| BOOK REVIEW

Influence of Home Literacy Environment on the Literacy Skills of Grade Two Learners

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| ABSTRACT

This study assessed the influence of the home literacy environment on the literacy skills of learners. It examined the home literacy environment in terms of physical environment, parent literacy habits, child literacy habits, parent–child interaction, and parental beliefs, as well as learners' literacy skills in word recognition, sentence reading, reading fluency, and comprehension. A descriptive–correlational research design was employed to describe existing home literacy conditions and determine their relationship with learners' literacy skills without manipulating variables. The study was conducted at Can-asujan Elementary School in Barangay Can-asujan, Carcar City, Cebu. The respondents consisted of seventy-six (76) participants, including two (2) Grade Two teachers and seventy-four (74) parents from two Grade Two sections. Total Sampling Technique was used to select respondents directly involved in the learners' literacy development at home and in school. Data were collected using a standardized parent survey adapted from Buvaneswari and Padakannaya (2017) to assess the home literacy environment and the Comprehensive Rapid Literacy Assessment (CRLA) developed by Tancioco and Ortega-Dela Cruz (2021) to measure learners' literacy skills. Statistical tools employed included frequency count, percentage, weighted mean, standard deviation, and Pearson Product–Moment Correlation Coefficient. The results served as the empirical basis for the development of the proposed Literacy Skills Enhancement Plan.

Introduction

The home literacy environment (HLE) is widely recognized as a key predictor of children's literacy development, especially during early childhood and primary school years. The HLE encompasses various dimensions including access to reading materials, parental involvement in literacy activities, and attitudes toward reading (Korat, 2020). Research has demonstrated that children from homes with rich literacy environments typically perform better in reading and language skills than those from homes with limited literacy stimulation (Mendolia et al., 2022). Parents play a crucial role in shaping this environment through their literacy habits and interaction patterns with their children. As literacy is a foundational skill critical to academic success and lifelong learning, understanding the nature of HLE is essential in crafting early interventions, particularly in contexts where children face educational disadvantages due to socioeconomic or linguistic factors.

The home literacy environment includes several interrelated aspects: the physical environment, such as the availability of books and reading spaces; parental literacy habits, including how often parents read themselves; children's own literacy behaviors; parent-child literacy interactions, such as shared reading; and parental beliefs about literacy. These dimensions are known to influence both the frequency and quality of literacy-related experiences at home (Kim & Guryan, 2021). For instance, a home with a designated reading area and age-appropriate books can significantly boost a child's motivation to read. Likewise, when

parents model positive reading habits and hold strong beliefs about the value of literacy, children are more likely to engage in reading activities and develop essential skills such as vocabulary and comprehension (Sun & Yin, 2022). Assessing these aspects provides a more holistic view of how families contribute to early literacy development.

Literacy skills develop in a hierarchical fashion, beginning with word recognition and progressing toward reading fluency and comprehension. Word recognition is a child's ability to identify words quickly and accurately, often serving as a gateway to more complex reading tasks. Sentence reading, meanwhile, requires syntactic and semantic understanding to interpret meaning. Fluency, defined by speed, accuracy, and proper expression, bridges the gap between decoding and comprehension. Finally, comprehension entails understanding, interpreting, and responding to text meaningfully (Fuchs et al., 2021). Children exposed to more enriched home literacy environments tend to develop these skills earlier and more robustly (Lonigan et al., 2022). However, disparities in access to literacy resources at home can create gaps in skill acquisition that persist through the elementary years. This makes evaluating literacy skills in relation to the home context critical for identifying learners at risk of reading difficulties.

In the Philippine context, especially in rural and public-school settings, such as Can-asujan Elementary School, disparities in home literacy environments remain evident. Studies have indicated that while many Filipino parents value education, barriers such as limited access to books, low parental literacy, and socioeconomic constraints can hinder effective home support for literacy (Cabansag, 2021). Cultural factors also influence how parents perceive and engage in their children's literacy development. For instance, parent-child reading practices may be less common in some households due to competing economic responsibilities. This gap between parental intention and literacy practices underscores the importance of examining local contexts.

