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The influence of home reading habits on the literacy development of kindergarten pupils

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ABSTRACT

This research utilized a descriptive–correlational design to investigate the relationship between home reading habits and the reading literacy growth of 46 kindergarten pupils. The participants were mostly female and generally aged6years, with the majority hailing from low-income households. Data collection involved a researcher's structured survey that evaluated the pupils' home reading habits and reading literacy development. Data gathered were statistically treated using percentage, standard deviation, weighted mean and Pearson r. The results indicated that students typically exhibited a "Good" level of participation in home reading, marked by moderate involvement in reading tasks and satisfactory support from parents. However, discrepancies were observed in the availability of reading resources and the amount of time dedicated to reading, with some students showing limited exposure to reading. Also, in regarding literacy development, results show a small number which categorized as "Approaching Proficiency," especially in phonemic awareness. Furthermore, the correlation analysis revealed a weak and statistically insignificant association between home reading habits and the development of reading literacy. Moreover, elements such as the frequency of reading, involvement of parents, access to books, and time dedicated to reading did not have a significant impact on literacy outcomes. These findings imply that other factors, such as the quality of instruction, socioeconomic status, and structured reading experiences, may be more influential in the development of early literacy. Thus, study emphasizes the importance of targeted interventions to improve reading practices and support the growth of literacy skills in young learners.

Keywords: Descriptive-correlational design, home reading habits, kindergarten pupils, literacy development, parental involvement, reading practices.

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INTRODUCTION

Early literacy development is widely recognized as a critical foundation for children's academic success and cognitive growth. During the kindergarten years, children begin acquiring essential literacy skills such as vocabulary development, phonemic awareness, letter recognition, and reading readiness, which serve as the basis for later reading comprehension

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and overall academic achievement. Although schools provide formal instruction in literacy, the home environment remains equally influential because it offers children their earliest and most consistent opportunities to engage with books, language, and storytelling. Parents and caregivers introduce children to literacy through shared reading, bedtime stories, conversations, and other language rich interactions that cultivate familiarity with written language while fostering positive attitudes toward reading. Children who experience literacy rich home environments generally demonstrate stronger language proficiency, greater confidence in reading, and increased motivation to participate in literacy related activities, indicating that early home experiences have lasting implications for educational success.

The home literacy environment encompasses a range of reading related experiences, including shared reading, storytelling, access to books, and regular interaction with printed materials. These experiences expose children to the structure of written language, the organization of stories, and the relationship between spoken and written communication. Through repeated engagement with books, children gradually recognize letters, words, and language patterns while strengthening vocabulary, comprehension, and print awareness. Empirical evidence consistently supports these relationships. Silinskas et al. (2020) found that children who frequently engaged in literacy activities at home during the transition from kindergarten to the early elementary grades demonstrated higher reading engagement and stronger literacy development. Likewise, Nuswantara (2022) reported that shared reading, phonological awareness activities, and parent child interactions significantly contributed to the development of emergent literacy among preschool children by enhancing vocabulary, listening skills, and language comprehension. These findings collectively indicate that consistent parental participation in literacy activities creates supportive learning environments that strengthen children's foundational reading abilities.

The availability of books and other reading materials further strengthens literacy development by providing children with opportunities to explore written texts independently and develop familiarity with letters, sounds, and sentence structures. O'Brien et al. (2020) emphasized that the home literacy environment has long been recognized as a major contributor to children's language development and academic achievement because exposure to books and literacy activities prepares children for formal education while promoting early reading competence. More recent evidence reinforces this conclusion. Esmaeeli (2023) demonstrated that preschool home literacy experiences are closely associated with emergent literacy development and may function as protective factors that support stronger reading skills even among children facing learning risks. Similarly, Barluado et al. (2024) found that the availability of reading materials, parent child literacy interaction, and positive parental attitudes toward reading significantly influence children's reading abilities by encouraging stronger engagement in literacy activities. Georgiou (2024) further confirmed that children's exposure to reading experiences at home substantially contributes to early literacy and language development, emphasizing that regular reading interactions strengthen vocabulary, listening skills, comprehension, and communication abilities necessary for successful academic learning. Collectively, these studies converge in demonstrating that home literacy experiences influence literacy development through multiple interconnected pathways involving parental involvement, access to reading resources, and positive reading attitudes.

Despite substantial evidence supporting the importance of home literacy practices, variations in children's literacy outcomes continue to exist because families differ in parental involvement, access to reading materials, and opportunities for literacy engagement. Some children experience limited reading interactions within their homes, reducing opportunities to develop foundational literacy skills during critical developmental periods. Although previous research has consistently established positive associations between supportive home literacy environments and children's reading development, differences in family literacy practices

suggest the need for further investigation within specific educational contexts. Addressing this gap, the present study examines the influence of home reading habits on the literacy development of kindergarten pupils at Day as Elementary School. Specifically, the study seeks to generate evidence that may assist educators, parents, and school administrators in developing programs that strengthen home reading habits, enhance family school collaboration, and provide young learners with greater support for early literacy development.

The study is grounded in complementary theoretical perspectives that collectively explain how literacy develops through social interaction, environmental exposure, and interconnected cognitive processes. Vygotsky's Sociocultural Theory (Vygotsky, 1978) posits that children's cognitive development occurs through interaction with more knowledgeable individuals such as parents, teachers, and caregivers. Central to this perspective is the Zone of Proximal Development, which describes the difference between what children can accomplish independently and what they can achieve with appropriate guidance. Within home reading contexts, shared reading, storytelling, questioning, and discussions about books provide scaffolding that strengthens vocabulary, language comprehension, communication skills, and early reading abilities. Through these guided interactions, children gradually internalize literacy skills and become increasingly capable of independent reading, demonstrating that parental participation plays a fundamental role in children's literacy acquisition.

