

HOME LEARNING ENVIRONMENTS AND READING LEVELS OF GRADE 4 LEARNERS: BASES FOR ENHANCED HOME-BASED READING PROGRAM

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ABSTRACT

This study determined the home learning environments and reading levels of Grade 4 learners in Palauig District, Schools Division of Zambales during the School Year 2023-2024, with 197 home learning facilitators and 197 Grade 4 learners as respondents. A quantitative-descriptive method was employed, utilizing a validated questionnaire to gather data from both home learning facilitators and Grade 4 learners. The questionnaire focused on various dimensions of the home learning environment, including reading materials, activities, approaches, and assistance, as well as Filipino and English reading results. The research revealed that Grade 4 learners demonstrated a high effectiveness of the home learning environments across multiple dimensions. Home learning facilitators also observed a high effectiveness of the home learning environments among their learners in key areas related to reading. Furthermore, Grade 4 learners were classified as instructional readers based on their Filipino and English reading results. However, no significant difference was found in the perception of the home learning environments among facilitators. Nonetheless, a high positive significant correlation was identified between the home learning environments and Phil-IRI-based reading levels in both Filipino and English. The findings suggest that the home learning environments significantly influences Grade 4 learners' reading levels. As a result, an enhanced program has been developed to further improve the home learning environments and reading levels of Grade 4 learners, aiming to enhance their overall academic performance and lifelong learning outcomes.

Keywords: Home Learning Environments, Phil-iri-based Reading Levels, Grade 4 Learners, Home-based Reading Program.

1. INTRODUCTION

Reading proficiency is a crucial skill for academic success and lifelong learning. Home learning environments play a significant role in shaping this proficiency among Grade 4 learners.

Studies by Jeynes (2022), Romero-Gonzalez et al. (2023), and Wang et al. (2023) highlight the positive influence of parental involvement, expectations, and access to resources on reading motivation and achievement. Moussa et al. (2024) demonstrate the effectiveness of teacher training and structured interventions like Phil-IRI assessments (Ibo & Mangarin, 2023; Malang & Cruz, 2023) in improving reading outcomes. Hermoso & Valle's (2023) research emphasizes incorporating strategies that address motivation alongside reading skills. Lagarto (2021) highlights the importance of targeting word recognition and comprehension. Studies by Abril et al. (2022) and Roque et al. (2023) underscore the need to address implementation challenges and external factors impacting reading levels.

While existing research recognizes the importance of home learning environments and various program components, a gap exists in understanding how to design home-based programs that consider these factors comprehensively. This study aimed to bridge this gap by examining the literature to identify the most effective elements for inclusion in such programs.

2. STATEMENT OF THE PROBLEM

This study determined the home learning environments and reading levels of Grade 4 learners in Palauig District, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it sought to answer these questions:

1. How may the home learning environments of learners be described in terms of:
 - 1.1. reading materials;
 - 1.2. reading activities;
 - 1.3. reading approaches; and
 - 1.4. reading assistance?
2. How may the home learning environments of learners as perceived by home learning facilitators be described in terms of:
 - 2.1. reading materials;
 - 2.2. reading activities;
 - 2.3. reading approaches; and
 - 2.4. reading assistance?
3. How may the Phil-IRI-based reading levels of learners be described in terms of:
 - 3.1. Filipino reading result; and
 - 3.2. English reading result?
4. Is there a significant difference between the home learning environments of learners of learners and as perceived by their home learning facilitators?
5. Is there a significant correlation between the home learning environments of learners and their Phil-IRI-based reading levels?
6. What enhancement program can be proposed for improving home learning environments and reading levels of Grade 4 learners?

3. METHODS AND MATERIALS

This study determined the home learning environments and reading levels of Grade 4 learners in Palauig District, Schools Division of Zambales during the School Year 2023-2024. Utilizing a quantitative-descriptive method, data were collected, classified, summarized, and presented using percentages and means. The respondents comprised 197 Grade 4 learners and 197 home reading facilitators, employing simple random sampling technique to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of two parts covering the home learning environment and Phil-IRI-based reading levels of Grade 4 learners and the home learning environment of learners as perceived by their home learning facilitators. Internal consistency was confirmed through Cronbach's Alpha scores, indicating excellent reliability across dimensions. Non-parametric testing, specifically Mann-Whitney U Test and Spearman's Rho Correlation Coefficient, were employed due to non-normal distribution of data, revealing significant findings across various dimensions.

4. RESULTS AND DISCUSSIONS

4.1. Home Learning Environments of Learners

Table 1 presents the mean ratings and interpretations of the home learning environments concerning reading materials for learners. The data indicates that learners acknowledged the positive impact of their home learning environments when provided with abundant resources. They valued having a wide array of stories and books readily available at home for independent reading ($\mu = 3.12$), as well as opportunities to visit the public library ($\mu = 2.98$) and access to magazines or newspapers ($\mu = 2.90$). Moreover, learners appreciated having a clean and organized space for their personal books at home ($\mu = 3.03$) and exposure to diverse reading materials such as comics and almanacs ($\mu = 3.04$). Family involvement in reading activities, such as sharing stories before bedtime, was also highly regarded ($\mu = 2.89$). Furthermore, access to educational books appropriate for their grade level ($\mu = 3.03$), receiving books as gifts from family members ($\mu = 2.97$), and observing family members engaging with various reading materials ($\mu = 3.00$) were noted as significant contributors to their home learning environment. Additionally, having their own designated reading spaces at home ($\mu = 3.04$) was seen as conducive to fostering a positive reading environment. Overall, the general mean rating for reading materials was 3.00, signifying a high effectiveness of the home learning environments in providing access to diverse and engaging reading materials for learners.

