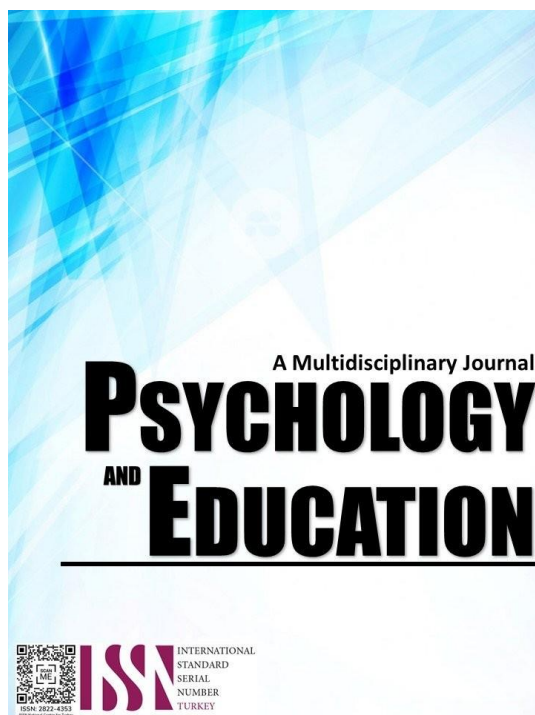


# **PERCEIVED IMPACTS OF HOME READING IN IMPROVING ACADEMIC PERFORMANCE OF LEARNERS IN A SELECTED ELEMENTARY SCHOOL IN BUENAVISTA QUEZON**



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# Perceived Impacts of Home Reading in Improving Academic Performance of Learners in a Selected Elementary School in Buenavista Quezon

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## Abstract

This study aimed to explore the perceived impacts of home reading in improving academic performance of learners in a selected elementary school in Buenavista, Quezon. Aspects studied were the demographic profile of the respondents. It investigated the impacts of home reading in improving their academic performance in learning as perceived by learners. To achieve the researcher's goal, the researcher used a questionnaire to determine the respondents' demographic profile and administered the questionnaire for the perceived impacts of home reading. This involved 80 learners from the selected elementary pupils in Buenavista Quezon. The descriptive design on was the main source of data and information. The result showed that most of the respondents are aged of 11-13 years old, male, and female. According to the result of Kruskal Wallis all the null hypothesis are accepted which means that there is no significant difference on the perceived impacts of home reading in improving academic performance of learners when the respondents are grouped according to profile. Based on the results of the study, the following recommendations are suggested. The school administrators may be able to use a home reading strategy as tools for learning in their school. The parents may help their child while reading at home to improve their academic performance. The teachers may conduct follow-up study to investigate further the perceived impacts of home reading in improving academic performance of learners. The learners may continue to learn while they are reading to get ideas and information from the books they read.

**Keywords:** *academic performance, home reading, perceived, impacts, learners, and perceived*

## Introduction

Reading at home with your child helps them to strengthen their language vocabulary, and comprehension skills. Every parent is eager for their kindergartner to come home reading fluently, but those skills start many years before. Continuing to develop and get older, one of the most important aspects of their development is language. Building a love for reading in your child by reading aloud at home strengthens their language, vocabulary, and comprehension skills, and improves their social skills and confidence as you listen to them read. The quality time you spend with your child raises their mood and sense of wellbeing and creates those special moments you and they will always cherish.

The foundation of developing lifelong readers is establishing a home reading program in the early years! It takes more than just delivering a few books home and crossing your fingers to create a strong home reading program. A lot of various things need to be considered for the home to be successful. One of the most important factors in a child's academic performance is consistent adult support at home. Even with an abundance of resources from their teachers, students may not acquire a love of learning if there is no parental involvement at home. For the talent of reading at home help is essential to its proper development. Research indicates that the average reading score in classrooms with limited parent involvement is 46 points lower than the national average.

An article by Science Daily states that research shows that there can be up to a "million-word gap" for children who are not ready to at home at home versus those who are. Parents are by far the most important influence in children's lives in establishing the importance of education, which is why parental involvement is the number one predictor of early literacy success and future academic achievement. And that is why it is essential for parents to be their child's reading role models with daily practice at home to navigate successfully through beginning literacy skills. Shared reading time also includes fostering the development of listening skills, spelling, reading comprehension and vocabulary, and establishing essential foundational literacy skills.