Despite growing interest in early literacy, several gaps remain in the research. First, most studies focus on urban or middle-income settings, leaving rural and low-income populations underrepresented (Park & Noble, 2021). Second, few studies in the Philippines have explored HLE using comprehensive frameworks that include physical environment, habits, interaction, and beliefs. Third, while the link between HLE and general reading achievement is well-established, fewer studies examine specific literacy domains like word recognition, sentence reading, and reading fluency. Fourth, existing research often lacks the voices of parents as key informants about home practices. Finally, there is limited research assessing how perceptions of HLE relate directly to measurable learner outcomes, especially in Grades 1-3 where foundational skills are formed (Barrozo & Alon, 2023). Addressing these gaps provides an opportunity to generate data that are both context-specific and actionable.

This research aims to assess the influence of the home literacy environment on the literacy skills of learners in Can-asujan Elementary School, a public school in a rural Philippine setting. Specifically, it will examine the perceptions of parent-respondents regarding five aspects of their home literacy environment and evaluate the learners' literacy levels in terms of word recognition, sentence reading, fluency, and comprehension. By situating the study in a local school, it responds to the need for grounded, community-based data to inform educational policy and practice. Moreover, the findings may contribute to school initiatives aimed at parent engagement, home-school literacy partnerships, and targeted interventions for struggling readers. Ultimately, this research hopes to support the Department of Education's goal of improving reading proficiency by integrating family-based strategies within broader literacy programs.

Literature Review

The home literacy environment (HLE) is widely acknowledged as a multifaceted construct that significantly influences children's early literacy outcomes. Several studies have highlighted the key dimensions of HLE, including the availability of reading materials, parent-child literacy interactions, parental modeling of reading behaviors, and parental beliefs about literacy (Korat, 2020; Kim & Guryan, 2021). For instance, Sun and Yin (2022) found that parents' beliefs about the importance of reading significantly predicted children's engagement in literacy tasks. Similarly, Mendolia et al. (2022) demonstrated that homes with more books and regular storytelling routines foster stronger vocabulary and comprehension skills in young learners. Park and Noble (2021) emphasized that socio-economic status moderates the impact of HLE, with children from lower-income families often experiencing less stimulating literacy environments. In the Southeast Asian context, Cabansag (2021) observed that rural Filipino families often face challenges in sustaining literacy-rich homes due to limited resources and parental literacy levels. Despite these constraints, parental involvement in simple activities like shared reading and singing rhymes positively affects early reading development (Barrozo & Alon, 2023). Moreover, Lonigan et al. (2022) noted that both code-related skills (e.g., phonological awareness) and meaning-related skills (e.g., vocabulary) are strongly shaped by HLE. These findings affirm that the quality and consistency of home literacy experiences are critical to the development of foundational reading abilities.

Beyond general literacy development, researchers have explored how different components of HLE relate to specific reading skills such as word recognition, fluency, and comprehension. Fuchs et al. (2021) emphasized that early home reading activities are closely linked to the development of automatic word recognition, a foundational skill for fluent reading. Studies by Lonigan and Burgess (2022) showed that children exposed to frequent shared reading at home develop better syntactic and semantic

processing abilities, aiding both sentence reading and comprehension. Additionally, parental reading habits influence not only a child's interest in reading but also their actual literacy outcomes, including fluency and inferential comprehension (Sun & Yin, 2022). A study by Tomas and Toh (2023) in Malaysian schools found that parental literacy engagement predicted improvements in learners' decoding and fluency skills even after controlling for classroom instruction. Moreover, digital literacy tools used by parents at home were found to reinforce phonics and word recognition among early readers (Chai & Ng, 2020). However, consistent with the findings of Park and Noble (2021), the benefits of these tools depend significantly on the presence of adult mediation and guidance. In the Philippine setting, Barrozo and Alon (2023) highlighted a gap in parent-child interaction related to reading, with many parents unsure of how to support comprehension development at home. These studies collectively point to the necessity of empowering parents through literacy programs that emphasize interactive reading strategies, particularly in rural and underserved contexts.

