

Home Reading Support, Literacy Skills and Reading Level of Learners

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ABSTRACT

This study determined the relationship among home reading support, literacy skills, and the reading level of Grade 4 learners in one of the public elementary schools in the Division of Negros Occidental during the school year 2025–2026. A descriptive-correlational research design was employed involving 128 Grade 4 learners selected through simple random sampling from a population of 188. Data were gathered using a validated researcher-made questionnaire that measured home reading support and literacy skills. The instruments underwent content validation using Lawshe's (1975) method by five experts and was pilot tested respectively. Findings revealed that the learners received a high level of home reading support and demonstrated a high level of literacy skills, while their overall reading level was classified as very high. Moreover, home reading support showed a significant relationship with reading level, whereas literacy skills exhibited a significant relationship with reading level. The study concludes that strengthening literacy competencies and sustaining parental support at home play vital roles in enhancing learners' reading achievement and overall literacy development.

Keywords: Home Reading Support; Literacy Skills; Reading Level; Grade 4 Learners; Reading Achievement; Parental Support; Literacy Development; Public Elementary School.

INTRODUCTION

Literacy is the ability to understand, interpret, create, communicate or compute using printed materials or resources associated with varying context (UNESCO n.d.). Its full development is ensured when schools and families work together. Traditional definitions of literacy encompass learning how to read and write. However, with evolving societal trends, there is a transition from simple knowledge of writing and reading to the acquisition of digital skills as adaptation (Pascua-Valenzuela, 2025). The World Bank Report of 2025, synthesized from 120 studies conducted across Africa, Asia, Latin America, and the Middle East, reveals that teacher preparedness and home support are essential factors. Parents and caregivers play a decisive role in shaping reading habits and comprehension. This is supported by the study by Paakkari et al. (2024), which identified home environment factors that either support or hinder children's reading development, such as parental involvement, access to diverse reading materials, and encouragement of critical reading skills.

In the Philippines, literacy among Filipino learners has stagnated. Grade 4 students continue to struggle with reading comprehension and fluency, having average scores that reflect minimal change - 289.5 in 2024 compared to 287.7 in 2019 (Southeast Asia Primary Learning Metrics, 2024). More troubling is the widening gap between strong and struggling readers, underscoring the urgent need for targeted interventions to ensure all children can thrive through literacy.

In one of the public elementary schools in Central Negros, Division of Negros Occidental, the literacy challenge is clear. A significant number of Grade 4 pupils can read words aloud but struggle to grasp their meaning, as shown by the Comprehensive Literacy Assessment (CRLA) conducted at the start of each school year, where pupils are unable or may be slow to sound the words. This impacted low understanding of the meaning of these words as reflected on the CRLA assessment, which is a precursor to the creation of a learning gap among Grade

4 pupils. The problem is compounded by limited support at home—parents who are often too busy with work, based on their anecdotal record. Moreover, upon visitation at home, the absence of books or reading materials to reinforce classroom learning is noticeable.

Given this context, this study sought to determine the literacy skills and home reading support of Grade 4 learners, while assessing their reading levels. The findings will guide towards improving reading activities and approaches, especially for children at risk of falling behind. By examining the link between literacy skills, home support, and reading comprehension, the study aims to provide evidence that can help teachers and families strengthen early reading development and ensure every child has the chance to succeed.

METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationships among literacy skills, home reading support, and the reading level of Grade 4 learners. The study was conducted among 188 Grade 4 learners enrolled in a public elementary school in the Division of Negros Occidental during School Year 2025–2026. Using Yamane’s formula, a sample of 128 learners was selected through simple random sampling using the lottery method. Grade 3 teachers served as respondents for validating learners’ reading levels, while parents or guardians provided information on home reading support.

Data were collected using a researcher-made questionnaire developed from relevant literature. The instrument consisted of sections on the respondents’ demographic profile, literacy skills, and home reading support. Literacy skills were assessed in terms of reading, writing, vocabulary, and comprehension, while home reading support covered availability of reading materials, parental involvement, reading routine, and encouragement and motivation. Learners’ reading levels were validated using the Comprehensive Rapid Literacy Assessment (CRLA) Tool.