With this, the researcher will into the perceived impacts of home reading in improving academic performance of learners by selected elementary school in Buenavista, Quezon S.Y. 2023-2024.

## Research Questions

This study determined the perceived impacts of home reading in improving academic performance of learners in a selected elementary school in Buenavista, Quezon S.Y. 2023-2024. Specifically, it will seek to answer the following question:

1. What is the demographic profile of the respondents in terms of:
  - 1.1. age; and
  - 1.2. sex?
2. What are the Perceived Impacts of Home Reading in Improving Academic Performance of Learners by selected elementary schools in Buenavista Quezon in terms of:
  - 2.1. critical thinking skills;

- 2.2. literacy;
- 2.3. comprehension; and
- 2.4. vocabulary development?
3. Is there any significant difference on the perceived impacts of home reading in improving academic performance of learners when respondents are grouped according to profile?

## Literature Review

### *Home Reading*

Lee, J. Hoon (2017): This study looks at how early adolescents, ages 11 to 15, are motivated to read and how successful they are at it when they read at home. The results show that parental participation and access to books provide a favorable home reading environment that boosts motivation, which in turn leads to higher reading proficiency in this age range.

In fact, in some studies, boys report less time devoted to reading and less enjoyment reading large books (Loh et al., 2020; Uusen & Muursepp, 2012). On other hand, studies focusing on environmental factors also show that since young ages, parents interact more and perform more literacy-related activities with girls than with boys, such as reading books or playing games with letters.

In (2016), Shrestha and Joshi published "Achievement in Cognitive Skills of Upper Primary School Students." This study investigates the connection between reading achievement in upper primary school, especially grade six, and the home literacy environment. The results demonstrate how reading achievement and cognitive skills are positively impacted by a supportive home literacy environment that includes book access, parental involvement, and reading activities.

Meta-Analysis by Kim (2018). This meta-analysis examines the effects of free voluntary reading, which includes home reading on academic performance. The study finds a positive relationship between free voluntary reading and reading achievement, highlighting the benefits of regular reading at home.

Furthermore, Demir-Lira et al. (2019) showed recently that shared reading during the second and third years of life can predict children's intrinsic reading motivation until about Grade 4. The hypothesized model proposes further that intrinsic reading motivation supports reading comprehension. Those who are intrinsically motivated are expected to read more frequently and therefore, through practice, gain the various skills and knowledge needed in reading.

Similarly, Protacio (2017) has suggested that reading engagement accounts for students' motivation to read participation in social activities that promote reading, using learning strategies while reading and developing meaning from texts.

Gender differences in academic skills have been reported across school years (e.g., Manu et. al., 2021; Vasilyeba et al (2021), which reported that girls outperform boys at literacy testing points. Another study conducted by Topping (2014) found that girls read more than boys and it is a big reason they have better educational outcomes.

This study investigates how early literacy environments at home affect the reading skills of both boys and girls. It emphasizes how beneficial a home literacy setting can be for the other gender's literacy development, particularly when books and other reading materials are readily available. Included within the reading domain "by Oren et al. (2015).

Chen, X. (2016): This study looks at how students in grade six perform academically based on their gender. According to the results, there are more female participants in this grade level and female students often perform better than male students across a range of topics.

Save the children and Stanford (2014). Calculate the long-term cost of literacy difficulties as 1.73 billion per annum due to the cost of crime, poor, health, special educational needs support and unemployment.

Children these days have easy access to all kinds of reading material courtesy of the world wide web as well as public and private libraries but getting them read remains an overwhelming challenge to parents and teachers. Salasar, M. D, (2015).

The article "Gender Differences in Literacy Achievement: Evidence from Multi-Country PIRLS Data" was written by Martin and colleagues in 2016. This research uses data from the Progress in International Reading Literacy Study (PIRLS) to investigate gender variations in literacy achievement. It offers information on gender disparities in academic achievement, especially reading comprehension, even though it does not particularly address the influence of home reading.

Language educators need to understand the significance of reading engagement despite the consensus regarding the effectiveness of reading strategies. Since reading strategies alone do not guarantee engagement, a combination of reading techniques that incorporate the mental state known as "Habits of Mind" does. Mental habits include controlling impulsivity, listening with empathy, thinking reasonably and adaptably, and being persistent. These elements are crucial in the development of students' effective problem-solving abilities because they assist students in thinking critically, reflecting on the information at hand, and asking the right questions Abdelhalim, (2017).

