. The program (RSP and the RSP's kits) and place obtained the RSP's kits ($\chi^2 = 39.805$, $p = 0.002$); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = -0.022$, $p = 0.673$).

Apparently, the statistical analyses of the Pearson Chi-Square showed a statistically insignificant association ($p \geq 0.05$) between the demographic characteristics and the programme (RSP and the RSP's kits), i.e., age of respondents ($\chi^2 = 38.640$, $p = 0.068$), gender of respondents ($\chi^2 = 10.251$, $p = 0.331$), marital status ($\chi^2 = 10.261$, $p = 0.330$), ethnicity ($\chi^2 =$

49.831, $p = 0.636$), child's place of birth ($\chi^2 = 21.967$, $p = 0.233$), child's gender ($\chi^2 = 10.755$, $p = 0.293$), and year received the RSP's kit ($\chi^2 = 9.911$, $p = 0.935$). Secondly, the dispersion of responses shown in Table 3 (refer Appendix 3) of the cross-tabulation investigates an association between the demographic characteristics and the reading habit among children who were exposed to the programme (RSP and the RSP's kits). Foremost, the statistical analyses of the Pearson Chi-Square show a statistically significant association ($p \leq 0.05$) was found between:

1. Reading habit and highest qualification ($\chi^2 = 67.641$, $p = 0.001$); however, insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = -0.004$, $p = 0.937$).
2. Reading habit and household income ($\chi^2 = 44.736$, $p = 0.006$); however, insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.058$, $p = 0.254$).
3. Reading habit and place obtained the RSP's kits ($\chi^2 = 32.080$, $p = 0.010$); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.010$, $p = 0.849$).
4. Reading habit and mode of joining the programme ($\chi^2 = 50.402$, $p = 0.020$); however, insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.066$, $p = 0.198$).

Seemingly, the statistical analyses of the Pearson Chi-Square showed a statistically insignificant association ($p \geq 0.05$) between the demographic characteristics and reading habit, i.e., age of respondents ($\chi^2 = 26.666$, $p = 0.320$), gender of respondents ($\chi^2 = 6.338$, $p = 0.609$), marital status ($\chi^2 = 4.463$, $p = 0.813$), ethnicity ($\chi^2 = 54.064$, $p = 0.254$), employment ($\chi^2 = 22.965$, $p = 0.879$), age of child ($\chi^2 = 47.741$, $p = 0.003$), child's place of birth ($\chi^2 = 16.364$, $p = 0.428$), child's gender ($\chi^2 = 4.750$, $p = 0.784$), and year received the RSP's kit ($\chi^2 = 14.733$, $p = 0.544$). Thirdly, the dispersion of responses shown in Table 4 (refer Appendix 4) of the cross-tabulation investigates an association between the demographic characteristics and parents' engagement with their kids while participating in the programme (using the RSP's kits). Foremost, the statistical analyses of the Pearson Chi-Square show that a statistically significant association ($p \leq 0.05$) was found between parent's engagement and place obtained the RSP's kits (whether from a health clinic or government's polyclinic, PNS or other sources) ($\chi^2 = 29.696$, $p = 0.041$); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association ($r = 0.099$, $p = 0.052$).

Conversely, the statistical analyses of the Pearson Chi-Square showed a statistically insignificant association ($p \geq 0.05$) between the demographic characteristics and parent's engagement, i.e., age of respondent ($\chi^2 = 40.025$, $p = 0.051$), gender of respondent ($\chi^2 = 11.057$, $p = 0.272$), marital status ($\chi^2 = 7.908$, $p = 0.543$), ethnicity ($\chi^2 = 58.678$, $p = 0.308$), highest qualification ($\chi^2 = 59.971$, $p = 0.007$), employment ($\chi^2 = 56.313$, $p = 0.017$), household income ($\chi^2 = 38.420$, $p = 0.071$), age of child ($\chi^2 = 28.828$, $p = 0.369$), child's place of birth ($\chi^2 = 11.504$, $p = 0.872$), child's gender ($\chi^2 = 10.755$, $p = 0.293$), mode of joining the programme ($\chi^2 = 26.279$, $p = 0.883$), and year received the RSP's kit ($\chi^2 = 19.926$, $p = 0.337$). Fourthly, the dispersion of responses shown in Table 5 (refer Appendix 5) of the cross-tabulation investigates the association between the demographic characteristics and vocabulary ability of the child who was exposed to the programme (RSP and the RSP's kits). Foremost, the statistical analyses of the Pearson Chi-Square show that a statistically significant association ($p \leq 0.05$) was found between:

1. vocabulary ability and age of child (χ^2 = 45.467, p = 0.002); most of responses (25.2%) indicate a significant Pearson's correlation ($p \leq 0.05$) with moderate effect size (strength) or magnitude of association (not sure vs. 0–3 years old: r = 0.173, p = 0.001).
2. vocabulary ability and year received the RSP's kit (χ^2 = 142.263, p = 0.001); most of responses (32.2%) indicate a significant Pearson's correlation ($p \leq 0.05$) with moderate negative effect size (strength) or magnitude of association (not sure vs. 2020-2022: r = -0.150, p = 0.003).
3. vocabulary ability and ethnicity (χ^2 = 217.372, *p = 0.001*); however, an insignificant Pearson's correlation ($p \geq 0.05$) was found to show the effect size (strength) or magnitude of this association (r = 0.001, p = 0.983).

In contrast, the statistical analyses of the Pearson Chi-Square showed a statistically insignificant association ($p \geq 0.05$) between the demographic characteristics and vocabulary ability, i.e., age of respondent (χ^2 = 19.649, p = 0.544), gender of respondent (χ^2 = 3.745, p = 0.809), marital status (χ^2 = 8.189, p = 0.316), highest qualification (χ^2 = 27.122, p = 0.512), employment (χ^2 = 41.014, p = 0.054), household income (χ^2 = 30.881, p = 0.076), child's place of birth (χ^2 = 7.835, p = 0.898), child's gender (χ^2 = 7.423, p = 0.386), place obtained the RSP's kits (χ^2 = 16.330, p = 0.294), and mode of joining the programme (χ^2 = 24.420, p = 0.659). Fifthly, the dispersion of responses shown in Table 6 (refer Appendix 6) of the cross-tabulation investigates an association between the demographic characteristics and confidence development of the child who was exposed to the programme (RSP and the RSP's kits). Foremost, the statistical analyses of the Pearson Chi-Square show that a statistically significant association ($p \leq 0.05$) was found between confidence development and age of child (χ^2 = 101.310, *p = 0.001*); most of responses (15.3%) indicate a significant Pearson's correlation ($p \leq 0.05$) with moderate effect size (strength) or magnitude of association (agreed vs. 0–3 years old: r = 0.299, *p = 0.001*).

Unfortunately, the statistical analyses of the Pearson Chi-Square showed a statistically insignificant association ($p \geq 0.05$) between the demographic characteristics and confidence development i.e., age of respondent (χ^2 = 28.090, p = 0.406), gender of respondent (χ^2 = 16.197, p = 0.063), marital status (χ^2 = 8.888, p = 0.448), ethnicity (χ^2 = 45.185, p = 0.798), highest qualification (χ^2 = 38.540, p = 0.355), employment (χ^2 = 40.162, p = 0.291), household income (χ^2 = 34.311, p = 0.157), child's place of birth (χ^2 = 17.353, p = 0.499), child's gender (χ^2 = 12.616, p = 0.181), place obtained the RSP's kits (χ^2 = 21.697, p = 0.246), mode of joining the programme (χ^2 = 37.727, p = 0.390), and year received the RSP's kit (χ^2 = 36.920, p = 0.005). Furthermore, table 7 (refer Appendix 7) summarises the cross-tabulation analyses on the association between the demographic characteristics and the programme (RSP and the RSP's kits) as well as the expected outcomes of the RSP, i.e., reading habit, parent's engagement, vocabulary ability, and confidence development of the child who was exposed to the programme (RSP). The implications of the findings and cross-tabulation analysis summary are discussed in the following discussion section. Pursuant to the above-mentioned analyses, this paper demonstrated that the RSP is dynamic and potentially becoming a mainstream reading programme in early literacy programmes.

DISCUSSION AND IMPLICATIONS

To recapitulate, this study is mainly designed to investigate the association between the demographic characteristics and the early literacy programme of RSP, as well as RSP's invented objectives, which include reading habits, parent's engagement, vocabulary ability, and

confidence development. In particular, the programme (RSP) is equipped with the RSP's learning kit and the RSP's module for parents, which are started by the prenatal mother and aim to cultivate reading ability among children aged 0 to 3 years old. The programme (RSP) was invented as an intervention medium to enculturate a reading habit, encourage parents' engagement in the process, and flourish a child's vocabulary ability as well as their confidence development in reading and comprehending knowledge. Hence, it is essential to investigate the dynamic of the programme (RSP) according to the demographic characteristics of the targeted users of the RSP (parents and children aged 0 to 3 years old).

Foremost, the mode of joining the programme (RSP) was found to be associated with the program (RSP and RSP's kits) participation. It was indicated that the objectives of the programmes are attained moderately if more people are joining the programme (RSP) voluntarily instead of by invitation, being selected, compulsory, or being referred by others to join. The highest academic qualifications of the participants (parents), employment, household income, and the place the participants obtained their RSP's kits were found to be associated with participation in the programme (RSP). Apparently, age, gender, and marital status of respondents (parents), together with the child's place of birth and the child's gender, were not associated with the programme's (RSP) participation. On a related note, the programme (RSP and RSP's kits) has a similar direction to other literacy programme especially Western's Reading Seeds efforts, and an online reading programme designed for children aged 3 to 8 has greatly increased their reading confidence and skills (McGowan *et al.,* 2020; St-Laurent *et al.,* 2019).

The highest academic qualification of the participants (parents), household income, and the place the participants obtained their RSP's kits have been found to be associated with the RSP's programme objective attainment in promoting reading culture starting at age 0 to 3 years old. On the ground, parents should ensure that their children are ready to read before encouraging them to develop reading habits. Reading readiness is the process of preparing a child for reading, encouraging the kid to read, and engaging the child in reading, which includes the development of all mental, physical, and socio-emotional components (Akubuilo *et al.,* 2015; UNICEF, 2012). According to Rajaratnam (2013), learning to read should begin long before a kid reaches school, and there is a strong link between the growth of a child who establishes reading habits at a young age and the level of success that he or she will accomplish later in life. It is also noted that infants who have the pre-reading skill of distinguishing the building blocks of speech at six months are found to be better at other more complex language skills at two and three years of age, in addition to being better at learning to read at four and five years of age.