Emergent Literacy Theory further explains that literacy development begins well before children receive formal reading instruction. According to Whitehurst and Lonigan (1998), children naturally acquire reading and writing related knowledge through early exposure to books, print, language interactions, and literacy experiences embedded within their daily environments. Activities such as listening to stories, identifying letters, recognizing sounds, and exploring picture books allow children to develop vocabulary, phonemic awareness, print concepts, and reading readiness, all of which prepare them for formal literacy instruction. Consistent exposure to these literacy experiences enables children to understand that written language carries meaning and helps establish the foundational competencies required for more advanced reading development throughout their academic journey.

Complementing these perspectives, the Interactive Compensatory Model of Reading (Stanovich, 1980) explains that reading development results from the interaction of multiple cognitive processes, including word recognition, language comprehension, and background knowledge. The model proposes that strengths in one area may compensate for weaknesses in another, particularly when children receive appropriate guidance and literacy support. Within the home environment, regular reading activities provide opportunities for parents and caregivers to strengthen children's vocabulary, comprehension, and contextual understanding, thereby compensating for emerging reading difficulties and reinforcing overall literacy growth. Together, these theoretical perspectives establish that frequent reading experiences, supportive adult guidance, and continuous exposure to literacy rich environments promote stronger language development and reading proficiency among young learners.

Guided by these theoretical foundations, the study conceptualizes home reading habits as the independent variable and literacy development as the dependent variable. Home reading habits encompass the frequency of reading sessions, parent child reading interaction, availability of books and reading materials, and the amount of time children spend engaging with literacy activities at home. These practices provide opportunities for children to listen to stories, ask questions, expand their vocabulary, recognize language patterns, and develop positive attitudes toward reading while strengthening parent child relationships. In contrast, literacy development refers to the growth of essential early reading abilities, including vocabulary development, letter recognition, phonemic awareness, and reading readiness.

Vocabulary development reflects children's ability to understand and appropriately use language, letter recognition involves identifying alphabet letters and their corresponding sounds, phonemic awareness refers to recognizing and manipulating the individual sounds within words, and reading readiness encompasses children's preparedness to engage in formal reading instruction through understanding print concepts and following simple written texts. The conceptual framework therefore assumes that richer and more consistent home reading habits positively influence the development of these foundational literacy competencies among kindergarten pupils.

The conceptualization of the study is further reinforced by national educational policies that emphasize the importance of literacy development during early childhood. Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013 or the K to 12 Law, mandates the strengthening of literacy education within the Philippine basic education system. Republic Act No. 9155, the Governance of Basic Education Act of 2001, likewise highlights the responsibilities of educational institutions in promoting quality learning, while DepEd Order No. 12, s. 2020, adopting the Basic Education Learning Continuity Plan, underscores the importance of sustaining literacy development under varying educational contexts. These legal foundations complement the theoretical perspectives by affirming the national commitment to promoting literacy from the earliest stages of education. Anchored on these theoretical and legal frameworks, the study ultimately seeks to determine how home reading habits influence the literacy development of kindergarten pupils at Day as Elementary School and to provide evidence that may serve as the basis for designing reading intervention programs and strengthening partnerships between schools and families in promoting children's early literacy development.

Statement of the problem

This study aimed to examine the home reading habits and literacy development of kindergarten pupils at Day as Elementary School for S.Y. 2025 to 2026. The findings of the study served as the basis for a Reading Skills Enhancement Program.

Specifically, the study sought to answer the following research questions:

1. What is the profile of the respondents in terms of age, gender, and household income?
2. What is the level of home reading habits of kindergarten pupils in terms of frequency of reading at home, parent child reading interaction, availability of books and reading materials, and time spent reading?
3. What is the level of literacy development of kindergarten pupils in terms of vocabulary development, letter recognition, phonemic awareness, and reading readiness?
4. Is there a significant relationship between the home reading habits and literacy development of kindergarten pupils?
5. Based on the findings of the study, what reading intervention program can be proposed to improve the literacy development of kindergarten pupils?

METHODOLOGY

This study utilized a descriptive-correlational method to determine the relationship between home reading habits and the literacy development of kindergarten pupils at Day-as Elementary School. A quantitative research design was considered appropriate for this study because it involves the systematic collection and analysis of numerical data in order to identify patterns, relationships, and associations between variables, and it aims at establishing cause and effect relationships between two variables by using mathematical, computational, and statistical methods (Ahmad et al., 2019). The descriptive component was used to determine the

level of home reading habits and the level of literacy development among kindergarten pupils. The literacy development of the pupils was evaluated using indicators such as vocabulary development, letter recognition, phonemic awareness, and reading simple words, which represent important early literacy skills, while the home reading habits and literacy development of the kindergarten pupils were correlated to answer the main problem of the study.