Language teachers must apply appropriate reading strategies to boost comprehension and encourage critical thinking when reading

complicated texts since practice of reading comprehension approaches is crucial to increasing students' levels of understanding. Due to the complex aspects that go into reading comprehension, which primarily include cognitive, linguistic, and socio-cultural characteristics, it might be challenging for language instructors to come up with an efficient reading strategy Alenzi (2019); Ismail & Tawalbbeh, (2015).

### ***Critical Thinking Skills***

Chen and Lee's (2019). "Home Reading Practices and the Development of Critical Thinking Skills among Adolescents". This study looks at how teenage children's critical thinking abilities grow in connection to their reading habits at home. The results indicate that reading reflectively on a regular basis—that is, summarizing, challenging, and analyzing texts—helps foster the growth of critical thinking abilities.

According to Smith and Johnson (2016), "The Impact of Home Reading Environment on Childrens Critical Thinking Skills" This research looks at how children's critical thinking abilities and their home reading environment interact. Our research indicates that children's critical thinking skills are enhanced by a rich and varied home reading environment that includes talks about the books and exposure to a range of texts.

Students' critical thinking skills are positively impacted by reading-based treatments, according to the study, which includes techniques like text analysis and questioning strategies. by Su and associates (2015). The impact of students' home reading environments on their critical thinking abilities. Thanks to Chen and Hu (2019). The impact that kids' home reading environments have over time on their critical thinking abilities is investigated in this study. An encouraging home reading environment, according to the findings,

### ***Literacy***

Cristobal (2015) states that 1.2 Filipinos aged five to fifteen make up a million people years old, youths who have left school, and limited literacy abilities. Moreover, Santillan, Rodriguez, Balinas, and (Villena 2017) expose the ongoing subpar reading kindergarten pupils' performances in the distant various parts of Mindanao.

Sénéchal and LeFevre (2014) Research shows that parent teaching and expectations about literacy in kindergarten positively predict English literacy skills from kindergarten to the beginning of Grade 1. Parent teaching and listening to children read at the beginning of Grade 1 also positively predict reading skills at the end of Grade 1. However, child reading skills at the beginning of Grade 1 were a negative predictor of parent teaching/listening at the end of Grade 2.

The literacy environment at home plays a key role in second language acquisition and helps promote success in life. (Davidson et al. 2018). (Oler2014) showed that book storage at home enhances literacy knowledge in African American immigrant children and their mothers. It is also linked to an increased engagement of literacy activities at home.

Jesson and Limbrick (2014) found that students who can receive reading recovery intervention continue to be at risk and require monitoring by teachers to ensure that their skills continue to be a part with their peers. As well, a school focus on literacy, home school connections and communications., high levels of literacy expectations for all students, and a collective responsibility by all staff are all necessary for reading recovery students to sustain their reading skills post-intervention. We can better understand others when we encounter various ideas. According to study, reading literary fiction (fictional works with literary worth) improves one's "theory of mind," or capacity to comprehend the thoughts of others.

We can better understand others when we encounter various ideas. According to study, reading literary fiction (fictional works with literary worth) improves one's "theory of mind," or capacity to comprehend the thoughts of others.

As an example, Cristobal (2015) states that 1.2 Filipinos aged five to fifteen make up a million people years old, youths who have left school, and limited literacy abilities. Moreover, Santillan, Rodriguez, Balinas, and (Villena 2017) expose the ongoing subpar reading kindergarten pupils' performances in the distant various parts of Mindanao.

The number of books at home is strongly correlated to children's literacy knowledge base (Dixon & Wu, 2014). For example, the availability of foreign language books is positively linked to children's phonological processing Trainin et al., (2017).

Because literacy encompasses all these skills, it plays a crucial role in assisting people. Reading develops into a social skill that allows literate people to communicate clearly both inside and outside of formal institutions Srvik & Mork, (2015).

These skills allow a person to face life's problems without feeling depressed, then proactively and creatively find solutions so that they are finally able to overcome them. Put simply, we integrated local culture in the form of daily experiences into literacy training to teach reading skills. López, (2014)

### ***Comprehension***

PISA (Programme for International Student Assessment) data show that Filipino students did less well than their international counterparts in reading comprehension. This shows that there may be room for progress in the reading skills of Filipino children as well as challenges that need to be addressed. This makes it more difficult for the institution to produce competent, knowledgeable

graduates.