The place where the participants obtained their RSP's kits was found to be the only demographic character associated with RSP's objective attainment, i.e., parent's engagement, but insufficient evidence was found to show the magnitude of this association. The importance of parents reading to their kids helps foster optimal cortical development patterns during important and sensitive phases of early child development (Council on Early Childhood, 2014). This phenomenon, which occurs throughout prenatal and postnatal neurodevelopment, has long-term consequences for neural networks and brain function. Hutton *et al.* (2015) found that children with higher levels of home reading exposure had higher levels of brain activation in the left-sided parietal-temporal-occipital association cortex, which is responsible for mental imagery and narrative comprehension. Furthermore, the Council on Early Childhood (2014) argues that reading with children prior to kindergarten relates to enhanced school readiness and enthusiasm for reading, as well as improved health literacy and lower health risks. Interestingly, when babies and toddlers hear adults read stories to them and observe adults reading

newspapers, periodicals, and books for themselves, they begin to absorb written language. These early encounters, as demonstrated by scholars (Amburster *et al.,* 2006; Roulstone *et al.,* 2014), resulted in superior literacy outcomes for children. When a toddler and his or her parents read together, they spend more time together and build a deep link between the child and his or her parent(s). According to Williams (2021), rituals such as reading together can help develop the family bond by providing unique experiences that the family may share together. Beyond keeping their children well and safe, reading to young children is one of the most important things a parent can do (Joyce, 2017; Ledger & Merga, 2018).

It was found that the age of the child was associated with the RSP's objective attainment, i.e., straightening the child's vocabulary and comprehension. This result implies that the programme (RSP and RSP's kits) is moderately capable of developing the child's vocabulary ability, whereas the programme (RSP) was initially invented and designed for children aged 0 to 3 years old. Additionally, there was evidence to show that the year participants received their RSP's kits was also associated with the child's ability to strengthen their vocabulary. In particular, the respondents agreed that their child's vocabulary flourished among those who joined the programme and received their RSP kits during the COVID-19 pandemic period (2020–2022) compared to those who received their RSP kits before the pandemic. There was a possibility that those who attended the online RSP training during the pandemic period understood the expected outcomes of the programmes, especially regarding strengthening the child's vocabulary. Likewise, ethnicity has also been found to be associated with the RSP's objective attainment, i.e., straightens a child's vocabulary, but insufficient evidence was found to show the magnitude of this association. Scholars (cf. Cunha *et al.,* 2006) emphasise that the most effective period for cognitive skill investment by parents is early in the life of their children, where reading to children can increase word knowledge and success in school (Clay *et al.,* 2019). The more communication activities parents engage in (talk about the story, encourage children to notice the pictures, talk about the characters), the more likely children are to have above-average vocabulary attainment (Formby, 2014). Kalb and Van Ours (2014) prove that the frequency of reading to children at a young age has a direct causal effect on their schooling outcomes, regardless of their family background and home environment. Research suggests that reading to children helps increase their vocabulary (Beck *et al.,* 2002), reading comprehension, and cognitive skills (Kalb & Van Ours, 2014).

Captivatingly, the age of the child was found to be the only demographic character associated with the RSP's objective attainment, i.e., developing the child's confidence, specifically in reading. This result implies that the programme (RSP and RSP's kits) is moderately capable of developing the child's confidence, especially in reading and comprehending the knowledge that they have acquired. Specifically, the development of a child's fine motor, gross motor, social, and cognitive skills is explicitly referred to as confidence development. Furthermore, studies have shown that children who use Reading Seeds materials have increased their reading engagement and enjoyment, as well as their confidence in their reading abilities (McGowan *et al.,* 2020). Scholars (see Tomopoulos *et al.,* 2006; Guthrie *et al.,* 2004) provide important information on how to increase a child's reading confidence as well as measures of comprehension, motivation, and reading methods. Parent-child interactions, in particular, such as reading aloud and giving children toys, have been associated with improved cognitive and language development in children (Tomopoulos *et al.,* 2006). Furthermore, an instructional framework (mixing motivational support and method training) resulted in the engagement perspective of reading development (Guthrie *et al.,* 2004).

Apparently, insufficient evidence has been found to indicate the age, gender, and marital status of the participants (parents), as well as the child's place of birth and the child's gender, were associated with participation in the programme (RSP) and the programme's objectives attainment, i.e., reading habit, parent's engagement, and confidence development. It implies that programme participation might be influenced by other factors than the demographic characteristics of the participant (parents) and targeted child (ages 0 to 3 years old). Foremost, reading is a continuous development process, and readiness is merely a concept in various stages of reading (Majzub & Kurnia, 2010). Although there are many reading activities, programmes, and campaigns that are organised in Malaysia, Saiful Farik *et al.* (2014) reveal that these are still not highly sufficient to have an impact on society and ensure reading is a favourable habit. The library's reading activities were systematic and long-term, not like a carnival (Xiuqi Gong, 2016). The results of long-term reading promotion activities were to form a solid foundation of reading consciousness and promote the whole country as well as every reader. Arbitrarily, age of child, mode of joining the programme and year received the RSP's kits are the most important indicators of the usefulness of the programme (RSP & RSP's kits) and the programme's objectives attainment, especially in straightening a child's vocabulary and comprehension and developing their confidence, especially in reading. It is important for future research to empirically investigate and examine the indices as discussed in this paper. Nonetheless, the results of this study highlighted the novelty of the early literacy programme of the RSP in cultivating the reading culture, parent-child engagement in reading, and preparing children to acquire knowledge.

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APPENDIX 1

Table 1
Respondents' Demographic Profiles

Demographic	*n*	%	*Demographic*	*n*	%
(Respondents)					
Age			**Household Income**		
20-30	82	21.3	Less than RM1000	40	10.4
31-40	**255**	**66.2**	RM1001-RM3999	**169**	**43.9**
41-50	32	8.3	RM4000-RM8500	136	35.3
Not specified	16	4.2	Above RM8500	40	10.4
Total	*385*	*100.0*	*Total*	*385*	*100.0*
Gender			**Employment**		
Female	**326**	**84.7**	Public Sector	**186**	**48.3**
Male	59	15.3	Private Sector	87	22.6
Total	*385*	*100.0*	Self-employed / small business	28	7.3
			Unemployed / housewife	82	21.3
Ethnicity			Not specified	2	0.5
Bidayuh	36	9.4	*Total*	*385*	*100.0*
Chinese	116	30.1			
Iban	15	3.9	**Year received the RSP kit**		
Orang Ulu	4	1.0	2017 – 2019	69	17.9
Malay	**196**	**50.9**	2020 - 2022	**313**	**81.3**
Melanau	16	4.2	Not Specified	3	0.8
Not Specified	2	5.0	*Total*	*385*	*100.0*
Total	*385*	*100.0*			
			The RSP kit obtained from:		
Highest Qualification			Health Clinic/Polyclinic	26	6.8
University Degree	**183**	**47.5**	PUSTAKA Negeri Sarawak	**341**	**88.6**
Diploma	85	22.1	Others: *Can't remember, Event booth, KEMAS, Local Council, PERKIM, Pusat Internet 1Malaysia.*	18	4.6
Certificate	31	8.1			
Secondary School	81	21.0			
Primary School	5	1.3			
Total	*385*	*100.0*	*Total*	*385*	*00.0*
(Child)					
Age			**Child's Place of Birth**		
0-3 yrs old (born 2019-2022)	**247**	**64.2**	Government Hospital	**307**	**79.8**
4-6 yrs old (born 2016-2018)	122	31.7	Private Hospital	76	19.7
≥ 7 yrs old (born in ≤ 2015)	10	2.6	Others	2	0.5
Not Specified	6	1.6	*Total*	*385*	*100.0*
Total	*385*	*100.0*			
Child's Gender					
Female	184	47.8			
Male	**201**	**52.2**			
Total	*385*	*100.0*			

APPENDIX 2

Table 2
Cross-tabulation analyses on the demographic characteristics, the program (RSP) and the RSP's kits.

	The program (RSP) & the RSP's kits*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Age of respondent											
20 - 30	(1) 0.3	(0) 0.0	(0) 0.0	(6) 1.6	(1) 0.3	(4) 1.0	(9) 2.3	(17) 4.4	(31) 8.1	(13) 3.4	*(82) 21.3*
31 - 40	(1) 0.3	(1) 0.3	(3) 0.8	(2) 0.5	(16) 4.2	(19) 4.9	(43) 11.2	(62) 16.1	(94) 24.4	(14) 3.6	*(255) 66.2*
41 - 50	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(3) 0.8	(1) 0.3	(8) 2.1	(7) 1.8	(11) 2.9	(2) 0.5	*(32) 8.3*
Not Specified	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(1) 0.3	(2) 0.5	(2) 0.5	(8) 2.1	(3) 0.8	*(16) 4.2*
Total	*(2) 0.5*	*(1) 0.3*	*(3) 0.8*	*(8) 2.1*	*(20) 5.2*	*(25) 6.5*	*(62) 16.1*	*(88) 22.9*	*(144) 37.4*	*(32) 8.3*	*(385) 100*
Pearson Chi-Square	$\chi^2 = 38.640$, $p = 0.068$										
Pearson Corelation	$r = 0.021$, $p = 0.683$										
Gender of respondent											
Male	(0) 0.0	(0) 0.0	(0) 0.0	(1) 0.3	(4) 1.0	(4) 1.0	(11) 2.9	(21) 5.5	(15) 3.9	(3) 0.8	*(59) 15.3*
Female	(2) 0.5	(1) 0.3	(3) 0.8	(7) 1.8	(16) 4.2	(21) 5.5	(51) 13.2	(67) 17.4	(129) 33.5	(29) 7.5	*(326) 84.7*
Total	*(2) 0.5*	*(1) 0.3*	*(3) 0.8*	*(8) 2.1*	*(20) 5.2*	*(25) 6.5*	*(62) 16.1*	*(88) 22.9*	*(144) 37.4*	*(32) 8.3*	*(385) 100*
Pearson Chi-Square	$\chi^2 = 10.251$, $p = 0.331$										
Pearson Corelation	$r = 0.042$, $p = 0.406$										
Marital status											
Married	(2) 0.5	(1) 0.3	(3) 0.8	(8) 2.1	(20) 5.2	(25) 6.5	(60) 15.6	(88) 22.9	(143) 37.1	(30) 7.8	*(380) 98.7*
Single Parent	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(2) 0.5	(0) 0.0	(1) 0.3	(2) 0.5	*(5) 1.3*
Total	*(2) 0.5*	*(1) 0.3*	*(3) 0.8*	*(8) 2.1*	*(20) 5.2*	*(25) 6.5*	*(62) 16.1*	*(88) 22.9*	*(144) 37.4*	*(32) 8.3*	*(385) 100*
Pearson Chi-Square	$\chi^2 = 10.261$, $p = 0.330$										
Pearson Corelation	$r = 0.050$, $p = 0.330$										
Ethnicity											
Bidayuh	(0) 0.0	(1) 0.3	(0) 0.0	(3) 0.8	(2) 0.5	(2) 0.5	(7) 1.8	(4) 1.0	(10) 2.6	(7) 1.8	*(36) 9.4*
Chinese	(1) 0.3	(0) 0.0	(1) 0.3	(3) 0.8	(7) 1.8	(11) 2.9	(21) 5.5	(31) 8.1	(35) 9.1	(6) 1.6	*(116) 30.1*
Iban	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(1) 0.3	(3) 0.8	(3) 0.8	(7) 1.8	(1) 0.3	*(15) 3.9*
Orang Ulu	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(1) 0.3	(0) 0.0	(2) 0.5	(1) 0.3	*(4) 1.0*
Malay	(1) 0.3	(0) 0.0	(2) 0.5	(2) 0.5	(10) 2.6	(10) 2.6	(28) 7.3	(46) 11.9	(81) 21.0	(16) 4.2	*(196) 50.9*

