Exploring Home, Media, and Teaching Quality as Links to Grade 2 Readers

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ABSTRACT

Reading proficiency in the early grades is a critical foundation for academic achievement, yet many young learners continue to struggle with decoding and comprehension. This descriptive-correlational study examined the influence of home literacy environment, educational media exposure, and teaching quality on the reading skills of Grade 2 struggling readers in selected public elementary schools in Gingoog City. Grounded in the Ecological Systems Perspective, the study explored how these contextual and instructional factors shape pupils' phonics and comprehension abilities. Participants included 296 Grade 2 struggling readers, their parents, and their respective teachers. Data were collected using validated questionnaires and a researcher-developed reading assessment tool. Multiple regression analysis was employed to determine predictive relationships among variables. Results indicate that home literacy environment, educational media exposure, and teaching quality were all rated high; however, only teaching quality demonstrated a statistically significant effect on reading skills. The overall regression model was not significant, suggesting that additional variables beyond those examined likely account for pupils' reading difficulties. Future research should explore longitudinal designs and broader ecological factors to deepen understanding of early literacy development among struggling readers.

Keywords: Home Literacy Environment, Educational Media Exposure, Teaching Quality, Reading Skills, Struggling Readers

INTRODUCTION

It is well established that early grade reading comprehension is a foundational and cumulative predictor of academic achievement. But many Filipino learners have yet to reach a satisfactory level of reading proficiency. Phil-IRI 2nd grade frustration level assessment results indicate that a notable fraction of students in second grade cannot independently decode, pronounce and interpret various passages at their respective Grade levels. This apprehension is further raised by the results of the Programme for International Student Assessment (PISA) 2022 where reading literacy in the Philippines was among the lowest performing countries. These trends are a reminder that reading problems emerge in the early grades and linger over time without appropriate intervention.

The Department of Education has responded by launching programs that address the need for foundational learning like Hamon: Bawat Bata Bumabasa (3Bs). However, division level reports and local observations suggest that progress with respect to reading outcomes has been variable. In local contexts like Gingoog City and other such divisions, Grade 2 learners still face challenges in their decoded-to-comprehended transition. This indicates that the challenge of reading itself cannot solely be traced to the existence or nonexistence of intervention programs but instead is a complex interplay with numerous factors in the learner's environment.

Empirical literature identifies three key factors in how early reading develops. First, the home literacy environment is critical in determining children's language exposure and reading behaviors early on during development due to actors known to influence later phonics and comprehension skills (Fagan et al., 2024). Second, teaching quality, especially regarding the use of pedagogical content knowledge and explicit scaffolded instruction, plays an important role on how meaning from the text is constructed by learners (Grammatikopoulou et al., 2025; Arsyta, 2024). Third, exposure to educational media, comprised of both digital and print resources,

influences reading outcomes depending on the content of the resource, the format (digital or print), and guidance provided by parents/educators (Clinton et al., 2023; Clinton-Lisell et al., 2024).

The use of educational media reminds educators that it is powerful and potentially wrought with both good and bad aspects in early reading. Although multimodal and digital resources have the potential to facilitate engagement and inclusion, unguided or unstructured exposure has been linked to poor comprehension outcomes. It is important to highlight that exposure to media is frequently a good thing for reading development, but only when it occurs in the context of clear timetables and with appropriate instructional supports.

Within the Philippine context, these determinants are frequently analyzed separately from one another, resulting in compartmentalized interventions that rely on addressing insufficient aspects of struggling readers. In the case of Grade 2 learners that fall into the frustration level, limited home literacy support, variability in teaching quality and unstructured exposure to educational media are often concurrent but rarely explored through an integrated lens. This piecemeal strategy restricts the efficacy of literacy initiatives.

This gap necessitates an exploration of how these variables interact to impact reading development. Therefore, the current study investigates the interplay between home literacy environment, engagement with academic media and teacher quality to predict reading skills— phonics and comprehension of Grade 2 readers at-risk for academic difficulties.

The current study makes a direct contribution to Sustainable Development Goal 4, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." A central aspect of this goal is foundational literacy, including reading for understanding in the first years of schooling; it enables learners to access and benefit from further education opportunities. More specifically, this study contributes to SDG Target 4.1, which promotes the completion of primary schooling for all children with relevant and effective learning outcomes similar to functional literacy. However, segregation with such performance at the frustration level for Phil-IRI and corroborated by PISA 2022 results shows that many of these learners do not achieve the minimum proficiency standards.* It tackles challenges associated with these foundational literacy constructs — in bid to understand the interaction of HLE practices, teaching quality and exposure to educational media.

Additionally, it relates to Sustainable Development Goal-Target 4.5 which aims to eliminate all discrimination and unequal practices in education (internal and external). Placing the research in specific sites like Gingoog City foregrounds contextual and environmental factors as a basis for inequitable learning outcomes, particularly among struggling readers.

This study ultimately contributes to the larger SDG 4 conversation by providing evidence-based insights that can guide tailored literacy interventions, enhance instructional practices, and fortify support networks for early-grade learners. This contributes to the long-term vision of ensuring that all learners develop the requisite reading skills for success in academics and lifelong learning.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study hypothesized that Grade 2 struggling readers' home literacy environment, exposure to educational media and teachers' teaching quality would predict their reading skills. The Ecological Systems Perspective (Amali et al., 2023; Taylor et al., 2023) upon which this study is based presents human functioning in interaction with systems of the environment, thus impacting how a child develops. At the early reading developmental stage, this school of thought sees literacy acquisition as the result of a number of reasons involving home, school and broader learning environments rather than one single factor. This theoretical foundation supports the assumption that there is a relationship between the problem of reading in Grade 2 struggling readers on how the contextual and instructional conditions are interactive with in which learning is happening.

According to this perspective, the home literacy context is the learner's household environment where he/she receives early exposure to language and literacy (Notari & Villi, 2016). It includes guided reading experiences, parent modeling and reading materials. These experiences tie back to the development of phonics through exposure to early sound, and comprehension through vocabulary and language interaction. Thus, the home

literacy environment creates the necessary prerequisites affects whether or not learners are motivated to read. (2018) found that the home literacy environment (HLE) has been consistently identified as a key factor influencing early reading development, especially for struggling learners. Recent work has highlighted that HLE goes beyond just the presence of reading materials, but also includes interactions about literacy between children and caregivers. As for example Kim, and Yim, (2024) demonstrated structured parent–child activities, particularly shared reading and guided language interactions substantially support early literacy and vocabulary that underpins reading comprehension.

In a similar vein, Adama, Kleemans and Droop, (2025) showed that what they call the home literacy environment of first graders identified as at risk is positively impacted by even structured digital interventions and can result in significant increases in reading and vocabulary growth when compared to a control group, indicating that lessening early HLE difficulties through specifically tailored interventions for HLE can produce positive outcomes on later learned ability. In the context of the Philippines, Barluado et al. Campbell et al. (2024) reported that, relative to their peers with higher home literacy support, learners receiving low levels of home support were disproportionately present in the frustration and non-reader bands indicating a family-based role in facilitating reading proficiency. Furthermore, Jáñez et al. (2024) added the importance of modality and structure to engage with literacy content; unguided exposure using digital media may not provide the same level of comprehension benefits as interactive print practices. A study by the National Literacy Trust (2024) emphasized that regular parental engagement in literacy tasks is still critical for maintaining children's progress with reading. We also emphasized that the home literacy environment is an active and modifiable context that may facilitate or hinder first reading acquisition. Structured, guided and intentional literacy experiences at home are key to reinforcing both decoding and comprehension skills for especially struggling readers.

