

## HOME READING PRACTICES OF FACILITATORS AND PRE-READING SKILL LEVELS OF KINDERGARTEN LEARNERS IN PUBLIC AND PRIVATE SCHOOLS: FOUNDATION FOR AN ENHANCED PRE-READING PROGRAM

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### ABSTRACT

Home reading practices played a crucial role in the early literacy development of children. Understanding how facilitators engaged in these practices and how they influenced kindergarten learners' pre-reading skills helped shape effective instructional programs. This study aimed to determine the home reading practices of facilitators and pre-reading skill levels of Kindergarten learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed. The study involved 119 home reading facilitators and 119 kindergarten learners, selected through total population sampling. Data were gathered using a validated researcher-designed questionnaire with reliability coefficients of  $\alpha = .99$  for home reading practices and  $\alpha = .94$  for pre-reading skill levels. Most home reading facilitators were female, aged 30-39, married, with one child, a college graduate, and had a monthly family income of ₱20,000 to ₱39,999. They spent 1.0 to 1.9 hours daily on pre-reading instruction and had attended one training session. Frequently practiced home reading activities included picture walks, book exploration, storytelling time, and family reading. Kindergarten learners exhibited proficiency in print awareness, phonological awareness, alphabet knowledge, and vocabulary development. A significant difference was found between the home reading practices of facilitators and their age and sex, while other profile variables showed no significant difference. A moderate positive significant correlation was found between facilitators' home reading practices and learners' pre-reading skill levels. Based on the findings, an enhanced pre-reading program was developed. Home reading practices significantly influenced the pre-reading skill levels of kindergarten learners. The findings highlighted the need for continuous parental engagement and structured home reading activities. This study provided insights into the relationship between home reading practices and early literacy skills, serving as a basis for refining pre-reading programs in early childhood education.

**Keywords:** Home Reading Practices, Home Reading Facilitators, Pre-Reading Skill Levels, Kindergarten Learners, Public and Private Schools.

### 1. INTRODUCTION

Home reading practices play a crucial role in developing the foundational literacy skills of young learners. These practices, facilitated by parents or guardians, provide early exposure to language and reading activities, which significantly influence children's pre-reading skills. However, the variability in the implementation of home reading practices across different families, particularly in public and private school settings, may affect the learners' readiness for formal reading instruction. This study aims to examine the current home reading practices of facilitators and the

pre-reading skill levels of kindergarten learners, providing a basis for an enhanced pre-reading program tailored to address identified gaps.

Research had consistently highlighted the importance of home reading practices in shaping the early literacy skills of young learners. According to Girard et al. (2021), engaging in home reading activities, such as shared book reading and storytelling, significantly boosted children's vocabulary and phonological awareness, which were critical pre-reading skills. Similarly, Soyoo et al. (2023) emphasized that interactive reading sessions, where children were encouraged to participate actively, helped develop letter recognition and sound identification. Read et al. (2021) further supported this by demonstrating that the frequency of parental involvement in reading activities correlated with higher literacy outcomes in young learners, especially in developing foundational skills like print awareness and narrative comprehension.

Other studies had explored the impact of socioeconomic factors and educational settings on the effectiveness of home reading practices. Vuong et al. (2021) and Georgiou et al. (2021) noted that children from higher socioeconomic backgrounds tended to have more access to diverse reading materials and a greater variety of reading activities, contributing to more robust pre-reading skills. Torppa et al. (2021) found that parental education level played a significant role in how reading activities were implemented, with higher-educated parents more likely to engage in dialogic reading practices. Mantiri et al. (2021) and Wells et al. (2021) identified differences in home reading practices between public and private school learners, with private school learners typically experiencing a richer home literacy environment. Anggraini (2021) and Shimek (2023) highlighted that tailored reading interventions and programs were needed to bridge the gap between learners from different educational backgrounds. Additionally, Sari and Widiyanti (2023) pointed out that utilizing specific strategies like picture walks and interactive storytelling effectively enhanced early literacy skills across diverse learner groups.

Despite the positive effects of home reading practices on early literacy development, there remained a research gap in understanding how these practices differed between public and private school learners and the extent to which these differences impacted pre-reading skills. The existing literature, while extensive, often generalized findings without considering the unique challenges and varying levels of parental involvement across different socioeconomic contexts. The current study addressed this gap by examining the specific home reading practices of facilitators in both public and private school settings, aiming to identify disparities and develop a comprehensive pre-reading program that catered to the needs of all learners, regardless of their educational background.

## 2. STATEMENT OF THE PROBLEM

This study determined the home reading practices of facilitators and pre-reading skill levels of Kindergarten learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought 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. civil status;
  - 1.4. number of children;
  - 1.5. monthly family income;

- 1.6. highest educational attainment;
- 1.7. daily number of hours spent teaching pre-reading at home; and
- 1.8. number of training sessions attended in teaching pre-reading?
2. How may the home reading practices of facilitators be described in terms of:
  - 2.1. picture walks;
  - 2.2. book exploration;
  - 2.3. storytelling time; and
  - 2.4. family reading?
3. How may the pre-reading skill levels of Kindergarten learners be described in terms of:
  - 3.1. print awareness;
  - 3.2. phonological awareness;
  - 3.3. alphabet knowledge; and
  - 3.4. vocabulary development?
4. Is there a significant difference between the home reading practices of facilitators and their profile when grouped accordingly?
5. Is there a significant correlation between the home reading practices of facilitators and the pre-reading skill levels of Kindergarten learners?
6. What enhanced pre-reading program can be developed to improve the home reading practices and pre-reading skill levels of kindergarten learners?

