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Home Literacy Practices: Their Availability, Implementation, and Relationship to the Reading Skill Level

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ABSTRACT

This study examined the availability and implementation of home literacy practices and their relationship to the reading skill levels of Grade One pupils at Bacayan Elementary School, Cebu City, Philippines, during School Year 2025–2026. Using a descriptive-correlational research design, the study involved 50 purposively selected pupils, their corresponding parents or guardians, and 10 teachers. Data were collected through an expert-validated, researcher-developed questionnaire and analyzed using mean, standard deviation, and Pearson's product-moment correlation. Findings revealed that pupils demonstrated an overall Good reading skill level (M = 3.13), with letter recognition obtaining the highest rating (M = 3.21) and reading comprehension the lowest (M = 3.05). Home literacy activities were often available and regularly implemented. However, neither availability ($r = -0.088$, $p = .543$) nor implementation ($r = 0.075$, $p = .606$) demonstrated a statistically significant relationship with pupils' reading skill levels. The study concludes that resource availability and the frequency of home literacy activities were not significantly associated with reading performance within the study sample. Accordingly, implementing and evaluating the proposed Enhanced Lesson Guide, strengthening targeted reading instruction, and promoting meaningful home literacy interactions are recommended. The localized setting, purposive sampling, perception-based assessments, and correlational design limit generalizability and causal interpretation. The study provides an empirical foundation for responsive literacy instruction and strengthened home-school collaboration, supporting SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals), while promoting educational, social, and institutional sustainability.

Keywords: *Early Literacy, Foundational Reading Skills, Home Literacy Practices, Home-School Collaboration, Parental Involvement, Reading Comprehension, Reading Instruction*

1. INTRODUCTION

Reading is a foundational skill essential to knowledge acquisition, communication, academic achievement, and lifelong learning. However, reading difficulties remain prevalent among beginning learners, particularly in phonemic awareness, vocabulary, and comprehension (Pesales & Apohen, 2025). Similarly, Abid et al. (2023) identified significant relationships among reading habits, study skills, and academic achievement. Early literacy interventions that strengthen language development and phonological awareness are therefore important in preparing children for formal reading instruction (Sucena et al., 2023). Literacy development extends beyond the classroom through children's exposure to books, conversations, storytelling, songs, rhymes, and other home-based learning activities. Parent-involved reading activities support reading comprehension, motivation, and positive reading attitudes (Çalışkan & Ulaş, 2022). Likewise, parental guidance and access to reading materials are associated with phonemic awareness and decoding skills among Grade One pupils (Tan & Macaraeg, 2024). However, the availability of literacy resources does not necessarily guarantee their consistent or effective utilization. Consequently, examining both availability and implementation provides a more comprehensive understanding of children's home literacy experiences (Esmaeeli, 2024). Against this background, the study examined the availability and implementation of home literacy practices and their relationship to the reading skill levels of Grade One pupils at Bacayan Elementary School, Cebu City, as a basis for developing an Enhanced Lesson Guide.

Research Problem

Foundational reading difficulties remain a significant educational concern. The World Bank (2022) reported that learning poverty affected 57% of children in low- and middle-income countries before the pandemic. Similarly, the Philippines obtained a mean reading score of 347 in the 2022 Programme for International Student Assessment, substantially below the OECD average of 476 (OECD, 2023). At the provincial level, the Second Congressional Commission on Education (EDCOM 2, 2026) reported that more than 31,600 learners in Grades 1–3 in Cebu Province were struggling readers at the end of School Year 2025–2026. Although existing studies recognize parental involvement and home literacy environments as relevant to reading development, limited localized evidence separately examines the availability and implementation of home literacy practices in relation to beginning readers' skills. Moreover, the presence of learning resources and frequency of literacy activities do not necessarily reflect the quality or developmental appropriateness of home literacy experiences. This study addressed this contextual gap to establish an empirical basis for responsive reading instruction and strengthened home-school collaboration.

Assumptions of the Study

The study assumed that children's reading development occurs within interconnected home, school, and social environments. Access to literacy resources and participation in guided literacy activities may be associated with foundational reading competencies (Esmaeeli, 2024; Weadman et al., 2023). However, the study did not assume causal relationships between the variables. Accordingly, it tested two null hypotheses at the 0.05 significance level: that no significant relationship exists between the availability of home literacy activities and pupils' reading skill levels, and that no significant relationship exists between the implementation of home literacy practices and pupils' reading skill levels.