continued

	The program (RSP) & the RSP's kits*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Melanau	(0)	(0)	(0)	(0)	(1)	(1)	(2)	(2)	(9)	(1)	*(16)*
	0.0	0.0	0.0	0.0	0.3	0.3	0.5	0.5	2.3	0.3	*4.2*
Not Declared	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	*0.5*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100*
Pearson Chi-Square	χ^2 = 49.831, *p* = 0.636										
Pearson Corelation	*r* = 0.120, *p* = 0.019										
Highest Qualification											
University Degree	(1)	(0)	(0)	(3)	(6)	(15)	(34)	(43)	(71)	(10)	*(183)*
	0.3	0.0	0.0	0.8	1.6	3.9	8.8	11.2	18.4	2.6	*47.5*
Diploma	(0)	(0)	(1)	(2)	(5)	(7)	(9)	(22)	(30)	(9)	*(85)*
	0.0	0.0	0.3	0.5	1.3	1.8	2.3	5.7	7.8	2.3	*22.1*
Certificate	(0)	(1)	(0)	(0)	(2)	(2)	(6)	(4)	(13)	(3)	*(31)*
	0.0	0.3	0.0	0.0	0.5	0.5	1.6	1.0	3.4	0.8	*8.1*
Secondary School	(1)	(0)	(1)	(3)	(6)	(1)	(12)	(19)	(28)	(10)	*(81)*
	0.3	0.0	0.3	0.8	1.6	0.3	3.1	4.9	7.3	2.6	*21.0*
Primary School	(0)	(0)	(1)	(0)	(1)	(0)	(1)	(0)	(2)	(0)	*(5)*
	0.0	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.5	0.0	*1.3*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	**χ^2 = 60.359, *p* = 0.007**										
Pearson Corelation	*r* = -0.038, *p* = 0.461										
Employment											
Public Sector	(0)	(1)	(0)	(1)	(11)	(13)	(32)	(47)	(70)	(11)	*(186)*
	0.0	0.3	0.0	0.3	2.9	3.4	8.3	12.2	18.2	2.9	*48.3*
Private Sector	(0)	(0)	(1)	(3)	(3)	(7)	(20)	(23)	(20)	(10)	*(87)*
	0.0	0.0	0.3	0.8	0.8	1.8	5.2	6.0	5.2	2.6	*22.6*
Self-employed /	(0)	(0)	(1)	(2)	(3)	(1)	(4)	(4)	(11)	(2)	*(28)*
Small Business	0.0	0.0	0.3	0.5	0.8	0.3	1.0	1.0	2.9	0.5	*7.3*
Unemployed /	(2)	(0)	(1)	(2)	(3)	(3)	(6)	(14)	(42)	(9)	*(82)*
Housewife	0.5	0.0	0.3	0.5	0.8	0.8	1.6	3.6	10.9	2.3	*21.3*
Not specified	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	*0.5*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100*
Pearson Chi-Square	**χ^2 = 52.885, *p* = 0.034**										
Pearson Corelation	*r* = 0.025, *p* = 0.630										
Household Income											
Less than RM1000	(1)	(0)	(2)	(3)	(3)	(1)	(2)	(4)	(17)	(7)	*(40)*
	0.3	0.0	0.5	0.8	0.8	0.3	0.5	1.0	4.4	1.8	*10.4*
RM1000 - RM3999	(0)	(1)	(1)	(4)	(7)	(11)	(30)	(48)	(53)	(14)	*(169)*
	0.0	0.3	0.3	1.0	1.8	2.9	7.8	12.5	13.8	3.6	*43.9*
RM4000 - RM8500	(1)	(0)	(0)	(1)	(7)	(10)	(27)	(32)	(50)	(8)	*(136)*
	0.3	0.0	0.0	0.3	1.8	2.6	7.0	8.3	13.0	2.1	*35.3*
Above RM8500	(0)	(0)	(0)	(0)	(3)	(3)	(3)	(4)	(24)	(3)	*(40)*
	0.0	0.0	0.0	0.0	0.8	0.8	0.8	1.0	6.2	0.8	*10.4*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*

continued

	The program (RSP) & the RSP's kits*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	**χ^2 = 53.139, *p* = 0.002**										
Pearson Corelation	*r* = 0.073, *p* = 0.150										
Age of child											
0 - 3 yrs old	(1)	(1)	(1)	(4)	(13)	(19)	(38)	(61)	(87)	(22)	*(247)*
	0.3	0.3	0.3	1.0	3.4	4.9	9.9	15.8	22.6	5.7	*64.2*
4 - 6 yrs old	(1)	(0)	(1)	(3)	(7)	(6)	(20)	(26)	(49)	(9)	*(122)*
	0.3	0.0	0.3	0.8	1.8	1.6	5.2	6.8	12.7	2.3	*31.7*
≥ 7 yrs old	(0)	(0)	(0)	(0)	(0)	(0)	(4)	(0)	(6)	(0)	*(10)*
	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.6	0.0	*2.6*
Not specified	(0)	(0)	(1)	(1)	(0)	(0)	(0)	(1)	(2)	(1)	*(6)*
	0.0	0.0	0.3	0.3	0.0	0.0	0.0	0.3	0.5	0.3	*1.6*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	**χ^2 = 41.519, *p* = 0.037**										
Pearson Corelation	*r* = -0.022, *p* = 0.673										
Child's Place of Birth											
Government Hospital	(2)	(1)	(1)	(6)	(15)	(17)	(50)	(72)	(119)	(24)	*(307)*
	0.5	0.3	0.3	1.6	3.9	4.4	13.0	18.7	30.9	6.2	*79.7*
Private Hospital	(0)	(0)	(2)	(2)	(4)	(8)	(12)	(16)	(25)	(7)	*(76)*
	0.0	0.0	0.5	0.5	1.0	2.1	3.1	4.2	6.5	1.8	*19.7*
Others	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(0)	(1)	*(2)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.3	*0.5*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	χ^2 = 21.967, *p* = 0.233										
Pearson Corelation	*r* = -0.058, *p* = 0.260										
Child's Gender											
Male	(0)	(1)	(0)	(4)	(11)	(18)	(31)	(44)	(76)	(16)	*(201)*
	0.0	0.3	0.0	1.0	2.9	4.7	8.1	11.4	19.7	4.2	*52.2*
Female	(2)	(0)	(3)	(4)	(9)	(7)	(31)	(44)	(68)	(16)	*(184)*
	0.5	0.0	0.8	1.0	2.3	1.8	8.1	11.4	17.7	4.2	*47.8*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	χ^2 = 10.755, *p* = 0.293										
Pearson Corelation	*r* = -0.007, *p* = 0.887										
Place obtained the RSP's kits:											
Health Clinic / Government Polyclinic	(1)	(0)	(1)	(2)	(3)	(2)	(1)	(3)	(11)	(2)	*(26)*
	0.3	0.0	0.3	0.5	0.8	0.5	0.3	0.8	2.9	0.5	*6.8*
PUSTAKA Negeri Sarawak	(0)	(1)	(1)	(5)	(16)	(22)	(59)	(83)	(126)	(28)	*(341)*
	0.0	0.3	0.3	1.3	4.2	5.7	15.3	21.6	32.7	7.3	*88.6*
Others	(1)	(0)	(1)	(1)	(1)	(1)	(2)	(2)	(7)	(2)	*(18)*
	0.3	0.0	0.3	0.3	0.3	0.3	0.5	0.5	1.8	0.5	*4,7*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	**χ^2 = 39.805, *p* = 0.002**										

continued

	The program (RSP) & the RSP's kits*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Pearson Corelation	r = 0.031, p = 0.542										
Mode of joining the programme											
Voluntary	(1)	(0)	(1)	(6)	(14)	(18)	(41)	(66)	**(104)**	(23)	*(274)*
	0.3	0.0	0.3	1.6	3.6	4.7	10.6	17.1	**27.0**	6.0	*71.2*
Invited	(0)	(0)	(1)	(2)	(3)	(3)	(16)	(14)	(32)	(6)	*(77)*
	0.0	0.0	0.3	0.5	0.8	0.8	4.2	3.6	8.3	1.6	*20.0*
Selected	(0)	(1)	(0)	(0)	(2)	(4)	(4)	(6)	(8)	(3)	*(28)*
	0.0	0.3	0.0	0.0	0.5	1.0	1.0	1.6	2.1	0.8	*7.3*
Compulsory	(0)	(0)	(1)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	*(2)*
	0.0	0.0	0.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	*0.5*
Others	(1)	(0)	(0)	(0)	(0)	(0)	(1)	(2)	(0)	(0)	*(4)*
	0.3	0.0	0.0	0.0	0.0	0.0	0.3	0.5	0.0	0.0	*1.0*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	χ^2 **= 144.366,** p **=** ***0.001***										
Pearson Corelation	r **= -0.143,** p **= 0.005**										
Year received the RSP's kit											
2017-2019	(0)	(0)	(0)	(2)	(4)	(4)	(13)	(15)	(30)	(1)	*(69)*
	0.0	0.0	0.0	0.5	1.0	1.0	3.4	3.9	7.8	0.3	*17.9*
2020-2022	(2)	(1)	(3)	(6)	(16)	(21)	(49)	(72)	(112)	(31)	*(313)*
	0.5	0.3	0.8	1.6	4.2	5.5	12.7	18.7	29.1	8.1	*81.3*
Not specified	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(1)	(2)	(0)	*(3)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.5	0.0	*0.8*
Total	*(2)*	*(1)*	*(3)*	*(8)*	*(20)*	*(25)*	*(62)*	*(88)*	*(144)*	*(32)*	*(385)*
	0.5	*0.3*	*0.8*	*2.1*	*5.2*	*6.5*	*16.1*	*22.9*	*37.4*	*8.3*	*100.0*
Pearson Chi-Square	χ^2 = 9.911, p = 0.935										
Pearson Corelation	r = 0.024, p = 0.643										

APPENDIX 3

Table 3
Cross-tabulation analyses on the demographic characteristics and reading habit.

