

HOME LITERACY ENVIRONMENTS AND THE READING LEVELS OF GRADE 2 LEARNERS: FOUNDATION FOR ENHANCED HOME READING PROGRAM

Mildred Lerios Dumlao

Zacarias L. Antiller Elementary School, Palauig, Zambales, Philippines
Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

<https://doi.org/10.54922/IJEHSS.2024.0738>

ABSTRACT

The purpose of this study was to determine the home literacy environment and the reading levels of Grade 2 learners, as perceived by reading facilitators in Palauig District, Schools Division of Zambales, during the School Year 2023-2024. A quantitative-descriptive research approach was utilized for this study. Data collection was conducted through a validated questionnaire. The questionnaire focused on various aspects of the home literacy environment, including reading materials, access to community resources, engagement in reading activities, and involvement in reading. Additionally, Filipino and English reading levels of learners were evaluated using CRLA-based reading levels. The results indicated that both learners and reading facilitators recognized the importance of HLEs, particularly in terms of reading materials, access to community resources, engagement in reading activities, and involvement in reading. However, the Filipino and English reading results of learners revealed a light refresher reading level, as per the CRLA-based assessment. Furthermore, there was no significant difference observed in the perception of HLEs between learners and reading facilitators across all dimensions. Additionally, there was a very low and non-significant correlation found between learners' HLEs and their CRLA-based reading levels, which persisted across various dimensions. The study concluded that there is a need for an enhanced program targeting specific areas identified for improvement in the HLEs and the reading levels of Grade 2 learners. Despite the recognition of the importance of HLEs by both learners and reading facilitators, the study highlighted the need for interventions to address the observed light refresher reading levels and the lack of significant correlation between HLEs and reading levels.

Keywords: Home Literacy Environments, CRLA-Based Reading Levels, Grade 2 Learners, Home Reading Program.

1. INTRODUCTION

A rich home literacy environment, which includes diverse reading materials, access to community resources, engaging family activities, and the active involvement of family members, has a positive impact on the reading levels of learners. It fosters a love for reading and supports overall literacy development. Reading facilitators play a crucial role in this process, contributing to the establishment of an enhanced home literacy environment. They can improve the reading levels of learners by providing guidance on selecting diverse and age-appropriate reading materials, fostering community connections, promoting interactive reading facilitators' activities, and encouraging the active participation of reading facilitators in the reading process. The key responsibility of reading facilitators in building worthwhile home literacy environments (HLEs) for improved reading levels of learners lies in guiding and empowering families to create a supportive atmosphere. This atmosphere values reading, fosters engagement with diverse materials, and encourages positive reading habits.

The synthesis of literature on HLEs and the reading levels of learners reveals significant disparities in literacy development, particularly for children with learning disabilities (LDs). Johnson (2023) found that LD children experience lower HLEs compared to their non-disabled peers, which negatively impacts their reading achievement. Additionally, Yuan et al. (2024) highlighted the evolving nature of HLEs by distinguishing between traditional HLEs and digital HLEs, noting that digital HLEs positively influence early literacy skills. This underscores the importance of adapting to technological advancements to enhance literacy development.

Parental involvement and maternal influence play crucial roles in shaping HLEs and, consequently, children's literacy outcomes. Zhang et al. (2023) demonstrated that mothers' reading skills significantly correlate with shared book reading and access to literacy resources, emphasizing the importance of maternal literacy in both urban and rural settings. Singh et al. (2022) further supported this by showing that parent-child book reading activities mediate the relationship between parental education and infant vocabulary size. This highlights the mitigating effect of shared reading on socio-economic disparities in early language development, reinforcing the need for parental engagement in literacy practices.

Community-based reading initiatives and innovative instructional approaches have also shown promise in enhancing literacy skills. Derby (2021) reported positive shifts in family literacy practices following home-based literacy interventions, with lasting impacts on shared reading activities. Araujo and Costa (2023) found that early home reading practices positively correlate with reading performance in later grades, underscoring the long-term benefits of such interventions. Furthermore, Jimenez et al. (2023) highlighted the effectiveness of pediatric literacy interventions involving clinician modeling, which improved HLEs among Latino families. These studies emphasize the value of community and professional support in fostering a sustainable literacy culture.

Technological integration in reading practices is another critical aspect affecting literacy development. Shutaleva et al. (2023) noted a shift from traditional paper-based reading to digital formats, driven by the transformative impact of digital technologies. This shift not only changes the availability of reading materials but also the nature of reading practices. Clinton-Lisell et al. (2024) found that enhanced e-books can foster greater engagement during shared reading compared to traditional formats. These findings highlight the need for adaptive strategies that incorporate technology to improve children's interaction with reading materials, ensuring that digital advancements are leveraged to support literacy development effectively.

Finally, the COVID-19 pandemic has underscored the necessity for innovative educational solutions to address literacy challenges. Kasmainsi and Riswanto (2024) demonstrated that the flipped classroom model positively impacts reading comprehension among senior high school learners, showcasing the potential of innovative instructional approaches in remote learning contexts. This aligns with broader findings from studies like Asfaw (2023), which call for context-specific interventions to address low early grade reading achievement in diverse educational settings. Overall, these insights highlight the multifaceted dynamics influencing literacy development, emphasizing the importance of adaptive solutions, diverse reading materials, and equitable educational practices to support all learners effectively.

This study addressed a significant research gap in the understanding of the specific relationship between HLEs and the reading proficiency of Grade 2 learners. Existing literature lacked comprehensive insights into how the home environment, including factors like parental involvement, reading practices, and access to diverse reading materials, influenced the

development of reading skills specifically at the Grade 2 level. The study aimed to contribute valuable knowledge that served as a foundational basis for designing and implementing effective home reading programs tailored to the unique needs of Grade 2 learners. By focusing on this specific grade level, the research sought to fill a critical void in the current understanding of home literacy's impact on reading levels during a crucial stage of early education. The findings were expected to inform teachers, parents, and policymakers in developing targeted interventions to enhance the reading experiences and outcomes of Grade 2 learners.

2. STATEMENT OF THE PROBLEM

This study determined the HLEs and the reading levels of Grade 2 learners as perceived by reading facilitators at Palauig District, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it aimed to answer these questions:

1. How may the HLEs of learners be described in terms of:
 - 1.1. available reading materials;
 - 1.2. access to community reading resources;
 - 1.3. reading activities; and
 - 1.4. reading involvement?
2. How may the HLEs of learners as perceived by reading facilitators be described in terms of:
 - 2.1. available reading materials;
 - 2.2. access to community reading resources;
 - 2.3. reading activities; and
 - 2.4. reading involvement?
3. How may the CRLA-based reading levels of learners be described in terms of:
 - 3.1. Filipino reading results; and
 - 3.2. English reading results?
4. Is there a significant difference between the HLEs of learners and as perceived by reading facilitators?
5. Is there a significant correlation between the HLEs of learners and their CRLA-based reading levels?
6. What enhancement program can be proposed for the HLEs and the reading levels of Grade 2 learners?

3. METHODS AND MATERIALS

This study determined the HLEs and the reading levels of Grade 2 learners as perceived by reading facilitators at 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 127 Grade 2 learners and 127 Grade 2 reading facilitators, selected via simple random sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of two sets targeting the HLEs of learners and the Comprehensive Rapid and Literacy Assessment (CRLA)-based reading levels of learners. 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. HLEs of Learners

Table 1 presents the mean ratings and interpretations of the HLEs of learners regarding available reading materials. The data indicates that learners affirmed the contributory nature of their HLEs when they had various kinds of books at home, which aided in their development as better readers ($\mu = 3.07$). Furthermore, having a diverse range of books at home, including stories and factual texts, was perceived to enhance their reading skills ($\mu = 3.06$). Additionally, having access to newspapers, magazines, and informational papers at home was seen as beneficial for expanding their vocabulary ($\mu = 3.04$). Using technology such as e-books and learning apps on phones or tablets was also noted as a helpful resource for learning to read ($\mu = 3.04$). Moreover, listening to audiobooks and sharing stories was viewed as aiding in comprehension ($\mu = 3.07$), while reading various types of books at home, such as poems and stories from different places, was thought to increase enjoyment of reading ($\mu = 3.08$). Encouraging parents to read with them was seen as beneficial for improving reading skills ($\mu = 3.04$), and having books with engaging pictures and games was perceived to enhance enjoyment and aid in learning ($\mu = 3.05$). Additionally, keeping books in a pleasant place at home and actively selecting books were seen as promoting more reading ($\mu = 3.06$). Finally, maintaining focus on reading every day was considered important for becoming a proficient reader ($\mu = 3.06$). Overall, the general mean rating for available reading materials was 3.06, interpreted as contributory to the home literacy environment.