Objectives of the Study

This study aimed to examine the relationship between home literacy practices and the reading skill levels of Grade One pupils at Bacayan Elementary School, Cebu City, during School Year 2025–2026. Specifically, it sought to determine pupils' reading skill levels in letter recognition,

phonemic awareness, vocabulary, and reading comprehension; identify available home literacy activities; and assess the extent of their implementation. Furthermore, it examined whether significant relationships exist between the availability and implementation of home literacy practices and pupils' reading skill levels. Ultimately, the findings served as the basis for developing an Enhanced Lesson Guide responsive to pupils' identified reading strengths and developmental needs.

Theoretical or Conceptual Basis

The study was anchored in Marie M. Clay's Emergent Literacy perspective, Lev S. Vygotsky's Sociocultural Theory, and Urie Bronfenbrenner's Ecological Systems Theory. Emergent Literacy emphasizes that literacy development begins before formal schooling through children's exposure to oral language, print, and meaningful literacy experiences (Esmaeeli, 2024). Similarly, Sociocultural Theory highlights social interaction, guided participation, and scaffolding within the Zone of Proximal Development, emphasizing the role of parents and guardians in supporting literacy development (Weadman et al., 2023). Furthermore, Ecological Systems Theory situates children's development within interconnected family, school, community, and broader social environments (Navarro et al., 2022). Conceptually, home literacy practices encompass two distinct dimensions: availability, which refers to the presence and accessibility of literacy materials, resources, and learning opportunities, and implementation, which reflects the frequency of actual literacy-related activities at home. Correspondingly, reading skill levels encompass letter recognition, phonemic awareness, vocabulary, and reading comprehension, representing interconnected competencies essential to foundational literacy development (Ehri, 2022; Sucena et al., 2023; Kambach & Mesmer, 2024). These perspectives provide a foundation for examining home literacy practices without presuming that resource availability or frequent implementation necessarily results in higher reading performance. The study is further supported by Republic Act No. 12028, otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act of 2024, which emphasizes accessible learning interventions and the development of foundational competencies. Collectively, these theoretical, conceptual, and policy foundations support the examination of home literacy practices and reading skill levels and the development of an evidence-based Enhanced Lesson Guide.

The study primarily aligns with SDG 4 – Quality Education, particularly Target 4.1, through its emphasis on foundational reading competencies and effective learning outcomes among elementary pupils. Furthermore, it supports SDG 10 – Reduced Inequalities through the promotion of accessible literacy resources and responsive instructional activities for learners with diverse home learning circumstances. Similarly, it aligns with SDG 17 – Partnerships for the Goals through strengthened collaboration among teachers, parents, school administrators, and community stakeholders. Collectively, the proposed Enhanced Lesson Guide contributes to educational, social, and institutional sustainability through early literacy development, inclusive learning opportunities, family engagement, and sustained home-school collaboration.

2. METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design to determine pupils' reading skill levels, the availability of home literacy practices, and the extent of their implementation. The descriptive component assessed existing conditions, while the correlational component examined the strength, direction, and statistical significance of the relationships among the variables without manipulation or establishing causality (Creswell & Creswell, 2023).

Research Locale or Study Setting

The study was conducted at Bacayan Elementary School, a public elementary school located in Barangay Bacayan, Cebu City, Philippines, during School Year 2025–2026. The school serves pupils from diverse socioeconomic backgrounds, family circumstances, and levels of parental involvement, providing an appropriate setting for examining home literacy practices and foundational reading skills.

Participants or Data Sources

The study involved 110 participants comprising 50 Grade One pupils, 50 corresponding parents or guardians, and 10 Grade One teachers. Pupils were selected through purposive sampling based on enrollment and parental or guardian consent, while teachers were included through total enumeration. Parents or guardians assessed the availability and implementation of home literacy practices, whereas teachers evaluated pupils' reading skills based on classroom observations and professional knowledge. The correlational analysis utilized 50 matched pupil-level records.