Methodology

This study employed a descriptive–correlational research design to explore the relationship between the Home Literacy Environment (HLE) and the literacy skills of Grade Two learners at Can-asujan Elementary School, Carcar City, Cebu. The descriptive component aimed to portray the current state of the HLE as perceived by parent-respondents, focusing on five dimensions: physical environment, parent literacy habits, child literacy habits, parent–child interaction, and parental beliefs. The correlational component examined the extent to which these dimensions are associated with learners' reading performance, specifically in word recognition, sentence reading, fluency, and comprehension. Two primary instruments were used: a Survey Questionnaire for Parents, adapted and contextualized from Buvaneswari and Padakannaya (2017), and the Comprehensive Rapid Literacy Assessment (CRLA) developed by Tancioco and Ortega-Dela Cruz (2021). The parent questionnaire was translated into Cebuano to ensure cultural and linguistic accessibility. The CRLA assessed learners' literacy performance across two major domains: decoding (word recognition and sentence reading) and comprehension (fluency and understanding). The study followed three structured phases: preliminary preparations including approvals and informed consent; data collection, which involved distributing parent surveys and administering the CRLA; and post-data processing, involving statistical analysis. Ethical considerations such as informed consent, confidentiality, and participant anonymity were rigorously observed. For data analysis, frequency counts, percentages, weighted means, and standard deviations were used for descriptive statistics. Pearson's Product–Moment Correlation Coefficient (PPMCC) was applied to examine relationships between HLE components and learners' literacy skills.

Results

Table 1 reveals that the physical environment of learners' homes is generally supportive of early literacy development, as reflected by an aggregate weighted mean of 3.97 and a standard deviation of 0.98, interpreted as Very Satisfactory. This suggests that most parents provide a variety of educational materials and organize the home in a way that promotes literacy. The highest-rated item, "My child has toys that teach colors, shapes, sizes, etc." (4.42), indicates strong parental investment in interactive learning tools. On the other hand, "My child has three or more puzzles" received the lowest rating (3.47), suggesting limited access to critical thinking or problem-solving toys. Overall, the findings reflect a well-established but slightly varied home setup conducive to early reading readiness.

Table 1. Status of literacy environment at their home in terms of Physical Environment

S/N	Indicators	WM	SD	Verbal Description
1	My child has toys that teach colors, shapes sizes, etc.	4.42	0.79	Excellent
2	My child has three or more puzzles	3.47	1.15	Very Satisfactory
3	My child has toys or games requiring refined movements	3.73	1.08	Very Satisfactory
4	My child has at least 10 children's books	3.51	1.08	Very Satisfactory
5	My child has toys that help teach the names	4.30	0.77	Excellent
6	We have alphabet books/blocks/magnetic	4.20	0.94	Very Satisfactory

7	There is a designated place for books and	4.00	0.97	Very Satisfactory
8	The toys and books are accessible to the child	4.12	1.06	Very Satisfactory
	Aggregate Weighted Mean	3.97		Very Satisfactory
	Aggregate Standard Deviation		0.98	

Table 2. Status of Literacy Environment at the Learner's Home in Terms of Parents' Literacy Habits

S/N	Indicators	WM	SD	Verbal Description
1	Our family buys and reads daily newspaper	2.91	1.09	Satisfactory
2	My child sees me writing/typing	4.22	0.86	Excellent
3	My child sees me reading non-work-related things, for pleasure	3.55	1.02	Very Satisfactory
4	My child sees me playing word games, crossword, etc.	3.78	1.02	Very Satisfactory
5	I enjoy talking about books related to various topics with friends and family	3.78	1.02	Very Satisfactory
6	I go to bookstores/library along with my child	3.26	0.98	Satisfactory
7	I personally enjoy reading as a habit	3.84	1.03	Very Satisfactory
8	My child sees me reading books/magazines/newspapers	4.01	0.90	Very Satisfactory
	Aggregate Weighted Mean	3.68		Very Satisfactory
	Aggregate Standard Deviation		0.99	