The instrument underwent content validation by five experts using Lawshe’s (1975) method. Both questionnaires obtained a Content Validity Index of 1.00. A pilot test involving 30 respondents was also conducted, yielding Cronbach’s alpha coefficients of 0.988 for the Literacy Skills Questionnaire and 0.877 for the Home Reading Support Questionnaire, indicating satisfactory internal consistency.

For data analysis, frequency and percentage were used to describe the respondents’ demographic profile, while mean and standard deviation were employed to determine the levels of home reading support, literacy skills, and reading level. Spearman’s Rank-Order Correlation was used to determine the significant relationships between home reading support and reading level and between literacy skills and reading level.

RESULTS AND DISCUSSIONS

Demographic Profile of the Respondents

Table 1. Frequency and Percentage Distribution of the Respondents According to Profile.

Profile	Category	f	%
Sex			
	Male	56	43.75
	Female	72	56.25
	Total	128	100.00
Parents Educational Attainment			
	Some Grade School	1	.78

	Grade School Diploma	3	2.34
	Some High School	18	14.06
	High School	50	39.06
	Some College	15	11.72
	College	39	30.47
	Master's	2	1.56
	Total	128	100.00
Average Family Monthly Income			
	Less than Php9,520	43	33.59
	Php 9,520 - Php 19,040	44	34.38
	Php 19,040 - Php 38,080	18	14.06
	Php 38,080 - Php 66,640	16	12.50
	Php 66,640 - Php 114,240	7	5.47
	Total	128	100.00

Table 1 presents the frequency and percentage distribution of the respondents according to sex, parents' educational attainment, and average family monthly income.

In terms of sex, the majority of the respondents were female ($f = 72$, 56.25%), while male respondents comprised $f = 56$ (43.75%). This indicates that female pupils slightly outnumbered male pupils in the study, although both sexes were adequately represented. The relatively balanced distribution suggests that the findings provide a reasonable representation of the literacy skills of both male and female pupils, thereby reducing the possibility of gender bias in describing the respondents' literacy performance.

With regard to parents' educational attainment, most of the respondents had parents who were high school graduates ($f = 50$, 39.06%), followed by college graduates ($f = 39$, 30.47%). Parents with some high school education accounted for $f = 18$ (14.06%), while those with some college education comprised $f = 15$ (11.72%). Only a few respondents reported that their parents had completed grade school ($f = 3$, 2.34%), attained a master's degree ($f = 2$, 1.56%), or reached some grade school ($f = 1$, 0.78%). These findings suggest that the majority of the respondents came from households where parents had attained at least secondary education. This educational background may enable parents to provide academic guidance, encourage reading habits, and monitor their children's schoolwork, all of which can positively influence literacy development.

Research has consistently shown that parents with higher educational attainment are more likely to engage in activities that promote children's literacy and academic achievement (OECD, 2023).

Regarding average family monthly income, the largest proportion of the respondents belonged to families earning Php 9,520–Php 19,040 per month ($f = 44$, 34.38%), followed closely by those earning less than Php 9,520 ($f = 43$, 33.59%). Meanwhile, $f = 18$ (14.06%) reported a family income of Php 19,040–Php 38,080, $f = 16$ (12.50%) belonged to families earning Php 38,080–Php 66,640, and only $f = 7$ (5.47%) came from households with a monthly income of Php 66,640–Php 114,240. These findings indicate that a considerable proportion of the respondents came from low-income households. This socioeconomic profile implies that some pupils may

have limited access to learning resources such as books, digital devices, internet connectivity, and educational support at home. Consequently, schools play a vital role in providing equitable learning opportunities and literacy interventions that help minimize the effects of economic disadvantage on pupils' learning outcomes.

Recent evidence from the OECD (2023) demonstrates that students from disadvantaged socioeconomic backgrounds generally experience lower literacy achievement than their more advantaged peers, emphasizing the importance of school support in narrowing learning gaps.