Table 1. Mean Rating and Interpretations of the Home Learning Environments of Learners in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation
1	I have many stories and books at home that I can read whenever I want.	3.12	Has High Effect
2	I have the opportunity to visit the public library.	2.98	Has High Effect
3	I have access to magazines or newspapers at home that I can read.	2.90	Has High Effect
4	I have a clean and tidy place for my personal books at home.	3.03	Has High Effect
5	I have the chance to see different types of reading materials at home, such as comics, almanacs, and more.	3.04	Has High Effect
6	I have the experience of my family spending time reading stories together before bedtime.	2.89	Has High Effect
7	I have access to educational books that focus on my grade level.	3.03	Has High Effect
8	I have a family that likes giving books as gifts to me.	2.97	Has High Effect

9	I have the opportunity to see members of my family reading various types of materials.	3.00	Has High Effect
10	I have my own space at home where I can neatly read books and materials.	3.04	Has High Effect
General Mean Rating		3.00	Has High Effect

The present study, akin to Andral and Villenes (2024), Wasike et al. (2024), and Volodina et al. (2024), examined the relationship between parental home learning support and primary learners' reading performance. Despite finding sporadic parental support, the study concluded no significant correlation between parental involvement and reading performance, echoing the importance of conducive classroom environments and early literacy stimulation for academic achievement.

Table 2 outlines the mean ratings and interpretations regarding learners' home learning environments concerning reading activities. The data indicates that learners perceived their home learning environments to have a significant positive impact on their engagement in reading-related activities. They expressed high effectiveness of their home learning environments when provided with various supportive factors, including having a designated time each day for reading ($\mu = 2.97$), family members who read stories to them ($\mu = 2.91$), and a cozy reading spot at home ($\mu = 3.06$). Additionally, opportunities for discussions about books with friends or family ($\mu = 2.96$), access to a variety of reading materials such as picture books and storybooks ($\mu = 2.90$), and visits to the library with family ($\mu = 2.99$) were highly valued. Engagement in reading-related activities like word games or puzzles ($\mu = 3.04$), availability of books suitable for their reading levels ($\mu = 2.90$), and establishing a reading routine before bedtime ($\mu = 3.01$) were also noted as important aspects of their home learning environment. Furthermore, learners appreciated the encouragement from family members to explore different kinds of books ($\mu = 2.97$). Overall, the general mean rating for reading activities was 2.97, interpreted as having a high effect, suggesting that the home learning environments significantly supports learners' engagement in various reading activities.

Table 2. Mean Rating and Interpretations of the Home Learning Environments of Learners in terms of Reading Activities

Item	Indicators	Mean Rating	Interpretation
1	I have a special time each day when I read a book.	2.97	Has High Effect
2	I have someone in my family who reads stories to me.	2.91	Has High Effect
3	I have a cozy spot at home where I like to read.	3.06	Has High Effect
4	I have a friend or family member who talks to me about the books I read.	2.96	Has High Effect
5	I have a variety of reading materials, like picture books and storybooks.	2.90	Has High Effect

6	I have a chance to visit the library with my family.	2.99	Has High Effect
7	I have activities at home that involve reading, like word games or puzzles.	3.04	Has High Effect
8	I have books that are just right for their reading level.	2.90	Has High Effect
9	I have a routine of reading before bedtime.	3.01	Has High Effect
10	I have family members who encourage me to read different kinds of books.	2.97	Has High Effect
General Mean Rating		2.97	Has High Effect

The present study was similar to the research of Bencivengo (2024), Gregoriadis and Evangelou (2022), and Hairiyanto et al. (2024), which explored the impact of home learning environments on reading activities. Bencivengo's study introduced workshops for parents to enhance language and literacy at home, with positive feedback indicating the effectiveness of such programs. Gregoriadis and Evangelou proposed a holistic view of the home learning environment, emphasizing the quality of interactions and caregiving. Additionally, Hairiyanto et al. highlighted the importance of parental support in English language learning, particularly during remote learning, indicating the significance of home environments in facilitating educational outcomes.

Table 3 illustrates the mean ratings and interpretations of the home learning environments of learners regarding reading approaches. The data reveals a high level of effectiveness in the home learning environments concerning learners' reading approaches. Learners perceived their home learning environments as highly beneficial when provided with various forms of support, such as assistance in sounding out difficult words when reading ($\mu = 2.97$), instruction in different strategies to enhance reading comprehension, like using pictures or asking questions ($\mu = 2.99$), and engaging in a special reading-aloud routine with a family member ($\mu = 2.93$). Furthermore, they valued learning to use their fingers to track along with words while reading ($\mu = 2.87$), encouragement from someone to read and discuss stories ($\mu = 3.07$), and instruction in breaking down complex words into smaller parts for easier reading ($\mu = 2.92$). Learners also appreciated learning to read silently and comprehend the story ($\mu = 2.88$), developing the ability to ask for help when encountering difficulties in a book ($\mu = 2.98$), and engaging in discussions about characters and events in stories with someone ($\mu = 3.01$). Additionally, they valued guidance in selecting books suitable for their reading level and interests ($\mu = 2.87$). Overall, the general mean rating for reading approaches was 2.95, suggesting that the home learning environments significantly supports learners in adopting effective reading approaches.