For instance, this 2016 study examined the effects of leisure reading on students' academic achievement in a range of topics. The authors concluded that students who chose their own reading for enjoyment scored better in Mathematics, Science, English, and History. As the author noted; "Reading develops kids' ability to think critically and their reading comprehension, which is advantageous in all of the subject areas examined in this study. The advantages of reading for enjoyment do not, however, stop at the classroom door. In adulthood, the workforce, and subsequently society, students carry the reading-based abilities they have developed.

In this study, 50 participants were given the same mystery fiction piece to read. Following completion of the assignment, each was then asked a series of questions to prove comprehension. The variable in this study was that half of the participants read the short story in print, while the other half read on a digital e-reader device.

Based on the research findings, there is an important relationship between students reading comprehension and their reading attitude (Ongkoy 2015). Developing comprehension skills in pupils is influenced by reading interest.

Many teachers and parents will confirm that reading problems exact a period. Reading comprehension requires mental work to keep thoughts, motivation, concentration, and good study strategies. Comprehension is the main component of studying reading. Teaching reading comprehension strategies to pupils at all levels is complex. (Roper 2019) reported that fluent reading would only be developed by providing them with text, print, and digital and letting them practice through teacher modeling and shared practice. In today's schools, many children have problems comprehending what they read.

Glenberg (2017) implies that comprehension accounts as the ability to engage in adequate response to the information provided in text. Similarly, reading interventions in an educational setting enables students to engage in critical reflection and understanding text, and utilize rational responses in comprehension.

The ability to summarize sentences in one's own terms is another aspect of reading comprehension. This includes putting the text one has read to use in one's daily life. Writing about one's personal experiences and connecting them to the next written text is one way of demonstrating reading comprehension. The fact that there are some sentimental attachments to it indicates that the person fully understands Welhelm, (2018).

Tovakoli & Kosha, (2016). Build on previous research, the current study aimed to determine the degree to which teaching reading strategies affects the reading comprehension, reading motivation and reading self-efficacy of Chinese university EFL students. Before reporting on the study itself, we briefly discuss relevant studies on strategic reading teaching in second or foreign language in the following sections.

They mainly examined the HLE intervention effect size on students' academic performance. Students' success in school and beyond depends greatly on their ability to comprehend what has been read. Reading comprehension entails mainly an understanding of words. Vocabulary size has been bearing in the student's English grades. Students with extensive vocabulary have the tendency to have better grades. Forward knowledge is the foundation of comprehension which is vital in achieving school success in general Bacus (2019).

The study conducted by Jingblad and Johans son (2017) implies the lack of motivation prevails in students, due to which students are required to be intrinsically motivated to develop autonomous and engaging reading habits. It can help in improving reading comprehension in learners while keeping them intrinsically engaged in reading activities that improve their extent of comprehension.

Mol, Bus, & de Jong (2017) "A Meta-Analysis" The home reading environment and reading motivation and achievement are examined in this meta-analysis. According to the research, there is a substantial correlation between parental participation, book availability, and reading encouragement and the development of reading motivation and comprehension skills at home. To improve academic accomplishment in reading, the study highlights how crucial it is to have a supportive home reading environment.

### ***Vocabulary Development***

A Smith, Jennifer M. In (2018). The effects of home reading practices on learners' reported vocabulary development were investigated by the author. For the purpose to investigate the possible association between home reading and vocabulary development, the study gathers and evaluates data from a few studies. The findings of the research suggest that regular and purposeful home reading activities help students' vocabulary grow significantly and improve their academic achievement as a result.

According to Bellido, W. & Rico, F. M (2021) There was a significant relationship on the level of vocabulary skills of the students before and after exposure to context clue and visual association strategies. It is recommended, therefore, that appropriate supplementary instructional materials be devised and utilized to enhance the level of vocabulary skills of students.

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Like this, reading should be viewed as a tactic by educators and authors to engage readers, help them learn related information from



texts, increase their academic vocabulary, and encourage critical reflection that will help understanding DeBruin-Parecki et al., (2015).

