

Extent of Home Promotion on Early Literacy of Emergent Learners in One Day Care Center in the Philippines

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Abstract - *The study was undertaken primarily to determine the extent of home promotion on early literacy of emergent learners in one Day Care Center in the Philippines. The study made use of descriptive-correlational research design with questionnaire as the main instrument in gathering data from forty (40) parent-respondents using purposive convenience sampling. The frequency, mean, percentage and Pearson-r were used as statistical tools to analyze the result of the gathered data.*

Results revealed that promotion of early literacy is very much evident and family involvement activities that promote early literacy are always being done at home. More so, statistical analysis would show the respondents' level of home promotion and family involvement activities are significantly related.

It was recommended that continuous provision of a literacy-rich home environment and establishment of open communication between the parents and the school should be sustained in order to have a successful early literacy instruction for emergent learners.

Keywords: *Early Literacy, Home Promotion, Emergent Learners*

INTRODUCTION

Early literacy development has a great impact in one's academic success in school. Thus, home literacy is given emphasis with respect to emergent literacy of a child since the home becomes the first school of every young learner. The child's first language and literacy encounter actually occur within this setting. From the home, the child initially acquires some knowledge of about the language, reading and writing even before attending any formal instruction.

Colarocco [1] underscored the importance of home environment and parental involvement in the

overall development, motivation and success of young children in learning. These two are critical factors that play a major role in the child's early stages of learning. Early literacy experiences of the child done at home provide learning opportunities which prepare him before he attends formal schooling.

Foy and Mann [2] defined home literacy environment (HLE) as the "subset of environmental factors thought to be most germane for literacy growth". It includes learning opportunities that promote participation in literacy activities, supportive parental engagements and availability of learning materials in the home.

Phillips and Lonigan [3] further defined HLE as "a vast array of variables such as literacy artifacts, parents' value of reading, parent attitudes, parental modeling of reading behaviors, verbal references to books, children's interest, and so on". In addition, Sénéchal and Lefevre [4] divided home literacy experiences as formal or informal. The former are structural activities when learning about print while the latter focus more on the meaning of the print.

Based from the definitions cited, literacy rich home environment is undeniably important to the emergent learners' literacy readiness for it provides more literacy information that prepare them prior to formal schooling. Parents as their first teachers and role models therefore have a strong influence on their learning. Their learned skills at home are further nurtured during their preschool years and are enhanced through school and parent collaboration. Studies have shown that parental involvement at the earliest part of the child's literacy attempts has positively impacted on his school performance and success.

In this regard, as stated by Jeynes [5], parents must recognize their significant contributions to their children's learning and take the responsibility of

providing a literacy-rich home environment. However, at times, some parents are not aware of their direct role in developing the early literacy of their kids. Researches would show that many of the parents at present are at lost or have limited understanding of their significant part as to their child's learning and development. Hence, there are times that early literary instruction is left at the hands of the teachers and the school.

For this reason, families especially the parents should be properly educated and informed about their critical role which they play in enhancing their children's literacy development. Hence, this made the researchers conduct this study to assess the level of home promotion of early literacy of emergent learners among the parents of this Day Care Center.

OBJECTIVES OF THE STUDY

The study was primarily conducted to determine the extent of home promotion on early literacy of emergent learners in one Day Care Center in the Philippines. Specifically, it aimed to determine the profile demographics of parent-respondents; to identify their level of home promotion of early literacy; to identify the extent of family involvement activities in promoting early literacy; and to test if there is relationship that exists between the respondents' level of home promotion and the family involvement activities.

METHODS

The descriptive-correlational research design was used to describe and correlate the parents' extent of home promotion and the family involvement activities.

The study was conducted in one Day Care Center in the Philippines. The data were gathered from forty (40) parent-respondents using purposive convenience sampling.

A researcher-made questionnaire was used as the main instrument in gathering the data. Indicators were taken from the different materials/sources such as the internet, child development books and professional education books. Field Study observations and informal interview with daycare teachers were also considered in the crafting of the instrument. In addition, faculty experts from the College of Teacher Education did the content validation of the instrument. To ensure the validity and reliability of the test, pilot testing to non-respondents was also done.

Permission from the Day Care teacher-in-charge was also sought for the survey administration. Before

the administration, the researchers discussed to the parents the objectives of the study and sought their approval.

