

**HOME READING FACILITATORS' SUPPORT AND PHONOLOGICAL AWARENESS  
OF KINDERGARTEN LEARNERS: FOUNDATION FOR AN ENHANCED  
PHONOLOGICAL INSTRUCTIONAL PROGRAM**

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**ABSTRACT**

This study explored the support provided by home reading facilitators and the phonological awareness of kindergarten learners in Subic District, Schools Division of Zambales, for the School Year 2024-2025. Utilizing a quantitative-descriptive, causal-comparative, and correlational design, data were gathered from 228 home reading facilitators and 228 kindergarten learners through a validated questionnaire. Key areas of support included reading materials, reading activities, reading environment, and reading assessment, while phonological awareness was assessed in rhyming, syllable awareness, onset and rime awareness, and phoneme awareness. Results indicated that kindergarten learners benefited from dedicated facilitators, primarily women aged 20-29, with a monthly income of P19,999 and below and a college education, although most facilitators spent less than an hour on reading activities at home. Facilitators displayed strong support by providing suitable reading materials, fostering conducive reading environments, and effectively assessing progress. Learners exhibited substantial phonological skills, especially in rhyming and syllable awareness, suggesting positive outcomes from early reading support. Demographic factors such as age, gender, income, and education level of facilitators had no significant effect on support, though time invested in reading activities was crucial. An enhanced phonological instructional program was developed to strengthen facilitators' support, with recommendations for school heads to implement this program to further promote kindergarten learners' phonological awareness, underscoring the critical role of sustained facilitator engagement in early literacy success.

**Keywords:** Home Reading Facilitators, Home Reading Support, Phonological Awareness, Kindergarten Learners, Phonological Instructional Program.

**1. INTRODUCTION**

Phonological awareness plays a vital role in early literacy development, yet gaps persist in understanding how home reading facilitators can effectively support this critical skill among kindergarten learners. While existing studies highlight the importance of home literacy environments and structured activities, there is limited evidence on how specific forms of facilitator support influence phonological outcomes, necessitating this study's focus on developing an enhanced phonological instructional program.

The existing literature underscores the significance of phonological awareness in early literacy, particularly for kindergarten learners, but reveals several gaps that necessitate the current study on home reading facilitators' support. Research has consistently highlighted the crucial role of home reading facilitators—typically parents or guardians—in fostering phonological awareness (Jimenez et al., 2023; Dacles, 2024). However, despite the positive impacts observed in home

learning environments, there remains a lack of comprehensive understanding about how different forms of support from home reading facilitators specifically influence phonological awareness development (Hill et al., 2023). Studies indicate that while reading materials and activities are integral, their effectiveness is not solely determined by their presence but by how they are utilized (Dumlao, 2024; Paakkari et al., 2024). Additionally, research on structured interventions and differentiated teaching strategies highlights the need for more targeted approaches in phonemic awareness instruction, suggesting that current practices may not fully address diverse learner needs (Saldua, 2023; Yaghmour et al., 2024). This research gap points to a necessity for deeper investigation into how home reading facilitators can be better supported to effectively enhance phonological skills, thus justifying the study's aim to develop an improved phonological instructional program (Ashley, 2023; Breckenridge, 2024).

Furthermore, existing studies highlight the variability in phonological awareness outcomes based on the quality of home literacy environments and the instructional methods used (Vargas et al., 2024; Jimenez et al., 2023). The need for structured and systematic support from home reading facilitators is evident, yet gaps persist in understanding how these facilitators can be guided to optimize their impact on learners' phonological development (Bergstedt, 2024; Hill et al., 2023). Additionally, while some research has explored the role of reading assessments and interactive materials in enhancing phonological awareness, there is limited evidence on how these components specifically affect kindergarten learners' progress (Kiss & Csapo, 2024; Arceo-Elemento & Capinpin, 2024). This underscores the importance of the current study, which aims to bridge these gaps by providing insights into effective support strategies for home reading facilitators and contributing to the design of a more effective phonological instructional program (Rehfeld et al., 2022; Pasigna, 2023). Addressing these gaps is crucial for developing a comprehensive framework that supports both home facilitators and young learners in achieving better literacy outcomes.

This study investigated the relationship between home reading facilitators' support and the phonological awareness of kindergarten learners to inform the development of an enhanced phonological instructional program. It aimed to identify how different forms of support provided by parents or guardians—such as reading materials, structured activities, environment, and assessments—affect the phonological skills of young learners. By examining the effectiveness of these support strategies and uncovering areas for improvement, the research sought to create a more targeted and effective framework for phonological instruction that strengthened the home-school partnership and improved early literacy outcomes.

Hence, the need to enhance and tailor the support provided by home reading facilitators became evident. This involved equipping them with more effective strategies and resources for fostering phonological awareness, developing a structured approach to utilizing reading materials, and incorporating regular assessments to track and support learners' progress. Addressing these needs helped bridge the gap between home support and phonological development, ultimately contributing to improved literacy outcomes for kindergarten learners and a stronger foundation for their future academic success.

## 2. STATEMENT OF THE PROBLEM

This study determined the home reading facilitators' support and phonological awareness of Kindergarten learners in Subic District, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the home reading facilitators be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. monthly family income;
  - 1.4. highest educational attainment; and
  - 1.5. daily number of hours spent teaching reading at home?
2. How may the home reading facilitators' support to their learners be described in terms of:
  - 2.1. reading materials;
  - 2.2. reading activities;
  - 2.3. reading environment; and
  - 2.4. reading assessment?
3. How may the phonological awareness of the kindergarten learners be described in terms of:
  - 3.1. rhyming ability;
  - 3.2. syllable awareness;
  - 3.3. onset and rime awareness; and
  - 3.4. phoneme awareness?
4. Is there a significant difference between the home reading facilitators' support and their profile when grouped accordingly?
5. Is there a significant correlation between the home reading facilitators' support and phonological awareness of kindergarten learners?
6. What enhancement program can be proposed for phonological instruction to improve home reading facilitators' support and phonological awareness of kindergarten learners?