## Synthesis

Early adolescents' motivation and reading competency are increased when their parents are involved and when they have access to books at home. There is a favorable effect on the reading achievement and cognitive skills of upper primary school kids. Free voluntary reading is positively correlated with academic achievement. Reading at home with the children helps them to develop their vocabulary skills, comprehension skills, literacy, and critical thinking skills. It strengthens students' language vocabulary, and it is important for parents to be their child's reading role models with daily practice at home to navigate successfully through beginning literacy. One of the best ways to do this is by carving out a little time each night to have your little one curl up with a good book. The goal of home reading strategy is to motivate the child and enjoy spending time together by assessing a wide variety of books and new words. Parents who actively participate in their child's education see improvements in their child's conduct, attendance, and grades as well as in their social skills and ability to adjust to school. Students are more likely to participate well if their families and schools work together as a team. To effectively navigate through the early literacy skills, parents should practice reading aloud to their children every day at home and serve as a crucial role model for reading. giving a youngster access to activities, encouragement, and assistance so they can grasp important developmental tasks. A child who has supportive parents is more likely to be happy, healthy, and a good lifetime learner. If their parents are also sensitive and receptive, their child will learn skills from an early age. Home reading strategy allows for a healthier study life balance, more suited to modern living. Many of the students find the comfort place of their own space conducive to learning, and home is also the best place for better understanding to their leaning parent's knowledge and beliefs about child development as a modifiable, proximal factor that drives parenting practices and children home learning experiences. Educators believe that parents are also responsible, and they are the first teachers of their kids during the early years. Reading strategies are the broad term used to describe the planned and explicit actions that help readers translate print into meaning. These strategies can improve decoding and reading comprehension skills and benefit every student. Having strong reading abilities can enable you to interpret and find meaning in all that you need. It is your goal as a parent to raise kids who can interact with people well. For children to communicate effectively, critical thinking skills are essential. It evaluates kids' ability to understand and convey their ideas while making sense of the world around them. It is common knowledge that literacy fosters independence and self-assurance in children. Vocabulary is important because it is critical to a child's success for this reason. It is directly related to school achievements.

## Methodology

### Research Design

This study used descriptive survey method to collect data for the measure of the perceived impacts of home reading in improving academic performance of learners by selected elementary students in Buenavista, Quezon. The researcher used a survey questionnaire as an instrument. Based on the survey's result the researcher was able to determine the details of the study.

According to Shona Mc Combes the descriptive survey method aims accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when and how questions, but not why questions.

### Respondents

The researcher selected 80 learners who are studying in Buenavista, Quezon in the SY 2023-2024 and the perceived impacts of home reading in improving academic performance of learners in selected elementary students were the focus of the study. The respondents were composed of 31 male, and 49 females with the total of 80 respondents. Through proportionate sampling which means to learn or understand the essential phenomenon, a researcher selected individuals and sites intentionally. According to Creswell (2012).

### Instrument

The researcher prepared a researcher-made questionnaire which was validated by two experts. Part I of the questionnaire included the profile of the respondent. Part II of the questionnaire consisted of the perceived impacts of home reading using the liker scale of; 5 strongly agree (SA), 4-agree (A), 3-moderately agree (MA), 2- disagree (D), 1- strongly disagree (SD) as perceived by selected elementary students in Buenavista, Quezon.

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot testing was conducted at Buenavista Quezon.

The result was 0.92 which is interpreted as excellent. This means that there is an internal consistency in the prepared research instrument.

### Procedure

Prior to the conduct of the study, the researcher sent a letter to the school's principal and adviser. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student response was given enough time to answer the questions. After data gathering, the researcher collected them for tallying the

scores and to applied the statistical treatment used in the study.

The descriptive research method using likert scale was used in order to rate the perceived impacts of home reading. Data were gathered through “proportionate sampling” both male and female students at Buenavista, Quezon were selected to fill the questionnaire. Data were gathered through face-to-face survey following the safety health protocols to prevent the spread of the virus.

### Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They were be tallied and entered into a master list of the data collection sheet. Percentage and Frequency were used to interpret the profile of the respondents.

To get the weighted mean to describe the items in the indicators, the researcher will use the formula (Calmorin, 2007; 116-118). To test the significant difference of three or more means, the researcher used the Kruskal-Wallis for non -parametric test.