Table 1. Mean Rating and Interpretations of the HLEs of Learners in terms of Available Reading Materials

Item	Indicators	Mean Rating	Interpretation
1	I have different kinds of books at home that help me to become a better reader.	3.07	Contributory
2	I have lots of different books at home, such as stories and facts, that improve my reading skills.	3.06	Contributory
3	I have newspapers, magazines, and informational papers at home that help me learn more words.	3.04	Contributory
4	I use technology at home, such as e-books and learning apps on phone or tablets to help me learn to read.	3.04	Contributory
5	I listen to audiobooks and share of stories to help me understand what I read.	3.07	Contributory
6	I read different kinds of books at home, like poems and stories from	3.08	Contributory

	different places to make me enjoy reading more.		
7	I encourage my parents to read with me to help me get better at reading.	3.04	Contributory
8	I have books with cool pictures and games that aid in learning, making me enjoy reading even more.	3.05	Contributory
9	I keep books in a nice place at home and I pick books, which helps me read more.	3.06	Contributory
10	I maintain my focus on reading every day to help me to become a good reader.	3.06	Contributory

General Mean Rating	3.06	Contributory
----------------------------	-------------	---------------------

The previous studies of Lee and Moussa (2024), Inoue et al. (2020), and Chen (2024) examined the impact of HLEs, particularly the availability of reading materials, on children's literacy development. Lee and Moussa's study in Ghana emphasized the positive association between home-based reading resources and children's reading skills, advocating for increased literacy investments in homes. Similarly, Inoue et al.'s research across different languages highlighted the importance of parental involvement and access to resources in fostering emergent literacy skills. Additionally, Chen's study in China found that parents' positive attitudes towards reading correlated with their children's attitudes, indicating a consistent influence of family environment on reading attitudes across cultures. These findings collectively underscore the critical role of HLEs, including the availability of reading materials, in shaping children's literacy outcomes.

Table 2 presents the mean ratings and interpretations regarding the HLEs of learners concerning access to community reading resources. The data indicates that learners perceived access to community reading resources as contributory when they were encouraged to visit the nearby library, where they found numerous interesting books ($\mu = 3.01$). Additionally, being encouraged to participate in book clubs or story hours in the community was seen as an enjoyable way to engage with others and foster a love for reading ($\mu = 3.00$). Furthermore, learners felt that being encouraged to attend book fairs and events with their families allowed them to discover new books ($\mu = 3.02$), and collaborating with the community to enhance their reading levels was viewed positively ($\mu = 3.05$). Moreover, exchanging books with available books in the library was considered beneficial ($\mu = 3.04$), as was visiting the bookstore to purchase favorite books ($\mu = 3.04$). Participating in story sessions in the community ($\mu = 3.05$) and taking part in reading challenges for an enjoyable reading experience ($\mu = 3.02$) were also perceived as beneficial. However, using online reading websites and resources in the community to practice reading more was rated slightly lower ($\mu = 2.99$). Additionally, reading more with community members during reading sessions was seen as advantageous ($\mu = 3.01$). Overall, the general mean rating for access to community reading resources was 3.02, interpreted as contributory to the home literacy environment.

Table 2. Mean Rating and Interpretations of the HLEs of Learners in terms of Access to Community Reading Resources

Item	Indicators	Mean Rating	Interpretation
1	I am encouraged to visit the nearby library where I can find lots of interesting books.	3.01	Contributory
2	I am encouraged to participate in book clubs or story hours in the community, allowing me to have fun with others and enjoy reading.	3.00	Contributory
3	I am encouraged to attend book fairs and events with my family to discover new books.	3.02	Contributory
4	I am encouraged to collaborate with the community to enhance my reading levels.	3.05	Contributory
5	I am encouraged to exchange my books with those available books in the library.	3.04	Contributory
6	I am encouraged to visit the bookstore and buy my favorite books.	3.04	Contributory
7	I am encouraged to attend story sessions in the community to engage in reading.	3.05	Contributory
8	I am encouraged to take part in reading challenges in the community for an enjoyable reading experience.	3.02	Contributory
9	I am encouraged to use online reading websites and resources in the community to practice reading more.	2.99	Contributory
10	I am encouraged to read more with the community members during reading sessions.	3.01	Contributory
General Mean Rating		3.02	Contributory

The previous studies of Mkandawire et al. (2023), Ellington and Prado (2024), and Fagan (2022) examined the influence of community reading resources on learners' literacy development. Mkandawire et al.'s research in Zambia highlighted the use of bilingual materials and community resources by teachers in multilingual classrooms to support early literacy skills. Similarly, Ellington and Prado's study of environmental education programs emphasized the role of community spaces in promoting place-based learning and addressing access barriers for BIPOC and low-income learners. Additionally, Fagan's investigation into homeless children's access to books underscored the disparities in access to reading materials, emphasizing the importance of addressing such inequalities to support children's literacy development. These findings collectively

highlight the significance of community reading resources in fostering literacy skills among diverse learner populations.

Table 3 illustrates the mean ratings and interpretations regarding the HLEs of learners concerning reading activities. The data reveals that learners perceived reading activities as contributory when they were encouraged to read at home to enhance their reading skills ($\mu = 3.04$). Furthermore, being encouraged to read books at home was seen as creating a conducive environment for enjoying stories together ($\mu = 3.02$). Additionally, establishing regular reading time at home to improve reading skills ($\mu = 3.01$) and exploring new books to discover exciting stories ($\mu = 3.02$) were viewed positively. Learners also felt that discussing the books they read promoted deeper reflection on the stories ($\mu = 3.04$) and creating reading nooks at home where they could enjoy quiet reading time was beneficial ($\mu = 3.01$). Moreover, reading aloud was considered valuable practice in reading ($\mu = 3.03$), and engaging in reading challenges to make reading a fun and friendly competition was viewed positively ($\mu = 3.00$). Using online resources to explore stories together on the computer ($\mu = 3.02$) and sharing books with others to foster a love for reading ($\mu = 3.02$) were also perceived as beneficial. Overall, the general mean rating for reading activities was 3.02, interpreted as contributory to the home literacy environment.

Table 3. Mean Rating and Interpretations of the HLEs of Learners in terms of Reading Activities

Item	Indicators	Mean Rating	Interpretation
1	I am encouraged to read at home to help me become a better reader.	3.04	Contributory
2	I am encouraged to read books at home, creating a great environment for enjoying stories together.	3.02	Contributory
3	I am encouraged to establish regular reading time at home to help improve my reading skills.	3.01	Contributory
4	I am encouraged to explore new books to discover exciting stories.	3.02	Contributory
5	I am encouraged to discuss the books I read to promote deeper reflection on the stories.	3.04	Contributory
6	I am encouraged to create reading nooks at home where I can enjoy quiet reading time.	3.01	Contributory
7	I am encouraged to read aloud to provide valuable practices in reading.	3.03	Contributory
8	I am encouraged to engage in reading challenges to make reading a fun and friendly competition.	3.00	Contributory
9	I am encouraged to use online resources to explore stories together on the computer.	3.02	Contributory

10	I am encouraged to share books with others to foster my love for reading.	3.02	Contributory
General Mean Rating		3.02	Contributory

The previous studies of Silinskas et al. (2020), Wasike et al. (2024), and Jiang et al. (2023) examined the relationship between HLEs and learners' engagement in reading activities. Silinskas et al.'s longitudinal study extended the Home Literacy Model by demonstrating how maternal home literacy activities predict children's independent reading frequency and interest in literacy activities over time. Similarly, Wasike et al.'s investigation revealed a negative correlation between the physical design of the classroom and learners' literacy outcomes, emphasizing the importance of supportive learning environments. Furthermore, Jiang et al.'s study highlighted the role of the HLEs as a mediator between socioeconomic status and children's development of English as a second language, underscoring the significance of family interventions and policies in reducing educational disparities. These findings collectively emphasize the critical influence of HLEs on learners' engagement in reading activities and their overall literacy outcomes.

Table 4 provides insights into the mean ratings and interpretations of the HLEs of learners concerning reading involvement. The data shows that learners considered reading involvement as contributory when they were encouraged to read at home to improve their reading skills ($\mu = 3.02$). Additionally, being encouraged to read to create a special and positive atmosphere for sharing stories was viewed favorably ($\mu = 3.04$). Furthermore, having regular reading time at home to enhance reading skills ($\mu = 3.02$) and exploring different books to experience reading adventures ($\mu = 3.06$) were seen as beneficial. Learners also felt that talking about the books they read promoted deeper reflection on the stories ($\mu = 3.07$) and having designated reading spots at home where they read was advantageous ($\mu = 3.03$). Moreover, reading aloud to practice reading ($\mu = 3.06$), participating in reading challenges to make the reading experience more exciting ($\mu = 3.02$), and using online resources for reading to explore stories together on the computer ($\mu = 3.02$) were perceived positively. Additionally, sharing books and stories to foster a love for reading ($\mu = 3.06$) was considered beneficial. Overall, the general mean rating for reading involvement was 3.04, interpreted as contributory to the home literacy environment.

Table 4. Mean Rating and Interpretations of the HLEs of Learners in terms of Reading Involvement

Item	Indicators	Mean Rating	Interpretation
1	I am encouraged to read at home to improve my reading skills.	3.02	Contributory
2	I am encouraged to read to create a special and positive atmosphere for sharing stories.	3.04	Contributory
3	I am encouraged to have regular reading time at home to enhance my reading skills.	3.02	Contributory
4	I am encouraged to explore different books to experience reading adventures.	3.06	Contributory

5	I am encouraged to talk about the books I read to promote deeper reflection on the stories.	3.07	Contributory
6	I am encouraged to have designated reading spots at home where I can read.	3.03	Contributory
7	I am encouraged to read aloud to help me practice reading.	3.06	Contributory
8	I am encouraged to participate in reading challenges to make the reading experience more exciting.	3.02	Contributory
9	I am encouraged to use online resources for reading to explore stories together on the computer.	3.02	Contributory
10	I am encouraged to share books and stories to foster my love for reading.	3.06	Contributory
General Mean Rating		3.04	Contributory

The previous studies Volodina et al. (2024), Li and Liew (2022), and Mudrak et al. (2020) examined the influence of HLEs on reading involvement among learners. Volodina et al.'s study highlighted the significant direct effects of book exposure at home and language-related preschool quality on learners' later school-relevant language proficiency, emphasizing the importance of early stimulating home and preschool literacy environments. Similarly, Li and Liew discussed the role of parenting practices in fostering reading motivation, engagement, and competence, particularly in culturally and linguistically diverse families like Chinese immigrant families. Furthermore, Mudrak et al. introduced a systemic framework for understanding the interactions between the social environment and motivational processes associated with reading literacy development, emphasizing the complex relationship between family resources, reading motivation, and academic outcomes. These findings collectively underscore the critical role of HLEs in shaping learners' reading involvement and academic success.