### 3. METHODS AND MATERIALS

This study determined the home reading practices of facilitators and pre-reading skill levels of Kindergarten learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 119 home reading facilitators and 119 kindergarten learners came from five public and private elementary schools, utilizing total population sampling to involve all home reading facilitators and kindergarten learners. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the home reading practices of facilitators and pre-reading skill levels of kindergarten learners in public and private schools. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the home reading practices of home reading facilitators ( $\alpha = 0.99$ ) and the pre-reading skill levels of kindergarten learners ( $\alpha = 0.94$ ). Statistical analyses, including the Kruskal-Wallis Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

### 4. RESULTS AND DISCUSSIONS

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

##### 4.1.1. Age

Table 1

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Age*

Age	Frequency	Percentage
19 years old and below	9	7.56
20-29 years old	32	26.89
30-39 years old	46	38.66
40-49 years old	25	21.01
50-59 years old	6	5.04
60 years old and above	1	.84
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 1 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of age. The table highlighted the different age groups of facilitators.

The data revealed that the facilitators belonged to various age groups, with frequencies and percentages distributed across six categories. The 30-39 years old group recorded a significant portion of the facilitators, followed by the 20-29 years old and 40-49 years old groups. These findings suggested that a considerable number of facilitators were in their prime working years, which could contribute to their active participation in home reading activities.

The age group with the highest frequency and percentage belonged to the 30-39 years old category, comprising 38.66% of the facilitators. This finding indicated that most home reading facilitators were in their mid-career stage, balancing experience and enthusiasm in their roles. Their active involvement could positively impact the effectiveness of home reading sessions and the development of phonological awareness among learners.

The present findings aligned with those of Jenkins (2021), who reported that individuals in their 30s often played a crucial role in educational support programs. Similar to the current study, the previous research emphasized that this age group demonstrated both commitment and competence in facilitating learning activities. The consistency of these findings reinforced the importance of mid-career facilitators in implementing home reading programs effectively.

#### 4.1.2. Sex

Table 2

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Sex*

Sex	Frequency	Percentage
Male	53	44.54
Female	66	55.46
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 2 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of sex. The table showed the proportion of male and female facilitators.

The data revealed that both male and female facilitators participated in home reading activities, with varying frequencies and percentages. The female facilitators outnumbered the male facilitators, indicating a higher involvement of women in supporting children's reading development. This finding suggested that home reading facilitation was more commonly undertaken by females, possibly due to traditional caregiving roles.

The highest frequency and percentage were recorded by female facilitators, comprising 55.46% of the total participants. This result highlighted the significant role of women in guiding learners through home-based reading programs. Their involvement could contribute to the effectiveness of reading interventions, given the nurturing and instructional support they provided.

The present findings were consistent with the study of Anderson et al. (2021), which reported that women were more likely to engage in educational support programs than men. Similar to the current study, the previous research emphasized the active participation of females in literacy-related activities. This alignment reinforced the idea that women played a crucial role in fostering early reading development at home.

#### 4.1.3. Civil Status

Table 3

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Civil Status*

Civil Status	Frequency	Percentage
Single	25	21.01
Married	52	43.70
Cohabitant	29	24.37
Separated	11	9.24
Widow/Widower	2	1.68
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 3 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of civil status. The table highlighted the different civil status categories of the facilitators.

The data revealed that the facilitators had varying civil status, with married individuals comprising the largest group, followed by cohabitants and single individuals. The presence of separated and widowed facilitators indicated that home reading facilitation was supported across different family backgrounds. These findings suggested that individuals, regardless of their civil status, actively contributed to learners' reading development at home.

The highest frequency and percentage belonged to the married facilitators, comprising 43.70% of the total participants. This result indicated that married individuals were the most engaged in home reading facilitation, possibly due to their parental responsibilities. Their involvement could enhance the consistency and effectiveness of home reading sessions, positively influencing children's literacy skills.

The present findings aligned with those of Hamjediers and Schmelzer (2021), who found that married individuals were more likely to participate in educational support programs. Similar to the current study, the previous research emphasized the role of married individuals in promoting children's learning at home. This consistency reinforced the idea that family stability and responsibility contributed to active engagement in home reading programs.

#### 4.1.4. Number of Children

Table 4

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Number of Children*

Number of Children	Frequency	Percentage
No child	28	23.53
1 child	43	36.13
2 children	31	26.05
3 children	6	5.04
4 children	7	5.88
5 children	3	2.52
6 children and above	1	0.84
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 4 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of the number of children. The table highlighted the varying number of children among facilitators.

The data revealed that facilitators had diverse family sizes, ranging from those with no children to those with six or more. The majority of facilitators had one or two children, followed by those without children, indicating that both parents and non-parents contributed to home reading support. This finding suggested that individuals, regardless of their parental status, actively engaged in fostering literacy among young learners.

The highest frequency and percentage belonged to facilitators with one child, comprising 36.13% of the total participants. This result indicated that individuals with a single child were the most involved in home reading facilitation, possibly due to their focused attention on their child's learning. Their active participation could enhance the quality of reading interactions, positively influencing children's literacy development.

The present findings aligned with those of Whitehill et al. (2021), who found that parents with fewer children were more likely to engage in educational support programs. Similar to the current study, the previous research emphasized that having fewer dependents allowed facilitators to dedicate more time to children's reading activities. This consistency reinforced the idea that manageable family sizes contributed to active involvement in home reading programs.