Table 2 highlights the status of the literacy environment at the learners' home in terms of parents' literacy habits, with an aggregate weighted mean of 3.68 and a standard deviation of 0.99, described as Very Satisfactory. The highest-rated indicator was "My child sees me writing/typing" (4.22), indicating strong modeling of functional literacy. This is followed by parents being observed reading various materials (4.01), which helps children associate reading with everyday life. In contrast, the lowest-rated item was "Our family buys and reads daily newspaper" (WM = 2.91), suggesting that print media may be less prioritized in modern homes. Overall, parents demonstrate positive reading behaviors, which likely contribute to their children's developing interest in literacy.

Table 3. Status of Literacy Environment at the Learner's Home in Terms of Child's Literacy Habits

S/N	Indicators	WM	SD	Verbal Description
1	My child asks for help learning the letters of the alphabet	4.41	0.95	Excellent
2	My child asks for help while writing	4.12	1.10	Very Satisfactory
3	My child asks for books to be read to him/her	4.09	0.91	Very Satisfactory
4	My child pretends to read from books or says stories to himself/herself	3.16	1.16	Satisfactory
5	My child shows interest in reading signboards when we go out	4.26	0.86	Excellent
6	My child shows interest in identifying the product by looking at an advertisement or the product label	4.30	0.77	Excellent
	Aggregate Weighted Mean	4.06		Very Satisfactory
	Aggregate Standard Deviation		0.96	

Table 3 presents the status of the literacy environment at home in terms of child's literacy habits, with an aggregate weighted mean of 4.06 and a standard deviation of 0.96, indicating a Very Satisfactory level. The highest-rated behavior was "My child shows interest in identifying the product by looking at an advertisement or the product label" (4.30), suggesting that children are actively engaged in real-world print literacy. Close behind are indicators of letter learning and environmental print recognition, such as reading signboards (4.26) and asking for help with letters (4.41). However, the lowest-rated behavior was "My child pretends to read from books or says stories to himself/herself" (3.16), indicating that imaginative or independent reading behaviors are less observed.

Table 4 illustrates the status of the literacy environment at the learner's home in terms of parent–child interaction, with an aggregate weighted mean of 4.26 and a standard deviation of 0.74, interpreted as Excellent. This indicates that parents are actively engaged in various literacy-promoting activities with their children. The highest-rated indicator was "I teach my child how to name letters" (4.72), suggesting a strong focus on foundational literacy skills. High ratings were also seen for reading aloud with enthusiasm, asking questions while reading, and encouraging discussion, all of which support comprehension and engagement. Although all behaviors rated positively, slightly lower scores were noted for pointing out words in print media (3.65), indicating a potential area for growth in linking reading to everyday materials.

Table 4. Status of Literacy Environment at the Learner's Home in Terms of Parent–Child Interaction

S/N	Indicators	WM	SD	Verbal Description
1	I teach my child how to name letters (name, story, A, B, C, etc.)	4.72	0.48	Excellent
2	I encourage my child to talk and take time to listen	4.68	0.58	Excellent
3	I teach nursery rhymes and songs to my child	4.56	0.67	Excellent
4	I name pictures in books and talk about the pictures	4.39	0.70	Excellent
5	I read stories to my child	4.23	0.70	Very Satisfactory
6	I point out words in magazines/newspapers	3.65	1.05	Very Satisfactory
7	I help my child solve jigsaw puzzles	3.85	0.81	Very Satisfactory
8	I encourage my child to act out a story	4.18	0.78	Very Satisfactory
9	I encourage my child to read product labels, street signs, and signboards	4.39	0.68	Excellent
10	When I read, I try to sound excited so my child gets interested	4.51	0.62	Excellent
11	I ask my child a lot of questions when we read	4.32	0.72	Excellent
12	I try to make the story more real to my child by relating the story to his/her life	4.20	0.80	Excellent
13	When we read, I talk about the pictures as much as the words	4.20	0.87	Excellent
14	When we read, I encourage my child to tell the story	4.24	0.80	Excellent
15	When we read, I ask my child to point out different letters/numbers printed in the book	4.30	0.82	Very Satisfactory
16	I play reading-related games with my child	4.18	0.79	Very Satisfactory
17	I tell stories to my child	4.22	0.80	Excellent
18	I point my child's finger to words when I read to him/her	4.19	0.77	Very Satisfactory
19	I speak to my child about what happened during the day	4.10	0.79	Very Satisfactory
20	My child and I make up new rhymes by playing with words/sounds	4.02	0.74	Very Satisfactory
21	I ask my child to guess what the characters will do next	4.10	0.79	Very Satisfactory
22	I talk to my child about what he/she watches on TV	4.18	0.85	Very Satisfactory
23	I translate stories into our home language when my child does not understand English words	4.10	0.85	Very Satisfactory
	Aggregate Weighted Mean	4.26		Excellent
	Aggregate Standard Deviation		0.74	