Overall, the respondents' profile indicates that the study involved a relatively balanced representation of male and female pupils, with the majority coming from families whose parents had completed high school and whose household income belonged to the low-income sector. These demographic characteristics provide important context for interpreting the literacy skills of the respondents and suggest that both family educational background and socioeconomic conditions may influence pupils' literacy development. The findings further imply that strengthening school-based literacy programs and promoting parental involvement remain essential strategies in supporting pupils' reading, writing, vocabulary, and comprehension skills. These findings are consistent with the results of the OECD (2023), which emphasized that parental education and socioeconomic status remain significant factors influencing students' literacy achievement across participating countries. Similarly, UNESCO (2021) highlighted that family support and equitable access to educational opportunities are critical in fostering literacy development and reducing learning disparities among children.

Level of Home Reading Support of the Learners

Table 2. Level of Home Reading Support of the Learners as a Whole in Terms of Availability of Reading Materials at Home, Parental Involvement, Reading Routine and Encouragement and Motivation.

Statements	Mean	Standard Deviation	Interpretation
Availability of Reading Materials	4.06	.95	High
1. There are storybooks at home.	3.88	1.28	High
2. The child has access to reading materials.	4.21	1.05	Very High
3. The child has books appropriate to his/her level.	4.17	.91	High
4. The child owns reading materials.	4.11	1.12	High
5. The home has printed reading materials.	3.91	1.24	High
Parental Involvement	4.27	.65	Very High
1. I read with my child.	4.02	1.00	High
2. I help my child understand stories.	4.23	.86	Very High
3. I correct my child when reading.	4.38	.72	Very High
4. I encourage my child to read.	4.37	.70	Very High
5. I listen when my child reads.	4.37	.69	Very High
Reading Routine	3.68	.86	High
1. My child reads at home regularly.	3.73	.94	High

2. We have time for reading.	3.78	.96	High
3. My child reads before bedtime.	3.51	1.01	High
4. My child reads during free time.	3.65	.89	High
5. Reading is part of our daily routine.	3.73	.99	High
Encouragement and motivation	4.50	.65	Very High
1. I praise my child for reading.	4.47	.81	Very High
2. I motivate my child to read.	4.48	.74	Very High
3. I show interest in my child's reading.	4.46	.67	Very High
4. I support my child's reading activities.	4.52	.66	Very High
5. I value my child's reading progress.	4.57	.65	Very High
Home Reading Support as a Whole	4.13	.61	High

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

Table 2 presents the level of home reading support of the learners in terms of the availability of reading materials at home, parental involvement, reading routine, and encouragement and motivation. Among the four dimensions, encouragement and motivation obtained the highest mean ($M = 4.50$, $SD = 0.65$), interpreted as very high. The relatively low standard deviation indicates that the responses were generally consistent, suggesting that parents shared similar perceptions regarding their efforts to motivate their children to read. The highest-rated indicator was valuing the child's reading progress ($M = 4.57$, $SD = 0.65$), followed by supporting the child's reading activities ($M = 4.52$, $SD = 0.66$). These findings indicate that parents highly recognize the importance of encouraging and appreciating their children's reading development. Such practices may help strengthen children's confidence, sustain their interest in reading, and cultivate positive reading habits that contribute to improved literacy skills.

The findings are consistent with the study of Silinskas et al. (2020), which found that parents' encouragement and positive reinforcement significantly enhance children's reading motivation and literacy development. Similarly, Inoue et al. (2020) reported that parental emotional support and encouragement promote children's engagement in reading activities and contribute to improved reading outcomes.

Parental involvement ranked second with a mean of 4.27 ($SD = 0.65$), interpreted as very high. The relatively low standard deviation indicates a high level of agreement among the respondents regarding their involvement in their children's reading activities. The highest-rated indicator was correcting the child when reading ($M = 4.38$, $SD = 0.72$), followed closely by encouraging the child to read ($M = 4.37$, $SD = 0.70$) and listening while the child reads ($M = 4.37$, $SD = 0.69$). These findings suggest that parents actively participate in developing their children's reading abilities by providing guidance and immediate feedback during reading sessions. This level of involvement may strengthen children's reading confidence, improve comprehension, and foster stronger parent-child learning interactions.

The findings support the study of Lara and Saracostti (2021), which emphasized that active parental involvement positively influences children's academic achievement and literacy development through continuous learning support at home. Likewise, Barger et al. (2020) concluded that parental engagement in children's educational activities is associated with better reading performance and overall academic success.