Table 3. Mean Rating and Interpretations of the Home Learning Environments of Learners in terms of Reading Approaches

Item	Indicators	Mean Rating	Interpretation
1	I have someone at home who helps me sound out difficult words when I read.	2.97	Has High Effect
2	I have been taught different strategies to understand what I am reading, like using pictures or asking questions.	2.99	Has High Effect
3	I have a special way of reading aloud with someone in my family.	2.93	Has High Effect
4	I have learned how to use my fingers to follow along with the words when I read.	2.87	Has High Effect
5	I have someone who encourages me to read and discuss the stories with them.	3.07	Has High Effect
6	I have been shown how to break down big words into smaller parts to make them easier to read.	2.92	Has High Effect
7	I have been taught to read silently in my head and understand the story.	2.88	Has High Effect
8	I have learned to ask for help when I do not understand something in a book.	2.98	Has High Effect
9	I have someone who talks to me about the characters and events in the stories I read.	3.01	Has High Effect
10	I have been guided on how to choose books that are just right for my reading level and interests.	2.87	Has High Effect
General Mean Rating		2.95	Has High Effect

The present study was aligned to the research of Faroji et al. (2024), Torrington et al. (2023), and MacCormack et al. (2022), which investigated reading approaches within the home learning environment. Faroji et al. emphasized the role of teachers in instilling ethical reading practices and fostering a supportive learning environment. Torrington et al. examined self-regulated learning behaviors in digital contexts, highlighting the importance of understanding how different measures of self-regulation relate to task performance. Additionally, MacCormack et al. underscored the significance of positive home-school relationships, particularly for learners with special educational needs, emphasizing the need for collaboration between parents and teachers to support learning during crises.

Table 4 provides insights into the mean ratings and interpretations of the home learning environments of learners concerning reading assistance. The data reveals a high level of effectiveness in the home learning environments regarding learners' reading assistance. Learners

perceived their home learning environments as highly supportive when they had access to various forms of assistance. This includes having someone at home who helped them when encountering difficult words while reading ($\mu = 3.04$), learning how to ask for help when they did not understand something in a book ($\mu = 2.97$), and having someone who listened to them read and assisted them in practicing reading aloud ($\mu = 2.97$). Additionally, they valued learning to use tools like dictionaries or online resources to seek help with words ($\mu = 2.99$) and having a family member who supported them in reading and engaged in discussions about stories ($\mu = 2.97$). Furthermore, encouragement to persevere in reading, even when facing challenges, was highly appreciated ($\mu = 2.91$). Instruction in breaking down complex words into smaller parts for easier reading ($\mu = 3.09$), discussions about characters and events in stories with someone ($\mu = 2.94$), and practicing reading with someone while being introduced to different reading strategies ($\mu = 2.92$) were also valued aspects of the home learning environment. Lastly, assistance in selecting books suitable for their reading level and interests ($\mu = 3.03$) was seen as beneficial. Overall, the general mean rating for reading assistance was 2.98, interpreted as having a high effect, indicating that the home learning environments significantly support learners in receiving valuable assistance with their reading skills.

Table 4. Mean Rating and Interpretations of the Home Learning Environments of Learners in terms of Reading Assistance

Item	Indicators	Mean Rating	Interpretation
1	I have someone at home who helps me when I find difficult words while reading.	3.04	Has High Effect
2	I have learned how to ask for help when I do not understand something in a book.	2.97	Has High Effect
3	I have someone who listens to me reads and helps me practice reading out loud.	2.97	Has High Effect
4	I have learned to use tools like dictionaries or online resources to get help with words.	2.99	Has High Effect
5	I have a family member who supports me in reading and discusses the stories with me.	2.97	Has High Effect
6	I have someone who encourages me to keep trying even when I find reading challenging.	2.91	Has High Effect
7	I have learned how to break down big words into smaller parts to make reading easier.	3.09	Has High Effect

8	I have someone who talks to me about the characters and events in the stories I read.	2.94	Has High Effect
9	I have practiced reading with someone, and they have shown me different reading strategies.	2.92	Has High Effect
10	I have a person who helps me choose books that are just right for my reading level and interests.	3.03	Has High Effect
General Mean Rating		2.98	Has High Effect

The present study was tantamount to the research of Hall et al. (2024), Sanders (2024), and Ho et al. (2024), which investigated reading assistance within the home learning environment. Hall et al. explored how school context factors, such as socioeconomic status and school-level achievement, relate to differences in reading intervention response among Grade 3 learners. Sanders examined the relationship between home access to digital devices and reading achievement among learners, emphasizing the importance of equitable digital access for educational outcomes. Additionally, Ho et al. investigated parent-robot collaboration during reading sessions, highlighting the potential role of technology in augmenting parental efforts to foster children's learning.

The summary of the home learning environments of learners is presented in Table 5. The data clearly indicates that the home learning environments of learners has a high effect across various dimensions, including reading materials ($\mu = 3.00$), reading activities ($\mu = 2.97$), reading approaches ($\mu = 2.95$), and reading assistance ($\mu = 2.98$). The overall mean rating was 2.98, interpreted as having a high effect. This suggests that the home learning environments significantly contributes to learners' development and proficiency in reading, encompassing a range of supportive factors across different dimensions.

Table 5. Summary on the Home Learning Environments of Learners

Item	Dimensions	Mean Rating	Interpretation
1	Reading Materials	3.00	Has High Effect
2	Reading Activities	2.97	Has High Effect
3	Reading Approaches	2.95	Has High Effect
4	Reading Assistance	2.98	Has High Effect
Overall Mean Rating		2.98	Has High Effect

The present study was cognizant to the research of Costa (2024), Murendo et al. (2024), and Nag et al. (2024), which examined various aspects of the home learning environments and its impact on learners. Costa's study highlighted the importance of physical dimensions of the home learning environments in motivating young people's learning during the COVID-19 pandemic. Murendo et al. assessed the role of teachers' well-being and the home learning environments on children's learning outcomes in Afghanistan, emphasizing the significance of teacher support and a conducive home environment. Additionally, Nag et al. conducted a meta-analysis across low- and middle-income countries, revealing a small but significant association between home language

and literacy environment and children's language and literacy skills, stressing the importance of contextually situated measurement in understanding the relationship between home learning environments and educational success.