The formal learning context in which reading skills are systematically developed is quality of instruction. This shows the pedagogical content knowledge of the teacher and also clear step-by-step instructions. The open-ended nature of benefits from the learning activities mediated by a teacher in the form of structured learning activities connecting how learners acquire decoding applied through and how advances to comprehension as a result. In this ecological approach, such its element does function as a system that supports or constrains reading acquisition by students, particularly those who struggle and for whom special instructional support is usually provided.

Non-food environmental exposure: Exposed media (educational) at home and school environments is the third point of our adjustment where most of the time people under 18 are not aware that they consume harmful or hazardous media. It is the use of print and electronic resources in such a way that it promotes the development of literacy through interaction by learning. When it comes to reading, its contribution to outcomes in this regard is based on the nature of the content, frequency and extent of use and adherence to adult structuring. Controlled media exposure is associated with growth in phonics and comprehension while unregulated experience is linked to restricting reading development through disrupting sustained attention and constructing meanings.

The rise of institutionalized media for educational purposes has become a prominent, although complex agent contributing to the literacy growth of learners who are at risk. The latest research indicates that technology-based interventions can have a positive effect on reading achievement, particularly when they are structured and interactive and fit in to the existing instructional goals. For example, Alqahtani (2024) has shown that digital reading interventions substantially enhance literacy outcomes in elementary learners with reading difficulties — especially when the tools incorporate guided and scaffolded support. Similarly, Slavin et al., (2026). found that educational technology applications have a moderate impact on reading achievement, with the strongest effect size in personalized and interactive applications.

But these benefits are not automatic. Habók et al., (2024). Lonson et al., 2023. Therefore, it becomes imperative to note that learners need to utilize the correct reading strategies meaningful comprehension of texts retrieved in digital environments; access is not enough. Unstructured media use, by contrast, may obstruct reading development. Ermita et al., (2025) found that when learners absorb information excessively and messily through social media (exclusively on their own devices), it is associated with diminished comprehension, as distractions lure learners to glide superficially over information.

In addition, research comparing reading modalities suggests that print-based reading continues to be more strongly associated with comprehension outcomes than digital reading, especially among younger learners. Taken together, these results suggest that educational media can be either facilitators or hurdles for developing reading ability depending on the form and content of the software, as well as the amount of adult mediation involved in its delivery. There is a need for guided and purposeful use of educational media to help struggling readers, especially in early grades become decoding proficient and comprehending.

The quality of teaching is the most important factor in determining whether struggling learners become successful readers or not. Recent studies show that teachers' understanding of the underlying building blocks of reading has a powerful impact on their capacity to provide effective instruction. For example, Washburn and Pierce (2025) found that many teachers exhibit less than adequate mastery of critical reading components, which may inhibit their ability to assist struggling readers. Additionally, teacher professional development has proven effective at enhancing instructional practices as well as student reading comprehension (Rice.J. et al., 2024). Supporting this, Wanzek et al. (2019) found that reading interventions delivered by a teacher have beneficial effects for readers who struggle with reading skills, especially in developing both vocabulary and comprehension.

But not all methods of instruction yield lasting results, and some interventions show little improvement in the long term (Hansford et al., 2024) which emphasizes the need for high-quality evidence-based teaching practices. These findings, when aggregated, reinforce the point that teaching quality (that is teacher knowledge, instructional practices and professional competence) is one of two leading influences on successful reading outcomes for struggling learners.

Considering that phonics and comprehension are both essential aspects of developing early literacy, they will serve as an operationalization of the dependent variable reading skills. Phonics is the ability to identify and generate sound-symbol associations necessary for decoding, whereas comprehension is the ability to derive meaning from text. Decoding is the access to the text while understanding is the reading act that succeeds and leads to meaning.

When understanding the reading skills of struggling learners, it best understood through two main components with phonics and comprehension. All systematic phonics instruction is essential in developing the decoding skills that allow learners to accurately identify and process written words (Trujillo-Ramos, 2025). There is intervention-based evidence demonstrating that targeted phonics programmes can dramatically improve decoding abilities in non-readers (Alba et al., 2024). In contrast, reading comprehension is the outcome of interactive higher-order processes that are responsively supported through instructional structuring. Struggling readers have shown a marked improvement when guided reading along with various comprehension strategies were implemented (Andaya & Tepacia, 2025; Day et al., 2024). These findings point to a need for reading instruction that simultaneously addresses decoding and comprehension, especially early on in the case of learners at the frustration level.

In summary, researchers present this theoretical and conceptual framework in order to provide a structured description for how environmental and instructional factors work together to relate phonics and comprehension among Grade 2 struggling readers. Framed within explicitly defined variables and relationships, the ecological perspective provides a coherent foundation for analyzing the development of reading across the learner's environment. The schema of the study is illustrated in Figure 1.

Statement of the Problem

This study aimed to examine the influence of home literacy environment, educational media exposure, and teaching quality on the reading skills of Grade 2 struggling readers. Specifically, it sought to answer the following questions:

1. What is the parent- participants' assessment of their home literacy environment?

2. What is the extent of the pupil's exposure to educational media?

3. What is the teacher-participants' self-report on the quality of their reading instruction?

4. What is the level of pupils' reading skills in terms of:

4.1 phonics; and

4.2 comprehension?

Do the pupils' home literacy environment, educational media exposure and teachers quality significantly influence their reading skills?

Hypothesis

Problem 1, 2, 3 and 4 are hypothesis free. Only Problems 5 can be hypothesized at .05 level of significance