Availability of reading materials at home obtained a mean of 4.06 (SD = 0.95), interpreted as high. The standard deviation indicates relatively consistent responses, although some variation exists in the availability of reading resources across households. The highest-rated indicator was that the child has access to reading materials (M = 4.21, SD = 1.05), followed by having books appropriate to the child's reading level (M = 4.17, SD = 0.91). These findings indicate that most learners have access to reading resources at home, although the quantity and variety of available materials may differ among families. The results imply that providing children with age-appropriate books and reading materials creates opportunities for regular reading practice and supports the development of literacy skills.

The findings agree with the study of Sun et al. (2021), which found that access to books and literacy materials at home positively contributes to children's language development and reading achievement. Similarly, the OECD (2023) reported that students who have greater access to reading materials in their homes generally demonstrate higher levels of reading proficiency.

Reading routine obtained the lowest mean among the four dimensions (M = 3.68, SD = 0.86), although it was still interpreted as high. The relatively low standard deviation suggests that parents generally shared similar perceptions regarding their family's reading practices. The highest-rated indicator was having time for reading (M = 3.78, SD = 0.96), followed by reading regularly at home and making reading part of the daily routine (both M = 3.73). Meanwhile, reading before bedtime received the lowest rating (M = 3.51, SD = 1.01). These findings indicate that while families recognize the value of reading, establishing a consistent daily reading routine remains an area that can be further strengthened. Regular reading habits provide learners with more opportunities to practice reading skills, expand vocabulary, and improve comprehension. Encouraging families to schedule daily reading time may further enhance children's literacy development and reading achievement.

These findings are supported by Inoue et al. (2020), who emphasized that consistent reading routines at home promote stronger literacy outcomes and reading engagement among children. Likewise, Lara and Saracosti (2021) highlighted that regular family learning routines contribute positively to children's academic growth and educational success.

Overall, home reading support obtained a mean of 4.13 (SD = 0.61), interpreted as high. The relatively low standard deviation indicates that the respondents' perceptions were generally consistent regarding the support provided to learners at home. The findings reveal that parents demonstrate strong support for their children's reading development, particularly through encouragement, motivation, and active involvement. However, the comparatively lower rating for reading routine suggests that establishing more consistent daily reading practices could further strengthen learners' literacy development. Overall, the results imply that a supportive home literacy environment plays an important role in fostering children's interest in reading and improving their literacy skills.

These findings are consistent with the study of Barger et al. (2020), which concluded that positive home learning environments and parental engagement significantly contribute to children's academic achievement. Similarly, the OECD (2023) emphasized that supportive family literacy practices remain one of the key factors associated with improved reading performance among learners.

Level of Literacy Skills

Table 3. Level of Literacy Skills as a Whole and in Terms of Reading, Writing, Vocabulary and Comprehension Skill.

Statements	Mean	Standard Deviation	Interpretation
Reading Skills	4.11	1.05	High
1.The pupil reads grade-level words accurately.	4.17	1.05	High

2.The pupil reads fluently with appropriate speed and expression.	4.08	1.06	High
3.The pupil demonstrates understanding of texts read.	4.06	1.11	High
4.The pupil can identify the main idea of a passage.	4.13	1.06	High
5.The pupil answers comprehension questions correctly.	4.10	1.09	High
Writing Skills	3.84	1.04	High
1.The pupil writes complete and meaningful sentences.	3.87	1.10	High
2.The pupil uses correct spelling appropriate to grade level.	3.81	1.09	High
3.The pupil organizes ideas into a coherent paragraph.	3.73	1.07	High
4.The pupil uses correct capitalization and punctuation.	3.98	1.08	High
5.The pupil expresses ideas clearly in written form.	3.81	1.06	High
Vocabulary Skills	4.10	.89	High
1.The pupil understands grade appropriate vocabulary.	4.15	.96	High
2.The pupil uses newly learned words correctly.	4.10	.95	High
3.The pupil infers meaning of unfamiliar words using context clues.	4.04	.88	High
4.The pupil asks questions to clarify word meanings.	4.12	.91	High
5.The pupil recognizes and remembers newly learned vocabulary.	4.08	.90	High
Comprehension Skills	4.12	.95	High
1. The pupil can retell stories in correct sequence.	4.04	1.05	High
2. The pupil makes predictions based on text.	4.11	.97	High
3. The pupil identifies characters, settings, and events.	4.19	.95	High
4. The pupil connects text to personal experiences or prior knowledge.	4.16	.93	High
5. The pupil can identify important details in a text.	4.09	.96	High
Literacy Skills as a whole	4.04	.95	High