The study adopted the Input-Process-Output (IPO) approach in organizing and analyzing the information gathered, as this model is commonly used in research to illustrate the sequence of procedures and how collected data are transformed into meaningful results, presenting the structure of the research process from the identification of variables up to the formulation of conclusions and recommendations. At the input stage, the profile of the respondents was examined in terms of age and gender, parent's educational attainment, parent's occupation, and combined monthly income. Home reading habits were examined based on the child's literacy habits, parent's literacy habits, parent-child reading interaction, and parental beliefs, while literacy development was assessed using indicators such as vocabulary development, letter recognition, phonemic awareness, and reading simple words. These variables served as the primary information needed to determine the relationship between home reading habits and literacy development. At the process stage, the study proceeded through the preparation of a transmittal letter and the securing of permission from the school authorities of Day-as Elementary School, followed by the administration of the survey questionnaire and literacy assessment to the respondents. After the data were gathered, the collected information was organized, tabulated, and analyzed, and was then subjected to statistical treatment using appropriate statistical tools with the assistance of SPSS software. Descriptive statistics such as frequency, percentage, and weighted mean were used to determine the profile of the respondents and the level of home reading habits and literacy development, while the Pearson Product-Moment Correlation Coefficient (PPMC) was used to determine the significant relationship between home reading habits and literacy development. At the output stage, the findings of the study regarding the relationship between home reading habits and the literacy development of kindergarten pupils at Day-as Elementary School were generated, and based on the results of the statistical analysis, a reading intervention program was crafted. This output may serve as a basis for developing programs or strategies that promote reading habits at home and enhance the literacy development of kindergarten pupils.

This study was conducted at Day-as Elementary School, Day-as, Cordova, Cebu, a public educational institution located within the local community that provides basic education to young learners. The school has a total of thirty-two (32) teachers and eight hundred thirteen (813) students, and it offers academic programs from kindergarten to the elementary level, aiming to develop pupils' fundamental abilities in literacy, numeracy, and overall cognitive development. As part of the Department of Education's basic education system, the school implements learning programs designed to support the academic and personal growth of pupils during their early years of schooling, providing a learning environment that encourages the development of essential literacy skills among young learners. The kindergarten program of the school, consisting of two (2) sections, is designed to prepare pupils for formal education by strengthening their early reading and language abilities, and teachers at the kindergarten level implement developmentally appropriate learning activities that promote vocabulary development, letter recognition, phonemic awareness, and reading readiness, abilities that are essential in helping pupils build a strong foundation for their future academic learning. The school was selected as the research environment because it provides an appropriate setting for examining the home reading habits and literacy development of kindergarten pupils, and the

presence of kindergarten learners who are at the early stage of literacy development makes the school a suitable location for conducting the study. In addition, the accessibility of the school and the cooperation of the school administration helped facilitate the data gathering process. The respondents of the study were the kindergarten pupils enrolled at Day-as Elementary School during the school year in which the research was conducted, and the researcher administered the survey questionnaire and literacy assessment with the assistance of the teachers and with the approval of the school administration to ensure that the data collection process was conducted properly and ethically.

This study concentrated on the kindergarten pupils enrolled at Day-as Elementary School, assisted by their parents, with one hundred eighteen (118) pupils in total, of which forty-six (46) were randomly selected as respondents of the study, composing twenty-six (26) and twenty (20) pupils from section MC and RT, respectively. This study used the simple random sampling method to survey the respondents. Specifically, out of a total population of N = 118, section MC had a total of 58 pupils from which 26 respondents, or 56.52%, were drawn, while section RT had a total of 60 pupils from which 20 respondents, or 43.48%, were drawn, yielding a combined sample of 46 respondents, or 100.00%, of the total selected sample. These learners are at the initial stage of formal education, where the development of essential literacy skills, including vocabulary development, letter recognition, phonemic awareness, and reading simple words, is given significant attention. Investigating their literacy development provided important insights that may help teachers and parents better understand how children's early reading abilities are influenced by their reading experiences at home. Furthermore, the home reading habits of the pupils were examined in terms of the frequency of reading at home, parent-child reading interaction, availability of books and reading materials, and the amount of time spent reading.

This study employed a researcher-made survey questionnaire as the main instrument for gathering the required data. The questionnaire was composed of two parts. The first part consisted of the profile of the respondents, covering age, gender, parent's educational attainment, parent's occupation, and parent's combined monthly income. The second part used the researcher-made survey questionnaire adapted from the study Influence of Home Literacy Environment on the Early Reading Proficiency of Grade Three Learners, which determined the home reading habits of the kindergarten pupils. These items assessed the pupils' home reading habits, specifically the child's literacy habits, parent's literacy habits, parent-child reading interaction, and parental beliefs, with respondents indicating their answers using a five-point Likert scale consisting of the following responses: 5 - Outstanding, 4 - Very Good, 3 - Good, 2 - Fair, and 1 - Poor. The second part also used a researcher-made survey questionnaire scored using a five-point Likert scale in order to measure the level of literacy development of kindergarten pupils, consisting of the following responses: 5 - Advanced, 4 - Proficient, 3 - Approaching Proficiency, 2 - Developing, and 1 - Beginning. This scale allowed the respondents to indicate how frequently these reading activities occurred within the home environment.

In gathering the data, the researcher first conducted preliminary activities by sending a letter of request asking permission and approval to conduct the research study at Day-as Elementary School to the School Head, with the purpose of the study included in the request letter; upon approval, arrangements between the researcher, the school head, and the teachers involved were made. The survey questionnaire was then distributed with the cooperation of the subject teachers, wherein the questionnaire was given to the parents to respond on behalf of their child, while another part of the questionnaire was given to the subject teachers of kindergarten to assess the reading literacy of their learners; after the given time, the researcher collected the answered survey questionnaires. The data gathered were subsequently arranged, tallied, tabulated, analyzed, and interpreted, serving as the bases to test the hypotheses,

determine the results of the study, and guide the formulation of conclusions and recommendations. The data, once statistically interpreted, served as the bases for constructing a researcher-made output entitled "reading intervention program."