The questionnaire consisted of three parts. Part 1 dealt with the parents' profile such as sex, age, parent's highest educational attainment and number of children. Part 2 targeted to find out the level of home promotion of early literacy of emergent learners as to Home Environment, Literacy Learning Materials, Financial Resources and Moral / Emotional Support. And Part 3 aimed to identify the family involvement activities that promote the early literacy of emergent learners as to reading, writing and language activities. A five-point scale (5-Always [4.20-5.00]; 4-Often [3.40-4.19]; 3-Sometimes [2.60-3.39]; 2-Seldom [1.80-2.59]; 1-Never 1.00-1.79) was used to describe the respondents' responses.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Parent-Respondents' Profile (N=40)

Sex	f	%
Male	3	7.50
Female	37	92.50
Age		
41 – 50	2	5.00
31 – 40	12	30.00
21 – 30	25	62.50
20 & below	1	2.50
Mean	29.3 or 29 years old	
Parents' Highest Educational Attainment		
College Graduate	19	47.50
College Undergraduate	9	22.50
High School Graduate	4	10.00
High School Undergraduate	8	20.00
Monthly Family Income		
Php 15,000 - 19,000	3	7.50
Php 10,000 - 14,000	6	15.00
Php 5,000 - 9,000	18	45.00
Php 5,000 below	13	32.50
Mean	Php 7,037.663	
Number of Children		
6 – 8	1	2.50
3 – 5	19	47.50
1 – 2	20	50.00
Mean	2.58 or 3 children	

Table 1 shows the frequency and percentage distribution of the parent-respondents in terms of sex, age, highest educational attainment, monthly family income and number of children.

The data on the age indicated that most (37 or 92.50%) of the respondents are female and 3 or 7.50% are male. Gleaned from the table is the dominance of the female parent-respondents. This could be attributed that mothers are usually left at home to take care of the children and assist them in their schooling.

As to age variable, most (25 or 62.50%) of the parents' age are from 21-30, followed by 31-40 (12 or 30%), then 41-50 (2 or 5%) and 20 & below (1 or 2.50%). The computed mean age is 29.3 or 29 years old.

The data on highest educational attainment revealed that 19 or 47.50% of the parents are college graduate, followed by college undergraduate (9 or 22.50%), high school undergraduate (8 or 20%) and high school graduate (4 or 10%).

With respect to monthly family income, out of 40 respondents, 18 or 45% of them have income of Php 5,000-9,000, followed by 13 or 32.50% with Php 5,000 below, 6 or 15% with Php 10,000-14,000, and 3 or 7.50% with Php 15,000-19,000. The computed mean monthly family income is Php 7,037.663.

And as to the number of children, half (20 or 50%) of the respondents have 1-2 children, 19 or 47.50% with 3-5 children and 1 or 2.50% with 6-8 children. Findings reveal that most Filipino parents prefer to have 2 or 3 children which is in accordance to Section 16 of the Reproductive Health Law which specifies that an ideal family size is having at least two children.

Table 2. Perception of the Respondents on the Level of Home Promotion of Early Literacy towards Home Environment

Home Environment	AWM	DR
1. Initiate literacy activities for the child	4.83	A
2. Provide opportunities for the child to naturally develop his ability and desire to read	4.73	A
3. Read, collect, share books regularly	4.40	A
4. Help the child with his reading and writing	4.68	A
5. Provide literacy materials and nurture his interests and skills	4.58	A
Overall Weighted Mean	4.64	A

Table 2 shows the perception of the respondents on the level of home promotion of early literacy towards home environment.

Indicator 1, "Initiate literacy activities for the child", (4.83) interpreted as Always(A). For Indicator 2, "Provide opportunities for the child to naturally develop his ability and desire to read", (4.73) interpreted as Always (A). For Indicator 3, "Read, collect, share books regularly", (4.40) interpreted as Always (A). For Indicator 4, "Help the child with his reading and writing", (4.68) interpreted as Always (A). For Indicator 5, "Provide literacy materials and nurture his interests and skills", (4.58) interpreted as Always (A). The computed overall average weighted mean was 4.64 interpreted as Always (A). From the result, it can be inferred that respondents provide a literacy rich home environment. A home literacy environment, as conceptualized by Cunningham [6], is labelled as limiting, passive, and active home literacy environment. The first home literacy environment refers to the socio- demographic profile of parents and the home which includes parents' educational background, school experiences and income. The second home literacy environment relates to parents' reading behaviors and beliefs, such as personal enjoyment of reading and time spent in reading. And the third home literacy environment refers to those engaging parent-child activities designed to foster literacy and language development. Therefore, one's child home is pivotal in early literacy development and instruction.