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

Table 3 presents the level of literacy skills of the pupils in terms of reading, writing, vocabulary, and comprehension skills. Among the four dimensions, comprehension skills obtained the highest mean ($M = 4.12$, $SD = 0.95$), interpreted as high. The relatively low standard deviation indicates that the respondents' assessments were generally consistent, suggesting a common perception that pupils demonstrate satisfactory comprehension abilities. The highest-rated indicator was identifying characters, settings, and events in a text ($M = 4.19$, $SD = 0.95$), followed by connecting text to personal experiences or prior knowledge ($M = 4.16$, $SD = 0.93$). These findings indicate that pupils possess the ability to understand essential elements of a text and relate what they read to their own experiences, which are fundamental skills in developing deeper reading comprehension. This further implies that classroom instruction and literacy activities have contributed positively to pupils' understanding of texts, enabling them to process information beyond simple word recognition.

These findings are consistent with the study of Cervetti et al. (2020), which emphasized that strengthening comprehension strategies and background knowledge significantly improves pupils' reading achievement and overall literacy development. Similarly, the findings support the work of Duke and Cartwright (2021), who explained that effective comprehension instruction enhances learners' ability to interpret, analyze, and apply information from texts.

Reading skills ranked second with a mean of 4.11 ($SD = 1.05$), interpreted as high. Although the responses remained favorable, the slightly higher standard deviation suggests greater variation in teachers' observations of pupils' reading performance compared with comprehension skills. The highest-rated indicator was reading grade-level words accurately ($M = 4.17$, $SD = 1.05$), followed by identifying the main idea of a passage ($M = 4.13$, $SD = 1.06$). These findings suggest that pupils have generally developed essential reading competencies needed to decode words accurately and recognize key ideas within a text. However, the relatively larger variability among responses indicates that some pupils may still require additional instructional support to achieve consistent reading proficiency. The findings imply that continuous reading interventions, guided reading sessions, and differentiated instruction remain necessary to further strengthen pupils' fluency and comprehension.

This result aligns with Cervetti et al. (2020), who reported that reading accuracy and fluency serve as important foundations for comprehension and long-term literacy achievement. Likewise, Duke and Cartwright (2021) emphasized that proficient reading develops through continuous practice supported by explicit instruction in decoding, fluency, and comprehension.

Vocabulary skills obtained a mean of 4.10 ($SD = 0.89$), also interpreted as high. The relatively low standard deviation indicates that teachers consistently perceived pupils to possess satisfactory vocabulary knowledge. The highest-rated indicator was understanding grade-appropriate vocabulary ($M = 4.15$, $SD = 0.96$), followed by asking questions to clarify word meanings ($M = 4.12$, $SD = 0.91$). These results suggest that pupils are capable of understanding and applying appropriate vocabulary while demonstrating curiosity in learning unfamiliar words. Such findings imply that regular exposure to meaningful classroom discussions, reading materials, and contextual learning activities contributes to vocabulary growth. A strong vocabulary base also supports reading comprehension, written communication, and overall academic performance.

These findings are supported by Duke and Cartwright (2021), who noted that vocabulary development is a central component of literacy because it strengthens learners' comprehension and language acquisition. Similarly, Cervetti et al. (2020) emphasized that vocabulary instruction integrated into meaningful reading experiences promotes deeper understanding of texts.