To obtain the quantitative results of the data, several statistical tools were employed. Frequency count was used to determine the number of respondents who belong to the same category, allowing the researcher to identify how many respondents fell under each category of the profile variables and providing a clear numerical representation of the distribution of respondents included in the study. Percentage was used to describe the proportion of respondents who belong to the same category in relation to the total number of participants, specifically in terms of their profile variables, helping present the data in a clearer and more understandable manner by showing the relative distribution of respondents within each category and enabling the researcher to interpret the demographic characteristics of the respondents more effectively. Standard deviation was used to measure the degree of variability or dispersion of data around the mean, offering understanding of the consistency, reliability, and distribution of values within a data set for a more precise interpretation and comparison of outcomes. Weighted mean was utilized to determine the level of home reading habits of kindergarten pupils in terms of child's literacy habits, parent's literacy habits, parent-child reading interaction, and parental beliefs, and was also used to measure the level of literacy development of kindergarten pupils in terms of vocabulary development, letter recognition, phonemic awareness, and reading simple words, and to interpret the results based on the descriptive rating, helping summarize the responses provided by the respondents and offering an overall interpretation of the variables being measured in the study. Finally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to examine the relationship between home reading habits and the literacy development of kindergarten pupils; by applying this analysis, the researcher aimed to identify whether variations in home reading practices are significantly associated with differences in early literacy outcomes, with the findings providing valuable insights into how parental involvement and home-based reading activities contribute to the foundational literacy skills of young learners, thereby informing both educational strategies and family engagement practices.

The responses of the respondents to the survey questionnaire were scored using a five-point Likert scale in order to measure the level of home reading habits of kindergarten pupils, with each response option assigned a corresponding numerical value to facilitate statistical analysis and interpretation of the data. Under this scale, a numerical rating of 5, corresponding to a range of 4.21 to 5.00, was verbally described as Outstanding, indicating that the kindergarten pupil's home reading habits represent an extraordinary level of proficiency; a numerical rating of 4, corresponding to a range of 3.41 to 4.20, was verbally described as Very Good, indicating that the kindergarten pupil's home reading habits exceeded the expectations of the teacher; a numerical rating of 3, corresponding to a range of 2.61 to 3.40, was verbally described as Good, indicating that the kindergarten pupil's home reading habits met the expectations of the teacher; a numerical rating of 2, corresponding to a range of 1.81 to 2.60, was verbally described as Fair, indicating that the kindergarten pupil's home reading habits failed to meet the expectations of the teacher; and a numerical rating of 1, corresponding to a range of 1.00 to 1.80, was verbally described as Poor, indicating that the kindergarten pupil's home reading habits were consistently below the expectations of the teacher.

Similarly, the responses of the respondents to the survey questionnaire were scored using a five-point Likert scale in order to measure the level of literacy development of kindergarten pupils, with each response option again assigned a corresponding numerical value to facilitate statistical analysis and interpretation of the data. For the literacy development of

kindergarten pupils, a numerical rating of 5, corresponding to a range of 4.21 to 5.00, was verbally described as Advanced, indicating that the kindergarten pupil's literacy performance represents an extraordinary level of achievement; a numerical rating of 4, corresponding to a range of 3.41 to 4.20, was verbally described as Proficient, indicating that the kindergarten pupil's literacy performance exceeded the expectations of the teacher; a numerical rating of 3, corresponding to a range of 2.61 to 3.40, was verbally described as Approaching Proficiency, indicating that the kindergarten pupil's literacy performance met the expectations of the teacher; a numerical rating of 2, corresponding to a range of 1.81 to 2.60, was verbally described as Developing, indicating that the kindergarten pupil's literacy performance failed to meet the expectations of the teacher; and a numerical rating of 1, corresponding to a range of 1.00 to 1.80, was verbally described as Beginning, indicating that the kindergarten pupil's literacy performance was consistently below the expectations of the teacher.

For clarity and precision in the conduct of this study, several terms were operationally defined. Availability of Books and Reading Materials refers to the presence and accessibility of different reading resources at home, including books, storybooks, and other printed materials that allow kindergarten pupils to engage in reading activities. Frequency of Reading at Home refers to how often kindergarten pupils participate in reading activities at home, either independently or with the support and guidance of their parents or guardians. Home Reading Habits refers to the reading-related activities practiced by kindergarten pupils within their home environment, including how frequently they read, the interaction between parents and children during reading sessions, the availability of reading materials, and the amount of time spent on reading activities. Kindergarten Pupils refers to the young learners enrolled at the kindergarten level at Day-as Elementary School who served as the respondents of the study. Letter Recognition refers to the ability of kindergarten pupils to identify and differentiate the letters of the alphabet. Literacy Development refers to the progress of early reading skills among kindergarten pupils, measured through vocabulary development, letter recognition, phonemic awareness, and reading readiness. Parent-Child Reading Interaction refers to the shared reading activities between parents or guardians and kindergarten pupils, such as storytelling, reading books together, and discussing the content of stories. Phonemic Awareness refers to the ability of kindergarten pupils to recognize and distinguish the individual sounds that form spoken words. Reading Simple Words refers to the level of preparedness of kindergarten pupils to begin formal reading instruction, including their understanding of letters, sounds, and basic print concepts. Time Spent in Reading refers to the duration that kindergarten pupils spend engaging in reading activities at home. Vocabulary Development refers to the ability of kindergarten pupils to understand and properly use words during communication and reading activities.