4.2. Home Learning Environments of Learners as Perceived by Home Learning Facilitators

Table 6 illustrates the mean ratings and interpretations regarding the home learning environments of learners as perceived by home learning facilitators, with a specific focus on reading materials. The data reveals that home learning facilitators perceive a high level of effectiveness in the home learning environments concerning learners' access to reading materials. They rated the home learning environments highly effective when learners had access to a variety of resources, including numerous stories and books for independent reading ($\mu = 3.15$), opportunities to visit the public library ($\mu = 3.19$), and access to magazines or newspapers at home ($\mu = 3.12$). Additionally, they valued a clean and organized place for personal books at home ($\mu = 3.16$) and exposure to diverse reading materials such as comics and almanacs ($\mu = 3.13$). Family engagement in reading stories together before bedtime ($\mu = 3.10$), access to educational books suitable for their grade level ($\mu = 3.15$), and having a family that enjoys giving books as gifts ($\mu = 3.11$) were also considered important. Furthermore, home learning facilitators noted the significance of observing family members reading various materials ($\mu = 3.12$) and having designated reading spaces at home ($\mu = 3.13$). Overall, the general mean rating for reading materials was 3.14, interpreted as having a high effect. This suggests that home learning facilitators perceive the home learning environments as significantly supportive in providing diverse and accessible reading materials for learners.

Table 6. Mean Rating and Interpretations of the Home Learning Environments of Learners as Perceived by Home Learning Facilitators in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation
1	My learner has many stories and books at home that he/she can read whenever he/she wants.	3.15	Has High Effect
2	My learner has the opportunity to visit the public library.	3.19	Has High Effect
3	My learner has access to magazines or newspapers at home that he/she can read.	3.12	Has High Effect
4	My learner has a clean and tidy place for his/her personal books at home.	3.16	Has High Effect
5	My learner has the chance to see different types of reading materials at home, such as comics, almanacs, and more.	3.13	Has High Effect

6	My learner has the experience of his/her family spending time reading stories together before bedtime.	3.10	Has High Effect
7	My learner has access to educational books that focus on his/her grade level.	3.15	Has High Effect
8	My learner has a family that likes giving books as gifts to him/her.	3.11	Has High Effect
9	My learner has the opportunity to see members of his/her family reading various types of materials.	3.12	Has High Effect
10	My learner has his/her own space at home where he/she can neatly read books and materials.	3.13	Has High Effect
General Mean Rating		3.14	Has High Effect

The present study was similar to the research of Romero-Gonzalez et al. (2023), Muir et al. (2024), and Zaini et al. (2024), which investigated the role of home learning facilitators in shaping the home learning environment, particularly in terms of reading materials. Romero-Gonzalez et al. focused on the benefits of an active Home Literacy Environment program for children aged 6 to 8 years, highlighting the importance of family involvement and reading practices at home. Muir et al. explored Australian parents' experiences of home-learning during the COVID-19 pandemic, emphasizing the impact of home-school connections on academic progress. Similarly, Zaini et al. investigated the engagement of migrant and refugee parents in supporting distance education, underscoring the opportunities for parents to enhance their involvement in their children's learning, including improving their knowledge about reading materials and education systems.

Table 7 presents the mean ratings and interpretations regarding the home learning environments of learners as perceived by home learning facilitators, focusing specifically on reading activities. The data reveals that home learning facilitators perceive the home learning environments as highly effective in facilitating various reading-related activities for learners. They rated the home learning environments highly effective when learners had access to a range of supportive elements, including dedicated time each day for reading ($\mu = 3.15$), family members reading stories to them ($\mu = 3.13$), and a cozy reading spot at home ($\mu = 3.14$). Additionally, they noted the importance of discussions about books with friends or family members ($\mu = 3.14$) and access to a variety of reading materials such as picture books and storybooks ($\mu = 3.12$). Opportunities to visit the library with their family ($\mu = 3.10$) and engage in reading-related activities at home, such as word games or puzzles ($\mu = 3.18$), were also valued. Furthermore, home learning facilitators emphasized the significance of access to books suitable for learners' reading levels ($\mu = 3.08$) and establishing a routine of reading before bedtime ($\mu = 3.08$). They also highlighted the role of family members in encouraging learners to explore different kinds of books ($\mu = 3.13$). Overall, the general mean rating for reading activities was 3.12, interpreted as having a high effect. This suggests that home learning facilitators perceive the home learning environments as significantly supportive in promoting various reading activities that contribute to learners' literacy development and engagement with texts.

Table 7. Mean Rating and Interpretations of the Home Learning Environments of Learners as Perceived by Home Learning Facilitators in terms of Reading Activities

Item	Indicators	Mean Rating	Interpretation
1	My learner has a special time each day when he/she reads a book.	3.15	Has High Effect
2	My learner has someone in his/her family who reads stories to him/her.	3.13	Has High Effect
3	I have a cozy spot at home where I like to read.	3.14	Has High Effect
4	My learner has a friend or family member who talks to him/her about the books he/she reads.	3.14	Has High Effect
5	My learner has a variety of reading materials, like picture books and storybooks.	3.12	Has High Effect
6	My learner has a chance to visit the library with his/her family.	3.10	Has High Effect
7	My learner has activities at home that involve reading, like word games or puzzles.	3.18	Has High Effect
8	My learner has books that are just right for his/her reading level.	3.08	Has High Effect
9	My learner has a routine of reading before bedtime.	3.08	Has High Effect
10	(My learner has family members who encourage him/her to read different kinds of books.	3.13	Has High Effect
General Mean Rating		3.12	Has High Effect

The present study was aligned to the research of Yu (2022), Otto et al. (2023), and Liu et al. (2024), which investigated the role of home learning facilitators in promoting reading activities within online learning environments. Yu examined changes in learner roles and digital literacy during the COVID-19 pandemic, highlighting the importance of digital technologies and social regulation in improving online learning achievements. Otto et al. provided an overview of emerging digital practices in higher education, emphasizing the need to bridge the gap between campus-based teaching and online learning. Additionally, Liu et al. explored the affordances and limitations of educational chatbots in facilitating collaborative learning among peers, demonstrating their potential as effective dialogue initiators and discussion facilitators to support reading activities.