Writing skills obtained the lowest mean among the four dimensions ($M = 3.84$, $SD = 1.04$), although still interpreted as high. The standard deviation indicates moderate variation in the responses, suggesting that pupils' writing abilities differ more noticeably than their performance in other literacy domains. The highest-rated indicator was using correct capitalization and punctuation ($M = 3.98$, $SD = 1.08$), while organizing ideas into a coherent paragraph received the lowest rating ($M = 3.73$, $SD = 1.07$). These findings indicate that pupils have developed basic writing conventions but continue to experience challenges in organizing and expressing ideas logically in written form. This suggests a need for more opportunities to engage in guided writing, process writing activities, and structured feedback to improve written communication skills. Strengthening writing

instruction may help pupils become more confident in expressing their ideas clearly and coherently while enhancing their overall literacy competence.

The findings are consistent with Duke and Cartwright (2021), who emphasized that writing development requires explicit instruction, continuous practice, and meaningful opportunities for learners to organize and communicate ideas effectively. Likewise, Cervetti et al. (2020) highlighted that integrating reading and writing instruction supports the development of comprehensive literacy skills.

Overall, literacy skills obtained a mean of 4.04 (SD = 0.95), interpreted as high. The relatively low standard deviation reflects a generally consistent assessment among respondents regarding pupils' literacy performance. The findings indicate that pupils have developed satisfactory literacy skills across reading, writing, vocabulary, and comprehension, with comprehension emerging as the strongest area and writing requiring the greatest improvement. These results suggest that current literacy programs and classroom practices have been effective in fostering foundational literacy competencies while highlighting the importance of providing additional support for written expression. Sustaining evidence-based literacy instruction, together with targeted interventions for writing, may further strengthen pupils' overall literacy development and academic success.

The findings are supported by Cervetti et al. (2020), who concluded that comprehensive literacy instruction promotes balanced development across multiple literacy domains. Similarly, Duke and Cartwright (2021) affirmed that strengthening interconnected literacy skills through systematic instruction contributes to improved learning outcomes and long-term academic achievement.

Reading Level of Learners

Table 4. Reading Level of Learners.

Reading Level	N	Mean	Std. Deviation	Interpretation
Very High	87	26.89	5.31	Very High
High	31			
Moderate	6			
Low	4			
Very Low	0			

Table 4 presents the reading level of the learners. The results reveal that the learners obtained an overall mean score of 26.89 (SD = 5.31), interpreted as Very High. The standard deviation indicates a moderate dispersion of scores, suggesting that although individual reading performance varied to some extent, the learners generally exhibited consistently high reading proficiency. This consistency implies that the majority of the respondents have developed reading skills that meet or exceed the expected level for their grade.

Based on the distribution of reading levels, the majority of the learners were classified under the Very High category (n = 87), followed by those in the High category (n = 31). Only a few learners were identified as having Moderate (n = 6) and Low (n = 4) reading levels, while no learner fell under the Very Low category (n = 0). These findings indicate that most learners have acquired strong reading competencies, enabling them to read accurately, understand written texts, and apply reading skills effectively in classroom learning. The relatively small number of learners in the moderate and low categories further suggests that reading difficulties are limited to only a few pupils who may benefit from focused instructional support.

The findings imply that the reading instruction, literacy activities, and intervention programs implemented by the school have been effective in promoting learners' reading development. A very high reading level among the majority of pupils increases their readiness to engage in more complex learning tasks, enhances comprehension

across subject areas, and contributes positively to overall academic achievement. However, the presence of a small number of learners with moderate and low reading levels highlights the need for sustained remedial reading programs, differentiated instruction, and continuous assessment to ensure that all learners attain the desired level of reading proficiency.

Overall, the results demonstrate that the learners possess a very high level of reading proficiency, reflecting the effectiveness of classroom instruction and school-based literacy initiatives. These findings are supported by Kim et al. (2021), who found that strong reading proficiency develops through systematic literacy instruction that integrates decoding, language comprehension, and meaningful reading experiences. Similarly, Foorman et al. (2020) emphasized that evidence-based reading instruction and early literacy interventions significantly improve learners' reading achievement and reduce the number of struggling readers, particularly in the elementary grades. These studies reinforce the present findings by highlighting the importance of sustained, high-quality literacy instruction in developing proficient readers.

Relationship Between Home Reading Support and Reading Level

Table 5. Relationship Between Home Reading Support and Reading Level.