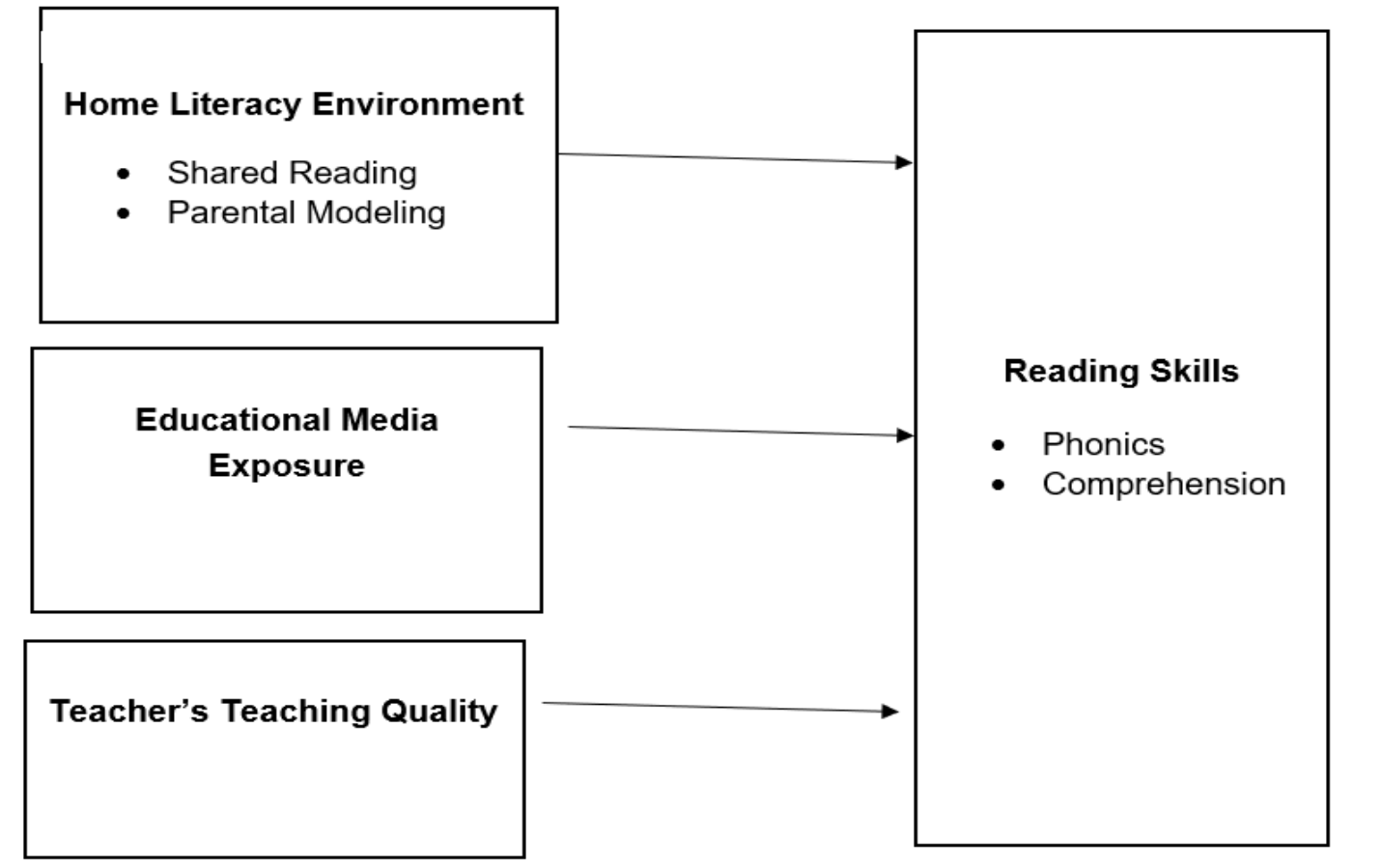


Figure 1. The Schematic Presentation of the Study

$H0_1$: The pupils Home Literacy Environment, Educational Media Exposure, and Teachers quality do not significantly influence their reading skills.

Significance of the study

This study provides empirical evidence on how home literacy environment, educational media exposure, and teaching quality are associated with the phonics and comprehension performance of Grade 2 struggling readers. Its significance lies in identifying which factors contribute most to reading difficulties, thereby enabling targeted and context-specific literacy interventions.

For Educators and Schools. The findings would inform instructional decision-making by identifying which factors are most strongly linked to pupils' phonics and comprehension difficulties. This would allow schools to

implement focused instructional adjustments, particularly in strengthening comprehension-oriented teaching practices, with the aim of reducing the number of learners classified at the frustration level.

For Parents and Families. The study would specify how shared reading and parental modeling relate to children's reading outcomes. This would enable parents to adopt evidence-based home literacy practices and structured media use, which can directly support improvements in their children's decoding and comprehension skills.

For Educational Planners and Policy Makers. The results would provide localized evidence to enhance literacy initiatives such as the 3Bs program by integrating home-based literacy support and guided media use into existing interventions. This would support the development of multi-context literacy strategies that address reading difficulties beyond classroom instruction.

For Researchers. The study would establish a basis for advancing research toward predictive modeling and intervention design for early-grade reading development.

Scope and Delimitation of the Study

The research focused on Grade 2 pupils identified as poor readers in Gingoog City in SY 2025-2026. The factors that were assumed to contribute to influence the struggling readers' reading skills were the home literacy environment, educational media exposure and teaching quality. Meanwhile, reading skills comprised phonics skills and comprehension skills.

Furthermore, the study involved various stakeholders, including parents, teachers, and pupils, to obtain comprehensive information on home practices, media use, and teaching methods.

Also, the results of the study cannot be extended to other schools and regions, as the research was conducted in the chosen schools and area, as the contexts of home environments, access to media, and teaching methods differ.

Definition of Terms

In this research, the following terms are used with specific meanings, as defined by their use in the study.

Educational Media Exposure. This term refers to the extent of pupils' interaction with print and digital reading materials, measured in terms of frequency and duration of use based on pupil and parent questionnaire responses.

Home Literacy Environment (HLE). This term refers to the level of literacy-related practices at home, measured in terms of shared reading and parental modeling using parent questionnaire responses.

Shared Reading. The frequency with which parents read with their child,as measured through parent questionnaire responses.

Parental Modeling. The extent to which parents demonstrate reading behaviors at home, as measured through parent questionnaire responses.

Reading Skills. Pupils' reading performance measured in terms of phonics (decoding) and comprehension using reading assessment results.

Phonics (Decoding). The ability of pupils to recognize and sound out words, as measured using reading

assessment scores.

Comprehension. The ability of pupils to understand and interpret text, as measured using the reading assessment scores.

Teaching Quality. The level of effectiveness of reading instruction, measured through teacher self-report on instructional practices using a structured questionnaire.

REVIEW OF RELATED LITERATURE AND STUDIES

In this chapter, the recent literature and empirical studies related to the variables of interest in this study have been reviewed, including home literacy environment, media exposure, teaching quality, and reading skills among Grade 2 struggling readers. This is not only prescribed by theory but also supported by evidence from the literature on the significance of such factors in early literacy development.

Reading Skills

Reading skills are best understood as the coordinated operation of phonics (decoding) and comprehension, rather than as isolated abilities. Contemporary reading research continues to support the view that decoding provides access to print while comprehension enables meaning construction; weakness in either component constrains overall reading performance. Hoover and Tunmer (2021) reaffirm this relationship by positioning word recognition and language comprehension as the core components of reading, while Écalle et al. (2021) show that decoding and fluency are closely tied to comprehension in beginning readers. Together, these studies suggest that reading difficulty in the early grades is not reducible to a single skill deficit. The problem for Grade 2 struggling readers (and above)is more specifically understood to be a breakdown in the integration of print recognition, reading fluency and meaning making.

Indeed, early reading development has recently been shown to be reliant on the integration of phonological awareness, decoding accuracy and fluency over time (524). Decoding enables learners to recognize written words, but it is fluency that facilitates this process efficiently enough to foster comprehension. Écalle et al. (2021) have found evidence that fluency mediates the association between decoding and reading comprehension: When word recognition is not sufficiently automatic, children are unable to consistently allocate attention to meaning. This is especially the case for Grade 2 struggling readers, as many are still mired at the effortful page, where reading is too slow and mentally taxing to support stable comprehension.