	Reading Habit*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Age of respondent											
20 - 30	(0)	(1)	(4)	(7)	(12)	(10)	(19)	(17)	(8)	(4)	*(82)*
	0.0	0.3	1.0	1.8	3.1	2.6	4.9	4.4	2.1	1.0	*21.3*
31 - 40	(0)	(1)	(4)	(14)	(29)	(51)	(50)	(68)	(28)	(10)	*(255)*
	0.0	0.3	1.0	3.6	7.5	13.2	13.0	17.7	7.3	2.6	*66.2*
41 - 50	(0)	(0)	(2)	(1)	(1)	(5)	(11)	(9)	(2)	(1)	*(32)*
	0.0	0.0	0.5	0.3	0.3	1.3	2.9	2.3	0.5	0.3	*8.3*
Not Specified	(0)	(0)	(0)	(0)	(1)	(3)	(5)	(2)	(5)	(0)	*(16)*
	0.0	0.0	0.0	0.0	0.3	0.8	1.3	0.5	1.3	0.0	*4.2*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 26.666$, $p = 0.320$										
Pearson Corelation	$r = 0.095$, $p = 0.062$										
Gender of respondent											
Male	(0)	(0)	(0)	(4)	(8)	(12)	(9)	(19)	(5)	(2)	*(59)*
	0.0	0.0	0.0	1.0	2.1	3.1	2.3	4.9	1.3	0.5	*15.3*
Female	(0)	(2)	(10)	(18)	(35)	(57)	(76)	(77)	(38)	(13)	*(326)*
	0.0	0.5	2.6	4.7	9.1	14.8	19.7	20.0	9.9	3.4	*84.7*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 6.338$, $p = 0.609$										
Pearson Corelation	$r = -0.008$, $p = 0.882$										
Marital status											
Married	(0)	(2)	(10)	(21)	(43)	(69)	(84)	(94)	(42)	(15)	*(380)*
	0.0	0.5	2.6	5.5	11.2	17.9	21.8	24.4	10.9	3.9	*98.7*
Single Parent	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(2)	(1)	(0)	*(5)*
	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.5	0.3	0.0	*1.3*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 4.463$, $p = 0.813$										
Pearson Corelation	$r = 0.022$, $p = 0.669$										
Ethnicity											
Bidayuh	(0)	(1)	(1)	(0)	(5)	(6)	(8)	(9)	(3)	(3)	*(36)*
	0.0	0.3	0.3	0.0	2.3	2.6	2.1	2.3	0.8	0.8	*9.4*
Chinese	(0)	(0)	(6)	(9)	(15)	(26)	(26)	(17)	(8)	(9)	*(116)*
	0.0	0.0	1.6	2.3	3.9	6.8	6.8	4.4	2.1	2.3	*30.1*
Iban	(0)	(0)	(0)	(1)	(0)	(1)	(5)	(4)	(3)	(1)	*(15)*
	0.0	0.0	0.0	0.3	0.0	0.3	1.3	1.0	0.8	0.3	*3.9*
Orang Ulu	(0)	(0)	(0)	(0)	(1)	(0)	(0)	()	(0)	(0)	*(4)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	3	0.0	0.0	*1.0%*
Malay	(0)	(1)	(3)	(11)	(21)	(32)	(42)	(57)	(27)	(2)	*(196)*
	0.0	0.3	0.8	2.9	5.5	8.3	10.9	14.8	7.0	0.5	*50.9*
Melanau	(0)	(0)	(0)	(1)	(0)	(4)	(4)	(5)	(2)	(0)	*(16)*

continued

	Reading Habit*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
	0.0	0.0	0.0	0.3	0.0	1.0	1.0	1.3	0.5	0.0	*4.2*
Not Declared	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	*0.5*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 54.064$, $p = 0.254$										
Pearson Corelation	$r = 0.065$, $p = 0.202$										
Highest Qualification											
University Degree	(0)	(0)	(4)	(10)	(16)	(46)	(42)	(41)	(17)	(7)	*(183)*
	0.0	0.0	1.0	2.6	4.2	11.9	10.9	10.6	4.4	1.8	*47.5*
Diploma	(0)	(1)	(3)	(4)	(10)	(8)	(23)	(22)	(11)	(3)	*(85)*
	0.0	0.3	0.8	1.0	2.6	2.1	6.0	5.7	2.9	0.8	*22.1*
Certificate	(0)	(0)	(2)	(1)	(4)	(3)	(6)	(10)	(4)	(1)	*(31)*
	0.0	0.0	0.5	0.3	1.0	0.8	1.6	2.6	1.0	0.3	*8.1*
Secondary School	(0)	(0)	(1)	(6)	(11)	(12)	(14)	(22)	(11)	(4)	*(81)*
	0.0	0.0	0.3	1.6	2.9	3.1	3.6	5.7	2.9	1.0	*21.0*
Primary School	(0)	(1)	(0)	(1)	(2)	(0)	(0)	(1)	(0)	(0)	*(5)*
	0.0	0.3	0.0	0.3	0.5	0.0	0.0	0.3	0.0	0.0	*1.3*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\boldsymbol{\chi^2 = 67.641, p = 0.001}$										
Pearson Corelation	$r = -0.004$, $p = 0.937$										
Employment											
Public Sector	(0)	(0)	(3)	(8)	(19)	(35)	(42)	(50)	(21)	(8)	*(186)*
	0.0	0.0	0.8	2.1	4.9	9.1	10.9	13.0	5.5	2.1	*48.3*
Private Sector	(0)	(0)	(3)	(7)	(8)	(19)	(19)	(20)	(8)	(3)	*(87)*
	0.0	0.0	0.8	1.8	2.1	4.9	4.9	5.2	2.1	0.8	*22.6*
Self-employed / Small Business	(0)	(0)	(1)	(3)	(3)	(5)	(5)	(5)	(4)	(2)	*(28)*
	0.0	0.0	0.3	0.8	0.8	1.3	1.3	1.3	1.0	0.5	*7.3*
Unemployed / Housewife	(0)	(2)	(3)	(4)	(12)	(10)	(19)	(20)	(10)	(2)	*(82)*
	0.0	0.5	0.8	1.0	3.1	2.6	4.9	5.2	2.6	0.5	*21.3*
Not specified	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	*0.5*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 22.965$, $p = 0.879$										
Pearson Corelation	$r = -0.075$, $p = 0.140$										
Household Income											
Less than RM1000	(0)	(2)	(1)	(4)	(6)	(5)	(5)	(8)	(8)	(1)	*(40)*
	0.0	0.5	0.3	1.0	1.6	1.3	1.3	2.1	2.1	0.3	*10.4*
RM1000 - RM3999	(0)	(0)	(5)	(10)	(21)	(20)	(41)	(48)	(17)	(7)	*(169)*
	0.0	0.0	1.3	2.6	5.5	5.2	10.6	12.5	4.4	1.8	*43.9*
RM4000 - RM8500	(0)	(0)	(4)	(7)	(14)	(33)	(32)	(29)	(14)	(3)	*(136)*
	0.0	0.0	1.0	1.8	3.6	8.6	8.3	7.5	3.6	0.8	*35.3*
Above RM8500	(0)	(0)	(0)	(1)	(2)	(11)	(7)	(11)	(4)	(4)	*(40)*
	0.0	0.0	0.0	0.3	0.5	2.9	1.8	2.9	1.0	1.0	*10.4*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*

continued

	Reading Habit*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Pearson Chi-Square	χ^2 = **44.736, *p* = 0.006**										
Pearson Corelation	*r* = 0.058, *p* = 0.254										
Age of child											
0 - 3 yrs old	(0)	(1)	(8)	(19)	(30)	(42)	(54)	(59)	(27)	(7)	*(247)*
	0.0	0.3	2.1	4.9	7.8	10.9	14.0	15.3	7.0	1.8	*64.2*
4 - 6 yrs old	(0)	(0)	(2)	(3)	(11)	(25)	(26)	(35)	(14)	(6)	*(122)*
	0.0	0.0	0.5	0.8	2.9	6.5	6.8	9.1	3.6	1.6	*31.7*
≥ 7 yrs old	(0)	(0)	(0)	(0)	(1)	(1)	(3)	(2)	(2)	(1)	*(10)*
	0.0	0.0	0.0	0.0	0.3	0.3	0.8	0.5	0.5	0.3	*2.6*
Not specified	(0)	(1)	(0)	(0)	(1)	(1)	(2)	(0)	(0)	(1)	*(6)*
	0.0	0.3	0.0	0.0	0.3	0.3	0.5	0.0	0.0	0.3	*1.6*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	χ^2 = 47.741, *p* = 0.003										
Pearson Corelation	*r* = 0.082, *p* = 0.110										
Child's Place of Birth											
Government Hospital	(0)	(1)	(6)	(19)	(32)	(51)	(65)	(83)	(39)	(11)	*(307)*
	0.0	0.3	1.6	4.9	8.3	13.2	16.9	21.6	10.1	2.9	*79.7*
Private Hospital	(0)	(1)	(4)	(3)	(11)	(17)	(20)	(12)	(4)	(4)	*(76)*
	0.0	0.3	1.0	0.8	2.9	4.4	5.2	3.1	1.0	1.0	*19.7*
Others	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(1)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.3	0.0	0.0	*0.5*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	χ^2 = 16.364, *p* = 0.428										
Pearson Corelation	***r* = -0.105, *p* = 0.040**										
Child's Gender											
Male	(0)	(1)	(7)	(10)	(26)	(33)	(41)	(54)	(22)	(7)	*(201)*
	0.0	0.3	1.8	2.6	6.8	8.6	10.6	14.0	5.7	1.8	*52.2*
Female	(0)	(1)	(3)	(12)	(17)	(36)	(44)	(42)	(21)	(8)	*(184)*
	0.0	0.3	0.8	3.1	4.4	9.4	11.4	10.9	5.5	2.1	*47.8*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	χ^2 = 4.750, *p* = 0.784										
Pearson Corelation	*r* = 0.019, *p* = 0.710										
Place obtained the RSP's kits:											
Health Clinic / Government Polyclinic	(0)	(1)	(0)	(4)	(2)	(5)	(4)	(7)	(2)	(1)	*(26)*
	0.0	0.3	0.0	1.0	0.5	1.3	1.0	1.8	0.5	0.3	*6.8*
PUSTAKA Negeri Sarawak	(0)	(0)	(9)	(15)	(40)	(62)	(78)	(86)	(39)	(12)	*(341)*
	0.0	0.0	2.3	3.9	10.4	16.1	20.3	22.3	10.1	3.1	*88.6*
Others	(0)	(1)	(1)	(3)	(1)	(2)	(3)	(3)	(2)	(2)	*(18)*
	0.0	0.3	0.3	0.8	0.3	0.5	0.8	0.8	0.5	0.5	*4.7*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	χ^2 **= 32.080, *p* = 0.010**										
Pearson Corelation	*r* = 0.010, *p* = 0.849										