RESULTS AND DISCUSSION

This Chapter presents the results and discussion of the data gathered from forty-six (46) kindergarten pupil-respondents of Day-as Elementary School, whose responses were provided with the assistance of their parents. The study employed a descriptive-correlational research design, with the respondents drawn through a total enumeration/complete enumeration sampling approach appropriate for the population size. Data were gathered using a researcher-made survey questionnaire that measured the respondents' profile in terms of age, gender, and combined family monthly income, their level of home reading habits, and their level of literacy development. The data collected were analyzed using descriptive statistics, specifically frequency counts, percentages, weighted means, and standard deviations, while the relationship between home reading habits and literacy development was examined using Pearson r correlation analysis, with hypotheses tested at the 0.05 level of significance. The discussion

that follows is grounded entirely on the data gathered from the respondents and is interpreted in direct relation to the objectives of the study, namely to determine the demographic profile of the learners, to assess their level of home reading habits and literacy development, and to establish whether a significant relationship exists between these two variables.

Profile of the respondents

In terms of age, the 46 kindergarten learners were distributed such that 2 pupils, or 4.35%, were 7 years old; 27 pupils, or 58.70%, were 6 years old; and 17 pupils, or 36.96%, were 5 years old, for a total of 46 or 100.00%. The data reveal that the majority of the respondents fall within the typical age range for kindergarten, with age 6 constituting the largest group. The presence of 5-year-old learners suggests early entry into schooling, while the minimal number of 7-year-old pupils may reflect postponed enrollment or grade repetition. These age variations may influence literacy acquisition, as more mature learners may demonstrate a greater level of reading preparedness than their younger counterparts, which in turn could affect the overall performance of the class (Gámez, 2020).

With respect to gender, female learners comprised the majority of the respondents at 31 or 67.39%, while male learners accounted for 15 or 32.61%, totaling 46 or 100.00%. This distribution indicates a predominance of female learners in the sample, and existing literature suggests that female learners frequently exhibit stronger early literacy skills, such as reading and language development, compared to their male counterparts. This finding aligns with the research of McTaggart et al. (2022), which asserts that gender differences in early childhood education can affect both engagement and academic outcomes, particularly in literacy and socio-emotional growth, implying that the larger proportion of female learners in this cohort may influence overall literacy performance.

As to the combined family monthly income of the respondents' households, 3 respondents or 6.52% reported an income above ₱30,000; 2 or 4.35% reported an income between ₱25,001 and ₱30,000; none, or 0.00%, reported an income between ₱20,001 and ₱25,000; 8 or 17.39% reported an income between ₱15,001 and ₱20,000; 3 or 6.52% reported an income between ₱10,001 and ₱15,000; and the majority, 30 or 65.22%, reported an income of ₱10,000 and below, for a total of 46 or 100.00%. These results indicate that a significant number of the respondents come from low-income families, with higher income brackets inadequately represented. This underscores the limited financial resources that may hinder these learners' access to educational materials, learning assistance, and literacy-enriched environments at home. Consequently, it becomes essential for schools and educators to offer equitable support, implement differentiated instruction, and provide additional resources to mitigate learning gaps associated with socioeconomic challenges (Van Petten, 2024).

Level of home reading habits of kindergarten pupils

Kindergarten students' home reading habits offer an essential basis for early literacy development, influencing vocabulary expansion, comprehension abilities, and general preparedness for formal education. These behaviors encompass how often children read at home, the quality of parent-child reading interaction, the availability of books and resources, and the amount of time spent reading. In terms of frequency of reading at home, the item "My child reads at home every day" obtained a weighted mean of 2.80 with a standard deviation of 0.93, described as Good; "My child reads at home several times a week" obtained a weighted mean of 3.00 with a standard deviation of 1.01, described as Good; "My child reads at home

once a week" obtained a weighted mean of 2.93 with a standard deviation of 1.10, described as Good; and "My child rarely reads at home" obtained a weighted mean of 2.57 with a standard deviation of 1.13, described as Fair. The aggregate mean for this component was 2.83 with an aggregate standard deviation of 1.04, verbally described as Good. These results indicate that the general level of home reading practices among kindergarten students is Good, signifying that children typically participate in reading activities at home with moderate frequency. However, the Fair rating obtained by the item "rarely reads at home" (WM = 2.57) suggests that some students still do not have regular reading experiences. This implies that although home reading habits are largely positive, there remains a need to enhance daily reading practices to promote more consistent engagement with literacy. To support literacy development, parents and educators should work together to promote organized and regular reading at home, such as establishing daily reading routines and ensuring that reading materials are readily available (Colgate & Colgate, 2025).

In terms of parent-child reading interaction, "I read with my child every day" obtained a weighted mean of 2.87 with a standard deviation of 1.05, described as Good; "I read with my child a few times a week" obtained a weighted mean of 3.11 with a standard deviation of 0.85, described as Good; "I read with my child once a week" obtained a weighted mean of 2.89 with a standard deviation of 0.97, described as Good; and "I rarely read with my child" obtained a weighted mean of 2.72 with a standard deviation of 1.03, described as Good. The aggregate mean for this component was 2.90 with an aggregate standard deviation of 0.97, verbally described as Good. These results indicate that the quality of home reading practices, particularly in terms of parent-child reading interaction, is satisfactory, suggesting that parents are typically engaged in their children's reading activities with a reasonable level of consistency. This highlights that parental involvement serves as a significant support system for early literacy development, though there remains an opportunity to promote more regular and sustained reading interactions to optimize learning outcomes. Schools should therefore work to enhance home-school partnerships by advising parents on effective shared reading techniques to improve children's literacy skills (Den Hartog, 2025).