Table 3. Perception of the Respondents on the Level of Home Promotion of Early Literacy towards Learning Materials

Learning Materials	AWM	DR
1. Has adequate provision of learning materials for reading, writing and speaking	4.85	A
2. Has access to educational TV program like Sesame Street, Nickelodeon, Disney, Popular Cartoons/Animated films	4.18	O
3. Has materials regarding awareness in environmental print	4.30	A
4. Has writing materials such as writing pads, coloring books, etc.	4.68	A
5. Has educational and manipulative toys	4.60	A
Overall Weighted Mean	4.52	A

Table 3 shows the perception of the respondents on the level of home promotion of early literacy towards learning materials.

For Indicator 1, "Has adequate provision of learning materials for reading, writing and speaking",

(4.85) interpreted as Always (A). For Indicator 2, “Has access to educational TV program like Sesame Street, Nickelodeon, Disney, Popular Cartoons/Animated films”, (4.18) interpreted as Often (O). For Indicator 3, “Has materials regarding awareness in environmental print”, (4.30) interpreted as Always (A). For Indicator 4, “Has writing materials such as writing pads, coloring books, etc.”, (4.68) interpreted as Always (A). For Indicator 5, “Has educational and manipulative toys”, (4.60) interpreted as Always (A). The computed overall average weighted mean was 4.52 interpreted as Always (A).

From the result, it can be seen that the respondents have adequate provision of learning materials for reading, writing and speaking. They also have writing materials such as writing pads, coloring books, etc. Justice and Ezell [7] stressed that availability of books and other learning materials provides children with a variety in terms of type of linguistic stimulation and supports their oral and written language development. In addition, Storch and Whitehurst [8] further underscored that accessibility to literacy materials, real and concrete objects such as picture books, toys, crayons, pencils, alphabet blocks and writing pads is another factor that promotes young children’s reading and early literacy development. Thus, as stated by Rodriguez et al. [9], provision of high-quality toys and materials and a variety of age-appropriate books and learning resources is one of the best ways to facilitate early literacy learning.

Table 4. Perception of the Respondents on the Level of Home Promotion of Early Literacy towards Financial Resources

Financial Resources	AWM	DR
1. Has the capability to buy reading materials	4.83	A
2. Has the capability to buy writing materials	4.80	A
3. Has the capability to avail internet cable connection	3.78	O
4. Has the capability to enroll child to tutorial classes/special classes	3.95	O
5. Has the capability to buy educational and manipulative toys	4.58	A
Overall Weighted Mean	4.39	A

Table 4 shows the perception of the respondents on the level of home promotion of early literacy towards financial resources.

For Indicator 1, “Has the capability to buy reading materials”, (4.83) interpreted as Always (A). For

Indicator 2, “Has the capability to buy writing materials”, (4.80) interpreted as Always (A). For Indicator 3, “Has the capability to avail internet cable connection”, (3.78) interpreted as Often (O). For Indicator 4, “Has the capability to enroll child to tutorial classes/special classes”, (3.95) interpreted as Often (O). For Indicator 5, “Has the capability to buy educational and manipulative toys”, (4.58) interpreted as Always (A). The computed overall average weighted mean was 4.39 interpreted as Always (A).

From the result, it can be deduced that despite the meager 78 family income as reflected in the mean income the respondents allocate resources to provide the school needs of their children such as buying of reading and writing materials as well as other educational and manipulative toys which attract and encourage young mother children to stay focus in their schooling. In some cases, if budget warrants, parents also 78enrol their children to tutorial/special classes especially those with extra special gift, talent or skill that need special attention and care. Whitehurst and Storch [8] stated that provision of and accessibility to literacy materials and activities at home are determined by a family’s socioeconomic status. Thus, family income affects parents’ capacity to purchase learning materials and to engage their children to other learning opportunities or environment outside home and school such as going to museums, leisure parks and recreational centers, libraries and other learning centers.