Findings from intervention research provide additional clarity on the significance of this interaction. Nilvius et al. (2021) showed that Tier 2 reading interventions improved word decoding for at-risk learners in grades K to 2, highlighting the potential for effective early learning support to bolster foundational reading performance. In turn, Cockerill et al.recently performed an expanded analysis. (2023) found that two-week cycles of small-group instruction combining fluency and comprehension support led to increased reading outcomes for early unbalanced decoders (learners who could decode but had not yet developed efficient text comprehension skills). These findings do not indicate separate instructional priorities. Instead, they argue that reading skills are most likely to develop optimally when the basic skill of decoding and higher order comprehension are supported within each other. A struggling reader who has trouble at one level of processing will not be helped by practicing that component in isolation, if they are having trouble much further upstream or downstream in the two-tread processes.

Learning to read is also influenced by learner engagement, particularly in the classroom context where repeated reading difficulty may lead to lower persistence and attention towards the text. Carbonneau et al. (2024) found that students' perceptions of their engagement were significantly associated with how well they read, suggesting that reading is developed not only through the demands of cognition but through how far learners remain behaviorally and mentally engaged in reading tasks. This is analytically important for Grade 2 struggling readers as weak decoding often leads to decreased confidence and longitudinal engagement, which restricts practice opportunities that can be used to build fluency and comprehension through practice.

In the Philippine context, skills in reading are a major concern, as early strength of reading does not necessarily translate to later proficiency in reading. Using nationally representative data, Igarashi and Suryadarma (2023) found that not all learners in the Philippines acquire foundational reading skills by the grades in which those skills are expected to be mastered, suggesting that gaps in reading continue even after years of schooling. In another related study Igarashi et al. However, implementation of mother tongue-based education in this very

diverse linguistic space did not result in uniformly stronger foundational reading skills when learners were subsequently assessed in Filipino or English (2024). Garcia (2023), in a separate study conducted in the Philippines, found that language comprehension was still uniquely predictive of reading comprehension among Filipino learners, supporting the intuition that word recognition cannot explain all aspects of reading performance. In summary, these studies indicate that reading difficulties in the Philippine context is a product of foundational skill deficits and systemic features of the instructional-linguistic environment.

In line with the recent literature, reading skills may be regarded overall as some integrated construct where decoding, fluency/accuracy, comprehension and engagement interact where they have a reciprocal causal effect on each other. For second-language struggling readers, persistent difficulty is not so much the result of one single weakness but rather reflects the cumulative constraining impact of constraints across these interconnected processes. This underpins the present study's choice to consider phonics and comprehension as the core indices of reading skill, acknowledging that performance in those domains is influenced by the broader conditions under which reading develops.

Phonics is the method used to teach and learn grapheme-phoneme correspondences and how to use them to decode written words. In contemporary reading research, phonics is not considered one isolated, mindless drill activity in which children chant their abc's; it is a basic necessity of word recognition that allows children to access print accurately and efficiently. Ehri (2022) has also noted that as young readers begin reading, they need to attain secure knowledge of letter-sound relationships, phonemic segmentation, and decoding if they are to eventually become fluent word readers. While this list is appropriate for all struggling readers in Grade 2, it has particular resonance with those whose reading challenge is more reflective of poor or unstable control of the underlying processes than a general lack of text exposure.

Recent articles have pointed out that phonics supports accurate decoding, which correlates later with reading comprehension. Structured phonics instruction featuring progressions of high utility, sequentially introduced grapheme-phoneme correspondences strengthens beginning decoding for young learners with difficulties in early literacy (Vadasy & Sanders, 2021). The importance of their work lies in its demonstration that phonics instruction is most effective when the content is purposefully ordered and not cognitively taxing for children who are not yet fluent with basic code knowledge. Thus, phonics assists as learners continue to read by lessening the cognitive load associated with word recognition and enabling them to focus more attention on meaning.

Intervention research with already at risk learners also clarifies the relationship between phonics and reading performance. Lindström-Sandahl et al. (2023) identified an intensive phonics intervention for Swedish second-grade students with reading difficulties as effective in improving reading outcomes among this population. This conclusion is especially helpful to the current study in that it shows phonics does not cease to be relevant past the very early stages of reading instruction. For Grade 2 readers, insufficient mastery of sound-symbol correspondences continues to restrict decoding accuracy and reading fluency, thereby restricting access to comprehension.

Recent research in classroom contexts also suggests that the effectiveness of phonics is related to how it is instructionalized. Phonics teaching was most effective when teachers understood the pedagogy of how literacy develops in young children, and were able to provide students with embedded practice within a co-ordinated whole classroom approach (Scull & Lyons, 2024). Their findings take the discussion from whether phonics should be taught to what conditions most facilitate effective phonics instruction. This is analytically important because weak phonics outcomes might reflect not only learner difficulty, but inconsistency in instructional design, pacing, and support.

In this sense, longitudinal evidence provides additional nuance through demonstrating grade-differential impacts of code-based processing on early word reading. In contrast, Cao and Kim (2025) found that code-focused literacy instruction effects should be interpreted in the context of grade, instructional balance and cumulative classroom exposure. Their results indicate that phonics is needed, but alone is not sufficient for long-term growth in reading. For Grade 2 struggling readers, therefore, phonics instruction is still critical but needs to be embedded as part of wider reading support if decoding advances are to lead to comprehension.

Phonics, and its relevance to the Philippine educational context. Phonics is an important method of teaching reading in the Philippines, and this focus on phonics is reflected in curriculum policy today. This Guide clearly identifies the elements of phonemic awareness, decoding, and sight-word recognition as foundational components of early literacy (Department of Education, 2023). There is, however, a scarcity of local empirical studies that specifically investigate comprehensive phonics instruction among Grade 2 struggling readers. This is absolutely a critical gap, because policy emphasis does not consistently lead directly to school or classroom implementation, nor improved learner outcomes. It is therefore justified for the current study to treat phonics as an essential aspect of reading skills and explore conditions associated with its development in readers.

Cumulatively, the literature portrays phonics as a basic process of reading that facilitates accurate decoding and undergirds comprehension at a later point. It's the same across more recent studies: Readers benefit when phonics instruction is explicit, sequenced and responsive to their difficulty level. Phonics continues to be a key component in identifying readers who are still struggling (e.g., testing at the frustration level)—this further supports its inclusion as an indicator of reading ability in the present study, especially among Grade 2 learners.

Reading comprehension is the process of making meaning from text by integrating what has been decoded, oral language and higher order meaning-making processes. Today's research in literacy finds that comprehension is no longer considered a separate component of reading, but rather a co-dependent facet of decoding. Juhkam et al., (2023). Rather, it is understood as the result of coordinated work on word recognition and language understanding. Dolean et al. (2021) found that language skills were a better predictor than executive functions of early readers' development of reading comprehension, once decoding was controlled for. This is analytically important for Grade 2 struggling readers because it suggests that comprehension difficulty often mirrors only limited understanding of text but also efficient combinations of language and decoding processes.