#### 4.1.5. Monthly Family Income

Table 5

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Monthly Family Income*

Monthly Family Income	Frequency	Percentage
P19,999 and below	29	24.37
P20,000 to P39,999	45	37.82
P40,000 to P59,999	29	24.37
P60,000 to P79,999	7	5.88
P80,000 to P99,999	5	4.20
P100,000 to P119,999	3	2.52
P120,000 and above	1	0.84
<b>Total</b>	<b>119</b>	<b>100.00</b>



Table 5 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of monthly family income. The table highlighted the different income brackets of facilitators.

The data revealed that facilitators came from varying economic backgrounds, with the majority belonging to the middle-income range. The largest group of facilitators earned within the P20,000 to P39,999 range, followed closely by those in the lower-income and mid-income brackets. These findings suggested that home reading facilitation was supported across different financial conditions, indicating that income did not necessarily hinder participation.

The highest frequency and percentage were recorded by facilitators earning P20,000 to P39,999, comprising 37.82% of the total participants. This result indicated that a significant number of facilitators belonged to the middle-income class, which might have provided them with both the time and resources to support reading activities at home. Their economic stability could have contributed to better access to reading materials and a conducive home learning environment.

The present findings aligned with those of Ansong et al. (2021), who found that individuals within the middle-income range were more likely to engage in educational support programs. Similar to the current study, the previous research emphasized that financial stability allowed families to prioritize learning resources and literacy activities. This consistency reinforced the idea that an adequate income level played a role in fostering home reading facilitation.

#### 4.1.6. Highest Educational Attainment

Table 6

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
High School Graduate	44	36.97
College Graduate	46	38.66
Master's Graduate	25	21.01
Doctorate Graduate	4	3.36
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 6 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of highest educational attainment. The table highlighted the different educational levels of facilitators.

The data revealed that facilitators had varying educational backgrounds, ranging from high school graduates to those with doctorate degrees. The majority of facilitators were college graduates, followed closely by high school graduates, while a smaller portion held master's and doctorate degrees. These findings suggested that most facilitators had attained a sufficient level of education to effectively support home reading activities.

The highest frequency and percentage were recorded by college graduates, comprising 38.66% of the total participants. This result indicated that most home reading facilitators had completed higher education, which could have positively influenced their ability to guide children in reading. Their educational background might have contributed to the effectiveness of home-based literacy programs, as they were more likely to employ structured reading strategies.

The present findings aligned with those of Finan and Landes (2024), who found that individuals with higher educational attainment were more engaged in educational support

programs. Similar to the current study, the previous research emphasized that facilitators with college degrees were better equipped to provide meaningful reading interventions. This consistency reinforced the idea that educational attainment played a crucial role in enhancing home reading facilitation.

#### 4.1.7. Daily Number of Hours Spent Teaching Pre-Reading at Home

Table 7

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Daily Number of Hours Spent Teaching Pre-Reading at Home*

Daily Number of Hours Spent Teaching Pre-Reading at Home	Frequency	Percentage
Less than 1.0 hour	39	32.77
1.0 to 1.9 hours	43	36.13
2.0 to 2.9 hours	17	14.29
3.0 to 3.9 hours	11	9.24
4.0 to 4.9 hours	6	5.04
5.0 hours and above	3	2.52
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 7 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of the daily number of hours spent teaching pre-reading at home. The table highlighted the varying durations facilitators allocated for pre-reading instruction.

The data revealed that facilitators dedicated different amounts of time to teaching pre-reading, with most spending a limited number of hours per day. The majority of facilitators allotted between one to two hours daily, followed closely by those spending less than an hour. These findings suggested that while facilitators made time for pre-reading activities, extended instructional periods were less common.

The highest frequency and percentage were recorded by facilitators who spent one to two hours daily, comprising 36.13% of the total participants. This result indicated that most facilitators balanced their time effectively to support pre-reading at home without extensive commitments. Their dedication, even within a limited timeframe, might have contributed to gradual improvements in children's early literacy skills.

The present findings aligned with those of Lopez-Escribano et al. (2021), who found that home reading facilitators typically allocated short but consistent periods for literacy activities. Similar to the current study, the previous research emphasized that even brief but regular exposure to pre-reading instruction positively impacted children's reading readiness. This consistency reinforced the idea that structured and sustained engagement in pre-reading, regardless of duration, played a crucial role in early literacy development.

#### 4.1.8. Number of Training Sessions Attended in Teaching Pre-Reading



Table 8

*Frequency and Percentage Distribution of the Profile of the Home Reading Facilitators in terms of Number of Training Sessions Attended in Teaching Pre-Reading*

<b>Number of Training Sessions Attended in Teaching Pre-Reading</b>	<b>Frequency</b>	<b>Percentage</b>
None	27	22.69
1 training session	59	49.58
2 training sessions	15	12.61
3 training sessions	9	7.56
4 training sessions	6	5.04
5 training sessions and above	3	2.52
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 8 presented the frequency and percentage distribution of the profile of home reading facilitators in terms of the number of training sessions attended in teaching pre-reading. The table highlighted the varying levels of training exposure among facilitators.

The data revealed that facilitators had differing levels of training, with some having no formal training while others had attended multiple sessions. The majority of facilitators had participated in at least one training session, while a smaller portion had attended two or more. These findings suggested that while training opportunities were available, not all facilitators had extensive exposure to formal pre-reading instruction.

The highest frequency and percentage were recorded by facilitators who attended one training session, comprising 49.58% of the total participants. This result indicated that most facilitators had received at least basic training, which might have equipped them with foundational knowledge in teaching pre-reading. Their participation in training sessions likely contributed to a more structured and effective approach to supporting children's literacy development.