Table 5. Perception of the Respondents on the Level of Home Promotion of Early Literacy towards Moral/Emotional Support

Moral / Emotional Support	AWM	DR
1. Communicate with the child regularly	4.93	A
2. Follow-up the child’s growth and progress in school	4.85	A
3. Attend to all the child’s needs	4.88	A
4. Support the child’s interest and skills	4.90	A
5. Actively and highly involved in his endeavors	4.80	A
Overall Weighted Mean	4.87	A

Table 5 shows the perception of the respondents on the level of home promotion of early literacy towards moral/emotional support.

For Indicator 1, “Communicate with the child regularly”, (4.93) interpreted as Always (A). For Indicator 2, “Follow-up the child’s growth and

progress in school”, (4.85) interpreted as Always (A). For Indicator 3, “Attend to all the child’s needs”, (4.88) interpreted as Always (A). For Indicator 4, “Support the child’s interest and skills”, (4.90) interpreted as Always (A). For Indicator 5, “Has the capability to buy educational and manipulative toys”, (4.80) interpreted as Always (A). The computed overall weighted mean was 4.87 interpreted as Always (A).

The result shows that the respondents have a very high moral and emotional support to their children. Marquez, et.al. [10] stated that when parents or the whole family are actively and highly involved in early literacy, the child sees the purpose and the need for language, speaking, reading and writing. Therefore, having emotional and motivational climate does matter and affects the outcome of the child’s literacy. So, parents must be patient, attentive, and nurturing towards the child’s literacy experiences.

Table 6. Perception of the Respondents on Family Involvement in Activities to Promote Early Literacy towards Reading Activities

Reading Activities	AWM	DR
1. Recreational reading (nursery rhymes, fairy tales, fables and folksongs, poetry, jokes and riddles)	4.73	A
2. Concept reading (alphabets and numbers, animals and plants, planets, shapes and sizes, colors)	4.68	A
3. Story reading (reading aloud, bedtime stories, storytelling, retelling, shared book experiences, repeated story readings)	4.48	A
4. Reading magazines and newspapers	4.10	O
5. Identifying Environmental Print	4.20	O
Overall Weighted Mean	4.44	A

Table 6 shows the perception of the respondents on family involvement in activities to promote early literacy towards reading activities.

For Indicator 1, “Recreational reading (nursery rhymes, fairy tales, fables and folksongs, poetry, jokes and riddles)”, (4.73) interpreted as Always (A). For Indicator 2, “Concept reading alphabets and numbers, animals and plants, planets, shapes and sizes, colors”, (4.68) interpreted as Always (A). For Indicator 3, “Story reading (reading aloud, bedtime stories, storytelling, retelling, shared book experiences, repeated story readings)”, (4.48) interpreted as Always (A). For Indicator 4, “Reading magazines and newspapers”, (4.10) interpreted as Often (O). For Indicator 5, “Identifying Environmental Print”, (4.20)

interpreted as Often (O). The computed overall weighted mean was 4.44 interpreted as Always (A).

From the result, it can be inferred that the parents are actively involved in promoting early literacy using engaging reading activities to their children. According to Baker and Scher [11], aside from gaining adeptness in language learning skills, active and engaging reading activities at home greatly contribute to young children’s reading interest, attitudes and skills that would lead to academic success. Therefore, parents must value the reading activities they do with their child such as story book reading, shared book reading and joint book reading since they help their child develop positive attitude towards reading and promote improve learning of reading abilities like phonemic awareness, print awareness, fluency and accuracy with connected text, oral language development, and comprehension.

Table 7. Perception of the Respondents on Family Involvement in Activities to Promote Early Literacy towards Writing Activities

Writing Activities	AWM	DR
1. Drawing and scribbling,	4.93	A
2. Making letter-like forms, tracing of letters	4.75	A
3. Invented spelling	4.40	A
4. Producing lines and shapes	4.73	A
5. Conventional spelling	4.30	A
Overall Weighted Mean	4.62	A

Table 7 shows the perception of the respondents on family involvement in activities to promote early literacy towards writing activities.

For Indicator 1, “Drawing and scribbling”, (4.93) interpreted as Always (A). For Indicator 2, “Making letter-like forms, tracing of letters”, (4.75) interpreted as Always (A). For Indicator 3, “Invented spelling”, (4.40) interpreted as Always (A). For Indicator 4, “Producing lines and shapes”, (4.73) interpreted as Always (A). For indicator 5, “Conventional spelling”, (4.30) interpreted as Always (A). The computed overall weighted mean was 4.62 interpreted as Always (A).