The summary of the HLEs of learners is presented in Table 5. The data clearly indicates that the HLEs of learners were contributory across various dimensions, including available reading materials ($\mu = 3.06$), access to community reading resources ($\mu = 3.02$), reading activities ($\mu = 3.02$), and reading involvement ($\mu = 3.04$). The overall mean rating was 3.04, interpreted as contributory. This suggests that the HLEs significantly contribute to learners' development and proficiency in reading, encompassing a range of appropriate factors across different dimensions.

Table 5. Summary on the HLEs of Learners

Item	Dimensions	Mean	Interpretation
------	------------	------	----------------

		Rating	
1	Available Reading Materials	3.06	Contributory
2	Access to Community Reading Resources	3.02	Contributory
3	Reading Activities	3.02	Contributory
4	Reading Involvement	3.04	Contributory
Overall Mean Rating		3.04	Contributory

The previous studies of Bencivengo (2024), Alsubaie (2022), and Karpava (2021) highlighted the importance of the HLEs in shaping children's foundational literacy skills. Additionally, the studies emphasized the role of parental involvement and access to resources in fostering early literacy development. Bencivengo (2024) addressed the inequities in school readiness by developing parent engagement programming aimed at enhancing the HLEs through workshops focusing on language and literacy activities. Similarly, Alsubaie (2022) explored the factors influencing early literacy learning spaces at home from mothers' perspectives, emphasizing the significance of creating supportive environments for children's literacy development. Furthermore, Karpava (2021) investigated the relationship between family type, HLEs, and literacy development in bi-/multilingual children, underscoring the complex interplay between family dynamics, socioeconomic factors, and literacy experiences in shaping children's literacy skills.

4.2. HLEs of Learners as Perceived by Reading Facilitators

Table 6 illustrates the mean ratings and interpretations regarding the HLEs of learners as perceived by reading facilitators in terms of available reading materials. The data reveals that HLEs of learners as perceived by reading facilitators were contributory when they had different kinds of books at home that helped their learners to become better readers ($\mu = 3.14$). Additionally, having a variety of books at home, including stories and factual texts, was seen as improving the reading skills of their learners ($\mu = 3.19$). Moreover, having newspapers, magazines, and informational papers at home that helped their learners learn more words was perceived positively ($\mu = 3.05$), as was using technology at home, such as e-books and learning apps on phones or tablets, to help their learners learn to read ($\mu = 3.22$). Furthermore, listening to audiobooks and sharing stories with their learners to help them understand what they read was considered beneficial ($\mu = 3.09$). Encouraging reading different kinds of books at home, like poems and stories from different places, to make their learners enjoy reading more was viewed favorably ($\mu = 3.10$), as was encouraging parents to read with their children to help them improve their reading skills ($\mu = 3.13$). Additionally, having books with engaging pictures and games that aided in learning and made their learners enjoy reading even more was perceived positively ($\mu = 3.17$). Furthermore, keeping books in a nice place at home and letting their learners pick their own books, which helped them read more on their own, was seen as advantageous ($\mu = 3.04$), as was maintaining their learners' focus on reading every day to help them become proficient readers ($\mu = 3.20$). Overall, the general mean rating for available reading materials was 3.13, interpreted as contributory to the home literacy environment.

Table 6. Mean Rating and Interpretations of the HLEs of Learners as Perceived by Reading Facilitators in terms of Available Reading Materials

Item	Indicators	Mean	Interpretation
------	------------	------	----------------

		Rating	
1	I have different kinds of books at home that help my learners to become better readers.	3.14	Contributory
2	I have lots of different books at home, such as stories and facts, that improve the reading skills of my learners.	3.19	Contributory
3	I have newspapers, magazines, and informational papers at home that help my learners learn more words.	3.05	Contributory
4	I use technology at home, such as e-books and learning apps on phone or tablets, to help my learners learn to read.	3.22	Contributory
5	I listen to audiobooks and share stories with my learners to help them understand what they read.	3.09	Contributory
6	I read different kinds of books at home, like poems and stories from different places, to make my learners enjoy reading more.	3.10	Contributory
7	I encourage parents to read with their children to help them get better at reading.	3.13	Contributory
8	I have books with cool pictures and games that aid in learning, making my learners enjoy reading even more.	3.17	Contributory
9	I keep books in a nice place at home and let my learners pick their own books, which helps read more on their own.	3.04	Contributory
10	I maintain my learners' focus on reading every day to help them to become good readers.	3.20	Contributory
General Mean Rating		3.13	Contributory

The present study was parallel with the previous studies of Campbell et al. (2024), Vuong et al. (2021), and Burke and Collier (2023) in terms of exploring caregivers' perceptions and behaviors regarding children's activities at home. While Campbell et al. focused on physical activity among preschool children, Vuong et al. investigated book-reading interest among secondary learners, and Burke and Collier examined children's storytelling and artifacts in educational settings. Despite the varied contexts, all studies emphasized the crucial role of caregivers and teachers in shaping children's behaviors and interests. Specifically, Vuong et al.

highlighted the significance of parental involvement in fostering reading interest, which aligns with the emphasis on parental support for physical activity in Campbell et al.'s findings. Moreover, Burke and Collier's exploration of children's artifacts and stories underscores the importance of creating an enriched home literacy environment, possibly through the availability of diverse reading materials, to support children's holistic development and expression of voice.

Table 7 presents the mean ratings and interpretations of the HLEs of learners as perceived by reading facilitators in terms of access to community reading resources. The data reveals that HLEs of learners as perceived by reading facilitators were contributory when they encouraged their learners to visit the nearby library where they found lots of interesting books ($\mu = 3.09$). Additionally, encouraging their learners to participate in book clubs or story hours in the community, allowing them to have fun with others and enjoy reading, was viewed favorably ($\mu = 3.13$). Moreover, encouraging their learners to attend book fairs and events with their families to discover new books was perceived positively ($\mu = 3.10$), as was encouraging their learners to collaborate with the community to enhance their reading levels ($\mu = 3.19$). Furthermore, encouraging their learners to exchange their books with those available in the library ($\mu = 3.01$) and to visit the bookstore and buy their favorite books ($\mu = 3.17$) were seen as beneficial. Encouraging their learners to attend story sessions in the community to engage them in reading ($\mu = 3.08$), to take part in reading challenges in the community for an enjoyable reading experience ($\mu = 3.11$), and to use online reading websites and resources in the community to practice reading more ($\mu = 3.09$) were also perceived positively. Additionally, encouraging their learners to read more with community members during reading sessions ($\mu = 3.17$) was viewed as advantageous. Overall, the general mean rating for access to community reading resources was 3.11, interpreted as contributory to the home literacy environment.

Table 7. Mean Rating and Interpretations of the HLEs of Learners as Perceived by Reading Facilitators in terms of Access to Community Reading Resources

Item	Indicators	Mean Rating	Interpretation
1	I encourage my learners to visit the nearby library where they can find lots of interesting books.	3.09	Contributory
2	I encourage my learners to participate in book clubs or story hours in the community, allowing them to have fun with others and enjoy reading.	3.13	Contributory
3	I encourage my learners to attend book fairs and events with their families to discover new books.	3.10	Contributory
4	I encourage my learners to collaborate with the community to enhance their reading levels.	3.19	Contributory

5	I encourage my learners to exchange their books with those available books in the library.	3.01	Contributory
6	I encourage my learners to visit the bookstore and buy their favorite books.	3.17	Contributory
7	I encourage my learners to attend story sessions in the community to engage them in reading.	3.08	Contributory
8	I encourage my learners to take part in reading challenges in the community for an enjoyable reading experience.	3.11	Contributory
9	I encourage my learners to use online reading websites and resources in the community to practice reading more.	3.09	Contributory
10	I encourage my learners to read more with the community members during reading sessions.	3.17	Contributory
General Mean Rating		3.11	Contributory

The present study was similar with the previous studies of Smith et al. (2023), Lapierre et al. (2024), and Zerihun et al. (2023) in cognizant with the facilitation of access to resources outside the immediate home environment. Smith et al. explored how facilitation by organizations like SciStarter and Girl Scouts of the USA enhanced participation in citizen science, highlighting the role of external facilitators in shaping learning and civic engagement. Similarly, Lapierre et al. investigated the features of digital platforms that facilitate access to outdoor leisure-time physical activity (OLTPA) for people with disabilities, emphasizing the importance of intuitive design and accessibility features. Additionally, Zerihun et al. examined the acceptability and feasibility of a caregiver skills training program facilitated by non-specialists in rural Ethiopia, shedding light on the role of facilitators in delivering interventions in low-resource contexts. These studies collectively underscore the significance of external facilitators, whether organizations or individuals, in providing access to community resources and promoting engagement among diverse populations.