Recent literature also indicates that comprehension improves most consistently when instruction targets both knowledge of strategy use and the knowledge base necessary to execute those strategies. Peng et al. (2024) cannot accept the notion that any one comprehension strategy shall reign supreme for readers in difficulty; combinations like main idea, text structure and retell were already more effective if combined with background knowledge supports. This finding takes the discussion off of isolated skill instruction, placing it in the interaction between strategy and our demands of text and cognitive load. For struggling readers, this means that comprehension is better developed when instruction reduces processing load and supports learners in linking what a reader reads to what they already know.

Intervention research further refines and confirms that comprehension support is most effective when it is explicit, scaffolded and sensitive to learners' initial reading difficulty. Sanabria et al. (2022) found that comprehension-focused treatment for children with poor verbal language and reading led to more positive outcomes for those with lower base rates of decoding and comprehension, particularly where text difficulty/support was closely matched. This means that simply teaching readers how to make sense of connected text does not necessarily mean all readers will be able to do it. For the struggling readers in Grade 2, guided help is still needed since decoding difficulties prevent independent access to meaning.

In the Philippine context, challenges with comprehension is still prominent in current literature as an area that continues to present difficulty in elementary reading. Idulog et al. Filipino learners still face challenges in reading comprehension, vocabulary development and critical reading despite a continuous implementation of literacy programs (2023). In another local study, Duzon and Paragas (2023) found reading gaps among Grade 3 learners in public elementary schools which were evident in reading words and making sense of text. Moreover, it has been found that another variable which plays a significant role in reading comprehension apart from motivation to read is parental support, according to Derotas and Barcelona (2023). While not all of these studies focus on Grade 2 learners, they do further confirm the fragility of a consistent local comprehension in young readers early enough when foundational reading skills are unable to be sufficiently cemented.

Collectively, the literature suggests that comprehension is a complex reading outcome that hinges on a converging set of decoding, linguistic, and instructional support skills. A clea r pattern emerges from recent studies readers are less likely to see improvements in comprehension when instruction focuses on isolated skills and does not address the interaction of word recognition, background knowledge, and meaning-making.

Particularly in the case of Grade 2 widely at the frustration level, this supports foreground comprehension as a key descriptor of reading prowess in the present series. Thus, phonics and comprehension need be developed jointly to improve reading performance.

Literature on home literacy environment has documented links of early literacy growth with quality of literacy interaction, parental involvement and presence of visible literacy practices in the home. Romero-González et al., (2023). Shared reading and parent modeling are consistently associated with children's vocabulary, oral language and early reading behaviors [13,23], indicating that home-based reading experiences support phonics and comprehension development alike. At the same time, research on educational media exposure emphasizes that media can act as either support or interference. Jáñez et al., (2024). Its impact is contingent on the alignment of digital and multimodal resources with literacy objectives; the guidance of adults as they engage in using these forms; and their association with principles that decrease—not increase—cognitive load. In appreciation and support of this notion, the literature focused on teaching quality similarly highlights that reading learning is enhanced when fluency development consists of instruction that is explicit, systematic and responsive to learner difficulty degree; particularly for some readers who persist at the level of reading frustration Archer and Hughes, (2021).

Thus, a continuing alignment across these bodies of literature can be seen. All three variables — home literacy environment, exposure to educational media, and quality of teaching — are related to reading development as these variables provide the learner with access to print, language, feedback and meaning-making opportunities. Romero-González et al., (2023). Nevertheless, the writing also shows that these factors are often studied individually. Home literacy studies are often geared towards parental practices,Chewe & Matafwali, (2024) educational media studies generally focus on design and guidance Jáñez et al. (2024), and quality of teaching studies usually emphasize instructional knowledge and intervention. Archer & Hughes, (2021). This piecemeal treatment provides little understanding of how these variables work in concert with one another concerning Grade 2 readers' reading abilities.

This gap is further underlined by the local literature. One such practice pinpoints persistent difficulty with decoding and comprehension among learners in the early grades, as reflected by frustration-level performance and uneven acquisition of foundational reading skills — a finding consistent across Philippine studies and policy documents. But local evidence also indicates that these challenges result not just from weaknesses at the learner level, but from inconsistent supports for literacy in the home, uneven access to structured media use and differences in instructional quality. What has remained under-analysed is the way these conditions jointly explain phonics and comprehension when we are working within the same analytical framework.

Collectively, the literature makes a case for an integrated study of reading development in struggling second grade readers. The current study is thus grounded in the perspective that home literacy environment, educational media exposure, and teaching quality are interrelated not independent of one another isolated influences operating as contextual variables associated with phonics and comprehension outcomes.

Home Literacy Environment

The home literacy environment (HLE) is a significant contextual factor linked to early reading development, especially among Grade 2 struggling readers whose skills in literacy rely on early exposure to language, print and interaction. Modern literature defines HLE as a multidimensional construct that includes literacy resources, parental involvement, and the quality of language-rich interactions. These components function in tandem to facilitate phonics via sound-symbol associations and comprehension through vocabulary and oral language acquisition, suggesting that early literacy outcomes are influenced by the interplay of environmental conditions rather than siloed elements (Zhang, 2024; Burgess, Hecht & Lonigan, 2021).

The existing evidence shows that HLE plays a role in reading development through the interplay between code and meaning processes. Exposure to structured literacy activities aid in their phonological awareness and decoding, whereas sustained interaction enhances vocabulary and language comprehension. Nag et al. (2024). For the most detail on Published, providing always more data and automation, the need for "big data" both grows and shrinks as science moves toward massive variations to validate findings across knowledge spaces while

feeling a pressure cooker of short timelines and budget constraints with every increment of advancement. The role of home learning environments when literacy practices are implemented consistently is also significantly associated with children's literacy outcomes (2024). Similarly, Silinskas et al. (2022) found an association between early home literacy practices and later reading performance, suggesting that inadequate exposure limits both decoding and comprehension. These restrictions have the effect of being locked in as Grade 2 struggling readers who will remain there with small doses of practising recognising a few words, over time rather than functional reading.

HLE is also influenced by the quality of parent–child interaction, which acts as a mechanism linking exposure to skill development. Evidence suggests that such interactive literacy practices — guided conversations and shared reading, for example — reinforce children's capacity to connect sounds, words and meaning. Sundqvist et al. (2024) found interactions that are rich in language at home relate to vocabulary, while engagement during literacy activities improves comprehension-related outcomes (Mol & Neuman, 2022). This indicates that minimal engagement, if used with low-proficiency readers, has the effect of not only limiting exposure among those already struggling, but also inhibiting successful integration of decoding and comprehension processes critical for developing reading efficacy.

What HLE looks like in practice is also strongly shaped by parental beliefs and orientations toward literacy. Research shows that parents who prioritize reading are most likely to provide children with consistent literacy experiences, which enhance children's reading preparedness. Valcárcel Jiménez et al. (2018) showed that parental attitudes toward literacy are strongly related to children's emergent literacy skills through parentally driven home practices. In other words, HLE is both a structural and behavioral system, and the outcomes depend on how consistently and intentionally families engage with literacy. Further, disjointed ideas and practices make it difficult for Grade 2 parents to provide students with the ongoing support needed to troubleshoot specific aspects of reading or find appropriate paths of learning if not framed within a context they understand.