### Results and Discussion

This section deals with the analysis and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age and sex. The second part was about the perceived impacts of home reading in improving academic performance of learners in a selected elementary school in Buenavista Quezon.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage (%)	Rank
11-13 years old	77	96	1
14-15 years old	3	4	2
Total	80	100	

Table 1 shows frequency and percentage distribution of respondents based on their age where 96 percent were 11-13 years old that most participants in grade six, which is rank 1. While 4% are 14-15 years old which is rank2.

Lee, Ji Hoon (2017). This study looks at how early adolescents, ages 11 to 15, are motivated to read and how successful they are at it when they read at home. The results show that parental participation and access to books provide a favorable home reading environment that boosts motivation, which in turn leads to higher reading proficiency in this age range. Based on the data, it appears that most sixth-grade learners in the research area are between the ages of eleven to thirteen.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)	Rank
Male	31	39	2
Female	49	61	1
Total	80	100	

Table 2 the frequency and percentage distribution of respondents according to their sex, indicating that 61% of grade six participants are female and have a frequency of 31. In contrast, there are fewer male respondents than female respondents 39% of respondents are male.

Chen, X. (2016): This study looks at how students in grade six perform academically based on their gender. According to the results, there are more female participants in this grade level and female students often perform better than male students across a range of topics. The data implies that within the locale of the research conducted majority of grade six students are female.

Table 3. *Perceived Impacts of Home Reading in Improving Academic Performance of Learners*

Indicators	Mean	Verbal Interpretation	Rank
1. Motivates students to create new word.	4.1	Agree	4
2. Makes it easier for students to understand unfamiliar words.	4.4	Strongly Agree	2.5
3. Improves confidence in their cognitive development.	4.4	Strongly Agree	2.5
4. Strengthen pupils' vocabulary through learning the root of words.	3.9	Agree	5
5. Helps the pupils to communicate in a clear way, improving their communication skills.	5	Strongly Agree	1
Grand Mean	4.1	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 3 shows the perceived impacts of home reading in improving academic performance of learners in terms of vocabulary development. Helps pupils to communicate in a clear way, improving their communication skills and getting the highest mean which is 5 with the verbal interpretation of strongly agree. While the lowest weighted mean indicators 4, which is 3.9, strengthens pupils' vocabulary through learning the root of words with the verbal interpretation of agree and it is rank.

A Smith, Jennifer M. In (2018). The effects of home reading practices on learners' reported vocabulary development were investigated by the author. For the purpose to investigate the possible association between home reading and vocabulary development, the study gathers and evaluates data from a few studies. The findings of the research suggest that regular and purposeful home reading activities help students' vocabulary grow significantly and improve their academic achievement as a result.

In relation to the findings, reading aloud to students at home facilitates clearer communication and helps them develop their communication skills in the study field.

**Table 4. Perceived Impacts of Home Reading in Improving Academic Performance of Learners**

Indicators	Mean	Verbal Interpretation	Rank
1. Improves pupils summarize key ideas.	4.4	Agree	2
2. Helps pupils become proficient readers actively.	4.3	Agree	4
3. Motivates pupils to participate fully in class discussion.	4.6	Agree	1
4. Encourages pupils to read, understand and comprehend the text.	4.3	Agree	44
5. Challenges to make predictions on what they are reading.	4.3	Agree	
Grand Mean	4.4	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 4 shows the Perceived Impacts of Home Reading in Improving Academic Performance of Learners in terms of comprehension skills indicators 3 motivates pupils to participate fully in class discussion got the highest mean 4.6 which is rank 1. Indicators 1 improves pupils summarize key ideas no. 2 of the rank with the verbal interpretation of agree, indicators 2,4,5 are equal of rank which is rank 3 with the mean of 4.3.

Mol, Bus, & de Jong (2017) "A Meta-Analysis" The home reading environment and reading motivation and achievement are examined in this meta-analysis. According to the research, there is a substantial correlation between parental participation, book availability, and reading encouragement and the development of reading motivation and comprehension skills at home. To improve academic accomplishment in reading, the study highlights how crucial it is to have a supportive home reading environment.