The present findings aligned with those of Flynn et al. (2021), who found that a single exposure to training significantly improved facilitators' confidence and ability to teach pre-reading skills. Similar to the current study, the previous research emphasized that even minimal training positively impacted instructional practices at home. This consistency reinforced the idea that attending training, even just once, played a crucial role in enhancing facilitators' ability to support early literacy development.

## **4.2. Home Reading Practices of Facilitators**

### **4.2.1. Picture Walks**

Table 9

*Mean Rating and Interpretations of the Home Reading Practices of Facilitators in terms of Picture Walks*

Item	Indicators	Mean Rating	Interpretation
1	<i>I look at the pictures in the book before reading the story.</i>	2.71	Frequently Practiced
2	<i>I allow the learner to guess the story based on the pictures.</i>	2.63	Frequently Practiced
3	<i>I point to parts of the picture as we talk about it.</i>	2.64	Frequently Practiced
4	<i>I ask the learner about what they see in the pictures.</i>	2.68	Frequently Practiced
5	<i>I give the learner time to tell a story using the pictures before I read the text.</i>	2.68	Frequently Practiced
6	<i>I invite the learner to predict what might happen in the next picture.</i>	2.58	Frequently Practiced
7	<i>I repeat the Picture Walk to help the learner better understand the story before reading.</i>	2.69	Frequently Practiced
8	<i>I help the learner find details in the picture that relate to the story.</i>	2.63	Frequently Practiced
9	<i>I point out the facial expressions of characters in the picture and ask for the learner's interpretation.</i>	2.63	Frequently Practiced
10	<i>I highlight the colors and shapes in the picture to capture the learner's interest in the story.</i>	2.66	Frequently Practiced
<b>General Mean Rating</b>		<b>2.65</b>	<b>Frequently Practiced</b>

Table 9 presented the mean rating and interpretations of the home reading practices of facilitators in terms of picture walks. The results revealed that all indicators were frequently practiced, as shown by their respective mean ratings.

The mean ratings ranged from 2.58 to 2.71, all interpreted as "Frequently Practiced." The general mean rating of 2.65 indicated that home reading facilitators consistently engaged in picture walks during reading sessions. This finding highlighted the significance of visual engagement in enhancing learners' comprehension and interest in reading.

The highest mean rating of 2.71 belonged to the indicator, "I look at the pictures in the book before reading the story," which was interpreted as "Frequently Practiced." This suggested that facilitators prioritized visual exploration as an essential pre-reading strategy. Its importance in the present study emphasized the role of picture walks in strengthening early literacy skills.

The present findings aligned with the study of Maureen et al. (2021), which also recognized the effectiveness of picture walks in promoting comprehension and storytelling skills among early readers. Both studies underscored the impact of visual aids in fostering learners' engagement and predicting story events. The similarities in findings reinforced the continued relevance of picture walks as a vital home reading strategy.

**4.2.2. Book Exploration**

Table 10

*Mean Rating and Interpretations of the Home Reading Practices of Facilitators in terms of Book Exploration*

Item	Indicators	Mean Rating	Interpretation
1	<i>I introduce the learner to the title of the book before starting to read.</i>	2.69	Frequently Practiced
2	<i>I allow the learner to flip through the pages and look at the pictures.</i>	2.59	Frequently Practiced
3	<i>I help the learner identify the main character in the book using pictures and text.</i>	2.70	Frequently Practiced
4	<i>I point out parts of the book such as the cover, title page, and author's page.</i>	2.63	Frequently Practiced
5	<i>I encourage the learner to share what they think the book is about.</i>	2.66	Frequently Practiced
6	<i>I describe the purpose of the book, whether it is a storybook or an informational book.</i>	2.67	Frequently Practiced
7	<i>I let the learner hold and explore the book as we discuss its content.</i>	2.70	Frequently Practiced
8	<i>I highlight the chapter titles and let the learner predict what each chapter might be about.</i>	2.60	Frequently Practiced
9	<i>I show the learner how to find page numbers and use them to return to parts of the story.</i>	2.69	Frequently Practiced
10	<i>I allow the learner to ask questions about pictures, words, or parts of the book they are curious about.</i>	2.62	Frequently Practiced
<b>General Mean Rating</b>		<b>2.65</b>	<b>Frequently Practiced</b>

Table 10 presented the mean rating and interpretations of the home reading practices of facilitators in terms of Book Exploration. The findings showed that all indicators were frequently practiced, as reflected in their respective mean ratings.

The mean ratings ranged from 2.59 to 2.70, all interpreted as "Frequently Practiced." The general mean rating of 2.65 indicated that home reading facilitators consistently engaged learners in exploring books before reading. This emphasized the importance of familiarizing learners with book elements to enhance their comprehension and interest in reading.

The highest mean rating of 2.70 was shared by the indicators, "I help the learner identify the main character in the book using pictures and text" and "I let the learner hold and explore the book as we discuss its content," both interpreted as "Frequently Practiced." This highlighted the facilitators' emphasis on active engagement with books to support early literacy development. Its importance in the present study underscored the role of hands-on exploration in fostering learners' curiosity and deeper understanding of texts.

The present findings aligned with the study of Oktaviana et al. (2021), which also emphasized the effectiveness of book exploration in promoting early reading skills. Both studies supported the idea that allowing learners to interact with books enhances their motivation and

comprehension. The similarities in findings reinforced the continued significance of book exploration as a foundational reading strategy.