Socioeconomic conditions continue to be an important determinant of differences in HLE, especially where uneven access to resources for literacy exists. According to research, children in high-resource environments receive more consistently supportive engagements around literacy, and those in lower-resource contexts have limited access to both materials and mediated interaction. According to Rowe and Snow (2020), differences in language input quality are part of the reason behind disparities in literacy outcomes, and these home inequities are also linked to gaps in early reading development (Padilla & González, 2021). For these readers, they manifest as uneven progress with phonics and poor comprehension, leading to long-term placement at the frustration level.

In the Philippine context, HLE is implicated in the frequent incidence of persistently poor literacy seen in early grades. Results from national assessments show that a large number of learners are still at the frustration level in terms of reading, which involves decoding and comprehension (Department of Education, 2022). This indicates that differences in home literacy practices persisting as children started school impact reading outcomes, even while a school-based intervention was delivered. Among Grade 2 struggling readers, even inconsistent home support was associated with difficulty moving from phonics to comprehension, further lending credence to the idea that we should examine HLE as a key variable in reading development.

Collectively, the literature indicative of home literacy environment founded on the conditioning behavior is correlated with early reading performance because of the conjunction of exposure to literacy, quality of interaction and parental engagement. At Grade 2, we find that variation in HLE is consistently related to variation in phonics and comprehension, supporting the role of this important contextual factor as a foundational element for understanding reading difficulties seen within early educational contexts.

Although the home literacy environment is the fundamental context for early reading development, its effects are enhanced or limited by classroom instruction quality and learners' exposure to educational media. High quality instruction, especially explicit teaching practices, scaffolding lost and pedagogical content knowledge are very important in mediating gaps that exist because of limited literacy support at home. Good teachers can convert learners' previous experiences with literacy into systematic steps toward decoding and comprehension. Meanwhile, the introduction of educational media adds a new dimension that can either support or stunt reading

growth. As noted by Jáñez, et al. (2024) speculated the role of anything like media on literacy-related outcomes depends greatly on how it has been used: when it is enforced and based on purpose, comprehension will be supported, however unregulated exposure may drive through a brief processing of text. Complementing this, Adama, et al. through strategic, thoughtful used of digital tools integrated within the home literacy environment (2025). The findings show that reading is not the product of a single factor but rather one constructed through interaction between home support, instructional quality, and mediated experiences. In Grade 2 learners who remain at the frustration level, a combination of predisposition to reading problems (Demographics), limited home literacy practices, inter-teacher variability in reading instruction efficacy, and unguided media exposure could serve as additional contributors to reading difficulties. Therefore, an approach that looks at these in synergy with one another is needed to facilitate the literacy growth of those struggling readers for both phonics development and comprehension.

Shared reading is an important element of the home literacy environment as it provides a context for co-engagement with print, oral language and guided meaning-making. Recent literature conceptualises shared reading not as passive exposure to books, but an interactive literacy practice that facilitates early reading when mediated through an adult who provides verbal scaffolding and whom the child guest familiar with multisource inputs and repeated exposure to the print. This is especially true for Grade 2 struggling readers as shared reading supports them at the moment when phonics and comprehension will have to work together rather than in isolation.

Recent research suggests that the benefits of shared reading depend less on how often books are read than on the way that adults organize interaction as they read. Dialogic techniques, including prompt, elaborate, question, and feedback build children's engagement with vocabulary meaning of sentences and narrative structure. Experimental evidence shows that when parents consistently use these strategies, children show greater growth in expressive language skills and literacy-related abilities compared to simple read-aloud exposure (Kim & Riley, 2021; Ramsey et al.,20121). Indicating that reading together causes reading development through interactive linguistic support and not simply passive exposure.

Possibly the most well-researched point, however, is that shared reading matters because it connects code-related and meaning-related processes (e.g., Horst & Whitehurst, 1998; National Center for Children in Poverty [NCCP], 2010). It does not stand in place of direct phonics instruction, rather, it provides children with multiple opportunities to experience print meaningfully while being supported in making sense of words, ideas and text structure. A systematic review of shared interactive book reading showed that guided book-based interaction reliably promotes the language development of young children (particularly, during the reading episode with intentional adult scaffolding; Towson et al. (2021). Likewise, a meta-analysis of shared book reading studies found positive effects on children's language outcomes and further supports the notion that shared reading bolsters the comprehension branch of reading, while it also encourages attention to print and oral language (Noble et al., 2021). This is important for struggling readers, as weak decoding inherently restricts independent comprehension; thus, the value of reading supported by an adult.

More recently, researchers have pushed the discussion to the next level by showing that interactive reading also supports wider developmental outcomes that are associated with reading success, beyond vocabulary and oral language. A systematic review by Grøver et al. (2023) also share that interactive reading leads to not just language growth but also Narrative Ability, Grammar, and Socio-Cognitive Development as long as the interaction extends beyond literal questioning. More recent meta-analytic evidence also suggests that providing interactivity during reading boosts children's narrative abilities, especially when discussion promotes explanation and interpretation versus mere recall (Xu et al., 2025). These findings add support to the case that shared reading fosters comprehension through higher-order thinking processes, especially for learners who have trouble 'getting past' word recognition.

Shared reading becomes compensatory for struggling readers in Grade 2. Before children are able to read text independently, guided reading conversations support keeping the world of language, meaning and print accessible while working to bridge the gap between decoding demands and comprehension challenges. The research literature thus seems to coalesce around a clear pattern: that shared reading is most beneficial when it is interactive, responsive and attuned to the child's literacy level. Relatedly, in the context of this study, it

provides support for treating shared reading as a meaningful at-home practice that is related to both phonics and comprehension development for struggling readers.

Parental modeling differs from other aspects of the home literacy environment, as it represents the literacy behaviors, values and routines children witness as part of everyday family life. It's relevance is not so much parental involvement as assistance, but visibility of reading a meaningful activity in the home. As when parents show interest in print, reading routines and literacy-related interaction sustained over time, children are more likely to build their knowledge of literature as something that is meaningful for them by interacting with it. This is particularly crucial for struggling readers in Grade 2, as observers of a reader with an engagement attitude are likely to positively reinforce reading behavior, even when independent reading remains effortful.

Newer research shows that the impact of parental modeling is greatest when beliefs about literacy are enacted in habitual practices in the home. Bergman Deitcher et al. 2024), are associated with higher levels of gains in children's early literacy skills and motivation. In a similar manner, Wu and Hindman (2025) found that literacy beliefs of the parents were related to home reading practices which in turn predicted literacy development for their kindergarten children. It turns out that reading these studies together means parental modeling works via enacted routines, and not just attitudes. In this regard, modeling is not just symbolic." It comes to play immediately when children see literacy valued, practiced and maintained repeatedly in the home.

As a second route through which parental modeling shapes literacy development, the literature demonstrates that it indirectly influences family members' literacy experiences by influencing the overall organization of the larger home literacy environment. Valcárcel Jiménez et al. reported, further showing that the relationship between parental attitudes to reading and emergent literacy was mediated by the home literacy environment rather than being entirely direct (2025). In parallel, Ratka-Pauler et al. (2024) traced the belief systems underpinning parents' shared literacy moments, revealing that parental beliefs ultimately shape the types of reading experiences children enjoy at home. Overall, these findings illuminate why parental modeling matters; because it has bearing on the frequency, quality, and nature of literacy interactions can be consistent. For those readers who struggle, the implications are direct for both phonics and comprehension; weak modeling may provide limited opportunities for repeated exposure to print or vocabulary, as well as guided meaning-making.