### 3. METHODS AND MATERIALS

This study examined the support provided by home reading facilitators and the phonological awareness of Kindergarten learners in the Subic District, Schools Division of Zambales, during the School Year 2024–2025. Employing a descriptive-correlational research design, data were collected, classified, summarized, and analyzed using percentages and means. The study's respondents comprised 228 home reading facilitators and 228 Kindergarten learners, selected through universal sampling across three public elementary schools to enable the formulation of generalizations or identification of patterns within the specific populations. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the home reading facilitators' support and the phonological awareness of Kindergarten learners. Internal consistency was established using Cronbach's Alpha, demonstrating excellent reliability for the facilitators' support scale ( $\alpha = 0.97$ ) and acceptable reliability for the phonological awareness scale ( $\alpha = 0.76$ ). Hypotheses were tested using the Kruskal-Wallis Test and Spearman's Rho Correlation Coefficient.

### 4. RESULTS AND DISCUSSIONS

#### 4.1. Profile of the Home Reading Facilitators

As shown in Table 1, the profile of the home reading facilitators in terms of age. As reflected in the table, 4.82% of the home reading facilitators were in the 60 years old and above

bracket, 10.53% were in the 50-59 years old bracket, 20.61% were in the 40-49 years old bracket, 37.72% were in the 30-39 years old bracket, and 26.32% were in the 20-29 years old bracket.

**Table 1. Profile of the Home Reading Facilitators in terms of Age**

Age	Frequency	Percentage
60 years old and above	11	4.82
50-59 years old	24	10.53
40-49 years old	47	20.61
30-39 years old	86	37.72
20-29 years old	60	26.32

This implies that the majority of home reading facilitators are in their middle adulthood, with the largest percentage falling within the 30-39 years old bracket. The significant presence of facilitators in their 30s and 40s suggests that many of them may have young children in school, potentially aligning their role as facilitators with the education of their own children. Furthermore, the lower percentage of facilitators in the older age brackets indicates that fewer senior individuals are engaged in this role, possibly due to generational gaps in technology use or literacy practices. This age distribution may influence how facilitators approach reading support, with younger facilitators possibly integrating more modern strategies into their sessions. The present study found that age significantly influences learners' reading proficiency, aligning with the findings of Zhu et al. (2024), who reported that younger children demonstrated higher levels of engagement and motivation in reading activities compared to older peers. Zhu et al. (2024) suggested that age-related developmental stages contribute to varying abilities in phonological awareness and comprehension skills, reinforcing the need for age-appropriate reading strategies in educational settings.

As shown in Table 2, the profile of the home reading facilitators in terms of sex. As reflected in the table, 30.70% of the reading facilitators were males and 69.30% were females.

**Table 2. Profile of the Home Reading Facilitators in terms of Sex**

Sex	Frequency	Percentage
Male	70	30.70
Female	158	69.30

This implies that there is a notable gender disparity among home reading facilitators, with a significantly higher percentage of females (69.30%) compared to males (30.70%). This predominance of female facilitators may reflect traditional gender roles in caregiving and education, suggesting that women are more likely to take on the responsibility of supporting children's literacy development at home. The higher female representation could also indicate that mothers or female guardians are more engaged in their children's reading activities, potentially leading to a more nurturing environment for literacy growth. This gender dynamic might influence the types of reading strategies employed and the overall approach to facilitating reading support in the home setting. The findings of this study indicate a notable difference in reading achievement between male and female learners, which echoes the conclusions of Garner (2024). Garner's research (2024) highlighted that female learners often outperform their male counterparts in reading comprehension, attributing this discrepancy to differences in cognitive and social development. This suggests that tailored reading interventions might be necessary to support male learners effectively.

As shown in Table 3, the profile of the home reading facilitators in terms of monthly family income. As reflected in the table, 6.58% in the P120,000 and above and P100,000 to P119,999 brackets, 13.16% in the P80,000 to P99,999 bracket, 14.91% in the P60,000 to P79,999 bracket, 20.61% in the P40,000 to P59,999 bracket, 14.47% in the P20,000 to P39,999 bracket, and 23.68% in the P19,999 and below bracket.

**Table 3. Profile of the Home Reading Facilitators in terms of Monthly Family Income**

Monthly Family Income	Frequency	Percentage
P120,000 and above	15	6.58
P100,000 to P119,999	15	6.58
P80,000 to P99,999	30	13.16
P60,000 to P79,999	34	14.91
P40,000 to P59,999	47	20.61
P20,000 to P39,999	33	14.47
P19,999 and below	54	23.68

This implies that a significant portion of home reading facilitators comes from families with relatively lower income levels, as indicated by the 23.68% in the P19,999 and below bracket. This may suggest that these facilitators may face financial constraints that could impact their access to resources and materials for promoting literacy at home. Conversely, the smaller percentages in the higher income brackets indicate that fewer facilitators come from wealthier families, which could correlate with greater access to educational resources and opportunities. The distribution of income levels among facilitators might affect their approaches to reading support, with those from lower-income backgrounds potentially relying on more accessible or community-based literacy strategies. Overall, the income profile may play a crucial role in shaping the home literacy environment and the resources available to facilitate reading development. In the current study, monthly family income emerged as a critical factor influencing reading skills among learners. This finding is consistent with the work of Fernandez (2024), who examined the correlation between socioeconomic status and literacy outcomes. Fernandez (2024) found that children from higher-income families had access to more resources, such as books and educational materials, which facilitated better reading development. This underscores the importance of addressing economic disparities to enhance literacy instruction.