Table 8 provides insights into the mean ratings and interpretations of the home learning environments of learners as perceived by home learning facilitators, with a specific focus on

reading approaches. The data suggests that home learning facilitators perceive the home learning environments as highly effective in facilitating various reading approaches for learners. They rated the home learning environments highly effective when learners had access to a range of supportive elements, including assistance in sounding out difficult words while reading ($\mu = 3.11$), instruction in different strategies to comprehend text, such as using pictures or asking questions ($\mu = 3.18$), and engaging in a special way of reading aloud with family members ($\mu = 3.13$). Additionally, they emphasized the importance of learning to use fingers to follow along with words ($\mu = 3.11$) and receiving encouragement to read and discuss stories ($\mu = 3.13$). Moreover, home learning facilitators noted the significance of instruction in breaking down complex words into smaller parts for easier reading ($\mu = 3.18$), learning to read silently and comprehend the story ($\mu = 3.07$), and guidance on asking for help when encountering difficulties in a book ($\mu = 3.15$). Discussions about characters and events in stories ($\mu = 3.11$) and guidance on selecting books suitable for their reading level and interests ($\mu = 3.06$) were also highlighted as important aspects of the home learning environment. Overall, the general mean rating for reading approaches was 3.12, interpreted as having a high effect. This suggests that home learning facilitators perceive the home learning environments as significantly supportive in implementing various reading approaches that contribute to learners' literacy development and comprehension skills.

Table 8. Mean Rating and Interpretations of the Home Learning Environments of Learners as Perceived by Home Learning Facilitators in terms of Reading Approaches

Item	Indicators	Mean Rating	Interpretation
1	My learner has someone at home who helps him/her sound out difficult words when he/she reads.	3.11	Has High Effect
2	My learner has been taught different strategies to understand what he/she is reading, like using pictures or asking questions.	3.18	Has High Effect
3	My learner has a special way of reading aloud with someone in his/her family.	3.13	Has High Effect
4	My learner has learned how to use his/her fingers to follow along with the words when he/she reads.	3.11	Has High Effect
5	My learner has someone who encourages him/her to read and discuss the stories with them.	3.13	Has High Effect
6	My learner has been shown how to break down big words into smaller parts to make them easier to read.	3.18	Has High Effect

7	My learner has been taught to read silently in his/her head and understand the story.	3.07	Has High Effect
8	My learner has learned to ask for help when he/she does not understand something in a book.	3.15	Has High Effect
9	My learner has someone who talks to him/her about the characters and events in the stories he/she reads.	3.11	Has High Effect
10	My learner has been guided on how to choose books that are just right for his/her reading level and interests.	3.06	Has High Effect
General Mean Rating		3.12	Has High Effect

The present study was cognizant to the research of Careemdeen (2024), Singh et al. (2024), and Shum et al. (2024), which explored reading approaches within the context of educational support and cognitive engagement. Careemdeen's study provided a comprehensive framework encompassing socio-environmental and educational support, shedding light on effective strategies for optimizing learner learning experiences. Singh et al. investigated the impact of e-learning technologies on higher education learners, highlighting the positive effects on academic achievement and learner satisfaction. Additionally, Shum et al. examined the facilitators and barriers of cognitive engagement among freshmen in advanced courses, offering insights into learners' perceptions and experiences in promoting academic achievement.

Table 9 illustrates the mean ratings and interpretations of the home learning environments of learners as perceived by home learning facilitators, with a focus on reading assistance. The data suggests that home learning facilitators perceive the home learning environments as highly effective in providing support to learners in their reading endeavors. They rated the home learning environments highly effective when learners had access to various forms of assistance, including assistance in overcoming difficult words while reading ($\mu = 3.22$), learning how to seek help when encountering challenges in understanding a book ($\mu = 3.14$), and having someone who listened to them read and helped them practice reading aloud ($\mu = 3.14$). Additionally, they emphasized the importance of instruction in using tools like dictionaries or online resources to seek help with words ($\mu = 3.16$), and the presence of family members who supported them in reading and engaged in discussions about stories ($\mu = 3.11$). Moreover, they highlighted the significance of encouragement to persist in reading, even when facing difficulties ($\mu = 3.13$), and instruction in breaking down complex words into smaller parts to facilitate reading ($\mu = 3.15$). Discussions about characters and events in stories ($\mu = 3.09$), engaging in reading practice with someone who demonstrated various reading strategies ($\mu = 3.11$), and guidance in selecting books suitable for their reading levels and interests ($\mu = 3.10$) were also considered essential aspects of the home learning environment. Overall, the general mean rating for reading assistance was 3.13, interpreted as having a high effect. This suggests that home learning facilitators perceive the home learning environments as significantly supportive in providing various forms of assistance that contribute to learners' reading proficiency and comprehension skills.