The literacy resources and competencies that adults themselves bring into the home also shape parental modeling. Zhang et al. (2024) discovered that mothers' reading proficiency was associated with shared book reading and access to literacy resources, yielding indirect associations between maternal skills and children's word reading via vocabulary and phonological awareness. This finding is analytically significant in that it demonstrates that modeling is not solely a matter of willingness, but also of literacy capacity. Where adults are less engaged in literacy, children may receive inconsistent support for those very same skills on which decoding and comprehension depend. In the case of Grade 2 struggling readers, this indicates that parental modeling may serve to be both a protective factor reinforcing literacy growth or strangle it as a constraint when reading is not seen in the home.

Across these recent studies, a clear pattern emerges: when reading was made visible and valued as part of family organizational routines, parental modeling contributes to children's literacy development. Simultaneously, most existing evidence continues to be confined to preschool and kindergarten settings in the absence of a Filipino setting. This leaves a question relevant to this study as it focuses on the phonics and comprehension of Grade 2 struggling readers, whose literacy difficulties may have already has an impact on both. The inclusion of parental modeling is therefore warranted both based on its established relationship with home literacy practices and in light of the need for future work to determine whether the impact remains significant at an elevation that potentially retains children below their frustration level.

Educational Media Exposure

Another factor relevant to early reading is exposure to educational media, where the impact depends upon aspects including the design of material, literacy skill targeted and amount of adult guidance when using. Current literature does not view media as either inherently good or bad. Rather, recent evidence suggests that media enhances reading only if it is aligned with instructional goals and organized in ways that help reduce rather than

add cognitive load. For Grade 2 readers, this distinction is particularly important because educational media may further compound (or not) phonics and comprehension or text processing/attention difficulties.

Research shows that digital media designed in a way that links multimedia features to the reading task can contribute to early literacy. López-Escribano et al. (2021) demonstrated that e-book use can support emergent literacy when digital features are linked to the story content and language learning, not distraction. Bautista et al. (2024) build on this by showing that the effects of educational technology on early literacy outcomes are amplified when it serves as customized support for foundational skills versus a generalized motivational tool. These studies suggest that media in instruction are only as valuable as how they match to the scope of what is being taught and learned, not simply whether they be digital or paper.

There is also some literature on how different media lend themselves to different reading processes. Furenes et al. (2021) concluded that reading in digital form can yield poorer understanding of a story than print when the only change is putting text on screen without supportive design. But story congruence enhancements and adult support found in the same meta-analysis can enhance learning conditions in digital reading environments. This analytical distinction is meaningful for the present study because it posits that educational media may better support phonics when audio and print are intentionally integrated, while reading comprehension benefits are most probable when multimedia features help learners process narrative and context budge the divide between focused attention on multiple information streams.

We are also talking about educational media use vs. general screen exposure, which is a separate but related issue. Caballero-Julia et al. (2024) found that the relationship between screen use and educational outcomes is highly context dependent, with different patterns emerging for use oriented toward education versus leisure. Leonhardt et al. (2025) stated that recreational screen use is typically associated with more fragile concentration and learning, particularly when prolonged use occurs unguided. These studies should not be considered synonymous. The first clarifies that screen use must be analyzed by function, while the second demonstrates why unstructured exposure may disrupt reading-related attention. Collectively, they suggest that the best way to understand media exposure is in terms of quality and purpose as opposed to duration alone.

Recent intervention research suggests even more strongly that educational media works best when it serves as organized instructional support. Dahl-Leonard et al. (2024) report positive effects of technology-delivered literacy instruction in elementary settings across outcomes in literacy, with differences based on the target skill and instructional role of technology. This is particularly important for Grade 2 struggling readers since it suggests that media should not serve as a substitute for instruction. Rather, it is most effective when used to support explicit instruction, practice with decoding skills and guided opportunities for monitoring comprehension.

The importance of educational media cannot also be overemphasized in the National Literacy agenda in preparation for the Fourth Industrial Revolution. Phonological/phonemic awareness, decoding, and early meaning-making are included in the MATATAG curriculum by the Department of Education (2023) as a significant point of emphasis in literacy instruction. Policy context offers qualified support for the use of multimodal resources, but also caution regarding choices and implementation that enhance reading instead of increasingly exposure to technology. This makes educational media a meaningful variable for struggling readers, because its effects may depend on whether it is being deployed as structured-sector literacy support versus unregulated screen use.

In summary, the literature characterizes educational media exposure as a conditional element in reading development. It probably supports phonics when it enhances sound-symbol mapping and comprehension when through story-congruent help in constructing meaning. But those benefits don't come automatically. Purposeful, guided, and integrated with literacy instruction — this is the contexts in which educational media are likely to support reading for Grade 2 struggling readers.

Teaching Quality

Teaching quality is a central school-based factor in early reading development because it influences the ways instruction is organized, targeted, and adjusted for struggling readers. In the latest literacy research, teaching

quality is not limited to overall classroom management or teacher presence. It recognizes the interplay of professional knowledge, pedagogical clarity and responsiveness to learner difficulty and structured support as decoding and comprehension unfold. This is particularly important for Grade 2 students who are struggling readers since progress relies on instruction that is explicit enough to remedy foundational weaknesses but also supports the shift from recognizing words to constructing meaning.

It has been shown through recent evidence that effective reading instruction for struggling learners is systematic, explicit and tailored to early reading's particular literacy demands. Porter et al. (2024) used data from a large sample of teachers to show that teachers' knowledge of early reading predicted students' foundational skills gains, even after accounting for student- and teacher-level variables, suggesting that the quality of instruction is intimately connected to what teachers know about language and literacy. Complementing this, Roberts et al. (2022) best-evidence synthesis of evidence focused on interventions relevant to K to 2, they showed that small-group and one-to-one structured programs led to meaningful gains in foundational skills, fluency, and comprehension when reading instruction was specifically designed and delivered with intention. Taken together, these studies suggest that the quality of instruction matters not just because teaching is delivered, but how it's delivered — and with what degree of specificity — will help determine whether struggling readers can improve in phonics and comprehension.

Indeed, the literature also suggests that teacher knowledge is a necessary condition for responsive instruction. König et al. (2022) described their conceptualization of teachers' professional knowledge for early literacy as a multidimensional construct encompassing content knowledge, pedagogical content knowledge, and general pedagogical knowledge, noting that these dimensions are associated with instructional quality. In another related study, Kehoe and McGinty (2024) found that teachers' reading knowledge, beliefs, and instructional practice are intertwined with one another in ways that shed light on why some teachers do a better job than others translating research-based principles into decisions in the classroom. This is analytically relevant to the present study as it necessitates that struggling readers receive more than regular instructional practices. They need instruction based on a true understanding of the intricacies of decoding, vocabulary micropoverty, and comprehension collapse.