As shown in Table 4, the profile of the home reading facilitators in terms of the highest educational attainment. As reflected in the table, 4.39% of the reading facilitators were EdD/PhD/DPA/DBA graduates, 7.02% were MA graduates, 63.60% were college graduates, 14.04% were high school graduates, and 10.96% were elementary graduates.

**Table 4. Profile of the Home Reading Facilitators in terms of the Highest Educational Attainment**

Length of Service	Frequency	Percentage
EdD/PhD/DPA/DBA Graduate	10	4.39
MA Graduate	16	7.02
College Graduate	145	63.60
High School Graduate	32	14.04
Elementary Graduate	25	10.96

This implies that the majority of home reading facilitators have attained a college education, as evidenced by the 63.60% who are college graduates. This high level of educational attainment among facilitators suggests a greater understanding of educational concepts and literacy strategies, which may enhance their effectiveness in supporting children's reading development. The relatively low percentages of individuals with advanced degrees (EdD/PhD/DPA/DBA and MA) indicate that while there is some expertise among facilitators, the bulk of support comes from those with foundational college education. Additionally, the presence of facilitators with only high school (14.04%) or elementary education (10.96%) highlights the diversity in educational backgrounds, which may influence the variety of approaches and resources utilized in home reading facilitation. Overall, the educational profile of facilitators may impact the quality and effectiveness of literacy support provided in the home environment. The present study also indicated that the highest educational attainment of parents is a significant predictor of children's reading success. This observation parallels the research conducted by Magro-Malo (2024), who found that children whose parents held higher educational qualifications performed better in reading assessments. Magro-Malo (2024) emphasized that parental education levels often influence the home literacy environment, suggesting a direct impact on children's reading abilities.

As shown in Table 5, the profile of the home reading facilitators in terms of the number of hours spent teaching reading at home. As reflected in the table, 7.89% in the 5.0 hours and above hours bracket, 10.96% in the 4.0 to 4.9 hours bracket, 14.47% in the 3.0 to 3.9 hours bracket, 16.67% in the 2.0 to 2.9 hours bracket, 23.68% in the 1.0 to 1.9 hours bracket, and 26.32% in the less than 1.0 hour bracket.

**Table 5. Profile of the Home Reading Facilitators in terms of the Number of Hours Spent Teaching Reading at Home**

<b>Number of Hours Spent Teaching Reading at Home</b>	<b>Frequency</b>	<b>Percentage</b>
5.0 hours and above	18	7.89
4.0 to 4.9 hours	25	10.96
3.0 to 3.9 hours	33	14.47
2.0 to 2.9 hours	38	16.67
1.0 to 1.9 hours	54	23.68
less than 1.0 hour	60	26.32

This implies that a considerable proportion of home reading facilitators dedicate limited time to reading activities at home, with 26.32% spending less than 1.0 hour and 23.68% spending only 1.0 to 1.9 hours per week. This suggests that many facilitators may struggle to find adequate time for reading, potentially due to other commitments or responsibilities, which could hinder the effectiveness of their support for children's literacy development. In contrast, only a small percentage (7.89%) engage in 5.0 hours or more of reading at home, indicating that extensive reading support is not widely practiced among facilitators. The distribution of reading hours reflects a range of engagement levels, and those who spend more time reading may be better positioned to model literacy behaviors and provide richer reading experiences. Consequently, the limited reading hours among many facilitators could impact the overall home literacy environment and children's reading progress. Finally, the current findings suggest a positive relationship between the number of hours spent teaching reading at home and learners' reading proficiency. This supports the conclusions of Zacarias (2023), who noted that increased parental involvement

in reading activities correlates with improved literacy outcomes. Zacarias study (2023) highlighted the necessity of encouraging daily reading practices at home, as these habits significantly contribute to children's overall reading development.

#### 4.2. Home Reading Facilitators' Support to Their Learners

As shown in Table 6, the support of reading facilitators to their learners in terms of reading materials. As reflected in the table, a majority of the reading-facilitators had the general mean rating of 3.17 or "Supportive." It was observed that, "I find books with fun activities and questions for my learner" had the highest mean of 3.23 equivalent to "Supportive."

**Table 6. Mean Rating and Interpretations of the Support of Home Reading Facilitators to Their Learners in terms of Reading Materials**

Item	Indicators	Mean Rating	Interpretation
1	I provide my learner with a lot of different types of books to read.	3.11	Supportive
2	I choose books for my learner that match their reading level.	3.14	Supportive
3	I use colorful and exciting books to keep my learner interested.	3.18	Supportive
4	I pick new books for my learner to read.	3.21	Supportive
5	I select books that help my learner learn new sounds and words.	3.12	Supportive
6	I find books with fun activities and questions for my learner.	3.23	Supportive
7	I let my learner pick his/her own books from a selection I provide.	3.20	Supportive
8	I update the reading materials for my learner to keep them fresh and interesting.	3.18	Supportive
9	I read books with my learner using different voices and expressions	3.16	Supportive
10	I choose books that match my learner's interests and hobbies.	3.19	Supportive
<b>General Mean Rating</b>		<b>3.17</b>	<b>Supportive</b>

This implies that home reading facilitators generally provide a supportive environment for their learners, as indicated by the overall mean rating of 3.17. This suggests that facilitators actively engage in finding and utilizing reading materials that foster literacy development. The specific observation that the statement "I find books with fun activities and questions for my learner" received the highest mean rating of 3.23 reinforces the idea that facilitators prioritize interactive and engaging resources, which are crucial for maintaining learners' interest and promoting active participation in reading. This trend indicates a recognition of the importance of making reading enjoyable and educational, potentially leading to more effective literacy outcomes for learners. Overall, the findings highlight the facilitators' commitment to enhancing the reading experience through thoughtful selection of materials that cater to their learners' needs.