Research Instruments or Materials

The study employed a researcher-developed instrument consisting of three sections: teacher-rated reading skill levels, availability of home literacy practices, and implementation of home literacy practices. Each section covered letter recognition, phonemic awareness, vocabulary, and reading comprehension. A four-point rating scale was employed across all sections. The instrument underwent content validation by three experts with qualifications in English education who evaluated its clarity, relevance, appropriateness, and alignment with the research objectives. Their recommendations were incorporated before administration.

Data Gathering Procedure

Prior to data collection, the researcher secured permission from the school principal and obtained informed consent from parents or guardians. The questionnaires were administered to the corresponding teachers and parents or guardians using standardized instructions. Teacher-rated reading skill scores were matched with the home literacy responses of each pupil's parent or guardian through identification codes. Subsequently, completed questionnaires were retrieved, checked for completeness, organized, coded, tabulated, and prepared for statistical analysis.

Data Analysis

The study employed mean and standard deviation to assess pupils' reading skill levels and the availability and implementation of home literacy practices. Reading skill scores were interpreted using four numerical ranges: 3.25–4.00 (Excellent), 2.50–3.24 (Good), 1.75–2.49 (Fair), and 1.00–1.74 (Needs Improvement). Home literacy practices were interpreted using the same numerical ranges, corresponding to Always, Often, Sometimes, and Never, respectively. Furthermore, Pearson's product-moment correlation coefficient was employed to determine the significant relationships between the variables at the 0.05 significance level.

Ethical Consideration

The study adhered to ethical research principles, including informed consent, voluntary participation, confidentiality, and responsible data handling. Parents or guardians were informed of their right to withdraw without adverse consequences, while pupils received age-appropriate explanations and were invited to participate voluntarily. Identification codes were utilized to protect participants' identities and match corresponding responses. Access to collected data

was restricted to authorized individuals, and all information was used exclusively for academic research purposes.

3. RESULTS AND DISCUSSION

3.1 Reading Skill Level of Grade One Pupils

3.1.1 Letter Recognition

Letter recognition obtained an aggregate weighted mean of 3.21 (SD = 0.90), interpreted as Good. Recognizing uppercase and lowercase letters received the highest mean of 3.26, interpreted as Excellent, while identifying the beginning and ending letters of words obtained a mean of 3.16, interpreted as Good. The findings demonstrate satisfactory alphabet knowledge, although applying letter recognition within words requires continued reinforcement. Multisensory instruction, print-rich environments, and structured literacy activities support foundational reading development (Fuertes, 2026; Casido, 2024; Khosa, 2025; Mjengwa & Douglas, 2026; Samera et al., 2026).

3.1.2 Phonemic Awareness

Phonemic awareness obtained an aggregate weighted mean of 3.09 (SD = 0.97), interpreted as Good. Distinguishing beginning, middle, and ending sounds received a mean of 3.10, while blending sounds to form words obtained a mean of 3.08. The findings indicate satisfactory sound recognition and blending abilities, although variability in performance highlights the need for differentiated instruction. Parent-supported literacy activities, multisensory approaches, phonics instruction, and structured sound-awareness exercises provide opportunities for strengthening foundational reading competencies (Bennett et al., 2023; Fuertes, 2026; Angrist et al., 2025; Kilat & Apas, 2025; Samera et al., 2026).

3.1.3 Vocabulary

Vocabulary obtained an aggregate weighted mean of 3.18 (SD = 0.82), interpreted as Good. Naming common objects and actions received the highest mean of 3.22, while understanding and using age-appropriate words obtained a mean of 3.14. The findings reflect satisfactory vocabulary knowledge, particularly in identifying familiar objects and actions. Nevertheless, contextualized instruction and meaningful language interactions remain important for expanding pupils' vocabulary. Story-based learning, dialogic reading, and literacy-rich home environments provide opportunities for vocabulary development (Cadeliña et al., 2026; Kogan, 2026; Towson et al., 2024; Mjengwa & Douglas, 2026; Hayes et al., 2026).