In terms of availability of books and reading materials, "There are many books and reading materials available for my child at home" obtained a weighted mean of 3.13 with a standard deviation of 1.22, described as Good; "There are a few books and reading materials available for my child at home" obtained a weighted mean of 2.80 with a standard deviation of 1.05, described as Good; "There are limited books and reading materials available for my child at home" obtained a weighted mean of 2.76 with a standard deviation of 1.08, described as Good; and "There are almost no books and reading materials available for my child at home" obtained a weighted mean of 2.30 with a standard deviation of 1.17, described as Fair. The aggregate mean for this component was 2.75 with an aggregate standard deviation of 1.13, verbally described as Good. The data show that kindergarten children typically exhibit a good level of reading habits at home with regard to the availability of books; however, the Fair rating obtained on the item concerning the near absence of materials points to a disparity in access to literacy resources among certain households, which could affect early reading growth and highlights the need for school-based interventions. In this regard, educators and schools ought to address gaps in home literacy by implementing organized reading initiatives, providing lending libraries, and conducting facilitated literacy exercises. According to Claes et al. (2024), a stimulating home literacy setting greatly improves reading comprehension, whereas Lucas et al. (2021) highlighted that limited access to reading resources results in poor literacy achievement among Filipino students.

In terms of time spent reading, "My child spends 30 minutes or more reading each day" obtained a weighted mean of 2.98 with a standard deviation of 0.98, described as Good; "My child spends 15-30 minutes reading each day" obtained a weighted mean of 2.98 with a

standard deviation of 0.98, described as Good; "My child spends less than 15 minutes reading each day" obtained a weighted mean of 3.04 with a standard deviation of 1.03, described as Good; and "My child never spends time reading" obtained a weighted mean of 2.20 with a standard deviation of 0.96, described as Fair. The aggregate mean for this component was 2.80 with an aggregate standard deviation of 0.99, verbally described as Good. These results indicate that kindergarten students typically demonstrate good home reading practices with regard to time spent reading, with the majority of children engaging in reading every day, even if for less than 15 minutes, while a smaller portion reports not reading at all. This implies that while reading is a prevalent activity, the time dedicated to it varies, which could impact literacy development, as limited reading durations might restrict vocabulary expansion, comprehension, and motivation, particularly for early learners. Schools should thus encourage regular reading habits and offer organized assistance to families that may not engage as much, consistent with the research of García and Weiss (2025), which highlighted that continuous reading exposure boosts language development and school readiness.

The summary of the level of home reading habits of kindergarten pupils shows that Frequency of Reading at Home obtained a weighted mean of 2.83 with a standard deviation of 1.04, described as Good; Parent-Child Reading Interaction obtained a weighted mean of 2.90 with a standard deviation of 0.97, described as Good; Availability of Books and Reading Materials obtained a weighted mean of 2.75 with a standard deviation of 1.13, described as Good; and Time Spent Reading obtained a weighted mean of 2.80 with a standard deviation of 0.99, described as Good. The grand mean across these four components was 2.82 with a grand standard deviation of 1.03, verbally described as Good. This indicates that kindergarten students typically exhibit good reading habits at home across various aspects, although there remain areas needing improvement, especially regarding the availability of resources. According to Al Munziroh et al. (2025), schools should enhance literacy support by promoting ongoing reading activities between parents and children and by providing resources for families with limited materials, underscoring the necessity for focused interventions to maintain and improve home reading practices and to ensure equal opportunities for literacy development among all learners.

Level of literacy development of kindergarten pupils

The development of literacy in kindergarten students constitutes a vital phase in their educational path, as it establishes the foundation for future academic achievement and continuing learning. At this stage, children begin to develop essential abilities such as expanding vocabulary, recognizing letters, understanding phonemes, and comprehending reading material, all of which influence their capability to communicate, interpret texts, and engage effectively with learning activities. In terms of vocabulary development, "My child understands most new words in the context of stories" obtained a weighted mean of 3.54 with a standard deviation of 0.59, described as Proficient; "My child can use new words they learn in everyday conversation" obtained a weighted mean of 3.59 with a standard deviation of 0.50, described as Proficient; "My child can recognize new words when they are read aloud" obtained a weighted mean of 3.54 with a standard deviation of 0.50, described as Proficient; and "My child sometimes struggles to understand new words" obtained a weighted mean of 3.52 with a standard deviation of 0.51, described as Proficient. The aggregate mean for this component was 3.55 with an aggregate standard deviation of 0.52, verbally described as Proficient. These results indicate that kindergarten students generally exhibit strong vocabulary development, with learners showing a solid capacity for grasping new words in context, effectively

incorporating them into conversation, and recognizing them when read aloud, although some challenges persist. This suggests that early literacy teaching and reading at home are effectively facilitating vocabulary enhancement, while ongoing reinforcement remains necessary to sustain improvement and address minor shortcomings, consistent with Nurhidaya et al. (2025), who assert that enriched language environments promote vocabulary acquisition and that regular use of words in everyday settings enhances understanding.