S/N	Indicators	WM	SD	Verbal Description
1	Parents can teach alphabets to their child in addition to what is taught in school	4.68	0.56	Excellent

S/N	Indicators	WM	SD	Verbal Description
2	Parents can help their child to read and write words in addition to what is taught in school	4.74	0.47	Excellent
3	Most children do well at reading words in school because their parent teaches them to read words at home	4.58	0.57	Excellent
4	Parents have the responsibility to teach reading and writing skills to their child	4.70	0.54	Excellent
5	Most parents should supplement the literacy skills their child learns at school by teaching their child literacy skills at home	4.59	0.62	Excellent
6	Parents should select books based on their colorful illustrations, high-interest content, and natural language	4.26	0.74	Excellent
7	Parents should develop the child's confidence and interest in putting ideas on paper in whatever form they can (drawing, writing, etc.)	4.51	0.65	Excellent
8	Parents should help in developing the child's ability to divide a word into parts or syllables to read new words	4.62	0.52	Excellent
9	I think that it is important to develop a broad interest in reading in my child	4.62	0.49	Excellent
10	I think that it is important to develop my child's ability to hear separate sounds in spoken words such as "f" in "fish"	4.57	0.58	Excellent
	Aggregate Weighted Mean	4.59		Excellent
	Aggregate Standard Deviation		0.57	

Table 5. Status of Literacy Environment at the Learner's Home in Terms of Parental Beliefs

Table 5 presents the status of the literacy environment at the learner's home in terms of parental beliefs, showing an aggregate weighted mean of 4.59 and a standard deviation of 0.57, both indicating an Excellent level. This reflects a strong conviction among parents about their role in supporting their child's literacy development. The highest-rated belief was that parents can help their child read and write beyond school instruction (4.74), followed closely by the belief that they should teach reading and writing themselves (4.70). Even the lowest-rated item on selecting books with engaging features still rated as Excellent (4.26), suggesting that parents are highly aware of best practices in promoting literacy at home.

Table 6 displays the level of literacy skills of the learners in terms of word recognition and sentence reading. The data reveals that a majority of the learners (74.32%) are at the Advanced level, demonstrating strong decoding skills and the ability to read sentences fluently. Meanwhile, 22.97% fall under the Intermediate category, indicating moderate proficiency with room for growth. Only a small portion, 2.70%, are classified as Beginners, suggesting minimal skills in recognizing words and constructing meaning from sentences. These results indicate a generally high level of reading proficiency among Grade Two learners in this domain, though continued support is necessary to assist those in the lower levels to reach full reading competency.

Table 6. Level of Literacy Skills of the Learners in Terms of Word Recognition and Sentence Reading

Literacy Level	f	%
Advanced	55	74.32%
Intermediate	17	22.97%
Beginner	2	2.70%
Total	74	100.00%

These results indicate a generally high level of reading proficiency among Grade Two learners in this domain, though continued support is necessary to assist those in the lower levels to reach full reading competency.