3.1.4 Reading Comprehension

Reading comprehension obtained an aggregate weighted mean of 3.05 (SD = 0.87), interpreted as Good. Understanding simple sentences and short stories received a mean of 3.06, while answering questions about texts read aloud obtained a mean of 3.04. Although pupils demonstrated satisfactory comprehension skills, this dimension received the lowest rating among the four reading skill areas. Reading comprehension involves interconnected language and cognitive processes (Hwang et al., 2024). Furthermore, interactive shared reading, dialogic questioning, and supportive home reading environments provide meaningful opportunities for comprehension development (Xu et al., 2022; Pillinger & Vardy, 2022; Altamimi & Ogdol, 2023; Claes et al., 2024).

3.2 Availability of Home Literacy Activities

3.2.1 Letter Recognition

The availability of home literacy activities supporting letter recognition obtained an aggregate weighted mean of 2.94 (SD = 1.08), interpreted as Often Available. Alphabet books received the highest mean of 3.18, followed by letter flashcards, posters, and charts (2.88), while alphabet-related toys and games obtained the lowest mean of 2.76. The findings indicate favorable access to alphabet-related resources, although interactive learning materials remain relatively less available. Exposure to letters through varied print materials and meaningful literacy activities supports foundational reading development (Piasta et al., 2025; Khosa, 2025; Tan & Macaraeg, 2024).

3.2.2 Phonemic Awareness

The availability of phonemic-awareness activities obtained an aggregate weighted mean of 2.71 (SD = 1.12), interpreted as Often Available. Educational videos and audio materials received the highest mean of 2.98, followed by word games (2.66), while rhyme books, songs, and poetry books obtained the lowest mean of 2.48, interpreted as Sometimes Available. The findings indicate that multimedia resources are more frequently available than rhyme-based materials. Technology-assisted storytelling, multisensory activities, and structured phonemic-awareness interventions provide opportunities for developing sound recognition and manipulation (Batobato et al., 2026; Fuertes, 2026; Bahis et al., 2025; Kilat & Apas, 2025). Similarly, Goldstein et al. (2024) demonstrated the value of structured supplementary literacy interventions in developing early phonological skills.

3.2.3 Vocabulary

The availability of vocabulary-related literacy activities obtained an aggregate weighted mean of 2.81 (SD = 1.13), interpreted as Often Available. Storybooks, picture books, and children's magazines received the highest mean of 3.00, followed by displayed labels, charts, and word cards (2.82), while flashcards and puzzles obtained the lowest mean of 2.60. The findings demonstrate access to conventional vocabulary resources, although interactive materials remain an area for improvement. Literacy-rich home environments, meaningful conversations, shared reading, and family-implemented activities support vocabulary development (Liu & Li, 2022; Sundqvist et al., 2024; Lovčević, 2026; Dulay, 2025; Argueza, 2026; Dahl-Leonard et al., 2025).

3.2.4 Reading Comprehension

The availability of reading comprehension activities obtained an aggregate weighted mean of 2.67 (SD = 1.16), interpreted as Often Available. Religious, cultural, and community reading materials received the highest mean of 2.86, followed by storybooks containing simple sentences and short stories (2.60), while illustrated books and story cards obtained the lowest mean of 2.56. The findings indicate that culturally familiar reading materials are more frequently available than discussion-oriented resources. Nevertheless, the educational value of these materials may depend on meaningful adult-child interactions. Interactive questioning, responsive feedback, and dialogic reading support language and comprehension development (Tang et al., 2026; Pillinger & Vardy, 2022; Dong et al., 2024; Dulay, 2025; Argueza, 2026).

3.2.5 Overall Availability of Home Literacy Activities

Home literacy activities were often available across all four reading skill areas. Letter recognition ranked highest (2.94), followed by vocabulary (2.81), phonemic awareness (2.71), and reading comprehension (2.67). The findings indicate that pupils generally have access to foundational literacy resources, although comprehension-oriented materials require greater attention. Furthermore, differences in resource availability highlight the importance of accessible and meaningful home literacy opportunities. Nag et al. (2024) emphasized that relationships between home learning environments and literacy outcomes vary across socioeconomic and cultural contexts.