Variable	Test Statistics (r_s)	P-value	Decision for Ho	Interpretation
Home Reading Support Vs Reading Level	.344**	<0.001	Reject Ho	Significant

Table 6 presents the relationship between home reading support and the reading level of the learners. The results revealed a Spearman rank-order correlation coefficient of ($r_s = 0.344$ with a p-value of less than 0.001. Since the obtained p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between home reading support and the reading level of the learners.

The significant findings of this study mean that learners who receive greater support for reading at home tend to demonstrate higher reading levels. Although the relationship is not strong, the positive association suggests that home-based reading practices, such as parents reading with their children, monitoring reading activities, encouraging regular reading habits, and providing access to reading materials, contribute to the development of learners' reading proficiency. At the same time, the relatively weak correlation implies that reading level is also influenced by other factors, including classroom instruction, individual learning characteristics, school-based literacy programs, and learners' motivation to read.

The findings further imply that parents and guardians play an important complementary role in strengthening children's reading development. Schools may further improve learners' reading achievement by encouraging stronger home-school partnerships, promoting family literacy activities, and providing parents with practical strategies for supporting reading at home. Consistent parental involvement and a literacy-rich home environment may reinforce classroom instruction and help learners develop positive reading habits that contribute to improved academic performance.

The findings are consistent with the study of Delgado et al. (2020), which found that parental involvement in reading activities and the availability of literacy resources at home are positively associated with children's reading achievement and motivation to read. Similarly, González et al. (2021) reported that a supportive home literacy environment significantly contributes to learners' reading development by fostering regular reading habits, improving language skills, and enhancing reading comprehension. These findings support the present study by emphasizing that while schools play a central role in literacy instruction, meaningful support from the home environment also contributes to learners' reading success.

Relationship Between Literacy Skills and Reading Level

Table 6. Relationship Between Literacy Skills and Reading Level.

Variable	Test Statistics (r_s)	P-value	Decision for Ho	Interpretation
Literacy Skills Vs Reading Level	.509**	<0.001	Reject Ho	Significant

Table 6 presents the relationship between literacy skills and the reading level of the learners. The results revealed a Spearman rank-order correlation coefficient of $r_s = 0.509$ with a p-value of less than 0.001. Since the obtained p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between learners' literacy skills and their reading level.

This result means that learners with higher literacy skills tend to demonstrate higher reading levels. The findings suggest that improvements in literacy skills, particularly in reading, writing, vocabulary, and comprehension, are associated with better reading performance. As learners strengthen these interconnected literacy competencies, they become more capable of decoding words accurately, understanding texts, and applying reading strategies effectively. The moderate strength of the relationship further indicates that while literacy skills play a substantial role in reading proficiency, other factors such as instructional practices, home literacy experiences, learner motivation, and access to reading materials may also influence reading achievement.

The findings further imply that strengthening literacy instruction in the classroom can contribute to improved reading outcomes among learners. Providing explicit instruction in vocabulary, comprehension strategies, writing, and reading fluency, together with timely intervention for struggling readers, may help enhance pupils' overall literacy competence and reading performance. Likewise, integrating literacy activities across different subject areas can provide learners with meaningful opportunities to practice and apply their reading skills in various learning contexts.

The findings are consistent with the study of Petscher et al. (2020), which reported that the essential components of literacy, including vocabulary, language comprehension, and decoding, significantly predict reading achievement and should be strengthened through systematic, evidence-based instruction. Similarly, Kim (2020) found that literacy skills have direct and indirect effects on reading comprehension, emphasizing that learners who develop stronger foundational literacy competencies are more likely to attain higher levels of reading proficiency. These studies support the present findings by demonstrating that literacy skills are closely associated with reading success and remain fundamental to learners' academic development.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The respondents were mostly from low-income families with parents who had at least a high school education, indicating that family background provides important context in understanding learners' literacy development.

Learners received a high level of home reading support, particularly through parental encouragement and involvement, although establishing consistent daily reading routines should be further strengthened.

The learners demonstrated a high level of literacy skills, with comprehension as their strongest area, while writing remained the aspect that needs further improvement.

Most of the have developed the reading competencies expected for their grade level, with only a few requiring additional reading interventions.

The parental support complements school-based instruction in improving reading proficiency.

The learners' reading level, confirming that stronger literacy competencies contribute to better reading performance.

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