Table 9. Mean Rating and Interpretations of the Home Learning Environments of Learners as Perceived by Home Learning Facilitators in terms of Reading Assistance

Item	Indicators	Mean Rating	Interpretation
1	My learner has someone at home who helps him/her when he/she finds difficult words while reading.	3.22	Has High Effect
2	My learner has learned how to ask for help when he/she does not understand something in a book.	3.14	Has High Effect
3	My learner has someone who listens to him/her reads and helps him/her practice reading out loud.	3.14	Has High Effect
4	My learner has learned to use tools like dictionaries or online resources to get help with words.	3.16	Has High Effect
5	My learner has a family member who supports him/her in reading and discusses the stories with him/her.	3.11	Has High Effect
6	My learner has someone who encourages him/her to keep trying even when he/she finds reading challenging.	3.13	Has High Effect
7	My learner has learned how to break down big words into smaller parts to make reading easier.	3.15	Has High Effect
8	My learner has someone who talks to him/her about the characters and events in the stories he/she reads.	3.09	Has High Effect
9	My learner has practiced reading with someone, and he/she has shown him/her different reading strategies.	3.11	Has High Effect
10	My learner has a person who helps him/her choose books that are just right for his/her reading level and interests.	3.10	Has High Effect
General Mean Rating		3.13	Has High Effect

The present study was tantamount to the research of Ng (2021), Ozturk (2024), and Verdonck et al. (2022), which investigated reading assistance within the context of online distance learning, preservice teacher training, and the flipped classroom approach, respectively. Ng proposed a conceptual model for understanding the role of the physical environment in online distance learning, highlighting the importance of considering where learners engage in their

studies. Ozturk evaluated preservice Turkish teachers' views on distance education, revealing perceptions of its benefits and challenges, including issues related to the learning environment and internet connectivity. Additionally, Verdonck et al. explored teachers' experiences with the flipped classroom approach, emphasizing the importance of institutional support and the emotional aspects of implementing innovative teaching methods.

Table 10 presents a comprehensive summary of the home learning environments of learners as perceived by home learning facilitators, highlighting high effectiveness across multiple dimensions, including reading materials, reading activities, reading approaches, and reading assistance ($\mu = 3.14, 3.12, 3.12, 3.13$, respectively). This indicates that home learning facilitators perceived the home learning environments of learners as highly impactful in these crucial areas. The overall mean rating for the home learning environments of learners, as perceived by home learning facilitators, was 3.13, interpreted as having a high effect. This suggests that home learning facilitators recognize the significant role of the home learning environments in fostering learning and development, particularly in supporting various aspects of reading proficiency and engagement among learners.

Table 10. Summary on the Home Learning Environments of Learners as Perceived by Home Learning Facilitators

Item	Dimensions	Mean Rating	Interpretation
1	Reading Materials	3.14	Has High Effect
2	Reading Activities	3.12	Has High Effect
3	Reading Approaches	3.12	Has High Effect
4	Reading Assistance	3.13	Has High Effect
Overall Mean Rating		3.13	Has High Effect

The present study was parallel to the research of Adu-Marfo et al. (2023), Aheto et al. (2024), and Bervell et al. (2024), which examined various aspects of distance education in Ghana. Adu-Marfo et al. explored female learners' experiences in a blended distance education program, revealing gender disparities in the use of educational technologies and suggesting strategies to enhance female participation. Aheto et al. investigated the relationships between online self-regulation skills, learner satisfaction, and perceived learning among postgraduate distance education learners, highlighting the importance of self-regulation in predicting satisfaction and perceived learning. Similarly, Bervell et al. analyzed the determinants of satisfaction and continuance intention among learners in mathematics and science distance education programs, emphasizing the significance of factors such as learner-teacher interaction and study center facilities.

4.3. Phil-IRI-Based Reading Levels of Learners

Table 11 provides an overview of the Phil-IRI-based reading levels of learners, focusing on Filipino reading results, and presenting frequency and percentage distributions. The data reveals that out of the total learners assessed, 91 learners (46.19%) exhibited frustration levels, 63 learners (31.98%) displayed instructional levels, and 43 learners (21.83%) demonstrated independent

levels. The mean Filipino reading result was calculated as 2.76, indicating instructional levels overall. This suggests that a significant portion of learners are reading at a level where they require further guidance and support to develop their reading skills in Filipino.

Table 11. Frequency and Percentage Distribution of the Phil-IRI-Based Reading Levels of Learners in terms of Filipino Reading Results

Phil-IRI-Based Reading Levels	Frequency	Percentage
Independent	43	21.83
Instructional	63	31.98
Frustration	91	46.19
Total	197	100.00
Mean	2.76	
Interpretation	Instructional	

The present study was aligned to the research of Cassion and Pagdato (2023), Salibay (2024), and Gonzales et al. (2024), which focused on different aspects of reading interventions and literacy assessment. Cassion and Pagdato evaluated reading approaches to reduce frustration rates among Filipino and English literacy levels, highlighting the effectiveness of intensive reading techniques. Salibay investigated the effectiveness of two reading intervention programs, PROJECT B.E.A.R and ARANGKADA PAGBASA, in improving reading skills among high school learners, emphasizing collaborative efforts between stakeholders. Similarly, Gonzales et al. explored the digital reading habits of preservice elementary language teachers, providing insights into the literacy landscape influenced by technological advancements.

Table 12 presents an overview of the Phil-IRI-based reading levels of learners, focusing on English reading results, and displaying frequency and percentage distributions. The data indicates that the majority of learners, accounting for 62.44%, exhibited frustration reading levels, while 27.37% achieved instructional reading levels, and 12.69% attained independent reading levels. The mean English reading result was calculated as 2.50, which suggests an overall instructional reading level. This implies that a significant proportion of learners may require additional support and intervention to enhance their English reading skills and comprehension abilities.