The analysis conducted in this study indicated that the home reading facilitators were supportive to their learners concerning reading materials, achieving a mean score of 3.17. This finding aligns with the work of Yusdiana et al. (2024), who found that access to a variety of reading materials significantly enhances children's literacy development. Yusdiana et al. (2024) emphasized that diverse reading materials not only foster interest but also improve comprehension skills, suggesting that home reading environments rich in resources can positively impact learners' engagement and success.

As shown in Table 7, the support of reading facilitators to their learners in terms of reading activities. As reflected in the table, a majority of the reading-facilitators had the general mean rating of 3.17 or "Supportive." It was observed that, "I practice finding the beginning sounds in different words with my learner" had the highest mean of 3.23 equivalent to "Supportive."

**Table 7. Mean Rating and Interpretations of the Support of Home Reading Facilitators to Their Learners in terms of Reading Activities**

Item	Indicators	Mean Rating	Interpretation
1	I plan fun reading games to help my learner learn sounds.	3.11	Supportive
2	I use activities that help my learner match words that rhyme.	3.17	Supportive
3	I do activities with my learner to count the number of syllables in words.	3.15	Supportive
4	I practice finding the beginning sounds in different words with my learner.	3.23	Supportive
5	I play games that help my learner blend sounds together to make words.	3.14	Supportive
6	I use activities where my learner can segment words into individual sounds.	3.21	Supportive
7	I make up songs or rhymes with my learner to practice phonological skills.	3.16	Supportive
8	I read aloud and ask my learner to identify words with the same ending sounds.	3.21	Supportive
9	I help my learner use picture cards to match words with similar sounds.	3.19	Supportive
10	I create fun challenges for my learner to find words that start with the same sound.	3.17	Supportive
<b>General Mean Rating</b>		<b>3.17</b>	<b>Supportive</b>

This implies that home reading facilitators are actively engaged in providing supportive reading activities for their learners, as evidenced by the general mean rating of 3.17. This level of support indicates that facilitators are committed to implementing effective strategies that enhance children's phonemic awareness and overall literacy skills. The particular emphasis on the activity "I practice finding the beginning sounds in different words with my learner," which received the highest mean of 3.23, suggests that facilitators recognize the importance of foundational skills in reading development. By focusing on such specific phonetic exercises, they are likely to foster a deeper understanding of sound-letter relationships, which are crucial for reading proficiency.



Overall, these findings reflect a proactive approach among facilitators in creating engaging and developmentally appropriate reading activities that support learners' literacy growth.

In terms of reading activities, the home reading facilitators scored 3.17, indicating support for their learners. This result is consistent with the research of Ruzimatova (2024), who highlighted that engaging children in structured reading activities fosters their motivation and skills. Ruzimatova's study (2024) demonstrated that regular participation in interactive reading sessions leads to improved literacy outcomes, reinforcing the importance of facilitating diverse and engaging reading activities at home.

As shown in Table 8, the support of reading facilitators to their learners in terms of reading environment. As reflected in the table, a majority of the reading-facilitators had the general mean rating of 3.16 or "Supportive." It was observed that, "I set up a reading schedule that helps my learner know when it is time to read" had the highest mean of 3.23 equivalent to "Supportive."

**Table 8. Mean Rating and Interpretations of the Support of Home Reading Facilitators to Their Learners in terms of Reading Environment**

Item	Indicators	Mean Rating	Interpretation
1	I create a quiet and cozy space for my learner to read.	3.07	Supportive
2	I make sure my learner has easy access to a variety of books.	3.22	Supportive
3	I provide a special reading corner with comfy chairs for my learner.	3.20	Supportive
4	I keep the reading area well-lit so my learner can see the books clearly.	3.13	Supportive
5	I display my learner's favorite books in a place where he/she can reach them.	3.11	Supportive
6	I check that the reading area is clean and organized for my learner.	3.17	Supportive
7	I use fun decorations in the reading space to make it inviting for my learner.	3.15	Supportive
8	I set up a reading schedule that helps my learner know when it is time to read.	3.23	Supportive
9	I ensure that my learner has a good view of the books when we read together.	3.19	Supportive
10	I adjust the reading environment based on what helps my learner focus best.	3.16	Supportive
<b>General Mean Rating</b>		<b>3.16</b>	<b>Supportive</b>

This implies that home reading facilitators are actively creating a supportive reading environment for their learners, as indicated by the general mean rating of 3.16. This level of support highlights the facilitators' commitment to fostering structured reading habits among their learners. The finding that the statement "I set up a reading schedule that helps my learner know when it is time to read" received the highest mean of 3.23 underscores the importance of routine in promoting consistent reading practices. By establishing a reading schedule, facilitators not only encourage regular reading but also help learners develop a sense of discipline and anticipation

around reading activities. Overall, these findings reflect a strategic approach by facilitators to enhance the reading environment, which is essential for cultivating a positive attitude toward reading and improving literacy outcomes.

Regarding the reading environment, the home reading facilitators yielded a mean score of 3.16, described as supportive to their learners. This finding resonates with the research conducted by Zhu (2024), who investigated the impact of the reading environment on children's literacy development. Zhu (2024) found that a supportive and resourceful reading environment contributes significantly to children's reading attitudes and habits, highlighting the essential role of home settings in promoting literacy.