The data suggests that the top factor in the research area that encourages students to actively participate in class discussions is motivation, which is essential in the classroom

**Table 5. Perceived Impacts of Home Reading in Improving Academic Performance of Learners**

Indicators	Mean	Verbal Interpretation	Rank
1. Develops pupils' daily routine.	4.2	Agree	4.5
2. Helps pupils provide foundation needed for language development.	4.5	Agree	2
3. Encourages pupils to make activity fun and enjoyable.	4.6	Agree	1
4. Recognizes pupils' consistent letter-sound corresponding to blending words.	4.2	Agree	4.5
5. Integrates pupil's everyday activities to communicate and solve problems easily.	4.3	Strongly Agree	3
Grand Mean	4.4	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 5 shows the Perceived Impacts of Home Reading in Improving Academic Performance of Learners in terms of literacy, encourages pupils to make activity fun and enjoyable got the highest weighted mean 4.6 with the verbal interpretation as agree. The lowest weighted mean is about develops pupils' daily routine and recognizes pupils' consistent letter-sound corresponding to blending words. They have the same mean which is 4.2 with the verbal interpretation of agree.

Senechal and Young (2014) conducted a meta-analysis titled "The Effects of Home Literacy Environment on Early Literacy Skills." This meta-analysis looks at how young children's literacy skills at home relate to each other. Early literacy skills are significantly impacted by a rich home literacy environment, which includes books available, parental involvement, and literacy-related activities, according to the study. According to the findings, the third indicator which encourages students to make activities enjoyable is ranked first in the research area.

**Table 6. Perceived Impacts of Home Reading in Improving Academic Performance of Learners**

Indicators	Mean	Verbal Interpretation	Rank
1. Develop observing skills.	4.4	Strongly Agree	2
2. Become interpreters, and evaluators.	4.3	Strongly Agree	4
3. Make inferences about what is being read.	4.4	Strongly Agree	
4. Summarize the key ideas and details of text.	4.2	Agree	5
5. Draw conclusions and use information to solve problems.	4.4	Strongly Agree	2
Grand Mean	4.3	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 6 shows the Perceived Impacts of Home Reading in Improving Academic Performance of Learners in terms of critical thinking skills. Indicators 1,3, and 5 have highest and same mean which is 4.4 with the verbal interpretation of strongly agree, summarize the



key ideas and details of text have the lowest mean which is 4.2.

Chen and Lee's "Home Reading Practices and the Development of Critical Thinking Skills among Adolescents" (2019). This study looks at how teenage children's critical thinking abilities grow in connection to their reading habits at home. The results indicate that reading reflectively on a regular basis—that is, summarizing, challenging, and analyzing texts—helps foster the growth of critical thinking abilities.

According to Smith and Johnson (2016), "The Impact of Home Reading Environment on Childrens Critical Thinking Skills" This research looks at how children's critical thinking abilities and their home reading environment interact. Our research indicates that children's critical thinking skills are enhanced by a rich and varied home reading environment that includes talks about the books and exposure to a range of texts.

Based to the study results, the majority of grade six students in the research area appear to have developed their ability to observe, draw conclusions from what they read, and apply information to solve problems. Students' greatest rankings in these areas are 1,3, and 5.

*Table 7. Summary Table on the Perceived Impacts of Home Reading to Academic Performance of Learners in a Selected Elementary School in Buenavista, Quezon*

<i>Perceived impacts of home reading to academic performance of learners</i>	<i>Average Mean</i>	<i>Verbal Interpretation</i>
Vocabulary Development	4.4	Strongly Agree
Comprehension Skills	4.4	Strongly Agree
Literacy	4.4	Strongly Agree
Critical Thinking Skills	4.3	Strongly Agree
Grand Mean	4.4	Strongly Agree

*Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)*

Table 7 summarizes the perceived impacts of home reading to academic performance of learners by providing the average mean and corresponding verbal interpretation for four variables: vocabulary development, comprehension skills, literacy, and critical thinking skills. The mean for vocabulary development, comprehension skills, and literacy has the same mean, which is 4.4, and the lowest is about critical thinking skills.

In according to the data, most average means within the research area are 4.4, which indicate strongly agree based on the respondents' responses. The critical thinking skills variables have the lowest average mean of the four which is 4.3 but the verbal interpretation of this is also strongly agreed.