#### 4.2.3. Storytelling Time

Table 11

*Mean Rating and Interpretations of the Home Reading Practices of Facilitators in terms of Storytelling Time*

Item	Indicators	Mean Rating	Interpretation
1	<i>I read a story to the learner using different voices for the characters.</i>	2.66	Frequently Practiced
2	<i>I help the learner understand the events in the story by asking simple questions.</i>	2.66	Frequently Practiced
3	<i>I encourage the learner to predict what will happen next in the story.</i>	2.66	Frequently Practiced
4	<i>I show the learner the pictures while reading the story to help them understand better.</i>	2.61	Frequently Practiced
5	<i>I spend time discussing with the learner about their favorite part of the story.</i>	2.72	Frequently Practiced
6	<i>I use facial expressions and body movements to make the story more exciting.</i>	2.62	Frequently Practiced
7	<i>I listen to the learner when they want to tell their own version of the story.</i>	2.65	Frequently Practiced
8	<i>I encourage the learner to name the characters and identify their roles in the story.</i>	2.67	Frequently Practiced
9	<i>I ask simple questions after the story to check the learner's understanding.</i>	2.66	Frequently Practiced
10	<i>I allow the learner to share their feelings or reactions about the story.</i>	2.61	Frequently Practiced
<b>General Mean Rating</b>		<b>2.65</b>	<b>Frequently Practiced</b>

Table 11 presented the mean rating and interpretations of the home reading practices of facilitators in terms of Storytelling Time. The findings revealed that all indicators were frequently practiced, as shown by their respective mean ratings.

The mean ratings ranged from 2.61 to 2.72, all interpreted as "Frequently Practiced." The general mean rating of 2.65 indicated that home reading facilitators actively engaged learners in storytelling activities. This highlighted the significance of interactive storytelling in enhancing comprehension and fostering a love for reading.

The highest mean rating of 2.72 belonged to the indicator, "I spend time discussing with the learner about their favorite part of the story," which was interpreted as "Frequently Practiced." This showed that facilitators prioritized discussion and reflection in storytelling sessions. Its importance in the present study emphasized the role of meaningful conversations in developing learners' comprehension and critical thinking skills.

The present findings aligned with the study of Hisey et al. (2022), which also emphasized the effectiveness of interactive storytelling in improving children's engagement and comprehension. Both studies highlighted the impact of discussions and questioning techniques in enhancing the reading experience. The similarities reinforced the continued relevance of storytelling as a vital home reading strategy.

#### 4.2.4. Family Reading

Table 12

*Mean Rating and Interpretations of the Home Reading Practices of Facilitators in terms of Family Reading*

Item	Indicators	Mean Rating	Interpretation
1	<i>I invite the whole family to join in reading with the learner.</i>	2.72	Frequently Practiced
2	<i>I read a story with the learner and other family members to make reading time enjoyable.</i>	2.63	Frequently Practiced
3	<i>I encourage the parent or sibling to share their favorite book with the learner.</i>	2.63	Frequently Practiced
4	<i>I listen to the learner as they read a part of the book in front of their family.</i>	2.68	Frequently Practiced
5	<i>I help the learner and their family exchange ideas about the story.</i>	2.70	Frequently Practiced
6	<i>I encourage the family to create a special time or place for reading with the learner.</i>	2.59	Frequently Practiced
7	<i>I use simple questions to keep the family and the learner engaged in reading.</i>	2.71	Frequently Practiced
8	<i>I show the family how to teach the learner to read with proper pronunciation.</i>	2.62	Frequently Practiced
9	<i>I allow the learner to choose a book to read with their family.</i>	2.66	Frequently Practiced
10	<i>I let the learner share what they have learned from the story with their parents and siblings.</i>	2.69	Frequently Practiced
<b>General Mean Rating</b>		<b>2.66</b>	<b>Frequently Practiced</b>

Table 12 presented the mean rating and interpretations of the home reading practices of facilitators in terms of Family Reading. The findings showed that all indicators were frequently practiced, as reflected in their respective mean ratings.

The mean ratings ranged from 2.59 to 2.72, all interpreted as "Frequently Practiced." The general mean rating of 2.66 indicated that home reading facilitators actively involved family members in reading activities. This emphasized the importance of family engagement in fostering a supportive reading environment for learners.

The highest mean rating of 2.72 belonged to the indicator, "I invite the whole family to join in reading with the learner," which was interpreted as "Frequently Practiced." This showed that facilitators prioritized collective participation in reading sessions. Its importance in the present

study underscored the role of family involvement in strengthening learners' motivation and interest in reading.

The present findings aligned with the study of Huda and Haenilah (2024), which also highlighted the positive impact of family reading on children's literacy development. Both studies emphasized that shared reading experiences create a more engaging and interactive learning environment. The similarities reinforced the significance of family participation as a key factor in improving reading skills.

#### 4.3. Pre-Reading Skill Levels of Kindergarten Learners

Table 13

*Mean Rating and Interpretations of the Pre-Reading Skill Levels of Kindergarten Learners*

Pre-Reading Skill Levels	Mean Rating	Interpretations
Print Awareness	2.75	Proficient Pre-Reading Skills
Phonological Awareness	2.71	Proficient Pre-Reading Skills
Alphabet Knowledge	2.59	Proficient Pre-Reading Skills
Vocabulary Development	2.54	Proficient Pre-Reading Skills
<b>General Mean Rating</b>	<b>2.65</b>	<b>Proficient Pre-Reading Skills</b>

Table 13 presented the mean rating and interpretations of the pre-reading skill levels of kindergarten learners. The findings revealed that all skill areas were assessed as "Proficient Pre-Reading Skills," as shown by their respective mean ratings.