continued

	Reading Habit*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Mode of joining the programme											
Voluntary	(0)	(1)	(8)	(17)	(32)	(54)	(68)	(57)	(26)	(11)	(274)
	0.0	0.3	2.1	4.4	8.3	14.0	17.7	14.8	6.8	2.9	71.2
Invited	(0)	(1)	(1)	(3)	(5)	(9)	(11)	(33)	(11)	(3)	(77)
	0.0	0.3	0.3	0.8	1.3	2.3	2.9	8.6	2.9	0.8	20.0
Selected	(0)	(0)	(1)	(1)	(5)	(5)	(6)	(6)	(4)	(0)	(28)
	0.0	0.0	0.3	0.3	1.3	1.3	1.6	1.6	1.0	0.0	7.3
Compulsory	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(1)	(2)
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.5
Others	(0)	(0)	(0)	(1)	(1)	(0)	(0)	(0)	(2)	(0)	(4)
	0.0	0.0	0.0	0.3	0.3	0.0	0.0	0.0	0.5	0.0	1.0
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	(385)
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	100.0
Pearson Chi-Square	χ^2 **= 50.402, *p* = 0.020**										
Pearson Corelation	*r* = 0.066, *p* = 0.198										
Year received the RSP's kit											
2017-2019	(0)	(0)	(1)	(1)	(7)	(12)	(14)	(23)	(8)	(3)	*(69)*
	0.0	0.0	0.3	0.3	1.8	3.1	3.6	6.0	2.1	0.8	*17.9*
2020-2022	(0)	(2)	(9)	(20)	(35)	(57)	(71)	(73)	(34)	(12)	*(313)*
	0.0	0.5	2.3	5.2	9.1	14.8	18.4	19.0	8.8	3.1	*81.3*
Not specified	(0)	(0)	(0)	(1)	(1)	(0)	(0)	(0)	(1)	(0)	*(3)*
	0.0	0.0	0.0	0.3	0.3	0.0	0.0	0.0	0.3	0.0	*0.8*
Total	*(0)*	*(2)*	*(10)*	*(22)*	*(43)*	*(69)*	*(85)*	*(96)*	*(43)*	*(15)*	*(385)*
	0.0	*0.5*	*2.6*	*5.7*	*11.2*	*17.9*	*22.1*	*24.9*	*11.2*	*3.9*	*100.0*
Pearson Chi-Square	χ^2 = 14.733, *p* = 0.544										
Pearson Corelation	*r* = -0.101, *p* = 0.047										

APPENDIX 4

Table 4
Cross-tabulation analyses on the demographic characteristics and parent's engagement.

	Parent's Engagement*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Age of respondent											
20 - 30	(1)	(3)	(0)	(4)	(3)	(6)	(11)	(16)	(19)	(19)	*(82)*
	0.3	0.8	0.0	1.0	0.8	1.6	2.9	4.2	4.9	4.9	*21.3*
31 - 40	(2)	(0)	(2)	(5)	(19)	(30)	(47)	(61)	(47)	(42)	*(255)*
	0.5	0.0	0.5	1.3	4.9	7.8	12.2	15.8	12.2	10.9	*66.2*
41 - 50	(1)	(0)	(2)	(0)	(3)	(2)	(5)	(9)	(5)	(5)	*(32)*
	0.3	0.0	0.5	0.0	0.8	0.5	1.3	2.3	1.3	1.3	*8.3*
Not Specified	(0)	(0)	(0)	(0)	(0)	(0)	(3)	(7)	(2)	(4)	*(16)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.8	0.5	1.0	*4.2*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 40.025$, $p = 0.051$										
Pearson Corelation	$r = 0.010$, $p = 0.838$										
Gender of respondent											
Male	(0)	(0)	(1)	(1)	(6)	(3)	(13)	(20)	(8)	(7)	*(59)*
	0.0	0.0	0.3	0.3	1.6	0.8	3.4	5.2	2.1	1.8	*15.3*
Female	(4)	(3)	(3)	(8)	(19)	(35)	(53)	(73)	(65)	(63)	*(326)*
	1.0	0.8	0.8	2.1	4.9	9.1	13.8	19.0	16.9	16.4	*84.7*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 11.057$, $p = 0.272$										
Pearson Corelation	$r = 0.030$, $p = 0.554$										
Marital status											
Married	4()	(3)	(4)	(9)	(25)	(38)	(66)	(91)	(70)	(70)	*(380)*
	1.0	0.8	1.0	2.3	6.5	9.9	17.1	23.6	18.2	18.2	*98.7*
Single Parent	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)	(3)	(0)	*(5)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.8	0.0	*1.3*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 7.908$, $p = 0.543$										
Pearson Corelation	$r = 0.054$, $p = 0.288$										
Ethnicity											
Bidayuh	(0)	(1)	(0)	(1)	(4)	(2)	(6)	(6)	(9)	(7)	*(36)*
	0.0	0.3	0.0	0.3	1.0	0.5	1.6	1.6	2.3	1.8	*9.4*
Chinese	(2)	(0)	(2)	(1)	(7)	(11)	(21)	(28)	(23)	(21)	*(116)*
	0.5	0.0	0.5	0.3	1.8	2.9	5.5	7.3	6.0	5.5	*30.1*
Iban	(0)	(0)	(0)	(0)	(1)	(1)	(2)	(5)	(1)	(5)	*(15)*
	0.0	0.0	0.0	0.0	0.3	0.3	0.5	1.3	0.3	1.3	*3.9*
Orang Ulu	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(3)	(1)	*(4)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.3	*1.0*
Malay	(2)	(2)	(2)	(5)	(10)	(24)	(35)	(48)	(36)	(32)	*(196)*
	0.5	0.5	0.5	1.3	2.6	6.2	9.1	12.5	9.4	8.3	*50.9*
Melanau	(0)	(0)	(0)	(1)	(3)	(0)	(1)	(6)	(1)	(4)	*(16)*

continued

	Parent's Engagement*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
	0.0	0.0	0.0	0.3	0.8	0.0	0.3	1.6	0.3	1.0	*4.2*
Not Declared	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(0)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.0	*0.5*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 58.678$, $p = 0.308$										
Pearson Corelation	$r = -0.043$, $p = 0.401$										
Highest Qualification											
University Degree	(1)	(1)	(1)	(2)	(8)	(14)	(38)	(46)	(41)	(31)	*(183)*
	0.3	0.3	0.3	0.5	2.1	3.6	9.9	11.9	10.6	8.1	*47.5*
Diploma	(1)	(0)	(1)	(4)	(6)	(12)	(11)	(16)	(13)	(21)	*(85)*
	0.3	0.0	0.3	1.0	1.6	3.1	2.9	4.2	3.4	5.5	*22.1*
Certificate	(0)	(0)	(1)	(0)	(4)	(4)	(6)	(10)	(2)	(4)	*(31)*
	0.0	0.0	0.3	0.0	1.0	1.0	1.6	2.6	0.5	1.0	*8.1*
Secondary School	(2)	(2)	(0)	(3)	(7)	(8)	(8)	(21)	(16)	(14)	*(81)*
	0.5	0.5	0.0	0.8	1.8	2.1	2.1	5.5	4.2	3.6	*21.0*
Primary School	(0)	(0)	(1)	(0)	(0)	(0)	(3)	(0)	(1)	(0)	*(5)*
	0.0	0.0	0.3	0.0	0.0	0.0	0.8	0.0	0.3	0.0	*1.3*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 59.971$, $p = 0.007$										
Pearson Corelation	$r = -0.115$, $p = 0.025$										
Employment											
Public Sector	(2)	(0)	(1)	(3)	(13)	(19)	(31)	(49)	(36)	(31)	*(186)*
	0.5	0.0	0.3	1.0	3.4	4.9	8.1	12.7	9.4	8.1	*48.3*
Private Sector	(0)	(0)	(1)	(1)	(6)	(10)	(21)	(25)	(10)	(13)	*(87)*
	0.0	0.0	0.3	0.3	1.6	2.6	5.5	6.5	2.6	3.4	*22.6*
Self-employed / Small Business	(0)	(2)	(0)	(0)	(2)	(4)	(3)	(2)	(4)	(11)	*(28)*
	0.0	0.5	0.0	0.0	0.5	1.0	0.8	0.5	1.0	2.9	*7.3*
Unemployed / Housewife	(2)	(1)	(2)	(4)	(4)	(4)	(11)	(17)	(22)	(15)	*(82)*
	0.5	0.3	0.5	1.0	1.0	1.0	2.9	4.4	5.7	3.9	*21.3*
Not specified	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	*0.5*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 56.313$, $p = 0.017$										
Pearson Corelation	$r = -0.009$, $p = 0.861$										
Household Income											
Less than RM1000	(1)	(2)	(1)	(3)	(2)	(4)	(4)	(4)	(9)	(10)	*(40)*
	0.3	0.5	0.3	0.8	0.5	1.0	1.0	1.0	2.3	2.6	*10.4*
RM1000 - RM3999	(2)	(1)	(1)	(3)	(15)	(17)	(32)	(42)	(30)	(26)	*(169)*
	0.5	0.3	0.3	0.8	3.9	4.4	8.3	10.9	7.8	6.8	*43.9*
RM4000 - RM8500	(1)	(0)	(2)	(3)	(7)	(16)	(19)	(38)	(23)	(27)	*(136)*
	0.3	0.0	0.5	0.8	1.8	4.2	4.9	9.9	6.0	7.0	*35.3*
Above RM8500	(0)	(0)	(0)	(0)	(1)	(1)	(11)	(9)	(11)	(7)	*(40)*
	0.0	0.0	0.0	0.0	0.3	0.3	2.9	2.3	2.9	1.8	*10.4*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*