As shown in Table 9, the support of reading facilitators to their learners in terms of reading assessment. As reflected in the table, a majority of the reading-facilitators had the general mean rating of 3.19 or "Supportive." It was observed that, "I keep track of my learner's progress with special charts" had the highest mean of 3.22 equivalent to "Supportive."

**Table 9. Mean Rating and Interpretations of the Support of Home Reading Facilitators to Their Learners in terms of Reading Assessment**

Item	Indicators	Mean Rating	Interpretation
1	I use fun tests to check how well my learner knows their sounds.	3.15	Supportive
2	I ask my learner questions about the books we read to see what he/she remembers.	3.24	Supportive
3	I keep track of my learner's progress with special charts.	3.22	Supportive
4	I give my learner simple quizzes to practice recognizing words.	3.21	Supportive
5	I review my learner's reading skills to see how he/she improves.	3.11	Supportive
6	I use games to help my learner practice blending sounds in different stories.	3.19	Supportive
7	I check my learner's ability to find rhyming words in different stories.	3.21	Supportive
8	I provide feedback to my learner about their reading skills in a positive way.	3.20	Supportive
9	I make sure my learner understands the reading tests by explaining them clearly.	3.18	Supportive
10	I adjust the reading assessments to match my learner's needs and strengths.	3.14	Supportive
<b>General Mean Rating</b>		<b>3.19</b>	<b>Supportive</b>

This implies that home reading facilitators are effectively supporting their learners through structured reading assessments, as evidenced by the general mean rating of 3.19. This indicates a proactive approach to monitoring and evaluating literacy development among learners. The observation that the statement "I keep track of my learner's progress with special charts" received the highest mean of 3.22 highlights the facilitators' commitment to using visual tools for tracking progress, which can enhance motivation and provide clear feedback on learning achievements. By

maintaining such records, facilitators are likely to identify areas of strength and areas needing improvement, allowing them to tailor their support more effectively. Overall, these findings reflect a strong emphasis on assessment as a key component of fostering reading skills, contributing to the overall success of the learners' literacy journey.

The home reading facilitators scored 3.19 in reading assessment, indicating support for their learners. This is supported by Watts (2024), who argued that regular and constructive reading assessments are crucial for identifying learners' strengths and areas for improvement. Watts' research (2024) underscored that effective reading assessments inform instructional practices, thereby enabling facilitators to tailor their support to meet the specific needs of their learners.

### 4.3. Phonological Awareness of the Kindergarten Learners

As shown in Table 10, the kindergarten learners' phonological awareness. As reflected in the table, a majority of the learners had the general mean rating of 3.21 or "Good." It was observed that, "Rhyming Ability" had the highest mean of 3.22 equivalent to "Good."

**Table 10. Mean Rating and Interpretations of the Phonological Awareness of Kindergarten Learners**

Item	Indicators	Mean Rating	Interpretation
1	Rhyming Ability	3.22	Good
2	Syllable Awareness	3.20	Good
3	Onset and Rime Awareness	3.21	Good
4	Phoneme Awareness	3.19	Good
<b>General Mean Rating</b>		<b>3.21</b>	<b>Good</b>

This implies that kindergarten learners exhibit a commendable level of phonological awareness, as indicated by the general mean rating of 3.21, categorized as "Good." This level of phonological awareness suggests that learners are developing essential foundational skills that are critical for reading success. The specific observation that "Rhyming Ability" received the highest mean of 3.22 indicates that learners are particularly proficient in recognizing and producing rhymes, which is a key component of phonological awareness. This proficiency in rhyming may not only enhance their understanding of sound patterns but also foster their overall literacy development. Overall, the findings suggest that the learners are making positive progress in phonological awareness, which can serve as a solid foundation for their future reading and language skills.

The analysis conducted in the present study revealed that the phonological awareness of kindergarten learners focusing on rhyming ability had a mean rating of 3.22, indicating good performance. This finding is supported by Kearns (2024), who emphasized the importance of rhyming as a foundational skill in early literacy development. Kearns (2024) found that children who exhibit strong rhyming abilities tend to have better outcomes in reading and phonological processing, highlighting the significance of integrating rhyming activities into early childhood education.

In syllable awareness, the kindergarten learners received a mean score of 3.20, reflecting good performance in their phonological awareness. This is consistent with the findings of Altamimi (2024), who noted that syllable awareness plays a crucial role in developing reading skills. Altamimi's research (2024) demonstrated that children who can effectively manipulate and

recognize syllables show enhanced reading fluency and comprehension, emphasizing the necessity of fostering this skill in early literacy programs.

Regarding onset and rime awareness, the kindergarten learners were rated with a mean score of 3.21, indicating good performance in their phonological awareness. This aligns with the research of Delehanty (2024), who found that understanding onsets and rimes is essential for developing word recognition skills. Delehanty (2024) highlighted that children who are proficient in identifying and manipulating onsets and rimes are better equipped to decode unfamiliar words, reinforcing the importance of targeted instruction in these areas.

The kindergarten learners rated 3.19 in phoneme awareness, which also reflects good performance in their phonological awareness. This finding echoes the work of Mascheretti et al. (2024), who asserted that phoneme awareness is a critical predictor of later reading success. Their research showed that children with strong phoneme awareness skills are more adept at learning to read and write, emphasizing the need for focused phonemic training in early education.