Table 12. Frequency and Percentage Distribution of the Phil-IRI-Based Reading Levels of Learners in terms of English Reading Results

Phil-IRI-Based Reading Levels	Frequency	Percentage
--------------------------------------	------------------	-------------------

Independent	25	12.69
Instructional	49	27.37
Frustration	123	62.44
Total	197	100.00
Mean	2.50	
Interpretation	Instructional	

The present study was parallel to the research of Li et al. (2021), Chen and Abdullah (2024), and Zhang (2024), which all focused on various aspects of English reading instruction and assessment. Li et al. conducted a meta-analysis of reading interventions for English learners, identifying the effects of specific instructional strategies on reading comprehension. Chen and Abdullah provided insights into the research landscape of English as a foreign language (EFL) reading instruction, highlighting publication trends, contributors, and emerging research foci. Zhang traced the characteristics of existing studies on English reading teaching in China, revealing evolving research topics and trends over the past two decades.

Table 13 provides an overview of the distribution of Phil-IRI-based reading levels of respondents, presenting both Filipino reading results and English reading results. The table indicates that instructional reading levels were observed in both dimensions, with a mean of 2.76 for Filipino reading results and 2.50 for English reading results. The overall mean rating was calculated as 2.63, interpreted as instructional reading levels. This suggests that, on average, respondents demonstrated a need for instructional support in both Filipino and English reading proficiency, highlighting areas where further intervention and assistance may be beneficial for improving reading skills.

Table 13. Summary of the Phil-IRI-Based Reading Levels of Learners

CRLA-Based Reading Levels		Mean Rating	Description
Filipino Reading Results		2.76	Instructional
English Reading Results		2.50	Instructional
Overall Mean Rating		2.63	Instructional

The present study was similar to the research of Hoiston (2024), Gonzalez et al. (2024), and Chinpakdee and Gu (2021), which all investigated factors influencing learner reading outcomes and instructional strategies. Hoiston emphasized the importance of effective teachers in improving learner literacy outcomes, outlining policy actions for state education leaders. Gonzalez et al. examined the effects of a shared book reading intervention on vocabulary outcomes of dual language learner preschoolers, highlighting significant effects on proximal measures of vocabulary. Chinpakdee and Gu focused on promoting learner autonomy among Thai EFL learners through strategy-based instruction, demonstrating significant improvements in reading test scores and strategic approaches to reading.

4.4. Difference between the Home Learning Environments of Learners and as Perceived by their Home Learning Facilitators

Table 14 presents the results of the Mann-Whitney U Test, which investigated the variance in the home learning environments of learners and as perceived by their home learning facilitators. The computed asymptotic significance values for reading materials, reading activities, reading

approaches, and reading assistance (ASig. = 0.557, 0.486, 0.601, 0.555, respectively) were found to be above the 0.05 significance level. As a result, the null hypothesis was accepted, indicating that there is no significant difference in the home learning environments of learners and how it is perceived by their home learning facilitators. This suggests that both learners and facilitators perceive the home learning environments similarly across various dimensions, including reading materials, activities, approaches, and assistance.

Table 14. Difference between the Home Learning Environments of Learners and as Perceived by their Home Learning Facilitators

Home Learning Environment	U-value	df	Asymp. Sig.	Decision
Reading Materials	.588	196	.557	Accept H ₀₁ Not Significant
Reading Activities	.697	196	.486	Accept H ₀₁ Not Significant
Reading Approaches	.523	196	.601	Accept H ₀₁ Not Significant
Reading Assistance	.591	196	.555	Accept H ₀₁ Not Significant
Overall	.718	196	.473	Accept H₀₁ Not Significant

The present study was parallel to the research of He et al. (2024), Wen et al. (2021), and El Demerdash et al. (2024), which all explored different perceptions on the home learning environments of learners. While this study focused on perceptions and experiences of learner facilitators in interprofessional education, He et al. delved into the prerequisites needed for implementing home-based learning (HBL), and El Demerdash et al. assessed the effect of a distance education training program on nurse interns' readiness for distance education and their perceptions of lifelong learning.

4.5. Correlation between the Home Learning Environments of Learners and Their Phil-IRI-Based Reading Levels

Table 15 presents the correlation between the home learning environments of learners and their Phil-IRI-based reading levels in terms of Filipino reading results, utilizing Spearman's Rho Correlation Coefficient. The analysis indicates a positively very high correlation between the home learning environments of learners in terms of reading materials, reading activities, reading approaches, and reading assistance ($r_s = 0.770, 0.811, 0.771, 0.792$, respectively) and their Phil-IRI-based reading levels in terms of Filipino reading results. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high significant correlation ($r_s = 0.784, \alpha = 0.000$) between the home learning environments of learners and their Phil-IRI-

based reading levels in terms of Filipino reading results. This underscores the strong relationship between the home learning environments and reading proficiency in Filipino among learners.

Table 15. Correlation between the Home Learning Environments of Learners and Their Phil-IRI-Based Reading Levels in terms of Filipin Reading Results

Home Learning Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.770	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Reading Activities	.811	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Reading Approaches	.771	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Reading Assistance	.792	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.784	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was parallel to the studies of Bustos-Orosa (2021), Albert et al. (2023), and Golo and Tado (2024), shedding light on the educational landscape and initiatives in the Philippines, particularly focusing on early childhood education, inclusive quality education, and reading intervention programs. The findings underscore the multifaceted challenges and opportunities in the home learning environments of learners and their Phil-IRI-based reading levels, particularly in terms of Filipino reading results. These studies underscore the interconnectedness between educational policies, home learning environments, and reading levels among Filipino learners. Addressing challenges related to access, quality, parental involvement, and socio-economic disparities is crucial for improving Phil-IRI-based reading levels and ensuring inclusive and equitable quality education for all children in the Philippines.

Table 16 presents the correlation between the home learning environments of learners and their Phil-IRI-based reading levels in terms of English reading results, utilizing Spearman's Rho Correlation Coefficient. The analysis indicates a positively high correlation between the home learning environments of learners in terms of reading materials, reading activities, reading approaches, and reading assistance ($r_s = 0.625, 0.660, 0.659, 0.618$, respectively) and their Phil-IRI-based reading levels in terms of English reading results. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively high significant correlation ($r_s = 0.641, \alpha = 0.000$) between the home learning environments of learners and their Phil-IRI-based reading levels in terms of English reading results. This highlights the substantial relationship between the home learning environments and reading proficiency in English among learners.