The mean ratings ranged from 2.54 to 2.75, all interpreted as "Proficient Pre-Reading Skills." The general mean rating of 2.65 indicated that kindergarten learners demonstrated a strong foundation in essential pre-reading skills. This highlighted the effectiveness of home reading practices and early literacy activities in developing pre-reading proficiency.

The highest mean rating of 2.75 belonged to the indicator "Print Awareness," which was interpreted as "Proficient Pre-Reading Skills." This showed that learners had a well-developed understanding of printed text, such as recognizing book elements and tracking words while reading. Its importance in the present study emphasized the role of exposure to books and guided reading interactions in strengthening early literacy skills.

The present findings aligned with the study of Skubic (2024), which also emphasized the significance of print awareness in early childhood literacy. Both studies highlighted that learners with strong print awareness were more likely to develop reading fluency and comprehension skills. The similarities reinforced the need for continuous support in fostering pre-reading skills through interactive reading experiences.

#### 4.4. Difference Between the Home Reading Practices of Facilitators and Their Profile

##### 4.4.1. Age



Table 14

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Age*

Groups	MR	Eta squared ( $\eta^2$ )	H	df	p	Decision
19 years old and below	67.67	.34 (Large)	12.43	5	.029	Reject H <sub>01</sub> (Significant)
20-29 years old	63.11					
30-39 years old	68.53					
40-49 years old	42.30					
50-59 years old	41.92					
60 years old and above	50.00					

Table 14 presented the difference between the home reading practices of facilitators and their profile in terms of age. The results revealed a significant difference among the age groups.

The Kruskal-Wallis H test showed a significant difference ( $H = 12.43$ ,  $df = 5$ ,  $p = .029$ ), leading to the rejection of the null hypothesis. The effect size, measured by eta squared ( $\eta^2 = .34$ ), indicated a large effect. These findings suggested that age influenced the home reading practices of facilitators, which is essential in understanding how age-related factors impact literacy support.

The highest mean rank (MR = 68.53) belonged to facilitators aged 30-39 years, implying that this group demonstrated the most engagement in home reading practices. This suggests that facilitators within this age range actively supported children's literacy development. Understanding this trend is crucial in designing age-specific training and interventions for home reading facilitators.

The present findings aligned with Gokbulut (2021), who also found a significant relationship between facilitators' age and their literacy support practices. Their study emphasized that middle-aged individuals showed higher engagement in educational activities. The current study reinforced these findings, highlighting the need for targeted literacy programs for different age groups of facilitators.

#### 4.4.2. Sex

Table 15

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Sex*

Groups	MR	Eta squared ( $\eta^2$ )	H	df	p	Decision
Male	53.06	.18	4.07	1	.044	Reject H <sub>01</sub>
Female	65.58	(Large)				(Significant)

Table 15 presented the difference between the home reading practices of facilitators and their profile in terms of sex. The results indicated a significant difference between male and female facilitators.

The Kruskal-Wallis H test revealed a significant difference ( $H = 4.07$ ,  $df = 1$ ,  $p = .044$ ), leading to the rejection of the null hypothesis. The effect size, measured by eta squared ( $\eta^2 = .18$ ), indicated a large effect. These findings suggested that sex influenced home reading practices, highlighting differences in literacy support between male and female facilitators.

The highest mean rank ( $MR = 65.58$ ) belonged to female facilitators, suggesting that they engaged more in home reading practices than their male counterparts. This finding implied that women played a more active role in facilitating literacy development at home. Recognizing this trend is important for developing targeted interventions that encourage both sexes to participate in home reading activities.

The present findings aligned with Petersen-Brown et al. (2023), who also reported that female facilitators demonstrated stronger involvement in home literacy support. Their study emphasized that women generally assumed more responsibility for children's reading development. The current study reinforced these findings, underscoring the need to promote equal engagement of both sexes in home reading facilitation.

#### 4.4.3. Civil Status

Table 16

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Civil Status*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Single	4.78	4	.310	Accept $H_{01}$
Married				(Not Significant)
Cohabitant				
Separated				
Widow/Widower				

Table 16 presented the difference between the home reading practices of facilitators and their profile in terms of civil status. The table showed that the computed *H*-value was 4.78 with a degree of freedom of 4 and a *p*-value of .310.

Since the *p*-value was greater than the 0.05 level of significance, the null hypothesis ( $H_{01}$ ) was accepted, indicating no significant difference in home reading practices based on civil status. This meant that whether facilitators were single, married, cohabitant, separated, or widowed, their home reading practices remained similar. The findings suggested that civil status did not influence how facilitators supported reading at home. This result was significant to the study as it highlighted that other factors, rather than civil status, might have played a role in shaping home reading practices.

The present findings aligned with the study of Caban et al. (2024), which also found no significant relationship between civil status and parental involvement in literacy activities. Both studies suggested that the effectiveness of home reading support depended more on personal commitment rather than marital status. These findings reinforced the idea that reading facilitation was a universal practice that could be maintained regardless of family structure.

#### 4.4.4. Number of Children

Table 17

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Number of Children*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
No child	9.68	6	.139	Accept $H_{01}$
1 child				(Not Significant)
2 children				
3 children				
4 children				
5 children				
6 children and above				

Table 17 presented the difference between the home reading practices of facilitators and their profile in terms of the number of children. The table showed that the computed H-value was 9.68 with a degree of freedom of 6 and a p-value of .139.