Table 8 provides insights into the mean ratings and interpretations of the HLEs of learners as perceived by reading facilitators in terms of reading activities. The data suggests that HLEs of learners as perceived by reading facilitators were contributory when they encouraged their learners to read at home to help them become better readers ($\mu = 3.02$). Additionally, encouraging their learners to read books at home, creating a great environment for enjoying stories together, was viewed favorably ($\mu = 3.18$). Moreover, encouraging their learners to establish regular reading time at home to improve their reading skills ($\mu = 3.06$) and to explore new books to discover exciting stories ($\mu = 3.10$) were seen as beneficial. Facilitators also felt that encouraging their learners to discuss the books they read to promote deeper reflection on the stories ($\mu = 3.10$) and to create reading nooks at home where they enjoyed quiet reading time was advantageous ($\mu = 3.09$). Furthermore, encouraging learners to read aloud to provide valuable practice in reading (μ

= 3.02), to engage in reading challenges to make reading a fun and friendly competition ($\mu = 3.15$), and to use online resources to explore stories together on the computer ($\mu = 3.06$) were perceived positively. Additionally, encouraging learners to share books with others to foster their love for reading ($\mu = 3.08$) was viewed as advantageous. Overall, the general mean rating for reading activities was 3.09, interpreted as contributory to the home literacy environment.

Table 8. Mean Rating and Interpretations of the HLEs of Learners as Perceived by Reading Facilitators in terms of Reading Activities

Item	Indicators	Mean Rating	Interpretation
1	I encourage my learners to read at home to help them become better readers.	3.02	Contributory
2	I encourage my learners to read books at home, creating a great environment for enjoying stories together.	3.18	Contributory
3	I encourage my learners to establish regular reading time at home to help improve their reading skills.	3.06	Contributory
4	I encourage my learners to explore new books to discover exciting stories.	3.10	Contributory
5	I encourage my learners to discuss the books they read to promote deeper reflection on the stories.	3.10	Contributory
6	I encourage my learners to create reading nooks at home where they can enjoy quiet reading time.	3.09	Contributory
7	I encourage my learners to read aloud to provide valuable practices in reading.	3.02	Contributory
8	I encourage my learners to engage in reading challenges to make reading a fun and friendly competition.	3.15	Contributory
9	I encourage my learners to use online resources to explore stories together on the computer.	3.06	Contributory
10	I encourage my learners to share books with others to foster their love for reading.	3.08	Contributory
General Mean Rating		3.09	Contributory

The present study was aligned with the previous studies of Jimenez et al. (2023), Huda and Haenilah (2024), and Campbell et al. (2024), which is tantamount with recognizing the pivotal role of caregivers and parents in fostering HLEs through reading activities. Jimenez et al. demonstrated

that the receipt of multiple components of literacy promotion interventions, including clinician modeling, was associated with enhanced HLEs among Latino families. Similarly, Huda and Haenilah emphasized the significance of parental involvement in home-based literacy programs, highlighting activities such as reading books, telling stories, and reciting nursery rhymes. Moreover, Campbell et al. underscored the importance of parental support for childhood physical activity, which parallels the notion of parental support for literacy activities. Together, these studies underscore the essential role of caregivers in facilitating reading activities and creating enriching home environments conducive to literacy development.

Table 9 illustrates the mean ratings and interpretations of the HLEs of learners as perceived by reading facilitators in terms of reading involvement. The data suggests that HLEs of learners as perceived by reading facilitators were contributory when they encouraged their learners to read at home to improve their reading skills ($\mu = 3.16$). Additionally, encouraging their learners to read to create a special and positive atmosphere for sharing stories was viewed favorably ($\mu = 3.19$). Moreover, encouraging their learners to have regular reading time at home to enhance their reading skills ($\mu = 3.02$) and to explore different books to experience reading adventures ($\mu = 3.24$) were seen as beneficial. Facilitators also felt that encouraging their learners to talk about the books they read to promote deeper reflection on the stories ($\mu = 3.06$) and to have designated reading spots at home where they read was advantageous ($\mu = 3.08$). Furthermore, encouraging learners to take turns reading aloud to help them practice ($\mu = 3.13$), to participate in reading challenges to make the reading experience more exciting ($\mu = 3.16$), and to use online resources for reading to explore stories together on the computer ($\mu = 3.02$) were perceived positively. Additionally, encouraging learners to share books and stories to foster their love for reading ($\mu = 3.23$) was viewed as advantageous. Overall, the general mean rating for reading involvement was 3.13, interpreted as contributory to the home literacy environment.

Table 9. Mean Rating and Interpretations of the HLEs of Learners as Perceived by Reading Facilitators in terms of Reading Involvement

Item	Indicators	Mean Rating	Interpretation
1	I encourage my learners to read at home to improve their reading skills.	3.16	Contributory
2	I encourage my learners to read to create a special and positive atmosphere for sharing stories.	3.19	Contributory
3	I encourage my learners to have regular reading time at home to enhance their reading skills.	3.02	Contributory
4	I encourage my learners to explore different books to experience reading adventures.	3.24	Contributory
5	I encourage my learners to talk about the books they read to promote deeper reflection on the stories.	3.06	Contributory

6	I encourage my learners to have designated reading spots at home where they can read.	3.08	Contributory
7	I encourage my learners to take turns reading aloud to help them practice.	3.13	Contributory
8	I encourage my learners to participate in reading challenges to make the reading experience more exciting.	3.16	Contributory
9	I encourage my learners to use online resources for reading to explore stories together on the computer.	3.02	Contributory
10	I encourage my learners to share books and stories to foster their love for reading.	3.23	Contributory
General Mean Rating		3.13	Contributory

The present study was akin with the previous studies of August et al. (2023), Kaldes et al. (2024), and Sun et al. (2023) which in connection with exploring the involvement of various factors in learners' reading experiences and outcomes. August et al. investigated a bilingual read-aloud intervention's impact on the oral language proficiency of dual language learners, emphasizing the importance of family literacy activities and teacher support. Similarly, Kaldes et al. delved into college learners' literacy skills, highlighting the significance of reading strategies, task awareness, and motivation beyond foundational skills. Moreover, Sun et al. examined the relationships between intrinsic motivation, home literacy environment, and vocabulary development among bilingual preschoolers and primary school children, demonstrating the intricate interplay between these factors in shaping literacy outcomes across different age groups and languages. Together, these studies underscore the multifaceted nature of reading involvement and its impact on learners' literacy development.

Table 10 presents a comprehensive summary of the HLEs of learners as perceived by reading facilitators, highlighting the significant contribution across multiple dimensions, including available reading materials, access to community reading resources, reading activities, and reading involvement ($\mu = 3.13, 3.11, 3.09, 3.13$, respectively). This indicates that the HLEs of learners as perceived by reading facilitators were contributory in these crucial areas. The overall mean rating for HLEs of learners as perceived by reading facilitators was 3.12, interpreted as contributory. This suggests that HLEs of learners, as perceived by reading facilitators, play a significant role in supporting various aspects of reading proficiency and engagement of learners.

Table 10. Summary on the HLEs of Learners as Perceived by Reading Facilitators

Item	Dimensions	Mean Rating	Interpretation
1	Available Reading Materials	3.13	Contributory
2	Access to Community Reading Resources	3.11	Contributory
3	Reading Activities	3.09	Contributory
4	Reading Involvement	3.13	Contributory
Overall Mean Rating		3.12	Contributory

The present study was akin with the previous studies of Schweickle et al. (2023), Jerebine et al. (2023), and Muñoz-Martinez et al. (2024) which in relation with understanding the perceived barriers and facilitators that influence learners' engagement in various activities. Schweickle et al. explored the effectiveness of a mental health promotion program for young men, highlighting the importance of considering socioeconomic status and baseline mental health measures as moderators of program effects. Similarly, Jerebine et al. synthesized qualitative literature to identify barriers and facilitators to implementing physical activity programs in early childhood education centers, emphasizing the complexity of teacher behavior determinants. Additionally, Muñoz-Martinez et al. investigated consumers' barriers and facilitators to adopting sustainable and healthy diets, underscoring the multifaceted nature of food behavior influenced by diverse factors including socioeconomic background. Together, these studies shed light on the diverse factors that impact learners' engagement in activities and provide insights into designing interventions that effectively address barriers and enhance facilitators within different contexts.

4.3. CRLA-Based Reading Levels of Learners

Table 11 provides an overview of the CRLA-based reading levels of learners, focusing on Filipino reading results, and presents frequency and percentage distributions. The data reveals that out of the total learners assessed, 51 learners (40.16%) exhibited moderate refresher reading levels, 41 learners (32.28%) displayed light refresher reading levels, and 35 learners (27.56%) demonstrated grade ready. The mean Filipino reading results were calculated as 2.87, indicating light refresher reading levels. 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 CRLA-Based Reading Levels of Learners in terms of Filipino Reading Results

CRLA-Based Reading Levels	Frequency	Percentage
Grade Ready	35	27.56
Light Refresher	41	32.28
Moderate Refresher	51	40.16
Total	127	100.00
Mean	2.87	
Interpretation	Light Refresher	

The previous studies of Pusancho (2024), Ching et al. (2024), and Casupanan and Fastidio (2024) explored the reading levels of learners in terms of Filipino reading results. Pusancho's study evaluated the effectiveness of Project RREF in improving the reading abilities of Grade Two

learners, demonstrating a significant increase in reading performance following the intervention. Similarly, Ching et al. translated and adapted the Inventory of Reading Occupations-Adult (IRO-A) into Filipino, validating its relevance for assessing adult functional literacy in the Filipino context. Additionally, Casupanan and Fastidio investigated the impact of the enhanced Marungko approach on the reading literacy of Grade 2 learners, revealing significant gains in reading competency following the implementation of the approach. These studies collectively highlight efforts to enhance reading levels among learners in the Filipino language context through targeted interventions and assessments.