3.3 Extent of Implementation of Home Literacy Practices

3.3.1 Letter Recognition

The implementation of letter-recognition practices obtained an aggregate weighted mean of 3.37 (SD = 0.79), interpreted as Always. Identifying letters through singing the alphabet song received the highest mean of 3.60, followed by recognizing letters in environmental print (3.26), while using flashcards obtained the lowest mean of 3.24. The findings demonstrate consistent parental involvement in alphabet-related literacy activities, particularly through familiar songs and everyday experiences. Repeated exposure to letters, environmental print, multisensory activities, and structured family participation provides opportunities for strengthening early reading competencies (Fuertes, 2026; Khosa, 2025; Dulay, 2025; Dahl-Leonard et al., 2025; Samera et al., 2026).

3.3.2 Phonemic Awareness

The implementation of phonemic-awareness practices obtained an aggregate weighted mean of 3.32 (SD = 0.86), interpreted as Always. Encouraging children to identify initial sounds received the highest mean of 3.72, followed by blending individual sounds to form words (3.30), while rhyming and alliteration activities obtained the lowest mean of 2.94. The findings indicate consistent parental involvement in sound identification and blending, although activities involving sound patterns require further reinforcement. Structured phonemic-awareness instruction, parental guidance, and interactive reading experiences support foundational sound-awareness development (Bennett et al., 2023; Rehfeld et al., 2022; Tan & Macaraeg, 2024; Mjengwa & Douglas, 2026; Dicataldo et al., 2022).

3.3.3 Vocabulary

The implementation of vocabulary-related practices obtained an aggregate weighted mean of 3.08 (SD = 0.93), interpreted as Often. Introducing new objects and their names received the highest mean of 3.30, followed by encouraging children to learn new words daily (3.10), while reading storybooks and discussing word meanings obtained the lowest mean of 2.84. The findings demonstrate regular vocabulary development activities through familiar objects and everyday experiences. However, explicit discussions of word meanings during shared reading require greater attention. Meaningful parental language interactions, storytelling, and dialogic reading support vocabulary development (Mustonen et al., 2024; Mjengwa & Douglas, 2026; Hayes et al., 2026). Similarly, Galea et al. (2025) identified positive associations between home-based shared book reading and vocabulary development among young children.

3.3.4 Reading Comprehension

The implementation of reading comprehension practices obtained an aggregate weighted mean of 3.12 (SD = 0.94), interpreted as Often. Asking questions about stories received the highest mean of 3.24, followed by discussing story meanings or lessons (3.16), while encouraging children to make predictions obtained the lowest mean of 2.96. The findings indicate regular parental participation in comprehension-related activities, particularly questioning and post-reading discussions. Nevertheless, prediction activities provide an opportunity for further strengthening children's active engagement with texts. Dialogic reading, responsive feedback, meaningful discussions, and guided predictions support language and reading comprehension development (Pillinger & Vardy, 2022; Dong et al., 2024; Dulay, 2025; Mjengwa & Douglas, 2026; Tang et al., 2026).

3.3.5 Overall Extent of Implementation of Home Literacy Practices

Letter recognition obtained the highest implementation rating (3.37), followed by phonemic awareness (3.32), both interpreted as Always. Reading comprehension (3.12) and vocabulary (3.08) were interpreted as Often. The findings demonstrate that parents and guardians regularly engage in home literacy activities, particularly those supporting alphabet knowledge and sound recognition. However, meaning-focused activities involving vocabulary development and reading comprehension require further reinforcement. Family-implemented literacy interventions and meaningful shared reading experiences provide opportunities for strengthening children's foundational reading competencies (Dahl-Leonard et al., 2025; Galea et al., 2025).

3.4 Significant Relationship Between the Availability of Home Literacy Activities and Reading Skill Levels

Pearson’s product-moment correlation analysis revealed a negligible negative relationship between the availability of home literacy activities and the reading skill levels of Grade One pupils ($r = -0.088$, $p = .543$). Since the probability value exceeded the 0.05 significance level, the null hypothesis was not rejected, indicating no statistically significant relationship between the variables. The findings suggest that the availability of literacy resources alone does not necessarily correspond to higher reading skill levels within the study sample. The quality of parental guidance, meaningful utilization of resources, and children's engagement may represent additional considerations requiring investigation. Similarly, Nag et al. (2024) identified relatively modest and context-dependent associations between home learning environments and children's literacy competencies. Nevertheless, the present findings do not establish that home literacy resources are unimportant.