Since the p-value was greater than the 0.05 level of significance, the null hypothesis ( $H_{01}$ ) was accepted, indicating no significant difference in home reading practices based on the number of children. This meant that whether facilitators had no child, one child, or multiple children, their home reading practices remained consistent. The findings suggested that the number of children did not influence how facilitators engaged in home reading activities. This result was significant to the study as it emphasized that home reading support was not necessarily dependent on parental experience with multiple children.

The present findings supported the study of Trickett et al. (2022), which also found no significant relationship between the number of children and parental engagement in literacy activities. Both studies indicated that facilitators' commitment to home reading practices was based on personal initiative rather than family size. These findings reinforced the idea that effective home reading support could be provided regardless of the number of children in a household.

#### 4.4.5. Monthly Family Income

Table 18

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Monthly Family Income*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
P19,999 and below	4.29	6	.638	Accept $H_{01}$
P20,000 to P39,999				(Not Significant)
P40,000 to P59,999				
P60,000 to P79,999				
P80,000 to P99,999				
P100,000 to P119,999				
P120,000 and above				

Table 18 presented the difference between the home reading practices of facilitators and their profile in terms of monthly family income. The table showed that the computed H-value was 4.29 with a degree of freedom of 6 and a p-value of .638.

Since the p-value was greater than the 0.05 level of significance, the null hypothesis ( $H_{01}$ ) was accepted, indicating no significant difference in home reading practices based on monthly

family income. This meant that facilitators, regardless of their income level, exhibited similar approaches to home reading practices. The findings suggested that financial status did not play a crucial role in determining how facilitators supported reading at home. This result was significant to the study as it underscored that home reading involvement was influenced more by dedication and awareness rather than financial capacity.

The present findings aligned with the study of Mao (2022), which also found no significant relationship between socioeconomic status and parental involvement in literacy activities. Both studies emphasized that reading engagement at home was a universal practice that was not dictated by income level. These findings reinforced the idea that home reading support could be effectively provided regardless of financial standing.

#### 4.4.6. Highest Educational Attainment

Table 19

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Highest Educational Attainment*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
High School Graduate	2.32	3	.508	Accept $H_{01}$
College Graduate				(Not Significant)
Master's Graduate				
Doctorate Graduate				

Table 19 presented the difference between the home reading practices of facilitators and their profile in terms of highest educational attainment. The table showed that the computed *H*-value was 2.32 with a degree of freedom of 3 and a *p*-value of .508.

Since the *p*-value was greater than the 0.05 level of significance, the null hypothesis ( $H_{01}$ ) was accepted, indicating no significant difference in home reading practices based on highest educational attainment. This meant that whether facilitators were high school, college, master's, or doctorate graduates, their home reading practices remained similar. The findings suggested that educational background did not strongly influence how facilitators engaged in home reading activities. This result was significant to the study as it highlighted that home reading practices were shaped by factors other than formal education.

The present findings supported the study of Nurhayati and Rondonuwu (2023), which also found no significant relationship between educational attainment and parental involvement in literacy activities. Both studies emphasized that a facilitator's commitment to home reading was not dependent on their level of education. These findings reinforced the idea that effective home reading support could be provided regardless of academic background.

#### 4.4.7. Daily Number of Hours Spent Teaching Pre-Reading at Home

Table 20

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Daily Number of Hours Spent Teaching Pre-Reading at Home*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Less than 1.0 hour	9.41	5	.094	Accept $H_{01}$
1.0 to 1.9 hours				(Not Significant)
2.0 to 2.9 hours				
3.0 to 3.9 hours				
4.0 to 4.9 hours				
5.0 hours and above				

Table 20 presented the difference between the home reading practices of facilitators and their profile in terms of the daily number of hours spent teaching pre-reading at home. The table showed that the computed H-value was 9.41 with a degree of freedom of 5 and a p-value of .094.

Since the p-value was greater than the 0.05 level of significance, the null hypothesis ( $H_{01}$ ) was accepted, indicating no significant difference in home reading practices based on the daily number of hours spent teaching pre-reading. This meant that whether facilitators spent less than one hour or more than five hours on pre-reading activities, their home reading practices remained comparable. The findings suggested that the frequency of teaching pre-reading at home did not necessarily determine the quality or effectiveness of home reading practices. This result was significant to the study as it highlighted that consistent engagement, rather than duration, might have played a more crucial role in supporting early literacy.

The present findings aligned with the study of Benting and Valle (2023), which also found no significant relationship between the amount of time spent on literacy activities and parental involvement in reading practices. Both studies suggested that the impact of home reading support depended more on the facilitator's commitment and strategies rather than the number of hours dedicated. These findings reinforced the idea that quality engagement in pre-reading activities was more important than the length of time spent.

#### 4.4.8. Number of Training Sessions Attended in Teaching Pre-Reading

Table 21

*Difference Between the Home Reading Practices of Facilitators and Their Profile in terms of Number of Training Sessions Attended in Teaching Pre-Reading*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
None	7.87	5	.164	Accept $H_{01}$
1 training session				(Not Significant)
2 training sessions				
3 training sessions				
4 training sessions				
5 training sessions and above				

Table 21 presented the difference between the home reading practices of facilitators and their profile in terms of the number of training sessions attended in teaching pre-reading. The table showed that the computed H-value was 7.87 with a degree of freedom of 5 and a p-value of .164.