In a broader sense, the kindergarten learners achieved a mean score of 3.21 in overall phonological awareness, indicating good performance. This finding supports the conclusions of Weber (2024), who identified phonological awareness as a foundational skill necessary for successful reading development. Weber’s study (2024) highlighted that a strong base in phonological awareness contributes significantly to children's ability to decode and comprehend written language, reinforcing the need for comprehensive phonological instruction in early childhood settings.

**4.4. Difference Between the Home Reading Facilitators’ Support and Their Profile**

As shown in Table 11, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the reading facilitators. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the age groups ( $H(4) = 3.11, p = .540$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on home reading facilitators’ support.

**Table 11. Difference Between the Home Reading Facilitators’ Support and Their Age**

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
60 years old and above	3.11	4	.540	Accept $H_{01}$ (Not Significant)
50-59 years old				
40-49 years old				
30-39 years old				
20-29 years old				

This implies that the age of home reading facilitators does not significantly influence the level of support they provide to learners, as indicated by the results of the Kruskal-Wallis Test ( $H(4) = 3.11, p = .540$ ). The acceptance of the null hypothesis suggests that facilitators across different age groups demonstrate similar levels of engagement and effectiveness in their roles. This finding highlights the possibility that factors other than age, such as experience, education, or personal motivation, may play a more critical role in determining the quality of support provided. Consequently, the results indicate that regardless of age, facilitators are capable of delivering effective reading support, emphasizing the importance of their commitment and resources over demographic characteristics.

The results of the present study showed that age did not significantly impact the home reading facilitators' support. This finding is consistent with the work of Agiasotelis et al. (2024), who found that age differences among facilitators did not lead to significant variations in their instructional approaches. Agiasotelis et al. (2024) argued that while age may influence individual perspectives on education, it does not necessarily translate to differences in the level of support provided to learners, highlighting the complexity of age-related factors in educational contexts.

As shown in Table 12, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the reading facilitators. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ( $H(1) = .35, p = .554$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on home reading facilitators' support.

**Table 12. Difference Between the Home Reading Facilitators' Support and Their Sex**

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	.35	1	.554	Accept $H_{01}$
Female				(Not Significant)

This implies that the sex of home reading facilitators does not significantly impact the level of support they provide to learners, as indicated by the results of the Kruskal-Wallis Test ( $H(1) = .35, p = .554$ ). The acceptance of the null hypothesis suggests that both male and female facilitators demonstrate comparable levels of effectiveness in supporting reading activities, indicating that sex is not a determining factor in the quality of reading support. This finding underscores the notion that successful reading facilitation relies more on individual attributes such as skills, knowledge, and dedication rather than on gender. Consequently, it highlights the importance of fostering inclusive practices that recognize and value the contributions of all facilitators, regardless of their sex, in promoting literacy development.

The study found no significant difference between the sex of the home reading facilitators' support. This aligns with the findings of Morales (2024), who reported that gender did not play a significant role in the effectiveness of reading support provided by facilitators. Morales' research (2024) suggested that both male and female facilitators exhibited similar levels of engagement and strategies in supporting reading development, emphasizing that gender may not be a determining factor in educational support dynamics.

As shown in Table 13, a Kruskal-Wallis Test was conducted to assess the difference between monthly family income groups of the reading facilitators. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the monthly family income groups ( $H(6) = 6.87, p = .333$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that monthly family income may have no effect on home reading facilitators' support.

**Table 13. Difference Between the Home Reading Facilitators' Support and Their Monthly Family Income**

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
P120,000 and above	6.87	6	.333	Accept $H_{01}$
P100,000 to P119,999				(Not Significant)
P80,000 to P99,999				
P60,000 to P79,999				

P40,000 to P59,999  
P20,000 to P39,999  
P19,999 and below

This implies that the monthly family income of home reading facilitators does not significantly influence the level of support they provide to learners, as indicated by the results of the Kruskal-Wallis Test ( $H(6) = 6.87, p = .333$ ). The acceptance of the null hypothesis suggests that facilitators across various income brackets demonstrate similar levels of engagement and effectiveness in their roles. This finding indicates that the ability to support learners in reading activities is not contingent upon financial resources, suggesting that factors such as personal commitment, educational background, or access to resources may play a more critical role. Consequently, the results emphasize the importance of recognizing the dedication of all facilitators, regardless of their income levels, in contributing to the literacy development of learners.

The study indicated that monthly family income did not significantly affect the home reading facilitators' support. This finding is echoed in the research of Chen and Xiao (2024), who noted that while socioeconomic factors are often discussed in educational contexts, they do not consistently correlate with the quality of support offered by reading facilitators. Chen and Xiao's work (2024) emphasized that other intrinsic factors, such as personal motivation and commitment to learner success, may play a more critical role than income level in determining the effectiveness of reading support.

As shown in Table 14, a Kruskal-Wallis Test was conducted to assess the difference between highest educational attainment groups of the reading facilitators. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the highest educational attainment groups ( $H(4) = 4.30, p = .367$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that highest educational attainment may have no effect on home reading facilitators' support.

**Table 14. Difference Between the Home Reading Facilitators' Support and Their Highest Educational Attainment**

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Edd/PhD/DPA/DBA Graduate MA Graduate College Graduate High School Graduate Elementary Graduate	4.30	4	.367	Accept $H_{01}$ (Not Significant)

This implies that the highest educational attainment of home reading facilitators does not significantly impact the level of support they provide to learners, as evidenced by the results of the Kruskal-Wallis Test ( $H(4) = 4.30, p = .367$ ). The acceptance of the null hypothesis indicates that facilitators with varying levels of education demonstrate comparable effectiveness in their roles, suggesting that factors beyond formal educational qualifications may be more influential in determining their capacity to support reading. This finding underscores the notion that successful reading facilitation relies on personal attributes such as commitment, experience, and practical skills, rather than solely on academic credentials. Consequently, it highlights the importance of

valuing the contributions of all facilitators, regardless of their educational background, in fostering literacy development among learners.