Table 12 showcases an overview of the CRLA-based reading levels of learners on English reading results, displaying frequency and percentage distribution. The data indicates that 56 learners, accounting for 44.09%, exhibited moderate refresher reading levels, 43 learners (33.86%) achieved light refresher reading levels, and 28 learners (22.05%) attained grade-ready reading levels. The mean English reading results were calculated as 2.78, suggesting an overall light refresher reading level. This implies that a significant portion 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 CRLA-Based Reading Levels of Learners in terms of English Reading Results

CRLA-Based Reading Levels	Frequency	Percentage
Grade Ready	28	22.05
Light Refresher	43	33.86
Moderate Refresher	56	44.09
Total	127	100.00
Mean	2.78	
Interpretation	Light Refresher	

The previous studies of Van Le et al. (2024), Tong et al. (2024), and Fang et al. (2024) examined English reading results. Van Le et al.'s research on English major learners in Vietnam revealed challenges in developing critical reading skills. Tong et al.'s meta-analysis found consistent effects of syntactic skills on reading comprehension across English and Chinese readers, highlighting their universal influence. Additionally, Fang et al.'s study among Mandarin speakers learning English showed the mediation effects of cognitive flexibility on prosodic sensitivity and reading comprehension, emphasizing the intricate interplay between linguistic and cognitive factors in L2 reading proficiency. These findings collectively underscore the importance of considering linguistic and cognitive factors in understanding English reading levels.

Table 13 provides an overview of the distribution of CRLA-based reading levels of learners, presenting both Filipino reading results and English reading results. The table indicates that light refresher reading levels were observed in both dimensions, with a mean of 2.87 for Filipino reading results and 2.78 for English reading results. The overall mean rating was calculated as 2.83, interpreted as light refresher 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 CRLA-Based Reading Levels of Learners

CRLA-Based Reading Levels	Mean Rating	Description
Filipino Reading Results	2.87	Light Refresher
English Reading Results	2.78	Light Refresher
Overall Mean Rating	2.83	Light Refresher

The previous studies of Lorca-Camara et al. (2024), Weitch et al. (2023), and Ahmad et al. (2024) examined various aspects of learners' reading levels. Lorca-Camara et al.'s research focused on the development of optical approaches for precise multicolor cell targeting, demonstrating advancements in technology that could potentially impact neuroscience research and education. Weitch et al. investigated the effects of temporal light modulation on cognitive performance and arousal, shedding light on how lighting conditions may influence reading and visual processing abilities. Additionally, Ahmad et al.'s study addressed classroom assessment practices among secondary school teachers, highlighting the importance of aligning teaching standards with educational outcomes to support effective instruction and learning. These studies collectively contribute to understanding the multifaceted factors influencing learners' reading levels and educational practices.

4.4. Difference between the HLEs of Learners and as Perceived by their Reading Facilitators

Table 14 presents the results of the Mann-Whitney U Test, which investigated the variance in the HLEs of learners and as perceived by their reading facilitators. The computed asymptotic significance values for available reading materials, access to community reading resources, reading activities, and reading involvement (ASig. = 0.523, 0.331, 0.501, 0.464, 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 HLEs of learners and as perceived by their reading facilitators, with an overall ASig. = 0.434. This suggests that both learners and reading facilitators perceive the HLEs similarly across various dimensions, including available reading materials, access to community reading resources, reading activities, and reading involvement.

Table 14. Difference between the HLEs of Learners and as Perceived by their Reading Facilitators

Home Literacy Environment	U-value	df	Asymp. Sig.	Decision
Available Reading Materials	.639	.126	.523	Accept H ₀₁ Not Significant
Access to Community Reading Resources	.973	.126	.331	Accept H ₀₁ Not Significant
Reading Activities	.673	.126	.501	Accept H ₀₁ Not Significant
Reading Involvement	.733	.126	.464	Accept H ₀₁ Not Significant
Overall	.782	.126	.434	Accept H₀₁ Not Significant

The previous studies of Cheung et al. (2021), Aker and Herrera (2020), and Qazi et al. (2024) examined the HLEs as perceived by reading facilitators. Cheung et al. explored parental roles and effective strategies for promoting literacy and numeracy in Asian households, while Aker

and Herrera focused on collaborative educational platforms in higher education, emphasizing their role in shaping learning environments. Additionally, Qazi et al. investigated the barriers and facilitators of e-learning adoption in Pakistani universities, highlighting the importance of resources and institutional support. These studies collectively demonstrate the diverse factors influencing the HLEs and underscore the need for tailored interventions to support literacy development.

4.5. Correlation between the HLEs of Learners and Their CRLA-Based Reading Levels

Table 15 illustrates the correlation between the HLEs of learners and their CRLA-based reading levels in terms of Filipino reading results, utilizing Spearman’s Rho Correlation Coefficient. The analysis indicates a positively very low correlation between the HLEs of learners in terms of available reading materials, access to community reading resources, reading activities, and reading involvement ($r_s = 0.139, 0.100, 0.110, 0.130$, respectively) and their CRLA-based reading levels in terms of Filipino reading results. The corresponding significance values ($\alpha = 0.119, 0.265, 0.220, 0.144$, respectively) are all not significant at the 5% level, leading to the acceptance of the null hypothesis. Overall, there exists a positively very low non-significant correlation ($r_s = 0.126, \alpha = 0.157$) between the HLEs of learners and their CRLA-based reading levels of Filipino reading results. This underscores no significant correlation between the HLEs of learners and their CRLA-based reading levels in Filipino among learners.

Table 15. Correlation between the HLEs of Learners and Their CRLA-Based Reading Levels in terms of Filipino Reading Results

Home Literacy Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Available Reading Materials	.139	Positive Very Low Correlation	.119	Accept Ho ₂ Not Significant
Access to Community Reading Resources	.100	Positive Very Low Correlation	.265	Accept Ho ₂ Not Significant
Reading Activities	.110	Positive Very Low Correlation	.220	Accept Ho ₂ Not Significant
Reading Involvement	.130	Positive Very Low Correlation	.144	Accept Ho ₂ Not Significant
Overall	.126	Positive Very Low Correlation	.157	Accept Ho₂ Not Significant

The previous studies affirmed the contribution of HLEs of learners to the enhancement of their reading levels as reflected in the studies of Tapadera (2024), Vista (2021), and Babia and Paño (2024). Tapadera's study on illiterate parents in Cabog, Dingalan, Aurora, reveals that despite their own literacy challenges, these parents actively foster HLEs for their children, employing both independent and collaborative strategies. Vista's research in the Philippines highlights the significance of language correspondence, particularly between home language and literacy skills, suggesting that a match between the two strengthens the relationship between literacy and numeracy. Babia and Paño advocate for a holistic approach to education, emphasizing the integration of sustainability concepts into the curriculum, which can be facilitated and reinforced within the home literacy environment. These studies collectively underscore the crucial role of

HLEs in nurturing literacy skills among learners, especially in culturally and linguistically diverse settings like the Philippines.

Table 16 elucidates the correlation between the HLEs of learners and their CRLA-based reading levels in terms of English reading results, employing Spearman's Rho Correlation Coefficient. The analysis indicates a positively very low correlation between the HLEs of learners in terms of available reading materials, access to community reading resources, reading activities, and reading involvement ($r_s = 0.163, 0.138, 0.125, 0.145$, respectively) and their CRLA-based reading levels in terms of English reading results. The corresponding significance values ($\alpha = 0.068, 0.123, 0.160, 0.105$, respectively) are all not significant at the 5% level, leading to the acceptance of the null hypothesis. Overall, there exists a positively very low correlation ($r_s = 0.152, \alpha = 0.089$) between the HLEs of learners and their CRLA-based reading levels in terms of English reading results. This highlights the substantial relationship between the HLEs and their CRLA-based reading levels in English among learners despite its lack of significant correlation.

Table 16. Correlation between the HLEs of Learners and Their CRLA-Based Reading Levels in terms of English Reading Results

Home Literacy Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Available Reading Materials	.163	Positive Very Low Correlation	.068	Accept Ho ₂ Not Significant
Access to Community Reading Resources	.138	Positive Very Low Correlation	.123	Accept Ho ₂ Not Significant
Reading Activities	.125	Positive Very Low Correlation	.160	Accept Ho ₂ Not Significant
Reading Involvement	.145	Positive Very Low Correlation	.105	Accept Ho ₂ Not Significant
Overall	.152	Positive Very Low Correlation	.089	Accept Ho₂ Not Significant

The previous studies mirrored the contribution of HLEs of learners to the enhancement of their reading levels as projected in the study of Liu and Chung (2023), Lai et al. (2022), and Wagley et al. (2022). Liu and Chung's research in Hong Kong revealed that child-initiated HLEs significantly predict phonological awareness, letter knowledge, and rapid naming, crucial components contributing to English word reading, emphasizing the pivotal role of child-driven activities in fostering English language acquisition. Similarly, Lai et al.'s study underscored the influence of parental beliefs and family SES on HLEs dimensions, which in turn significantly predicted early English language and literacy skills among Chinese kindergarten children, emphasizing the importance of parental involvement and interventions to support English literacy development at home. Furthermore, Wagley et al.'s findings among Spanish-English bilingual children highlight the positive relationship between language environment and reading skills in both Spanish and English, emphasizing the interdependence of language skills across bilingual contexts, thus highlighting the broader impact of HLEs on multilingual reading proficiency.