*Table 8. Significant Difference on the Perceived Impacts of Home Reading in Improving Academic Performance of Learners when Grouped According to Respondent's Age*

<i>Age</i>	<i>Mean Rank 1</i>	<i>Mean Rank 2</i>	<i>Mean Rank 3</i>	<i>Mean Rank 4</i>	<i>H Test</i>	<i>P-value</i>
11-13	148.5844	155.8961	156.3571	157.1623	0.4696	0.9255
14-15	6.6667	7.1667	5.5	6.6667	0.3653	0.9473
Overall	154.7	162.3	161.7312	163.2688	0.4384	0.9322

The table above shows the significant difference on the perceived impacts of home reading to academic performance of learners when the respondents are grouped according to age. There are seventy-seven (77) respondents whose age ranges from 11-13 years old which is 96.25% of the total respondents while there are three (3) or 3.75% whose age ranges from 14-15 years old.

Using the Kruskal-Wallis H Test, the sample of 80 respondents is grouped into profile based on age gives an overall p-value of 0.9322 which gives 93.22% chance of accepting the hypothesis. The result of the H-Test implies that there is no significant difference in the perceived impacts of home reading in improving the academic performance of the learners. It therefore concludes that vocabulary development, comprehension skills, literacy and critical thinking skills have no significant difference when it comes to the impact on academic performance.

According to Lee, Ji Hoon 2017: This study looks at how early adolescents, ages 11 to 15, are motivated to read and how successful they are at it when they read at home.

The results show that parental participation and access to books provide a favorable home reading environment that boosts motivation, which in turn leads to higher reading proficiency in this age range.

The information suggest that three respondents, or 3.75% of the total, are older than 77% of the respondents, or 11 to 13 years old. There is no significant difference on the impact of learners' academic achievement, according to the conclusions reached using the Kruskal-Wallis H Test. When the sample of either respondents are grouped into profile, the total p-value of 0.9 yields 92%, which is accepting of the hypothesis.

The table 9 shows the significant difference on the perceived impacts of home reading to academic performance of learners when the respondents are grouped according to sex. There are 31 male respondents which composes 38.75% of the total respondents while there are 49 female respondents or 61.25% of the total respondents.

Table 9. *Significant difference on the perceived impacts of home reading in improving academic performance of learners when grouped according to respondent's sex*

Sex	Mean Rank 1	Mean Rank 2	Mean Rank 3	Mean Rank 4	H Test	P-value
Male	55.8065	62.7742	65.6452	65.7742	1.6094	0.6573
Female	99.1429	100.1939	96.5408	98.1224	0.1124	0.9903
Overall	141.7375	148.7	137.2347	149.3187	0.9315	0.8178

Using the Kruskal-Wallis H Test, the sample of 80 respondents is grouped into profile based on sex gives an overall p-value of 0.8178 which gives 81.75% chance of accepting the hypothesis. The result of the H-Test implies that there is no significant difference between the variables even when the respondents are grouped according to sex and that vocabulary development, comprehension skills, literacy and critical thinking skills have no significant difference but are all potent variables in improving the academic performance of the learners.

According to Chen, Xinxin (2016): This study looks at how students in grade six perform academically based on their gender. According to the results, there are more female participants in this grade level and female students often perform better than male students across a range of topics.

The data implies that there are 31 males' respondents, or 38.75% of the total, and 49 are female respondents which is 61.25% of the total respondents. When the sex-based sample is analyzed using the Kruskal-Wallis H-Test the overall P-value is 0.8178, 81.75%. The H-Test results suggest that even when the responses are sorted by sex, there's no significant difference between the variables.

## Conclusions

Based on the findings, the following conclusions are derived:

Most of the respondents are female.

The researcher concluded that the students-respondents know the perceived impacts of home reading in improving academic of their performance.

The students-respondents know the meaning of critical thinking skills on their academic performance. The perceived impacts of home reading in improving academic performance of learners are Strongly Agree.

The demographic factors therefore conclude that critical thinking skills have no significant difference when it comes to the impact on academic performance. The perception of the respondents when grouped according to profile does not vary.

To the School Administrators, they may provide different intervention strategies to students to be more engaged in learning progress using the reading strategies.

To the Parents, they may motivate their child to create new words and help them to develop critical thinking skills.

To the Teachers, they may conduct a follow-up study to investigate further the perceived impacts of home reading in improving academic performance of students on how to strengthen pupils' vocabulary through learning the roots of words.

To the Learners, they may continue to learn using home reading strategies to become a better student.

To the Future Researchers, they may conduct a similar study and improve some flaws using home reading strategy and its impact to academic performance.

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