In terms of letter recognition, "My child recognizes and names all the letters of the alphabet" obtained a weighted mean of 3.65 with a standard deviation of 0.53, described as Proficient; "My child recognizes and names most of the letters of the alphabet" obtained a weighted mean of 3.63 with a standard deviation of 0.53, described as Proficient; "My child recognizes and names some of the letters of the alphabet" obtained a weighted mean of 3.57 with a standard deviation of 0.58, described as Proficient; and "My child recognizes very few letters of the alphabet" obtained a weighted mean of 3.37 with a standard deviation of 0.77, described as Approaching Proficiency. The aggregate mean for this component was 3.55 with an aggregate standard deviation of 0.60, verbally described as Proficient. These results indicate that kindergarten students generally show a strong ability to recognize letters, as most children can identify and name all or nearly all letters of the alphabet, although a small number remain in the Approaching Proficiency category, signifying partial mastery. This implies that early literacy teaching is largely effective, but additional tailored support is needed for those students having difficulty with letter recognition, since proficient letter recognition is crucial for reading fluency and comprehension, and deficiencies at this stage could impede future literacy development (Teale et al., 2020).

In terms of phonemic awareness, "My child can recognize and produce most letter sounds" obtained a weighted mean of 3.52 with a standard deviation of 0.62, described as Proficient; "My child can recognize and produce several letter sounds" obtained a weighted mean of 3.63 with a standard deviation of 0.53, described as Proficient; "My child can recognize but struggles to produce letter sounds" obtained a weighted mean of 3.48 with a standard deviation of 0.66, described as Proficient; and "My child has difficulty recognizing letter sounds" obtained a weighted mean of 3.39 with a standard deviation of 0.71, described as Approaching Proficiency. The aggregate mean for this component was 3.51 with an aggregate standard deviation of 0.63, verbally described as Proficient. The data show that kindergarten students typically demonstrate good phonemic awareness, as most children can identify and articulate several letter sounds, although a small portion continues to struggle with letter sound recognition. This suggests that early literacy teaching is effective in developing phonemic skills but needs additional support for learners who find sound production and recognition challenging. Given that phonemic awareness is a key indicator of future reading fluency, schools should incorporate more phonics-based activities and foster collaboration between home and school to enhance this skill (Klingmann, 2025).

In terms of reading awareness, "My child is able to read simple words independently" obtained a weighted mean of 3.65 with a standard deviation of 0.53, described as Proficient; "My child is able to recognize some words independently" obtained a weighted mean of 3.54 with a standard deviation of 0.55, described as Proficient; "My child is starting to recognize letter sounds and basic words" obtained a weighted mean of 3.57 with a standard deviation of 0.54, described as Proficient; and "My child has not yet started to read simple words independently" obtained a weighted mean of 3.41 with a standard deviation of 0.62, described as Proficient. The aggregate mean for this component was 3.54 with an aggregate standard deviation of 0.56, verbally described as Proficient. These results indicate that kindergarten students typically demonstrate a good level of reading awareness, as a majority can independently read simple words, identify certain words, and begin linking letter sounds to basic vocabulary, while some are still honing these abilities. This implies that although early

literacy teaching appears effective, ongoing reinforcement is essential to ensure that all students progress toward reading fluency, and that solid reading awareness at this phase serves as a vital foundation for future comprehension and academic achievement, consistent with Hasanzade (2025), who emphasizes the importance of maintaining equitable and engaging interventions to enhance reading awareness among young learners.

The summary of the level of literacy development of kindergarten pupils shows that Vocabulary Development obtained a weighted mean of 3.55 with a standard deviation of 0.52, described as Proficient; Letter Recognition obtained a weighted mean of 3.55 with a standard deviation of 0.60, described as Proficient; Phonemic Awareness obtained a weighted mean of 3.51 with a standard deviation of 0.63, described as Proficient; and Reading Awareness obtained a weighted mean of 3.54 with a standard deviation of 0.56, described as Proficient. The grand mean across these four components was 3.54 with a grand standard deviation of 0.58, verbally described as Proficient. This indicates that kindergarten students are typically skilled in literacy development and have established solid foundational literacy abilities. Nonetheless, the minor differences in weighted means and standard deviations reveal that certain students may still need focused assistance, especially in phonemic awareness, where difficulties in recognizing and producing sounds are more apparent. According to Dugan (2025), although literacy instruction is broadly effective, schools should continue emphasizing phonics-based methods, vocabulary enhancement, and reading involvement to guarantee that every student reaches mastery.

Relationship between home reading habits and literacy development of kindergarten pupils

To determine whether a significant relationship exists between home reading habits and literacy development, Pearson r correlation analysis was employed, with the decision rule based on the 0.05 level of significance (two-tailed). Between frequency of reading and literacy development, the computed r-value was 0.253, interpreted as a negligible positive correlation, with a p-value of 0.090, which is greater than 0.05; therefore, the decision was to not reject the null hypothesis (Ho), and the relationship was found to be not significant. Between parent-child reading interaction and literacy development, the computed r-value was 0.114, interpreted as a negligible positive correlation, with a p-value of 0.450, which is greater than 0.05; therefore, the decision was to not reject the null hypothesis (Ho), and the relationship was found to be not significant. Between availability of books and reading materials and literacy development, the computed r-value was -0.038, interpreted as a negligible negative correlation, with a p-value of 0.802, which is greater than 0.05; therefore, the decision was to not reject the null hypothesis (Ho), and the relationship was found to be not significant. Between time spent reading and literacy development, the computed r-value was -0.028, interpreted as a negligible negative correlation, with a p-value of 0.852, which is greater than 0.05; therefore, the decision was to not reject the null hypothesis (Ho), and the relationship was found to be not significant.