Table 17 illustrates the correlation between the HLEs of learners and their CRLA-based reading levels, utilizing Spearman's Rho Correlation Coefficient. The analysis reveals a positively very low correlation between the HLEs of learners in terms of available reading materials, access

to community resources, reading resources, and reading activities ($r_s = 0.153, 0.119, 0.119, 0.140$, respectively) and their CRLA-based reading levels. The corresponding significance values ($\alpha = 0.086, 0.183, 0.182, 0.117$, respectively) are all significant at the 5% level, leading to the acceptance of the null hypothesis. Overall, there exists a positively very low non-significant correlation ($r_s = 0.141, \alpha = 0.115$) between the HLEs of learners and their CRLA-based reading levels. This underscores the comprehensive correlation between the HLEs of learners and their CRLA-based reading levels despite its non-significant correlation.

Table 17. Correlation between the HLEs of Learners and Their CRLA-Based Reading Levels

Home Literacy Environment	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Available Reading Materials	.153	Positive Very Low Correlation	.086	Accept Ho ₂ Not Significant
Access to Community Reading Resources	.119	Positive Very Low Correlation	.183	Accept Ho ₂ Not Significant
Reading Activities	.119	Positive Very Low Correlation	.182	Accept Ho ₂ Not Significant
Reading Involvement	.140	Positive Very Low Correlation	.117	Accept Ho ₂ Not Significant
Overall	.141	Positive Very Low Correlation	.115	Accept Ho₂ Not Significant

The previous studies aligned with the contribution of HLEs of learners to the enhancement of their reading levels as presented in the study of Niklas et al. (2020), Turco et al. (2022), and Yuan et al. (2024). Niklas et al.'s longitudinal research demonstrated that parental attitudes toward shared reading significantly correlated with the quality of the HLEs and children's linguistic competencies, with the HLEs mediating this relationship, emphasizing the critical role of parental attitudes in shaping the learning environment and subsequently influencing children's reading abilities. Similarly, Turco et al.'s investigation into the impact of mobile screen media on preschoolers' language and literacy development revealed that while the frequency of mobile device use did not directly relate to language and literacy skills, further exploration into the nature of mobile media interactions is warranted to understand their potential impact on literacy outcomes within the home environment. Moreover, Yuan et al.'s study in a Chinese context highlighted the distinction between traditional and digital HLEs and their differential effects on children's language and early literacy skills, emphasizing the evolving nature of HLEs and the potential compensatory role of digital literacy tools in supporting children's literacy development, particularly for parents facing difficulties in traditional literacy activities. These studies collectively underscore the multifaceted influence of HLEs on reading levels, highlighting the importance of parental attitudes, media usage, and evolving literacy practices within the home context.

4.6. An Enhanced Home Reading Program on HLEs and the Reading Levels of Grade 2 Learners

The Enhanced Home Reading Program aims to improve literacy outcomes for Grade 2 learners by enhancing HLEs through collaboration with teachers, parents, guardians, and

community facilitators. This initiative, running from July 2024 to March 2027, involves targeted interventions such as home visits, workshops for parents, and mobile library services to increase the variety and quantity of reading materials at home. Partnerships with local libraries and community reading hubs extend access to reading resources, fostering a culture of reading beyond the home. Regular surveys and peer-learning sessions with reading facilitators ensure that interventions are tailored to the specific needs of learners. The program also focuses on engaging reading activities and innovative campaigns to instill a lifelong love for reading. Filipino and English reading proficiency is enhanced through specialized instruction, regular assessments, and targeted support. Professional development for teachers and reading facilitators equips them with the tools and strategies needed to support home literacy effectively. Community initiatives, such as extended library hours and community reading rooms, further promote a reading culture. Success is measured by improvements in reading levels, increased access to diverse reading materials, and enhanced engagement in reading activities. Overall, the program seeks to create a supportive ecosystem that bridges the gap between home and school, fostering lifelong learning and reading excellence.

5. CONCLUSIONS

1. Learners underscored the importance of HLEs, particularly in relation to reading materials, access to community resources, engagement in reading activities, and involvement in reading.
2. Reading facilitators also acknowledged the significance of HLEs for learners, with a focus on reading materials, community resources, reading activities, and engagement in reading.
3. The Filipino and English reading results of learners, as evaluated by CRLA-based reading levels, indicate a light refresher reading level.
4. No significant difference was observed in the HLEs of learners compared to their perception by reading facilitators across all dimensions—available reading materials, access to community reading resources, engagement in reading activities, and involvement in reading. The computed asymptotic significance values were found to be above the 0.05 significance level, resulting in the acceptance of the null hypothesis.
5. Both Filipino and English reading results showed a very low and non-significant correlation between learners' HLEs and their CRLA-based reading levels. This low correlation persisted across various dimensions—such as available reading materials, access to community resources, engagement in reading activities, and involvement in reading. Consequently, the computed significance value did not reach significance at a 5% level, leading to the acceptance of the null hypothesis. Thus, indicating a very low positive non-significant correlation between learners' HLEs and their CRLA-based reading levels.
6. An enhanced program has been developed for the HLEs and the reading levels of Grade 2 learners. This program aims to address the findings of the study by targeting specific areas identified as needing improvement.

6. RECOMMENDATIONS

1. Grade 2 learners must be provided with diverse reading materials and encouraged to engage in reading activities both at home and within their communities to enhance their literacy skills.
2. Grade 2 learners must receive support from reading facilitators to create an enriching home literacy environment, including access to a variety of reading materials and opportunities for active engagement in reading.

3. Grade 2 learners must receive tailored instruction and support to improve their reading skills and move beyond the light refresher reading level identified in the study.
4. Grade 2 learners must be encouraged to actively participate in creating their HLEs, ensuring that they perceive the same level of access to reading materials and engagement in reading activities as their reading facilitators.
5. Grade 2 learners must be supported in developing their reading skills through targeted interventions that focus on improving their HLEs and fostering greater engagement in reading activities both at home and in their communities.
6. Grade 2 learners must actively participate in the enhanced program designed to improve their HLEs and reading levels, benefiting from targeted interventions aimed at addressing specific areas identified in the study for improvement.
7. Further studies on the impact of reading facilitators in creating HLEs for Grade 2 learners must be conducted to explore its role in fostering a conducive atmosphere for literacy development.

7. ACKNOWLEDGMENT

The researcher wants to express deep gratitude to everyone who helped make this study possible. First, Edgar B. Geniza, PhD, Editha B. Geniza, PhD, Elisa A. Menor, PhD, Yzagany Ivarra B. Geniza, PECE, MS, and Arturo P. Caseñas Jr., MIT, MHRM, MBA, from Mondriaan Aura College, Subic Bay Freeport Zone, for their feedback, which was crucial in refining and enhancing this study. Special thanks to Jessie D. Ferrer, CESO V, Schools Division Superintendent, Richard A. Doctolero, Public Schools District Supervisor of Palauig District, Isagani C. Canonizado, PhD, School Principal IV of Cabangan Elementary School, Joel L. Montevirgen, Melanie F. Cano, Logie M. Elpus, Nelly N. Dacles, and Hazel Q. Aguillon, and the school heads in Palauig District, Schools Division of Zambales, for supporting the research process. The active participation and valuable responses of the Grade 2 learners and reading facilitators in Palauig District, Schools Division of Zambales greatly enriched the study. The researcher's family, including Antipas C. Lerios Sr., Jasmin A. Masa, Yolanda L. Abad, Rolando M. Lerios, Antipas M. Lerios Jr., Edgar M. Lerios, Marivel L. Espinosa, Richard L. Dumlao, Schwency L. Dumlao, and Andre L. Dumlao, for their consistent support, which has been a significant source of strength. This acknowledgment is a testament to the collective effort and collaboration that contributed to the successful completion of the research project.

REFERENCES

- Ahmad, S., Ali, A., & Ashraf, M. (2024). A Review of Classroom Assessment Practices with Special Reference to National Professional Standards for Teachers in Peshawar (Pakistan). [A Review of Classroom Assessment Practices with Special Reference to National Professional Standards for Teachers in Peshawar \(Pakistan\) | Journal of Asian Development Studies \(poverty.com.pk\)](#)
- Aker, M. & Herrera, L.J.P. (2020). Smart Literacy Learning in the Twenty-First century: Facilitating PBSL Pedagogic Collaborative Clouds. [Smart Literacy Learning in the Twenty-First Century: Facilitating PBSL Pedagogic Collaborative Clouds | SpringerLink](#)
- Alsubaie, M.A. (2022). Factors Affecting Early Literacy Learning Spaces of Young Children: The Context of Home Literacy in Saudi Arabia. [Education Sciences | Free Full-Text | Factors Affecting Early Literacy Learning Spaces of Young Children: The Context of Home Literacy in Saudi Arabia \(mdpi.com\)](#)