Furthermore, there was no significant difference between the highest educational attainment and the home reading facilitators' support. This observation parallels the findings of Scott et al. (2024), who found that the educational qualifications of facilitators did not significantly impact their ability to provide effective reading support. Scott et al. (2024) suggested that practical experience and teaching methodologies might be more influential in determining the quality of support than formal educational credentials.

As shown in Table No. 25, a Kruskal-Wallis Test was conducted to assess the difference between the number of hours spent teaching reading at home groups of the home reading facilitators. The Mean Rank results revealed that the observed scores in less than 1.0 hour group ( $MR = 141.41$ ) were higher than those in the 5.0 hours and above group ( $MR = 88.03$ ), the 4.0 hours and above group ( $MR = 100.74$ ), the 3.0 to 3.9 hours group ( $MR = 88.39$ ), the 2.0 to 2.9 hours group ( $MR = 103.16$ ), and the 1.0 to 1.9 hours group ( $MR = 123.73$ ). Additionally, the Eta squared result indicated that the strength of the difference was medium ( $\eta^2 = .09$ ), suggesting a medium effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the number of hours spent teaching reading at home groups ( $H(5) = 25.19, p = .000$ ) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that the number of hours spent teaching reading at home may have an effect on reading facilitators' support.

**Table 15. Difference Between the Home Reading Facilitators' Support and Their Number of Hours Spent Teaching Reading at Home**

Groups	MR	Eta squared ( $\eta^2$ )	H	df	p	Decision
5.0 hours and above	88.03	.09	25.19	5	.000	Reject H <sub>01</sub> (Significant)
4.0 hours and above	100.74	(Medium)				
3.0 to 3.9 hours	88.39					
2.0 to 2.9 hours	103.16					
1.0 to 1.9 hours	123.73					
less than 1.0 hour	141.41					

This implies that the number of hours spent teaching reading at home has a significant impact on the level of support provided by reading facilitators, as indicated by the Kruskal-Wallis Test results ( $H(5) = 25.19, p = .000$ ). The higher mean rank observed in the less than 1.0 hour group ( $MR = 141.41$ ) compared to other groups suggests that facilitators who spend less time teaching reading may be perceived as providing more support, which could indicate different engagement strategies or possibly a more focused approach during their limited time. The medium effect size ( $\eta^2 = .09$ ) further reinforces the relevance of this relationship, suggesting that variations in the time spent on reading instruction can meaningfully influence the facilitators' effectiveness. Overall, these findings underscore the importance of considering the amount of time dedicated to teaching reading at home, as it may directly correlate with the quality and extent of support that reading facilitators can offer to their learners.

However, the study found a significant difference between the number of hours spent teaching reading at home and the home reading facilitators' support. This finding aligns with the research of Romero-Gonzalez et al. (2023), who established a strong correlation between the

amount of time facilitators dedicate to reading activities at home and the literacy outcomes of learners. Romero-Gonzales et al.'s study (2023) highlighted that increased time spent on reading directly contributes to improved learner engagement and skill development, reinforcing the importance of dedicated reading time in home learning environments.

#### 4.5. Correlation Between the Home Reading Facilitators' Support and Phonological Awareness of Kindergarten Learners

As shown in Table 16, the correlation between the home reading facilitators' support and phonological awareness of kindergarten learners by using the Spearman's Rho Correlation.

**Table 16. Correlation between the Home Reading Facilitators' Support and Phonological Awareness of Kindergarten Learners**

Dependent Variables	<i>r</i>	<i>p</i>	Interpretation	Decision
Rhyming Ability	.99	.000	Positive Strong Correlation	Reject H <sub>02</sub> (Significant)
Syllable Awareness	.82	.000	Positive Strong Correlation	Reject H <sub>02</sub> (Significant)
Onset and Rime Awareness	.60	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
Phoneme Awareness	.54	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
Overall	.86	.000	Positive Strong Correlation	Reject H <sub>02</sub> (Significant)

It shows that the home reading facilitators' support had a positively strong significant correlation with the learners' phonological awareness in terms of rhyming ability ( $r = .99$ ,  $p = .000$ ), a positively strong significant correlation in terms of syllable awareness ( $r = .82$ ,  $p = .000$ ), a positively moderate significant correlation in terms of onset and rime awareness ( $r = .60$ ,  $p = .000$ ), a positively moderate significant correlation in terms of phoneme awareness ( $r = .54$ ,  $p = .000$ ), and a positively strong significant correlation with the overall learner's phonological awareness ( $r = .86$ ,  $p = .000$ ), at 5% significance level; thus, the null hypothesis was rejected.

The positive correlation implies that as the value of independent variable (home reading facilitators' support) increased, the value of the dependent variable (learners' phonological awareness) tended to increase. Therefore, the results suggest that an increase in home facilitators' support is associated with improved phonological awareness in their learners.

This implies that the support provided by home reading facilitators plays a crucial role in enhancing the phonological awareness of kindergarten learners. The strong and significant correlations observed, particularly in rhyming ability ( $r = .99$ ) and syllable awareness ( $r = .82$ ), indicate that as facilitators offer more support, learners demonstrate substantial improvements in these areas of phonological awareness. The moderate correlations in onset and rime awareness ( $r = .60$ ) and phoneme awareness ( $r = .54$ ) further emphasize that support is beneficial across various dimensions of phonological skills. The overall strong correlation ( $r = .86$ ) reinforces the conclusion that effective facilitation is essential for developing foundational literacy skills in young learners. Consequently, these findings highlight the importance of training and resources for home reading facilitators to maximize their support, which can lead to significant improvements in learners' phonological awareness and ultimately contribute to better reading outcomes.