Since the p-value was greater than the 0.05 level of significance, the null hypothesis (H<sub>01</sub>) was accepted, indicating no significant difference in home reading practices based on the number of training sessions attended. This meant that whether facilitators had attended no training or five or more training sessions, their home reading practices remained similar. The findings suggested that formal training in teaching pre-reading did not necessarily determine the effectiveness of home reading support. This result was significant to the study as it emphasized that experience, personal initiative, and commitment might have played a greater role in shaping home reading practices than training frequency.

The present findings supported the study of Luna and Del Valle (2023), which also found no significant relationship between the number of training sessions and parental involvement in literacy activities. Both studies suggested that while training sessions could enhance knowledge, they were not the sole factor influencing home reading practices. These findings reinforced the idea that effective reading facilitation was shaped by various factors beyond formal training.

#### 4.5. Correlation Between the Home Reading Practices of Facilitators and the Pre-Reading Skill Levels of Kindergarten Learners

Table 22

*Correlation Between the Home Reading Practices of Facilitators and the Pre-Reading Skill Levels of Kindergarten Learners*

Dependent Variables	R	p	Interpretation	Decision
Print Awareness	.59	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
Phonological Awareness	.63	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
Alphabet Knowledge	.67	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
Vocabulary Development	.67	.000	Positive Moderate Correlation	Reject H <sub>02</sub> (Significant)
<b>Overall</b>	<b>.66</b>	<b>.000</b>	<b>Positive Moderate Correlation</b>	<b>Reject H<sub>02</sub> (Significant)</b>

Table 22 presented the correlation between the home reading practices of facilitators and the pre-reading skill levels of kindergarten learners. The findings indicated a positive moderate correlation between these factors and the home reading practices of facilitators.

The computed r-values ranged from .59 to .67, with p-values of .000, indicating statistical significance. The null hypothesis (H<sub>02</sub>) was rejected in all cases, confirming a significant relationship between the factors and educational pursuits. These findings suggested that print awareness, phonological awareness, alphabet knowledge, and vocabulary development played essential roles in the home reading practices of facilitators.

Overall, the results revealed a positive moderate correlation ( $r = .66$ ,  $p = .000$ ), leading to the rejection of the null hypothesis. This interpretation emphasized that the factors significantly influenced the home reading practices of facilitators. The findings underscored the importance of strengthening these foundational skills in kindergarten learners.

The present findings aligned with the study of Wasike et al. (2024), which also reported a significant correlation between literacy factors and learners' educational progress. Both studies



emphasized the role of print awareness, phonological awareness, and vocabulary development in learners' academic achievements. The consistency of these findings reinforced the necessity of enhancing literacy interventions for ALS learners.

#### **4.6. An Enhanced Pre-Reading Program to Improve the Home Reading Practices and Pre-Reading Skill Levels of Kindergarten Learners\**

This program seeks to improve home reading facilitation by addressing challenges related to demographics, socioeconomic status, and instructional practices. Targeted recruitment, training, and outreach programs will ensure inclusive participation across age, gender, family background, and education levels. Data collection through surveys, interviews, and case studies will provide insights into facilitators' experiences and the impact of their support on learners' reading development. The program includes structured interventions such as workshops on time management, storytelling techniques, and standardized pre-reading strategies like picture walks. Long-term sustainability will be ensured through strong community involvement, parental engagement, and continuous research to adapt practices across diverse economic and educational contexts.

### **5. CONCLUSIONS**

1. The home reading facilitators were predominantly female, married, and between 30 and 39 years old, had one child, belonged to families with a monthly income of ₱20,000 to ₱39,999, were college graduates, spent 1.0 to 1.9 hours teaching pre-reading at home, and had attended one training session on teaching pre-reading.
2. The home reading facilitators frequently practiced home reading activities, including picture walks, book exploration, storytelling time, and family reading.
3. The kindergarten learners demonstrated proficiency in pre-reading skills, including print awareness, phonological awareness, alphabet knowledge, and vocabulary development.
4. A significant difference was observed between the home reading practices of facilitators and their profile in terms of age and sex, while no significant difference was found in relation to civil status, number of children, monthly family income, highest educational attainment, daily hours spent teaching pre-reading at home, and the number of training sessions attended on teaching pre-reading.
5. A moderately positive and significant correlation was observed between the home reading practices of facilitators and the pre-reading skill levels of kindergarten learners, specifically in print awareness, phonological awareness, alphabet knowledge, and vocabulary development.
6. An enhanced pre-reading program was drafted to improve the home reading practices and pre-reading skill levels of kindergarten learners.

### **6. RECOMMENDATIONS**

1. Schools and communities should provide continuous support and training for home reading facilitators to enhance their effectiveness in teaching pre-reading skills at home.
2. Parents and guardians should consistently engage in home reading activities, such as picture walks, book exploration, storytelling, and family reading, to strengthen children's literacy development.

3. Educators should implement structured and engaging pre-reading programs to further develop kindergarten learners' skills in print awareness, phonological awareness, alphabet knowledge, and vocabulary.
4. Future research should explore additional factors influencing home reading practices to provide a more comprehensive understanding of their impact on children's literacy development.
5. Schools and policymakers should encourage and promote stronger home reading practices to reinforce the positive correlation between facilitators' reading activities and children's pre-reading skill development.
6. Educational stakeholders should refine and implement the enhanced pre-reading program to improve home reading practices and boost the pre-reading skill levels of kindergarten learners.
7. Further studies on home reading practices and pre-reading skill levels should investigate long-term effects on learners' overall literacy development and academic performance to inform more effective early childhood education programs.

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