- Araujo, L. & Costa, P. (2023). Reading to Young Children: Higher Home Frequency Associated with Higher Educational Attainment in PIRLS and PISA. [Education Sciences | Free Full-Text | Reading to Young Children: Higher Home Frequency Associated with Higher Educational Attainment in PIRLS and PISA \(mdpi.com\)](#)
- Asfaw, A. (2023). Challenges of Early Grade Reading Competency in Ethiopia. [Challenges of early grade reading competency in Ethiopia | 3 | A synth \(taylorfrancis.com\)](#)
- August, D.L., Carlson, C.D., Barr, C.D., & Bergey, R. (2023). COLLTS: A Promising Interactive Read-Aloud Intervention for Three-Year-Old Dual-Language Learners. [COLLTS: A Promising Interactive Read-Aloud Intervention for Three-Year-Old Dual-Language Learners | Early Childhood Education Journal \(springer.com\)](#)
- Babia, J.P. & Paño, J.D. (2024). Value-Centered Sustainability for Environmental Literacy: A Perspective for the Philippines. [Value-Centered Sustainability for Environmental Literacy: A Perspective from the Philippines | SpringerLink](#)
- Bencivengo, J.L. (2024). Empowering Parents as Partners in Learning: Practices for Developing a Robust Home Learning Environment. ["Empowering Parents As Partners In Learning: Practices For Developing A" by Jennifer L. Bencivengo \(sacredheart.edu\)](#)
- Burke, A. & Collier, D.R. (2023). Educators Working Together: Listening to Children's Voices and Stories About Cultural and Family Artifacts During Pandemic Teaching. [Educators working together: Listening to children's voices and stories about cultural and family artifacts during pandemic teaching - Anne Burke, Diane R Collier, 2024 \(sagepub.com\)](#)
- Campbell, A., Lassiter, J., Ertel, M., Taliaferro, A.R., Walker, M.L., & Brian, A.S. (2024). Exploring Facilitators and Barriers to Physical Activity for Families of Rural Preschoolers Participating in a Motor Skill Program. [Children | Free Full-Text | Exploring Facilitators and Barriers to Physical Activity for Families of Rural Preschoolers Participating in a Motor Skill Program \(mdpi.com\)](#)
- Casupanan, H.I. & fastidio, J. (2024). Enhancing Reading Literacy in Grade 2 Pupils: An Evaluation of the Enhanced Marungko Approach. [Enhancing Reading Literacy in Grade 2 Pupils: An Evaluation of the Enhanced Marungko Approach | ivy | HO CHI MINH CITY OPEN UNIVERSITY JOURNAL OF SCIENCE - SOCIAL SCIENCES](#)
- Chen, Q. (2024). The Importance of Home Literacy Environments in Terms of Children's Reading Attitudes: A Study of Chinese Grade 5 Students. [The Importance of Home Literacy Environments in Terms of Children's Reading Attitudes: A Study of Chinese Grade 5 Students | Journal of Education and Educational Research \(drpress.org\)](#)
- Cheung, S.K., Dulay, K.M., Yang, X., Mohseni, F., & McBride, C. (2021). Home Literacy and Numeracy Environments in Asia. [Frontiers | Home Literacy and Numeracy Environments in Asia \(frontiersin.org\)](#)
- Ching, P.E., Santos, T.N.H, Grajo, L.C. PhD, Gabatan, M.C.C. PhD, & Pascual, A.L.T. (2024). Cross-Cultural Adaptation of the Inventory of Reading Occupations – Adult into Filipino and Its Content Validation. ["CROSS-CULTURAL ADAPTATION OF THE INVENTORY OF READING OCCUPATIONS-ADULT INTO FILIPINO AND ITS CONTENT VALIDATION" by Peñafrancia E. Ching, Treisha Naedine H. Santos et al. \(wmich.edu\)](#)
- Clinton-Lisell, V., Strouse, G., & Langowski, A.M. (2024). Children's Engagement During Shared Reading of E-Books and Paper Books: A Systematic Review. [Children's engagement during shared reading of ebooks and paper books: A systematic review - ScienceDirect](#)

- Derby, M. (2021). Exploring the Effects of a Home-Based Literacy Intervention on the Family Literacy Practices of Maori Preschool Children. [Exploring the effects of a home-based literacy intervention on the family literacy practices of Māori preschool children | The Australian Journal of Language and Literacy \(springer.com\)](#)
- Ellington, A. & Prado, C. (2024). Connecting Schools and Communities: A Look at Place-Based Learning and Equitable Access in SF Bay Area Outdoor Environmental Education. [Connecting schools and communities: a look at place-based learning and equitable access in SF Bay Area outdoor environmental education: Environmental Education Research: Vol 0, No 0 \(tandfonline.com\)](#)
- Fagan, M.K. (2022). Children's Access to Books, Libraries, and Storybook Reading: Survey of Mothers at a Family Homeless Shelter. [Children's Access to Books, Libraries, and Storybook Reading: Survey of Mothers at a Family Homeless Shelter - Mary K. Fagan, 2024 \(sagepub.com\)](#)
- Fang, L., Liu, W., Wu, R., Schwieter, J.W., & Wang, R. (2024). The Role of Prosodic Sensitivity and Executive Functions in L2 Reading: The Moderated Mediation Effect. [The role of prosodic sensitivity and executive functions in L2 reading: The moderated mediation effect | Bilingualism: Language and Cognition | Cambridge Core](#)
- Huda, T.A. & Haenilah, E.Y. (2024). The Positive Role of Parents and Family in Home-Based Literacy: An Integrative Review. [The positive role of parents and family in home-based literacy: An Integrative Review | Indonesian Journal of Innovation Multidisipliner Research](#)
- Inoue, T., Manolitsis, G., De Jong, P.F., Landerl, K., Parrila, R., & Georgiou, G.K. (2020). Home Literacy Environment and Early Literacy Development Across Language Varying in Orthographic Consistency. [Frontiers | Home Literacy Environment and Early Literacy Development Across Languages Varying in Orthographic Consistency \(frontiersin.org\)](#)
- Jerebine, A., Heering, T., & Barnett, L.M. (2023). Educator-Perceived Barriers and Facilitators to Structured-Physical Activity in Early Childhood Centres: A Systematic Review. [Full article: Educator-Perceived Barriers and Facilitators to Structured-Physical Activity in Early Childhood Centres: A Systematic Review \(tandfonline.com\)](#)
- Jiang, Y., Lau, C., & Tan, C.Y. (2023). Socioeconomic Status and Children's English Language and Literacy Outcomes: The Mediating Role of Home Literacy Environment. [Socioeconomic Status and Children's English Language and Literacy Outcomes: The Mediating Role of Home Literacy Environment: Early Education and Development: Vol 35, No 3 \(tandfonline.com\)](#)
- Jimenez, M.E., Uthirasamy, N., Hemler, J.R., Bator, A., Malke, K., Lima, D., Strickland, P.O., Ramachandran, U., Crabtree, B.F., Hudson, S.V., Mackie, T.I., & Mendelsohn, A.L. (2023). Maximizing the Impact of Reach Out and Read Literacy Promotion: Anticipatory Guidance and Modeling. [Maximizing the impact of reach out and read literacy promotion: anticipatory guidance and modeling | Pediatric Research \(nature.com\)](#)
- Johnson, R.M. (2023). The Role of Home Literacy Environment in the Reading Development of Children With and Without Learning Disabilities. [The Role of Home Literacy Environment in the Reading Development of Children With and Without Learning Disabilities - ProQuest](#)
- Kaldes, G., Higgs, K., Lampi, J., Santuzzi, A., Tonks, S.M., O'Reilly, T., Sabatini, J.P., & Magliano, J.P. (2024). Testing the Model of a Proficient Academic Reader (PAR) in a Postsecondary Context. [Testing the model of a proficient academic reader \(PAR\) in a postsecondary context | Reading and Writing \(springer.com\)](#)

- Karpava, S. (2021). The Effect of the Family Type and Home Literacy Environment on the Development of Literacy Skills by Bi-/Multilingual Children in Syprus. [Languages | Free Full-Text | The Effect of the Family Type and Home Literacy Environment on the Development of Literacy Skills by Bi-/Multilingual Children in Cyprus \(mdpi.com\)](#)
- Kasmaini, K. & Riswanto, R. (2024). The Effect of Implementing Flipped Reading Comprehension Classroom in Indonesian Secondary High School During COVID-19 Pandemic. [The Effect of Implementing Flipped Reading Comprehension Classroom in Indonesian Secondary High School During Covid-19 Pandemic | Pegem Journal of Education and Instruction \(pegegog.net\)](#)
- Lai, J., Ji, X.R., Joshi, M., & Zhao, J. (2022). Investigating Parental Beliefs and Home Literacy Environment on Chinese Kindergarteners' English Literacy and Language Skills. [Investigating Parental Beliefs and Home Literacy Environment on Chinese Kindergarteners' English Literacy and Language Skills | Early Childhood Education Journal \(springer.com\)](#)
- Lapierre, N., Huet-Fiola, C., Labrie, D., Vincent-Blouin, E., Cote, C., Gagnan, M., Rheume, N., Laberge, J., Best, K.L., & Routhier, F. (2024). Digital Platforms to Facilitate Physical Activities for People with Physical or Sensory Disabilities: A Scoping Review. [Digital platforms to facilitate physical activities for people with physical or sensory disabilities: A scoping review - ScienceDirect](#)
- Lee, J. & Moussa, W. (2024). The Role of Home Environments in Children's Literacy Skills in Ghana: Parents, Siblings, and Books. [The role of home environments in children's literacy skills in Ghana: Parents, siblings, and books - ScienceDirect](#)
- Li, D. & Liew, J. (2022). Parenting Practices and Home Learning Environments that Promote Reading Motivation, Engagement, and Competence in Chinese Immigrant Families: A Cultural and Self-Determination Perspective to Literacy Development in Early Childhood. [Parenting Practices and Home Learning Environments that Promote Reading Motivation, Engagement, and Competence in Chinese Immigrant Families: A Cultural and Self-Determination Perspective to Literacy Development in Early Childhood | SpringerLink](#)
- Liu, C.C. & Chung, K.K.H. (2023). Impacts of Home Literacy Environment on Children's English Language Learning as a Second Language. [Impacts of home literacy environment on children's English language learning as a second language | European Journal of Psychology of Education \(springer.com\)](#)
- Lorca-Camara, A., Tourain, C., De Sars, V., Emiliani, V., & Accanto, N. (2024). Multicolor Two-Photon Light-Patterning Microscope Exploiting the Spatio-Temporal Properties of a Fiber Bundle. [Multicolor two-photon light-patterning microscope exploiting the spatio-temporal properties of a fiber bundle \(optica.org\)](#)
- Mkandawire, S.B., Zuilkowski, S.S., Mwansa, J.M., & Manchishi, P.C. (2023). Instructional Strategies Used by Teachers in Multilingual Classes to Help Non-Speakers of the Language of Instruction Learn Initial Reading Skills in Zambia. [Instructional strategies used by teachers in multilingual classes to help non-speakers of the language of instruction learn initial reading skills in Zambia: International Multilingual Research Journal: Vol 18, No 2 \(tandfonline.com\)](#)
- Mudrak, J., Zabrodzka, K., & Takacs, L. (2020). Systematic Approach to the Development of Reading Literacy: Family Resources, School Grades, and Reading Motivation in Fourth-Grade Pupils. [Frontiers | Systemic Approach to the Development of Reading Literacy:](#)