These results indicate that the connection between home reading practices and literacy growth in kindergarten students is weak and not statistically significant, as evidenced by the low r-values and the p-values exceeding 0.05 across all four indicators. The frequency of reading, the interaction between parents and children, access to books, and the amount of time dedicated to reading all exhibit either minimal positive or minimal negative correlations with literacy development, resulting in the consistent decision to retain the null hypothesis for each relationship tested. This outcome implies that although home reading practices exist and are generally rated Good among the respondents, they do not significantly influence literacy outcomes in this particular group, potentially due to differences in instructional quality,

socioeconomic conditions, or the short period of exposure to organized reading activities at home. This finding suggests that educational institutions and educators play a crucial role in shaping literacy growth, and that initiatives should aim to strengthen in-class strategies while simultaneously promoting nurturing home environments (Hayes, 2025). A balanced approach that integrates school-focused literacy initiatives with family involvement therefore appears necessary to optimize children's reading progress.

Taken together, the findings of this study reveal that the 46 kindergarten pupil-respondents of Day-as Elementary School were predominantly 6 years old (f = 27, 58.70%), female (f = 31, 67.39%), and from families with a combined monthly income of ₱10,000 and below (f = 30, 65.22%), reflecting a population that is largely young, female-dominated, and economically disadvantaged. Despite these socioeconomic constraints, the respondents demonstrated a Good overall level of home reading habits, with a grand mean of 2.82 (SD = 1.03) across frequency of reading, parent-child reading interaction, availability of books and reading materials, and time spent reading, and a Proficient overall level of literacy development, with a grand mean of 3.54 (SD = 0.58) across vocabulary development, letter recognition, phonemic awareness, and reading awareness. However, the Pearson r correlation analysis revealed that none of the four home reading habit components, namely frequency of reading ($r = 0.253$, $p = 0.090$), parent-child reading interaction ($r = 0.114$, $p = 0.450$), availability of books and reading materials ($r = -0.038$, $p = 0.802$), and time spent reading ($r = -0.028$, $p = 0.852$), demonstrated a statistically significant relationship with literacy development at the 0.05 level of significance, leading to the retention of the null hypothesis in all four instances. These results directly address the objectives of the study by establishing the demographic profile of the learners, quantifying their levels of home reading habits and literacy development, and clarifying that, within this sample, home-based reading practices alone do not statistically predict literacy outcomes. This contributes to the field by reinforcing the notion, supported by Hayes (2025) and other cited scholars, that literacy development among young learners is a multifactorial process shaped jointly by school-based instruction, home environment, and broader socioeconomic conditions, rather than by home reading habits in isolation. These findings provide an empirical basis for the recommendations and conclusions to be presented in the succeeding chapter, which will synthesize the implications of these results for classroom practice, parental engagement strategies, and future research directions concerning early childhood literacy development.

CONCLUSION

This study determined the relationship between kindergarten pupils' home reading habits and literacy development for S.Y. 2025 to 2026 as a basis for a reading intervention program. The respondents were 46 kindergarten pupils whose home reading habits were described through a researcher made survey questionnaire answered with the assistance of their parents, while their literacy development was assessed by their teacher. The respondents' profile was also utilized to support the interpretation of the results. The gathered data were treated statistically using simple percentage, frequency count, standard deviation, and weighted mean, while Pearson r was used to test the significant relationship between home reading habits and literacy development.

The findings revealed that the respondents were predominantly female and typically 6 years old. Most of their parents belonged to low-income families earning ₱10,000 or less each month. In terms of home reading habits, the pupils generally demonstrated a "Good" level of involvement, reflecting a moderate frequency of reading activities and acceptable parent-child reading interactions. However, variations were observed in the availability of books and the amount of time devoted to reading, as some children engaged in reading only infrequently or

for short periods. These findings suggest that although home reading practices are present, they are not uniformly sustained across all pupils, thereby emphasizing the need for stronger initiatives that promote daily reading routines and equitable access to literacy resources.

With regard to literacy development, the pupils generally exhibited commendable performance, particularly in vocabulary, letter recognition, phonemic awareness, and reading awareness. While most learners demonstrated proficiency, some pupils remained within the "Approaching Proficiency" category, especially in phonemic awareness. This indicates that although the overall literacy performance of the pupils was favorable, targeted support remains necessary to strengthen specific foundational skills that are essential for early reading development.

The correlational analysis showed that home reading habits had a weak and statistically non-significant relationship with literacy development. The frequency of reading, parent engagement, availability of books, and amount of time spent reading did not significantly affect literacy outcomes. This finding suggests that other factors, such as quality of instruction, socioeconomic conditions, and limited exposure to structured reading experiences, may exert a stronger influence on early literacy development. Thus, while home reading habits remain valuable in supporting children's learning experiences, they may not independently account for differences in literacy performance among the kindergarten pupils.

Based on these findings, the study concludes that kindergarten pupils generally demonstrate strong literacy development despite only "Good" home reading habits and observed differences in access to books and time spent reading. The absence of a significant relationship between home reading habits and literacy development indicates that literacy growth may be shaped by broader educational and contextual factors beyond home reading practices alone. Consequently, the implementation of a reading intervention program is recommended to enhance both home reading habits and literacy development among kindergarten pupils. Such a program may strengthen school-based literacy initiatives, provide focused support for pupils needing improvement in phonemic awareness, promote more consistent reading routines at home, and ensure fair access to reading materials that can support early reading development and reduce disparities among learners.

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