continued

	Parent's Engagement*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Pearson Chi-Square	χ^2 = 38.420, *p* = 0.071										
Pearson Corelation	***r* = 0.116, *p* = 0.022**										
Age of child											
0 - 3 yrs old	(3)	(3)	(2)	(5)	(19)	(23)	(43)	(58)	(49)	(42)	*(247)*
	0.8	0.8	0.5	1.3	4.9	6.0	11.2	15.1	12.7	10.9	*64.2*
4 - 6 yrs old	(1)	(0)	(1)	(4)	(5)	(14)	(20)	(31)	(23)	(23)	*(122)*
	0.3	0.0	0.3	1.0	1.3	3.6	5.2	8.1	6.0	6.0	*31.7*
≥ 7 yrs old	(0)	(0)	(0)	(0)	(0)	(1)	(3)	(2)	(0)	(4)	*(10)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.8	0.5	0.0	1.0	*2.6*
Not specified	(0)	(0)	(1)	(0)	(1)	(0)	(0)	(2)	(1)	(1)	*(6)*
	0.0	0.0	0.3	0.0	0.3	0.0	0.0	0.5	0.3	0.3	*1.6*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	χ^2 = 28.828, *p* = 0.369										
Pearson Corelation	*r* = 0.029, *p* = 0.565										
Child's Place of Birth											
Government Hospital	(3)	(3)	(3)	(9)	(22)	(27)	(51)	(75)	(59)	(55)	*(307)*
	0.8	0.8	0.8	2.3	5.7	7.0	13.2	19.5	15.3	14.3	*79.7*
Private Hospital	(1)	(0)	(1)	(0)	(3)	(10)	(15)	(18)	(14)	(14)	*(76)*
	0.3	0.0	0.3	0.0	0.8	2.6	3.9	4.7	3.6	3.6	*19.7*
Others	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(1)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	*0.5*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	χ^2 = 11.504, *p* = 0.872										
Pearson Corelation	*r* = 0.027, *p* = 0.598										
Child's Gender											
Male	(2)	(1)	(2)	(6)	(15)	(17)	(35)	(50)	(39)	(34)	*(201)*
	0.5	0.3	0.5	1.6	3.9	4.4	9.1	13.0	10.1	8.8	*52.2*
Female	(2)	(2)	(2)	(3)	(10)	(21)	(31)	(43)	(34)	(36)	*(184)*
	0.5	0.5	0.5	0.8	2.6	5.5	8.1	11.2	8.8	9.4	*47.8*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	χ^2 = 10.755, *p* = 0.293										
Pearson Corelation	*r* = -0.007, *p* = 0.887										
Place obtained the RSP's kits:											
Health Clinic / Government Polyclinic	(0)	(2)	(1)	(0)	(1)	(2)	(6)	(4)	(5)	(5)	*(26)*
	0.0	0.5	0.3	0.0	0.3	0.5	1.6	1.0	1.3	1.3	*6.8*
PUSTAKA Negeri Sarawak	(4)	(1)	(3)	(9)	(24)	(34)	(60)	(83)	(63)	(60)	*(341)*
	1.0	0.3	0.8	2.3	6.2	8.8	15.6	21.6	16.4	15.6	*88.6*
Others	(0)	(0)	(0)	(0)	(0)	(2)	(0)	(6)	(5)	(5)	*(18)*
	0.0	0.0	0.0	0.0	0.0	0.5	0.0	1.6	1.3	1.3	*4.7*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	***χ² = 29.696, p = 0.041***										
Pearson Corelation	*r* = 0.099, *p* = 0.052										

continued

	Parent's Engagement*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Mode of joining the programme											
Voluntary	(2)	(3)	(3)	(9)	(16)	(24)	(49)	(68)	(49)	(51)	*(274)*
	0.5	0.8	0.8	2.3	4.2	6.2	12.7	17.7	12.7	13.2	*71.2*
Invited	(1)	(0)	(1)	(0)	(5)	(8)	(11)	(19)	(17)	(15)	*(77)*
	0.3	0.0	0.3	0.0	1.3	2.1	2.9	4.9	4.4	3.9	*20.0*
Selected	(1)	(0)	(0)	(0)	(3)	(5)	(6)	(5)	(5)	(3)	*(28)*
	0.3	0.0	0.0	0.0	0.8	1.3	1.6	1.3	1.3	0.8	*7.3*
Compulsory	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(0)	(1)	*(2)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.3	*0.5*
Others	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(1)	(2)	(0)	*(4)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.3	0.5	0.0	*1.0*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 26.279$, $p = 0.883$										
Pearson Corelation	$r = -0.018$, $p = 0.728$										
Year received the RSP's kit											
2017-2019	(1)	(0)	(0)	(1)	(3)	(10)	(14)	(15)	(11)	(14)	*(69)*
	0.3	0.0	0.0	0.3	0.8	2.6	3.6	3.9	2.9	3.6	*17.9*
2020-2022	(3)	(3)	(4)	(7)	(22)	(28)	(52)	(77)	(61)	(56)	*(313)*
	0.8	0.8	1.0	1.8	5.7	7.3	13.5	20.0	15.8	14.5	*81.3*
Not specified	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(1)	(1)	(0)	*(3)*
	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.3	0.0	*0.8*
Total	*(4)*	*(3)*	*(4)*	*(9)*	*(25)*	*(38)*	*(66)*	*(93)*	*(73)*	*(70)*	*(385)*
	1.0	*0.8*	*1.0*	*2.3*	*6.5*	*9.9*	*17.1*	*24.2*	*19.0*	*18.2*	*100.0*
Pearson Chi-Square	$\chi^2 = 19.926$, $p = 0.337$										
Pearson Corelation	$r = -0.022$, $p = 0.669$										

APPENDIX 5

Table 5

Cross-tabulation analyses on the demographic characteristics and vocabulary ability.

	Vocabulary ability*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Age of respondent											
20 - 30	(0)	(4)	(4)	(5)	(13)	(30)	(26)	(0)	(0)	(0)	*(82)*
	0.0	1.0	1.0	1.3	3.4	7.8	6.8	0.0	0.0	0.0	*21.3*
31 - 40	(0)	(5)	(7)	(22)	(40)	(105)	(75)	(1)	(0)	(0)	*(255)*
	0.0	1.3	1.8	5.7	10.4	27.3	19.5	0.3	0.0	0.0	*66.2*
41 - 50	(1)	(0)	(1)	(2)	(4)	(15)	(9)	(0)	(0)	(0)	*(32)*
	0.3	0.0	0.3	0.5	1.0	3.9	2.3	0.0	0.0	0.0	*8.3*
Not Specified	(0)	(0)	(1)	(0)	(2)	(8)	(5)	(0)	(0)	(0)	*(16)*
	0.0	0.0	0.3	0.0	0.5	2.1	1.3	0.0	0.0	0.0	*4.2*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	$\chi^2 = 19.649$, $p = 0.544$										
Pearson Corelation	$r = 0.045$, $p = 0.377$										
Gender of respondent											
Male	(0)	(2)	(3)	(5)	(6)	(28)	(15)	(0)	(0)	(0)	*(59)*
	0.0	0.5	0.8	1.3	1.6	7.3	3.9	0.0	0.0	0.0	*15.3*
Female	(1)	(7)	(10)	(24)	(53)	(130)	(100)	(1)	(0)	(0)	*(326)*
	0.3	1.8	2.6	6.2	13.8	33.8	26.0	0.3	0.0	0.0	*84.7*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	$\chi^2 = 3.745$, $p = 0.809$										
Pearson Corelation	$r = 0.034$, $p = 0.503$										
Marital status											
Married	(1)	(9)	(13)	(27)	(58)	(157)	(114)	(1)	(0)	(0)	*(380)*
	0.3	2.3	3.4	7.0	15.1	40.8	29.6	0.3	0.0	0.0	*98.7*
Single Parent	(0)	(0)	(0)	(2)	(1)	(1)	(1)	(0)	(0)	(0)	*(5)*
	0.0	0.0	0.0	0.5	0.3	0.3	0.3	0.0	0.0	0.0	*1.3*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	$\chi^2 = 8.189$, $p = 0.316$										
Pearson Corelation	$r = -0.056$, $p = 0.272$										
Ethnicity											
Bidayuh	(0)	(1)	(2)	(6)	(5)	(15)	(7)	(0)	(0)	(0)	*(36)*
	0.0	0.3	0.5	1.6	1.3	3.9	1.8	0.0	0.0	0.0	*9.4*
Chinese	(1)	(1)	(4)	(6)	(14)	(50)	(40)	(0)	(0)	(0)	*(116)*
	0.3	0.3	1.0	1.6	3.6	13.0	10.4	0.0	0.0	0.0	*30.1*
Iban	(0)	(0)	(0)	(1)	(3)	(5)	(6)	(0)	(0)	(0)	*(15)*
	0.0	0.0	0.0	0.3	0.8	1.3	1.6	0.0	0.0	0.0	*3.9*
Orang Ulu	(0)	(0)	(0)	(0)	(1)	(1)	(2)	(0)	(0)	(0)	*(4)*
	0.0	0.0	0.0	0.0	0.3	0.3	0.5	0.0	0.0	0.0	*1.0*
Malay	(0)	(7)	(7)	(15)	(33)	(83)	(51)	(0)	(0)	(0)	*(196)*
	0.0	1.8	1.8	3.9	8.6	21.6	13.2	0.0	0.0	0.0	*50.9*
Melanau	(0)	(0)	(0)	(1)	(3)	(3)	(9)	(0)	(0)	(0)	*(16)*

continued

	Vocabulary ability*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
	0.0	0.0	0.0	0.3	0.8	0.8	2.3	0.0	0.0	0.0	*4.2*
Not Declared	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(1)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.3	0.0	0.0	*0.5*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	***χ^2 = 217.372, p = 0.001***										
Pearson Corelation	r = 0.001, p = 0.983										
Highest Qualification											
University Degree	(1)	(3)	(4)	(14)	(22)	(77)	(61)	(1)	(0)	(0)	*(183)*
	0.3	0.8	1.0	3.6	5.7	20.0	15.8	0.3	0.0	0.0	*47.5*
Diploma	(0)	(5)	(2)	(4)	(14)	(33)	(27)	(0)	(0)	(0)	*(85)*
	0.0	1.3	0.5	1.0	3.6	8.6	7.0	0.0	0.0	0.0	*22.1*
Certificate	(0)	(0)	(2)	(4)	(6)	(11)	(8)	(0)	(0)	(0)	*(31)*
	0.0	0.0	0.5	1.0	1.6	2.9	2.1	0.0	0.0	0.0	*8.1*
Secondary School	(0)	(1)	(4)	(6)	(15)	(36)	(19)	(0)	(0)	(0)	*(81)*
	0.0	0.3	1.0	1.6	3.9	9.4	4.9	0.0	0.0	0.0	*21.0*
Primary School	(0)	(0)	(1)	(1)	(2)	(1)	(0)	(0)	(0)	(0)	*(5)*
	0.0	0.0	0.3	0.3	0.5	0.3	0.0	0.0	0.0	0.0	*1.3*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	χ^2 = 27.122, p = 0.512										
Pearson Corelation	***r = -0.104, p = 0.040***										
Employment											
Public Sector	(1)	(5)	(5)	(12)	(27)	(82)	(54)	(0)	(0)	(0)	*(186)*
	0.3	1.3	1.3	3.1	7.0	21.3	14.0	0.0	0.0	0.0	*48.3*
Private Sector	(0)	(0)	(1)	(5)	(13)	(39)	(29)	(0)	(0)	(0)	*(87)*
	0.0	0.0	0.3	1.3	3.4	10.1	7.5	0.0	0.0	0.0	*22.6*
Self-employed /	(0)	(0)	(1)	(4)	(6)	(8)	(9)	(0)	(0)	(0)	*(28)*
Small Business	0.0	0.0	0.3	1.0	1.6	2.1	2.3	0.0	0.0	0.0	*7.3*
Unemployed /	(0)	(3)	(6)	(8)	(13)	(28)	(23)	(1)	(0)	(0)	*(82)*
Housewife	0.0	0.8	1.6	2.1	3.4	7.3	6.0	0.3	0.0	0.0	*21.3*
Not specified	(0)	(1)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(0)	*(2)*
	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	*0.5*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	χ^2 = 41.014, p = 0.054										
Pearson Corelation	r = -0.086, p = 0.091										
Household Income											
Less than RM1000	(0)	(2)	(2)	(7)	(5)	(11)	(12)	(1)	(0)	(0)	*(40)*
	0.0	0.5	0.5	1.8	1.3	2.9	3.1	0.3	0.0	0.0	*10.4*
RM1000 - RM3999	(0)	(6)	(7)	(11)	(31)	(70)	(44)	(0)	(0)	(0)	*(169)*
	0.0	1.6	1.8	2.9	8.1	18.2	11.4	0.0	0.0	0.0	*43.9*
RM4000 - RM8500	(1)	(1)	(3)	(8)	(21)	(59)	(43)	(0)	(0)	(0)	*(136)*
	0.3	0.3	0.8	2.1	5.5	15.3	11.2	0.0	0.0	0.0	*35.3*
Above RM8500	(0)	(0)	(1)	(3)	(2)	(18)	(16)	(0)	(0)	(0)	*(40)*
	0.0	0.0	0.3	0.8	0.5	4.7	4.2	0.0	0.0	0.0	*10.4*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*