Table 16. Correlation between the Home Learning Environments of Learners and Their Phil-IRI-Based Reading Levels in terms of English Reading Results

Home Learning Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.625	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Activities	.660	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Approaches	.659	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Assistance	.638	Positive High Correlation	.000	Reject Ho ₂ Significant
Overall	.641	Positive High Correlation	.000	Reject Ho₂ Significant

The present study was similar to the studies of Khanolainen et al. (2020), Jiang et al. (2023), and Meyer et al. (2024), examining the influence of the home learning environments on children's reading levels, particularly in the context of English reading results. These studies collectively emphasize the significant influence of the home learning environment, including parental involvement and supportive literacy practices, on children's reading levels. Understanding and enhancing the home learning environments can contribute to improving English reading results and promoting equitable access to quality education for all learners.

Table 17 illustrates the correlation between the home learning environments of learners and their Phil-IRI-based reading levels, utilizing Spearman's Rho Correlation Coefficient. The analysis reveals a positively very high correlation between the home learning environments of learners in terms of reading materials, reading activities, reading approaches, and reading assistance ($r_s = 0.759, 0.802, 0.775, 0.779$, respectively) and their Phil-IRI-based reading levels. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high significant correlation ($r_s = 0.774, \alpha = 0.000$) between the home learning environments of learners and their Phil-IRI-based reading levels. This underscores the comprehensive relationship between the home learning environments and overall reading proficiency among learners.

Table 17. Correlation between the Home Learning Environments of Learners and Their Phil-IRI-Based Reading Levels

Home Learning Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.759	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Reading Activities	.802	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Reading Approaches	.775	Positive Very High Correlation	.000	Reject Ho ₂ Significant

Reading Assistance	.779	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.774	Positively Very High Correlation	.000	Reject Ho₂ Significant

The present study was aligned to the studies of Zheng et al. (2023), Mamadzhanova (2024), and Bell et al. (2024), focusing on the influence of the home learning environments on learners' Phil-IRI-based reading levels and resilience in digital reading. These studies collectively highlight the critical role of the home learning environment, encompassing factors such as metacognitive strategies, socio-emotional support, and enrichment activities, in promoting resilience and enhancing reading levels among learners. Understanding and nurturing home learning environments can contribute to fostering academic success and lifelong learning outcomes.

4.6. An Enhanced Home-Based Reading Program on Home Learning Environments and Reading Levels of Grade 4 Learners

The enhanced home-based reading program for Grade 4 learners is a comprehensive initiative aimed at improving reading proficiency within home learning environments from July 2024 to March 2027. The program employs a multifaceted approach, starting with thorough assessments of home learning conditions and facilitator perceptions to gather insights and identify areas for improvement. It includes evaluating the availability of reading materials, observing reading activities, and conducting workshops on various reading strategies. The program also involves pre- and post-intervention assessments to measure improvements in reading levels in both Filipino and English. Key components include training for facilitators on creating conducive learning environments and effective reading strategies. This collaborative effort among school heads, teachers, parents, and reading facilitators aims to enhance literacy skills, ensuring that learners receive comprehensive support tailored to their needs in home-based settings.

5. CONCLUSIONS

1. Grade 4 learners demonstrated a high effectiveness of the home learning environments across various dimensions, including reading materials, reading activities, reading approaches, and reading assistance.
2. Grade 4 home learning facilitators observed a high effectiveness of the home learning environments among their learners in key areas such as reading materials, reading activities, reading approaches, and reading assistance.
3. Grade 4 learners were classified as instructional readers based on their Filipino and English reading results.
4. No significant difference was found in the home learning environments of learners as perceived by their home learning facilitators across all dimensions, including reading materials, reading activities, reading approaches, and reading assistance. The computed significance values were above the 0.05 significance level, leading to the acceptance of the null hypothesis.
5. A positively very high and significant correlation was identified between the home learning environments of learners across various dimensions - reading materials, reading activities, reading

approaches, and reading assistance - and their Phil-IRI-based reading levels in terms of both Filipino and English reading results. The computed significance values reached significance at a 5% level, resulting in the rejection of the null hypothesis. Therefore, there was a high positive significant correlation between the home learning environments of learners and their Phil-IRI-based reading levels.

6. An enhanced program has been developed to improve the home learning environments and reading levels of Grade 4 learners.

6. RECOMMENDATIONS

1. Grade 4 learners must be provided with diverse reading materials, engaging activities, varied approaches, and supportive assistance to maintain and enhance the effectiveness of their home learning environment.

2. Grade 4 learners must continue receiving ongoing support and resources to uphold the reported high effectiveness of their home learning environment, ensuring facilitators are equipped with strategies for enriching reading experiences.

3. Grade 4 learners must receive tailored reading instruction to support their classification as instructional readers, focusing on individualized strategies to further enhance their reading proficiency.

4. Grade 4 learners must engage in further investigations to explore factors contributing to consistency in perception of the home learning environment, guiding interventions for improvement.

5. Grade 4 learners must prioritize efforts to strengthen the home learning environments to support reading development, fostering partnerships to create a supportive reading culture.

6. Grade 4 learners must implement the newly developed enhanced program aimed at improving the home learning environments and reading levels, ensuring continuous evaluation and adaptation based on feedback and outcomes.

7. Other studies on home learning environments must investigate the long-term impact of providing diverse reading materials, engaging activities, varied approaches, and supportive assistance on the overall academic performance and lifelong learning outcomes of Grade 4 learners.

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