3.5 Significant Relationship Between the Implementation of Home Literacy Practices and Reading Skill Levels

Pearson’s product-moment correlation analysis revealed a negligible positive relationship between the implementation of home literacy practices and the reading skill levels of Grade One pupils ($r = 0.075$, $p = .606$). Since the probability value exceeded the 0.05 significance level, the null hypothesis was not rejected, indicating no statistically significant relationship between the variables. The findings indicate that the reported frequency of home literacy activities was not significantly associated with pupils’ reading skill levels. Although home literacy practices provide opportunities for learning, their potential contribution may depend on activity quality,

developmental appropriateness, parental guidance, and children's participation. Recent literature recognizes literacy development as a multidimensional process involving home learning experiences, instructional support, and contextual factors (Dulay, 2025; Nag et al., 2024; Dahl-Leonard et al., 2025). However, these additional factors were not directly examined in the correlation analysis.

3.6 Basis for the Enhanced Lesson Guide

The findings revealed that Grade One pupils demonstrated an overall Good reading skill level (M = 3.13), with letter recognition (3.21) receiving the highest rating and reading comprehension (3.05) receiving the lowest. Furthermore, neither the availability nor the implementation of home literacy practices demonstrated a statistically significant relationship with pupils' reading skill levels. These findings established the basis for developing the Enhanced Lesson Guide. The results emphasize the importance of responsive classroom instruction complemented by meaningful home literacy experiences. The proposed guide should integrate developmentally appropriate activities in letter recognition, phonemic awareness, vocabulary, and reading comprehension, with particular attention to meaning-focused reading activities. Such an approach is consistent with contemporary research emphasizing structured foundational literacy instruction, interactive reading, and family participation (Goldstein et al., 2024; Hwang et al., 2024; Dahl-Leonard et al., 2025; Galea et al., 2025).

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that Grade One pupils at Bacayan Elementary School demonstrated a good level of reading skills across letter recognition, phonemic awareness, vocabulary, and reading comprehension. Letter recognition emerged as the strongest competency, while reading comprehension remained a priority for instructional improvement. Home literacy activities were generally available and regularly implemented, particularly those supporting letter recognition and phonemic awareness. However, neither the availability nor the implementation of home literacy practices demonstrated a statistically significant relationship with pupils' reading skill levels. These findings indicate that differences in resource availability and the reported frequency of home literacy activities did not correspond to significant differences in reading performance within the study sample. Nevertheless, the findings do not diminish the potential importance of meaningful home literacy experiences. Collectively, the results establish an empirical foundation for developing an Enhanced Lesson Guide that addresses pupils' identified reading strengths and developmental needs while supporting home-school collaboration.

Teachers should strengthen foundational reading instruction through structured, engaging, and developmentally appropriate activities, particularly in reading comprehension, phonemic awareness, and vocabulary development. Regular assessment, guided reading, storytelling, interactive questioning, and targeted assistance should be integrated into classroom instruction to address individual learning needs. Furthermore, the proposed Enhanced Lesson Guide should be implemented, monitored, and refined based on pupils' progress and teachers' observations. Parents and guardians should maintain meaningful literacy interactions through shared reading, conversations, storytelling, and guided comprehension activities rather than focusing solely on resource availability and activity frequency. Meanwhile, school administrators should support reading intervention programs, allocate appropriate instructional resources, provide relevant professional development opportunities, and strengthen home-school partnerships. Future researchers should investigate additional factors associated with reading development, including instructional practices, learner motivation, teacher competence, and the quality of

parental involvement. Further evaluation of the proposed lesson guide is recommended to determine its effectiveness in strengthening foundational reading competencies.

The study was limited to 50 Grade One pupils, their corresponding parents or guardians, and 10 teachers at Bacayan Elementary School during School Year 2025–2026. The localized setting and purposive sampling restricted the generalizability of the findings. Moreover, the study relied on teacher-rated reading skills and parent-reported home literacy practices, which may be subject to response and assessment variability. The descriptive-correlational design established statistical associations but did not determine causal relationships. Furthermore, the proposed Enhanced Lesson Guide was not evaluated through an intervention study. Future research may employ larger samples, standardized reading assessments, mixed-methods approaches, and experimental designs to validate the findings and assess instructional effectiveness.

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