continued

	Vocabulary ability*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Pearson Chi-Square	χ^2 = 30.881, *p* = 0.076										
Pearson Corelation	***r* = 0.141, *p* = 0.006**										
Age of child											
0 - 3 yrs old	(1)	(9)	(11)	(25)	(40)	**(97)**	(63)	(1)	(0)	(0)	*(247)*
	0.3	2.3	2.9	6.5	10.4	**25.2**	16.4	0.3	0.0	0.0	*64.2*
4 - 6 yrs old	(0)	(0)	(0)	(4)	(18)	(57)	(43)	(0)	(0)	(0)	*(122)*
	0.0	0.0	0.0	1.0	4.7	14.8	11.2	0.0	0.0	0.0	*31.7*
≥ 7 yrs old	(0)	(0)	(0)	(0)	(1)	(2)	(7)	(0)	(0)	(0)	*(10)*
	0.0	0.0	0.0	0.0	0.3	0.5	1.8	0.0	0.0	0.0	*2.6*
Not specified	(0)	(0)	(2)	(0)	(0)	(2)	(2)	(0)	(0)	(0)	*(6)*
	0.0	0.0	0.5	0.0	0.0	0.5	0.5	0.0	0.0	0.0	*1.6*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	***χ²* = 45.467, *p* = 0.002**										
Pearson Corelation	***r* = 0.173, *p* = 0.001**										
Child's Place of Birth											
Government Hospital	(0)	(8)	(10)	(23)	(47)	(127)	(91)	(1)	(0)	(0)	*(307)*
	0.0	2.1	2.6	6.0	12.2	33.0	23.6	0.3	0.0	0.0	*79.7*
Private Hospital	(1)	(1)	(3)	(6)	(11)	(31)	(23)	(0)	(0)	(0)	*(76)*
	0.3	0.3	0.8	1.6	2.9	8.1	6.0	0.0	0.0	0.0	*19.7*
Others	(0)	(0)	(0)	(0)	(1)	(0)	(1)	(0)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.3	0.0	0.0	0.0	*0.5*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	χ^2 = 7.835, *p* = 0.898										
Pearson Corelation	*r* = -0.007, *p* = 0.890										
Child's Gender											
Male	(0)	(6)	(10)	(15)	(32)	(76)	(62)	(0)	(0)	(0)	*(201)*
	0.0	1.6	2.6	3.9	8.3	19.7	16.1	0.0	0.0	0.0	*52.2*
Female	(1)	(3)	(3)	(14)	(27)	(82)	(53)	(1)	(0)	(0)	*(184)*
	0.3	0.8	0.8	3.6	7.0	21.3	13.8	0.3	0.0	0.0	*47.8*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	χ^2 = 7.423, *p* = 0.386										
Pearson Corelation	*r* = 0.053, *p* = 0.303										
Place obtained the RSP's kits:											
Health Clinic / Government Polyclinic	(0)	(2)	(2)	(2)	(4)	(8)	(8)	(0)	(0)	(0)	*(26)*
	0.0	0.5	0.5	0.5	1.0	2.1	2.1	0.0	0.0	0.0	*6.8*
PUSTAKA Negeri Sarawak	(1)	(5)	(11)	(24)	(52)	(145)	(102)	(1)	(0)	(0)	*(341)*
	0.3	1.3	2.9	6.2	13.5	37.7	26.5	0.3	0.0	0.0	*88.6*
Others	(0)	(2)	(0)	(3)	(3)	(5)	(5)	(0)	(0)	(0)	*(18)*
	0.0	0.5	0.0	0.8	0.8	1.3	1.3	0.0	0.0	0.0	*4.7*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	χ^2 = 16.330, *p* = 0.294										
Pearson Corelation	*r* = 0.002, *p* = 0.966										

continued

	Vocabulary ability*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Mode of joining the programme											
Voluntary	(1)	(8)	(10)	(18)	(40)	(111)	(85)	(1)	(0)	(0)	*(274)*
	0.3	2.1	2.6	4.7	10.4	28.8	22.1	0.3	0.0	0.0	*71.2*
Invited	(0)	(0)	(2)	(8)	(11)	(35)	(21)	(0)	(0)	(0)	*(77)*
	0.0	0.0	0.5	2.1	2.9	9.1	5.5	0.0	0.0	0.0	*20.0*
Selected	(0)	(1)	(0)	(3)	(7)	(10)	(7)	(0)	(0)	(0)	*(28)*
	0.0	0.3	0.0	0.8	1.8	2.6	1.8	0.0	0.0	0.0	*7.3*
Compulsory	(0)	(0)	(1)	(0)	(0)	(1)	(0)	(0)	(0)	(0)	*(2)*
	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.0	0.0	*0.5*
Others	(0)	(0)	(0)	(0)	(1)	(1)	(2)	(0)	(0)	(0)	*(4)*
	0.0	0.0	0.0	0.0	0.3	0.3	0.5	0.0	0.0	0.0	*1.0*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	$\chi^2 = 24.420$, $p = 0.659$										
Pearson Corelation	$r = -0.014$, $p = 0.785$										
Year received the RSP's kit											
2017-2019	(0)	(0)	(0)	(2)	(8)	(33)	(26)	(0)	(0)	(0)	*(69)*
	0.0	0.0	0.0	0.5	2.1	8.6	6.8	0.0	0.0	0.0	*17.9*
2020-2022	(1)	(9)	(13)	(26)	(51)	**(124)**	(89)	(0)	(0)	(0)	*(313)*
	0.3	2.3	3.4	6.8	13.2	**32.2**	23.1	0.0	0.0	0.0	*81.3*
Not specified	(0)	(0)	(0)	(1)	(0)	(1)	(0)	(1)	(0)	(0)	*(3)*
	0.0	0.0	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.0	*0.8*
Total	*(1)*	*(9)*	*(13)*	*(29)*	*(59)*	*(158)*	*(115)*	*(1)*	*(0)*	*(0)*	*(385)*
	0.3	*2.3*	*3.4*	*7.5*	*15.3*	*41.0*	*29.9*	*0.3*	*0.0*	*0.0*	*100.0*
Pearson Chi-Square	$\boldsymbol{\chi^2 = 142.263, p = 0.001}$										
Pearson Corelation	$\boldsymbol{r = -0.150, p = 0.003}$										

APPENDIX 6

Table 6
Cross-tabulation analyses on the demographic characteristics and confidence development.

	Confidence development*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Age of respondent											
20 - 30	(6)	(3)	(4)	(2)	(6)	(4)	(12)	(17)	(17)	(11)	*(82)*
	1.6	0.8	1.0	0.5	1.6	1.0	3.1	4.4	4.4	2.9	*21.3*
31 - 40	(9)	(2)	(3)	(7)	(15)	(24)	(36)	(58)	(60)	(41)	*(255)*
	2.3	0.5	0.8	1.8	3.9	6.2	9.4	15.1	15.6	10.6	*66.2*
41 - 50	(2)	(0)	(0)	(1)	(2)	(2)	(2)	(7)	(6)	(10)	*(32)*
	0.5	0.0	0.0	0.3	0.5	0.5	0.5	1.8	1.6	2.6	*8.3*
Not Specified	(0)	(1)	(0)	(0)	(0)	(0)	(4)	(5)	(3)	(3)	*(16)*
	0.0	0.3	0.0	0.0	0.0	0.0	1.0	1.3	0.8	0.8	*4.2*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 28.090$, $p = 0.406$										
Pearson Corelation	***r* = 0.120, *p* = 0.018**										
Gender of respondent											
Male	(3)	(1)	(0)	(2)	(7)	(5)	(7)	(19)	(13)	(2)	*(59)*
	0.8	0.3	0.0	0.5	1.8	1.3	1.8	4.9	3.4	0.5	*15.3*
Female	(14)	(5)	(7)	(8)	(16)	(25)	(47)	(68)	(73)	(63)	*(326)*
	3.6	1.3	1.8	2.1	4.2	6.5	12.2	17.7	19.0	16.4	*84.7*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 16.197$, $p = 0.063$										
Pearson Corelation	$r = 0.081$, $p = 0.111$										
Marital status											
Married	(17)	(6)	(7)	(10)	(23)	(28)	(53)	(87)	(85)	(64)	*(380)*
	4.4	1.6	1.8	2.6	6.0	7.3	13.8	22.6	22.1	16.6	*98.7*
Single Parent	(0)	(0)	(0)	(0)	(0)	(2)	(1)	(0)	(1)	(1)	*(5)*
	0.0	0.0	0.0	0.0	0.0	0.5	0.3	0.0	0.3	0.3	*1.3*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 8.888$, $p = 0.448$										
Pearson Corelation	$r = 0.006$, $p = 0.913$										
Ethnicity											
Bidayuh	(5)	(1)	(0)	(1)	(2)	(3)	(4)	(9)	(4)	(7)	*(36)*
	1.3	0.3	0.0	0.3	0.5	0.8	1.0	2.3	1.0	1.8	*9.4*
Chinese	(4)	(2)	(2)	(3)	(7)	(11)	(16)	(29)	(28)	(14)	*(116)*
	1.0	0.5	0.5	0.8	1.8	2.9	4.2	7.5	7.3	3.6	*30.1*
Iban	(0)	(0)	(0)	(0)	(1)	(0)	(4)	(2)	(6)	(2)	*(15)*
	0.0	0.0	0.0	0.0	0.3	0.0	1.0	0.5	1.6	0.5	*3.9*
Orang Ulu	(0)	(0)	(0)	(0)	(1)	(0)	(2)	(0)	(1)	(0)	*(4)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.5	0.0	0.3	0.0	*1.0*
Malay	(8)	(2)	(5)	(6)	(10)	(14)	(26)	(43)	(44)	(38)	*(196)*
	2.1	0.5	1.3	1.6	2.6	3.6	6.8	11.2	11.4	9.9	*50.9*
Melanau	(0)	(1)	(0)	(0)	(2)	(2)	(2)	(2)	(3)	(4)	*(16)*