- Family Resources, School Grades, and Reading Motivation in Fourth-Grade Pupils (frontiersin.org)
- Muñoz-Martinez, J., Cusso-Parcerisas, I., & Corriño-Alvarez, E. (2024). Exploring the Barriers and Facilitators for Following a Sustainable Diet: A Holistic and Contextual Scoping Review. Exploring the barriers and facilitators for following a sustainable diet: A holistic and contextual scoping review - ScienceDirect
- Niklas, F., Wirth, A., Guffler, S., Drescher, N., & Ehmig, S.C. (2020). The Home Literacy Environment as a Mediator Between Parental Attitudes Toward Shared Reading and Children's Linguistic Competencies. Frontiers | The Home Literacy Environment as a Mediator Between Parental Attitudes Toward Shared Reading and Children's Linguistic Competencies (frontiersin.org)
- Pusancho, M.A.P. (2024). Improving the Reading Performance of Grade 2-Taurus through Project REF. IMPROVING THE READING PERFORMANCE OF GRADE 2-TAURUS THROUGH PROJECT RREF | hc:64201 | Humanities CORE (hcommons.org)
- Qazi, M.A., Sharif, M.A., & Akhlaq, A. (2024). Barriers and Facilitators to Adoption of E-Learning in Higher Education Institutions of Pakistan During COVID-19: Perspectives from an Emerging Economy. Barriers and facilitators to adoption of e-learning in higher education institutions of Pakistan during COVID-19: perspectives from an emerging economy | Emerald Insight
- Schweickle, M.J., Graupensperger, S., Liddelow, C., Sutcliffe, J.T., Swann, C., & Vella, S.A. (2023). Potential Moderators and Mediators of Intervention Effect in a Sport-Based Mental Health Literacy and Resilience Program for Adolescent Men. Potential moderators and mediators of intervention effects in a sport-based mental health literacy and resilience program for adolescent men: Journal of Applied Sport Psychology: Vol 36, No 1 (tandfonline.com)
- Shutaleva, A., Kuzminykh, E., & Novgorodtseva, A. (2023). Youth Practices of Reading as a Form of Life and the Digital World. Societies | Free Full-Text | Youth Practices of Reading as a Form of Life and the Digital World (mdpi.com)
- Silinskas, G., Senechal, M., Torppa, M., Lerkkanen, M.K. (2020). Home Literacy Activities and Children's Reading Skills, Independent Reading, and Interest in Literacy Activities from Kindergarten to Grade 2. Frontiers | Home Literacy Activities and Children's Reading Skills, Independent Reading, and Interest in Literacy Activities From Kindergarten to Grade 2 (frontiersin.org)
- Singh, L., Yeung, W.J.J., Cheng, Q., & Heng, E.Y.T. (2022). The Home Literacy Environment Mediates Effects of Socio-Economic Status on Infant Vocabulary Development. The home literacy environment mediates effects of socio-economic status on infant vocabulary development - Singh - 2023 - Developmental Science - Wiley Online Library
- Smith, H.E., Cooper, C.B., Busch, K.C., Harper, S., Muslim, A., McKenna, K., & Cavalier, D. (2023). Facilitator Organizations Enhance Learning and Action Through Citizen Science: A Case Study of Girl Scouts' Think Like a Citizen Scientist Journey on SciStarter. Full article: Facilitator organizations enhance learning and action through citizen science: a case study of Girl Scouts' Think Like a Citizen Scientist journey on SciStarter (tandfonline.com)
- Sun, B., O'Brien, B.A., Arshad, N.A.B., & Sun, H. (2023). The Contribution of Intrinsic Motivation and Home Literacy Environment to Singaporean Bilingual Children's Receptive

- Vocabulary. The contribution of intrinsic motivation and home literacy environment to Singaporean bilingual children's receptive vocabulary | Reading and Writing (springer.com)
- Tapadera, M.R. (2024). Lived Experiences of Illiterate Parents in Fostering Home Literacy Environment: A Hermeneutic Phenomenological Study. LIVED EXPERIENCES OF ILLITERATE PARENTS IN FOSTERING HOME LITERACY ENVIRONMENT: A HERMENEUTIC PHENOMENOLOGICAL STUDY | EPRA International Journal of Multidisciplinary Research (IJMR) (eprajournals.net)
- Tong, X., Yu, L., & Deacon, S.H. (2024). A Meta-Analysis of the Relation Between Syntactic Skills and Reading Comprehension: A Cross-Linguistic and Developmental Investigation. A Meta-Analysis of the Relation Between Syntactic Skills and Reading Comprehension: A Cross-Linguistic and Developmental Investigation - Xiuhong Tong, Liyan Yu, S. Hélène Deacon, 2024 (sagepub.com)
- Turco, R.G., Lesaux, N.K., Jones, S.M. (2022). Home Literacy in the Digital Era: The Role of Mobile Screen Media Frequency in a U.S. State. Home literacy in the digital era: The role of mobile screen media frequency in a U.S. state - Turco - 2023 - British Journal of Educational Technology - Wiley Online Library
- Van Le, H., Nguyen, T.A.D., Ngan Le, D.H., Nguyen, P.U., & An Nguyen, T.T. (2024). Unveiling Critical Reading Strategies and Challenges: A Mixed-Methods Study Among English Major Students in a Vietnamese Higher Education Institution. Full article: Unveiling critical reading strategies and challenges: a mixed-methods study among English major students in a Vietnamese higher education institution (tandfonline.com)
- Vista, A. (2021). The Role of Test, Classroom, and Home Language Correspondence in Cross-Lingual Testing. The Role of Test, Classroom, and Home Language Correspondence in Cross-Lingual Testing | The Asia-Pacific Education Researcher (springer.com)
- Volodina, A., Lehl, S., & Weinert, S. (2024). The Impact of Early Home Learning Environment and Preschool Quality on School-Relevant Language Proficiency in Primary School. The Impact of Early Home Learning Environment and Preschool Quality on School-Relevant Language Proficiency in Primary School: Journal of Research in Childhood Education: Vol 0, No 0 (tandfonline.com)
- Vuong, Q.H., Nguyen, M.H., & Le, T.T. (2021). Home Scholarly Culture, Book Selection Reason, and Academic Performance: Pathways to Book Reading Interest among Secondary School Students. EJIHPE | Free Full-Text | Home Scholarly Culture, Book Selection Reason, and Academic Performance: Pathways to Book Reading Interest among Secondary School Students (mdpi.com)
- Wagley, N., Marks, R.A., Bedore, L.M., Kovelman, I. (2022). Contributions of Bilingual Home Environment and Language Proficiency on Children's Spanish-English Reading Outcome. Contributions of bilingual home environment and language proficiency on children's Spanish-English reading outcomes - Wagley - 2022 - Child Development - Wiley Online Library
- Wasike, P.K., Khasakhala, E.O., & Ayaga, G.N. (2024). Influence of Learners' Environment on Learners' Literacy Outcomes of Early Years of Education. Influence of Learners' Environments on Learners' Literacy Outcomes of Early Years of Education | African Journal of Empirical Research (ajernet.net)
- Yuan, H., Klemans, T., & Segers, E. (2024). The Role of the Traditional and Digital Home Literacy Environment in Chinese Kindergartners' Language and Early Literacy. The role of

the traditional and digital home literacy environment in Chinese Kindergartners' language and early literacy - ScienceDirect

Zerihun, T., Kinfe, M., Koly, K.N., Abdurahman, R., Girma, F., Who Team, hanlon, C., De Vries, P.J., & Hoekstra, R.A. (2023). Non-Specialist Delivery of the WHO Caregiver Skills Training Programme for Children with Developmental Disabilities: Stakeholder Perspectives About Acceptability and Feasibility in Rural Ethiopia. Non-specialist delivery of the WHO Caregiver Skills Training Programme for children with developmental disabilities: Stakeholder perspectives about acceptability and feasibility in rural Ethiopia - Tigist Zerihun, Mersha Kinfe, Kamrun Nahar Koly, Rehana Abdurahman, Fikirte Girma, , WHO Team, WHO Team, Charlotte Hanlon, Petrus J de Vries, Rosa A Hoekstra, 2024 (sagepub.com)

Zhang, S.Z., Inoue, T., & Georgiou, G.K. (2023). Examining the Relations between Mothers' Reading Skills, Home Literacy Environment, and Chinese Children's Word Reading across Contexts. Examining the relations between mothers' reading skills, home literacy environment, and Chinese children's word reading across contexts | Reading and Writing (springer.com)