From the result, it can be deduced that the respondents are very much involved in doing writing activities with their children. Marquez et. al. [10] emphasized that children’s writing develops by the help of their parents through constant invention of the written activities such as invented writing, recognizing lines and shapes and producing letters in long strips promotes early literacy.

Table 8. Perception of the Respondents on Family Involvement in Activities to Promote Early Literacy towards Language Activities

Language Activities	AWM	DR
1. Recitation of alphabet	4.95	A
2. Drills on sounds and consonants	4.80	A
3. Spelling	4.40	A
4. Role-playing/drama	4.55	A
5. Singing	4.78	A
Overall Weighted Mean	4.70	A

Table 8 shows the perception of the respondents on family involvement in activities to promote early literacy towards language activities.

For Indicator 1, "Recitation of alphabet", (4.95) interpreted as Always (A). For Indicator 2, "Drills on sounds and consonants", (4.80) interpreted as Always (A). For Indicator 3, "Spelling (4.40) interpreted as Always (A). For Indicator 4, "Role-playing/drama", (4.55) interpreted as Always (A). For Indicator 5, "Singing", (4.78) interpreted as Always (A). The computed overall weighted mean was 4.70 interpreted as Always (A).

The result reveals that children's families are very much engaged in doing varied language activities. The study of Katzir, Lesaux, and Kim [12] revealed that home literacy activities have impacted on language development. Parents and other adult family members who do and create interactive and pleasurable language activities with the child such as storytelling, reading aloud, role play, etc. help the child acquire the necessary language skills and abilities.

Table 9. Pearson r on Significant Relationship between Respondents Level of Home Promotion and the Family Involvement Activities

	Source of Correlation	Family Involvement Activities	Interpretation
Level of Home Promotion	Pearson Correlation	0.447**	Significantly Related
	Sig. (2-tailed)	0.004	
	N	40	

** Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the Pearson r on significant relationship between respondents' level of home promotion and the family involvement activities. The computed generated Pearson-r Value of level of home promotion (0.447) is significantly related with family

involvement activities. The statistical analyses show that the level of home promotion and family involvement activities were significantly related.

Data revealed that family involvement activities were found to have great benefits in the home promotion of early literacy. The finding is consistent with the study of Roberts, Jurgens, and Burchinal [13] which further established the strong relationship that exist between literacy home practices and emergent literacy skills. This underscores the recognition of the parents' active role in creating literacy opportunities within the context of the home that would advance the development of their child's early literacy skills.

CONCLUSION AND RECOMMENDATION

In conclusion, it revealed that the respondents are mostly female, 29 years old, college graduate, with 3 children and with a monthly family income of P 7,037.663. The respondents perceived to be Agree on all the levels of home promotion of early literacy. Respondents perceived to be Agree on all family involvement activities that promote early literacy. More so, it revealed that the respondents' level of home promotion and family involvement activities are significantly related to each other.

The finding validated further the importance of home environment to early literacy of a child as revealed from numerous studies. It underscores the critical role of home as the main setting of the child's first encounter of language and literacy as well as the opportunities for observation, exploration and participation in literacy activities. This only implies that a supportive and interactive behavior of parents results to children's better learning. Moreover, when children are immersed in literacy by being surrounded with materials that promote their early literacy, by being exposed to meaningful literacy events and by having constant interaction with literate adults, they demonstrate that behavior as they acquire, approximate, discover and develop their early literacy skills.

Based on the conclusions, the researchers recommend the following: parents may sustain the literacy rich activities at home such as initiating literacy activities for the child, providing opportunities for them to naturally develop their ability, helping them to read and write and providing literacy materials and nurture his interests and skills; parents may continuously provide their children literacy/educational learning materials and if budget warrants, have access to educational programs;

parents may continuously allocate budget intended for the purchase of learning materials and if budget warrants, enroll their child to tutorial/special class or avail internet cable connection; parents are encouraged to establish and maintain open communication with the school to constantly follow-up their child's needs and progress; and a further study may be conducted using a larger number of parent-respondents and with representative samples from private and public schools (daycare, pre-elementary and kindergarten) to validate the findings.

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