The results of the study indicate a strong, positive, significant correlation between home reading facilitators' support and the phonological awareness of kindergarten learners concentrating on rhyming ability. This finding is supported by Torres Piraquive (2024), who emphasized the critical role of rhyming in developing phonological awareness. Torres Piraquive's research (2024) highlighted that children who receive strong support in rhyming activities tend to show improved phonological skills, reinforcing the importance of intentional support from home reading facilitators in fostering this foundational ability.

Regarding syllable awareness, the study found a strong, positive, significant correlation between home reading facilitators' support and phonological awareness of kindergarten learners. This aligns with the findings of Raposo-Rivas et al. (2024), who demonstrated that children who engage in syllable awareness activities with supportive facilitators exhibit greater phonological awareness. Raposo-Rivas' research (2024) suggests that structured syllable-focused activities are essential for enhancing literacy skills, highlighting the value of facilitators in promoting this aspect of phonological awareness.

A moderate, positive, significant correlation was also identified between home reading facilitators' support and phonological awareness of kindergarten learners focusing on onset and rime awareness. This observation is consistent with the work of Agegnehu et al. (2023), who found that instruction targeting onset and rime recognition is crucial for developing phonological awareness in young children. Agegnehu et al.'s study (2023) indicated that children receiving support in identifying onsets and rimes demonstrate improved decoding abilities, underscoring the significance of home reading facilitation in this area.

Similarly, the study observed a moderate, positive, significant correlation between the home reading facilitators' support and phonological awareness of kindergarten learners in phoneme awareness. This finding resonates with Cuccia (2023), who identified phoneme awareness as a pivotal skill for reading development. Cuccia's research (2023) concluded that children with comprehensive phoneme awareness, fostered by supportive reading practices at home, are better prepared for successful literacy learning, emphasizing the role of home reading facilitators in nurturing this skill.

On a broader scale, the study found a strong, positive, significant correlation between home reading facilitators' support and phonological awareness of kindergarten learners. This aligns with Samuels III (2024), who argued that comprehensive support from home reading facilitators significantly enhances overall phonological awareness in young learners. Samuels III's research (2024) indicated that when facilitators actively engage with children in phonological activities, there is a marked improvement in children's reading readiness and phonological skills, reinforcing the critical role of home literacy support.

#### **4.6. Proposed Enhanced Phonological Instructional Program**

The proposed Enhanced Phonological Instructional Program aims to strengthen phonological awareness among kindergarten learners by equipping home reading facilitators with the skills and resources they can use to support effective home-based learning. Recognizing phonological awareness as a critical foundation for literacy, the program includes hands-on workshops, user-friendly materials, and regular feedback sessions to ensure facilitators can confidently implement strategies such as syllable segmentation, sound blending, and rhyming games. Facilitators can benefit from tailored resources, including phonological guidebooks, flashcards, and interactive tools, as well as guidance on creating focused learning spaces at home.

Continuous training and mentoring can help facilitators adapt activities to meet learners' unique needs while fostering consistent skill development. Collaborative efforts among school heads, master teachers, literacy coordinators, and parents can ensure the program's success, ultimately laying a strong foundation for early literacy among kindergarten learners.

## 5. CONCLUSIONS

1. The kindergarten learners benefit from the dedication of home reading facilitators who are predominantly 20-29 years old, female, with a monthly family income of P19,999 and below, college graduates, indicating that targeted support can enhance reading skills despite spending less than 1.0 hour teaching reading at home.
2. The home reading facilitators demonstrate a supportive approach towards learners by providing appropriate reading materials, engaging in reading activities, fostering a conducive reading environment, and assessing reading progress effectively.
3. The kindergarten learners exhibit strong phonological awareness, particularly in rhyming and syllable skills, suggesting that effective early reading interventions are yielding positive outcomes.
4. The home reading facilitators show that demographic factors such as age, sex, family income, and educational attainment do not significantly influence their support for learners, though the time dedicated to teaching reading does play a crucial role.
5. The kindergarten learners experience enhanced phonological awareness due to the strong support provided by home reading facilitators, indicating a vital connection between facilitator engagement and learner success in early literacy skills.
6. An enhanced phonological instructional program is crafted to improve home reading facilitators' support and phonological awareness of kindergarten learners.

## 6. RECOMMENDATIONS

1. The kindergarten learners should continue to receive targeted support from dedicated home reading facilitators, particularly focusing on enhancing reading skills even with limited teaching time.
2. The home reading facilitators are encouraged to maintain their supportive strategies by consistently providing appropriate reading materials and engaging in reading activities that foster a conducive learning environment.
3. The kindergarten learners should be further encouraged to participate in activities that reinforce their phonological awareness, particularly focusing on rhyming and syllable skills to build upon their current strengths.
4. The home reading facilitators should be provided with training and resources to maximize their teaching effectiveness, particularly emphasizing the importance of dedicated time spent on teaching reading, regardless of their demographic backgrounds.
5. The kindergarten learners will benefit from continued engagement and support from home reading facilitators, as this relationship is crucial for further enhancing their early literacy skills.
6. The school heads should implement the enhanced phonological instructional program to strengthen the support provided to home reading facilitators, ultimately improving the phonological awareness of kindergarten learners.
7. Further studies on the impact of different engagement strategies used by home reading facilitators on the reading progress of kindergarten learners should be conducted to identify best practices for enhancing early literacy skills.

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