Literacy Level	f	%
Advanced	58	78.38%
Intermediate	15	20.27%
Beginner	1	1.35%
Total	74	100.00%

Table 7. Level of Literacy Skills of the Learners in Terms of Reading Fluency and Comprehension

Table 7 outlines the level of literacy skills of the learners in terms of reading fluency and comprehension. A significant majority, 78.38%, of the learners are at the Advanced level, indicating strong abilities in reading with speed, accuracy, expression, and understanding of text. Meanwhile, 20.27% fall under the Intermediate level, suggesting developing fluency and partial comprehension skills. Only 1.35% are identified as Beginners, which implies limited reading fluency and challenges in understanding what they read. Overall, the results suggest that most Grade Two learners are performing well in reading fluency and comprehension, although targeted interventions may still be beneficial for those who have yet to master these essential literacy skills

Table 8. Test of Relationship Between the Home Literacy Environment and the Literacy Skills of the Learners

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Home Literacy Environment and Literacy Skills	-0.054	Negligible Negative	0.640	Do not reject Ho	Not Significant

Table 8 presents the test of relationship between the Home Literacy Environment (HLE) and the literacy skills of the learners. The computed r-value of -0.054 indicates a negligible negative correlation, suggesting almost no linear relationship between the home literacy environment and learners' literacy performance. With a p-value of 0.640, which is well above the 0.05 significance level, the result leads to the decision to not reject the null hypothesis (Ho). This means that, statistically, there is no significant relationship between the overall HLE and the literacy skills measured in this study.

Discussion

The results indicate that learners are generally raised in homes with supportive literacy environments. Parents demonstrate active involvement in their children's literacy development through positive reading habits, engaging in storytelling, encouraging reading, and fostering conversations around books and daily experiences. Children, in turn, exhibit a healthy interest in reading activities, such as identifying letters, asking to be read to, and recognizing print in their surroundings. Additionally, parents strongly believe in their role as partners in literacy learning, showing confidence in teaching their children foundational skills at home. These positive behaviors and beliefs create a nurturing atmosphere that promotes language development and early reading interest. Despite this, the findings show no significant relationship between the home literacy environment and learners' actual literacy performance. This suggests that while the home plays an important role in shaping attitudes and exposure to reading, it may not be the sole determinant of reading achievement. Other factors, such as classroom instruction, individual learning differences, and access to school resources, likely play a more influential role in literacy outcomes. It emphasizes the importance of strengthening both home and school efforts in a coordinated way, ensuring that children's literacy skills are supported holistically through consistent practices and targeted instruction.

Conclusion

The study concluded that the home literacy environment of Grade Two learners was generally supportive and conducive to early literacy development. Across the assessed dimensions physical environment, parent literacy habits, child literacy habits, parent–child interaction, and parental beliefs homes demonstrated favorable conditions that encouraged exposure to print, language use, and literacy-related interactions. Likewise, the literacy skills of the learners were found to be well developed, as most learners demonstrated adequate to advanced abilities in word recognition, sentence reading, reading fluency, and comprehension. These results indicated that learners had already established strong foundational literacy

skills appropriate for their grade level, reflecting the combined influence of effective classroom instruction and supportive home practices. However, when the relationship between the home literacy environment and learners' literacy skills was examined, the results showed that variations in home literacy conditions did not significantly influence differences in learners' reading performance within the context of this study. This finding suggested that while the home literacy environment was generally positive, its impact on learners' literacy skills may have been moderated by other factors, such as the quality of school-based instruction, structured reading programs, and early interventions provided by the school. For professional practice, this underscores the importance of sustaining strong classroom literacy instruction while continuing to engage parents as partners in learning, even when learners already demonstrate satisfactory reading proficiency. In terms of program development and policy implementation, the findings support the need for balanced literacy initiatives that strengthen both school-based interventions and home–school collaboration, ensuring that literacy programs do not rely solely on home factors but are reinforced through systematic instructional support aligned with the goals of the Department of Education's early literacy frameworks.

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