continued

	Confidence development*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
	0.0	0.3	0.0	0.0	0.5	0.5	0.5	0.5	0.8	1.0	*4.2*
Not Declared	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)	(0)	(0)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	*0.5*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 45.185$, $p = 0.798$										
Pearson Corelation	$r = 0.068$, $p = 0.180$										
Highest Qualification											
University Degree	(4)	(3)	(2)	(6)	(11)	(19)	(26)	(41)	(43)	(28)	*(183)*
	1.0	0.8	0.5	1.6	2.9	4.9	6.8	10.6	11.2	7.3	*47.5*
Diploma	(5)	(1)	(2)	(0)	(5)	(3)	(9)	(20)	(21)	(19)	*(85)*
	1.3	0.3	0.5	0.0	1.3	0.8	2.3	5.2	5.5	4.9	*22.1*
Certificate	(4)	(1)	(0)	(1)	(1)	(1)	(8)	(5)	(5)	(5)	*(31)*
	1.0	0.3	0.0	0.3	0.3	0.3	2.1	1.3	1.3	1.3	*8.1*
Secondary School	(4)	(1)	(2)	(3)	(6)	(6)	(11)	(20)	(15)	(13)	*(81)*
	1.0	0.3	0.5	0.8	1.6	1.6	2.9	5.2	3.9	3.4	*21.0*
Primary School	(0)	(0)	(1)	(0)	(0)	(1)	(0)	(1)	(2)	(0)	*(5)*
	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.3	0.5	0.0	*1.3*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 38.540$, $p = 0.355$										
Pearson Corelation	$r = -0.067$, $p = 0.191$										
Employment											
Public Sector	(10)	(3)	(1)	(3)	(11)	(15)	(22)	(38)	(45)	(38)	*(186)*
	2.6	0.8	0.3	0.8	2.9	3.9	5.7	9.9	11.7	9.9	*48.3*
Private Sector	(0)	(1)	(1)	(3)	(6)	(8)	(12)	(28)	(17)	(11)	*(87)*
	0.0	0.3	0.3	0.8	1.6	2.1	3.1	7.3	4.4	2.9	*22.6*
Self-employed / Small Business	(1)	(1)	(1)	(0)	(3)	(2)	(5)	(4)	(7)	(4)	*(28)*
	0.3	0.3	0.3	0.0	0.8	0.5	1.3	1.0	1.8	1.0	*7.3*
Unemployed / Housewife	(5)	(1)	(4)	(4)	(3)	(5)	(15)	(17)	(16)	(12)	*(82)*
	1.3	0.3	1.0	1.0	0.8	1.3	3.9	4.4	4.2	3.1	*21.3*
Not specified	(1)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(1)	(0)	*(2)*
	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	*0.5*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 40.162$, $p = 0.291$										
Pearson Corelation	$r = -0.100$, $p = 0.050$										
Household Income											
Less than RM1000	(4)	(1)	(2)	(1)	(1)	(3)	(5)	(7)	(8)	(8)	*(40)*
	1.0	0.3	0.5	0.3	0.3	0.8	1.3	1.8	2.1	2.1	*10.4*
RM1000 - RM3999	(9)	(4)	(4)	(5)	(12)	(7)	(27)	(40)	(37)	(24)	*(169)*
	2.3	1.0	1.0	1.3	3.1	1.8	7.0	10.4	9.6	6.2	*43.9*
RM4000 - RM8500	(4)	(1)	(1)	(3)	(5)	(19)	(19)	(27)	(31)	(26)	*(136)*
	1.0	0.3	0.3	0.8	1.3	4.9	4.9	7.0	8.1	6.8	*35.3*
Above RM8500	(0)	(0)	(0)	(1)	(5)	(1)	(3)	(13)	(10)	(7)	*(40)*
	0.0	0.0	0.0	0.3	1.3	0.3	0.8	3.4	2.6	1.8	*10.4*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*

continued

	Confidence development*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Pearson Chi-Square	χ^2 = 34.311, *p* = 0.157										
Pearson Corelation	***r* = 0.123, *p* = 0.016**										
Age of child											
0 - 3 yrs old	(16)	(5)	(6)	(10)	(21)	(26)	(39)	**(59)**	(49)	(16)	*(247)*
	4.2	1.3	1.6	2.6	5.5	6.8	10.1	**15.3**	12.7	4.2	*64.2*
4 - 6 yrs old	(0)	(1)	(0)	(0)	(2)	(4)	(14)	(26)	(32)	(43)	*(122)*
	0.0	0.3	0.0	0.0	0.5	1.0	3.6	6.8	8.3	11.2	*31.7*
≥ 7 yrs old	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)	(2)	(6)	*(10)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.5	1.6	*2.6*
Not specified	(1)	(0)	(1)	(0)	(0)	(0)	(1)	(0)	(3)	(0)	*(6)*
	0.3	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.8	0.0	*1.6*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	***χ²* = 101.310, *p* = 0.001**										
Pearson Corelation	***r* = 0.299, *p* = 0.001**										
Child's Place of Birth											
Government Hospital	(15)	(5)	(4)	(8)	(19)	(24)	(38)	(68)	(69)	(57)	*(307)*
	3.9	1.3	1.0	2.1	4.9	6.2	9.9	17.7	17.9	14.8	*79.7*
Private Hospital	(2)	(1)	(3)	(2)	(4)	(5)	(16)	(19)	(17)	(7)	*(76)*
	0.5	0.3	0.8	0.5	1.0	1.3	4.2	4.9	4.4	1.8	*19.7*
Others	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(1)	*(2)*
	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	*0.5*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	χ^2 = 17.353, *p* = 0.499										
Pearson Corelation	*r* = -0.025, p = 0.630										
Child's Gender											
Male	(12)	(3)	(4)	(7)	(16)	(13)	(33)	(40)	(45)	(28)	*(201)*
	3.1	0.8	1.0	1.8	4.2	3.4	8.6	10.4	11.7	7.3	*52.2*
Female	(5)	(3)	(3)	(3)	(7)	(17)	(21)	(47)	(41)	(37)	*(184)*
	1.3	0.8	0.8	0.8	1.8	4.4	5.5	12.2	10.6	9.6	*47.8*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	χ^2 = 12.616, *p* = 0.181										
Pearson Corelation	***r* = 0.121, *p* = 0.018**										
Place obtained the RSP's kits:											
Health Clinic / Government Polyclinic	(3)	(0)	(2)	(1)	(1)	(1)	(3)	(6)	(6)	(3)	*(26)*
	0.8	0.0	0.5	0.3	0.3	0.3	0.8	1.6	1.6	0.8	*6.8*
PUSTAKA Negeri Sarawak	(11)	(6)	(5)	(9)	(21)	(27)	(49)	(78)	(74)	(61)	*(341)*
	2.9	1.6	1.3	2.3	5.5	7.0	12.7	20.3	19.2	15.8	*88.6*
Others	(3)	(0)	(0)	(0)	(1)	(2)	(2)	(3)	(6)	(1)	*(18)*
	0.8	0.0	0.0	0.0	0.3	0.5	0.5	0.8	1.6	0.3	*4.7*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	χ^2 = 21.697, *p* = 0.246										
Pearson Corelation	*r* = 0.017, *p* = 0.746										

continued

	Confidence development*										
	Not applicable	Very strongly disagree	Strongly disagree	disagree	Slightly disagree	Not sure	Slightly agree	agree	Strongly agree	Very strongly agree	*Total*
	(n) %	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*	*(n) %*
Mode of joining the programme											
Voluntary	(10)	(5)	(6)	(6)	(19)	(25)	(39)	(58)	(61)	(45)	*(274)*
	2.6	1.3	1.6	1.6	4.9	6.5	10.1	15.1	15.8	11.7	*71.2*
Invited	(4)	(1)	(1)	(3)	(2)	(4)	(8)	(18)	(20)	(16)	*(77)*
	1.0	0.3	0.3	0.8	0.5	1.0	2.1	4.7	5.2	4.2	*20.0*
Selected	(2)	(0)	(0)	(1)	(1)	(1)	(6)	(11)	(3)	(3)	*(28)*
	0.5	0.0	0.0	0.3	0.3	0.3	1.6	2.9	0.8	0.8	*7.3*
Compulsory	(1)	(0)	(0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	*(2)*
	0.3	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	*0.5*
Others	(0)	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(2)	(1)	*(4)*
	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.5	0.3	*1.0*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 37.727$, $p = 0.390$										
Pearson Corelation	$r = 0.000$, $p = 0.992$										
Year received the RSP's kit											
2017-2019	(0)	(0)	(0)	(0)	(1)	(3)	(6)	(19)	(16)	(24)	*(69)*
	0.0	0.0	0.0	0.0	0.3	0.8	1.6	4.9	4.2	6.2	*17.9*
2020-2022	(17)	(6)	(7)	(10)	(21)	(27)	(48)	(67)	(69)	(41)	*(313)*
	4.4	1.6	1.8	2.6	5.5	7.0	12.5	17.4	17.9	10.6	*81.3*
Not specified	(0)	(0)	(0)	(0)	(1)	(0)	(0)	(1)	(1)	(0)	*(3)*
	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.3	0.0	*0.8*
Total	*(17)*	*(6)*	*(7)*	*(10)*	*(23)*	*(30)*	*(54)*	*(87)*	*(86)*	*(65)*	*(385)*
	4.4	*1.6*	*1.8*	*2.6*	*6.0*	*7.8*	*14.0*	*22.6*	*22.3*	*16.9*	*100.0*
Pearson Chi-Square	$\chi^2 = 36.920$, $p = 0.005$										
Pearson Corelation	$r = -0.243$, $p = 0.001$										

APPENDIX 7

Table 7
Summary of the cross-tabulation analyses

Demographics	*The program (RSP) & the RSP's kits*	*Reading Habit*	*Parent's Engagement*	*Vocabulary ability*	*Confidence development*
Age of respondent	⊗	⊗	⊗	⊗	⊗
Gender of respondent	⊗	⊗	⊗	⊗	⊗
Marital status	⊗	⊗	⊗	⊗	⊗
Ethnicity	⊗	⊗	⊗	⃠	⊗
Highest Qualification	⃠	⃠	⊗	⊗	⊗
Employment	⃠	⊗	⊗	⊗	⊗
Household Income	⃠	⃠	⊗	⊗	⊗
Age of child	⃠	⊗	⊗	✓	✓
Child's Place of Birth	⊗	⊗	⊗	⊗	⊗
Child's Gender	⊗	⊗	⊗	⊗	⊗
Place obtained the RSP's kits	⃠	⃠	⃠	⊗	⊗
Mode of joining the programme	✓	⃠	⊗	⊗	⊗
Year received the RSP's kit	⊗	⊗	⊗	✓	⊗

**Note:*
✓ *Pearson Chi Square and Pearson's correlation significant*
⃠ *Pearson Chi Square significant but Pearson's correlation insignificant*
⊗ *insignificant*