The quality of teaching also relies on how much the instruction is intensified when learners do not react positively to regular classroom teaching. Cortes et al. (2024) concluded that high-impact tutoring for young readers yielded promising gains in literacy when instruction was personalized, sequenced and delivered consistently. This finding is important not just because of the tutoring format but for the more general principle it illustrates: Struggling readers have been shown to benefit from instruction that is focused, sustained and sensitive to their current reading level. In the case of Grade 2 students reading at the frustration level, it reinforces our belief that effective instruction operates through careful scaffolding and targeted mediation to introduce timely correction and additional opportunities for practice in engaging with print.

In the Philippine context, quality of teaching will always be linked to how reading instruction is implemented in actual classrooms. Abejuela et al. (2023) show that the inclusion of broad competencies in phonics, word recognition and comprehension in the Philippine basic education curriculum reading instruction may not always be well aligned with intended reading outcomes currently being delivered or assessed. They also found that teacher-directed approaches to reading were more prevalent before the pandemic than during modular and resource-constrained intervals. This is directly aligned with the current study, as it would indicate that learner factors alone do not account for reading difficulty. For those children who are struggling readers, variability in instruction is itself a plausible factor shaping both phonics and comprehension outcomes, including the consistency, directness, and alignment of reading instruction.

In summary, the teaching quality construct in current literature has been characterized as one specific condition that is organized and potentially malleable through teacher knowledge, direct instruction, instructional responsiveness, and intensity of intervention— all of which have an ongoing influence on reading skill development. Across studies a clear pattern emerges: struggling readers thrive most when instruction is coherent, evidence-based and tightly aligned to their reading needs. This is one reason why teaching quality has been included as an important variable in the current study, particularly with regard to examining how it fits together with phonics and comprehension for struggling readers in Grade 2.

RESEARCH METHODS

The details of the methodology and procedures for the study are provided in this chapter. This covers research design, research setting, participants, instruments procedures of data gathering, ethical consideration as well as the statistical treatment of data. Besides, it also describes the reinforcement of Influence in Study: how the independent variables namely home literacy environment, exposure to educational media and quality of instructions are related to dependent variable (reading skills measured through phonics and comprehension) amongst Grade 2 readers.

Research Design

Therefore, a quantitative, correlational type of research design was used in this study to uncover the relationship between home literacy environment, exposure to educational media, quality of teaching and early grade reading skills. The study did not involve the manipulation of variables. Instead, it examines naturally occurring conditions and determines how variations in home literacy environment, educational media exposure, and teaching quality are related to variations in pupils' phonics and comprehension. This design is appropriate because the study aims to describe existing conditions and examine their relationships rather than establish causal effects.

For the descriptive problems, the study was use frequency counts, percentages, means, and standard deviations to summarize the responses and reading performance of the participants. For the inferential problems, the study will use the descriptive statistics and inferential statistics (Multiple regression) to determine the significant relationship between each independent variable and pupils' reading skills. Specifically, the analysis was examine the relationship of home literacy environment, educational media exposure, and teaching quality with pupils' phonics and comprehension scores.

Thus, the use of a descriptive-correlational design is consistent with the nature of the research questions, the structure of the variables, and the purpose of the study.

Research Participants and Sampling Procedure

The respondents of the study are 296 Grade 2 readers, their parents or guardians, and their classroom teachers who were selected from four public elementary schools in Gingoog City. The main study subjects were 296 identified readers in Grade 2. The Reading Skills Questionnaire was completed by these pupils. On the other hand, home literacy environment and educational media exposure questionnaires were evaluated for respective parents. The participants for the teaching quality questionnaire were the teachers currently responsible for reading-related instruction that handled pupils.

Simple random purposive sampling was used in the study. Since the study did not seek to identify all Grade 2 pupils as potential participants, but instead targeted only those who matched the criteria for struggling readers and were thus directly pertinent to answering its research questions, this is an appropriate sampling strategy. The researcher collaborated with school leaders, reading coordinators, and Grade 2 teachers to identify eligible participants using existing records of reading progress within the school.

The inclusion criteria for pupil participants were: to begin with, the pupil must have the official record of being registered for Grade 2 in one of the chose schools for a given school year. Second, the pupil must be classified as struggling in reading based on recent school reading assessment results from the Philippine Informal Reading Inventory (Phil-IRI) or equivalent school-approved reading assessment, particularly pupils under frustration level and those who are below expected grade 2 reading proficiency level. Third, the participant must have written informed consent from a parent or guardian and provide his own expression of willingness to participate via an assent form.

Inclusion criteria for parents or guardians were as follows. They must be the parent, guardian or primary home caregiver of the chosen pupil and must be most directly involved in the reading that takes place with or under their supervision at home. A maximum of one parent/guardian per pupil will be included.

This means that the teacher participants were included according to the following criteria. They need to be the Grade 2 pupil's current teacher in the regular classroom or in reading intervention sessions and should have adequate knowledge of the pupil's reading performance and classroom reading instruction.

Pupils were excluded if they were not in Grade 2 in the sampled schools, did not meet the operational definition of readers based on available reading records, or consent and assent had not been obtained. Children for whom reading assessment completion status is missing or not recorded were also excluded if their classification of reading ability cannot be verified. For the parent survey component, parents or guardians who were not directly involved in the pupil's literacy activities were also excluded.

Once the eligible pupils had been identified, the researcher then approached the relevant parents/guardians and classroom teachers to take part. By following this process, we ensured that our participants were directly related to the variables in our study: home literacy environment, educational media exposure, teaching quality and reading skills.

Research Instruments

The data needed for the study were collected using a set of instruments suitable for study variables and participants. The participants included Grade 2 readers who were assessed with instruments designed to evaluate the home literacy environment, educational media exposure, teaching quality and reading skills.

The Home Literacy Environment Questionnaire (Justice et al., 2023) the extent of literacy-related activities at home to indicators such as joint reading and parental modeling. It addressed the frequency of reading-related activities, whether or not reading behaviors could be observed in the home environment and if reading materials were readily available and well-used. Responses were captured on a suitable range and data decoding was undertaken consistent with the purpose of the research.

The Educational Media Exposure Questionnaire (Livingstone et al., 2023; Supplementary material) was employed to evaluate the child's degree of exposure to educational media by type, frequency and duration of use, purpose for use as educational media, and level of adult guidance during its use. It included print and digital media used for literacy-related purposes. The instrument was specifically developed to differentiate between structured educational use and unsupervised or purely recreational use.

The level of teaching quality specifically regarding reading instruction, and in particular phonics instruction (explicit), scaffolding for comprehension, feedback, differentiation and instructional material was assessed using the Teaching Quality Questionnaire (Gamse et al., 2022) Because the study looked at the quality of teaching as it is perceived and reported by teachers, the questionnaire asked about their actual instructional practices with struggling readers in classrooms.

The Reading Skills Assessment Tool (Torgesen et al., 2021) assessed the Grade 2 pupils' reading skills in relation to phonics and comprehension which are dependent variable indicators of the study. The phonics aspect measured sound-symbol recognition, blending, segmenting and word reading. The comprehension portion tested pupils' skills in understanding and interpreting passages appropriate for their grade level with questions that focused on both literal and inferential comprehension.

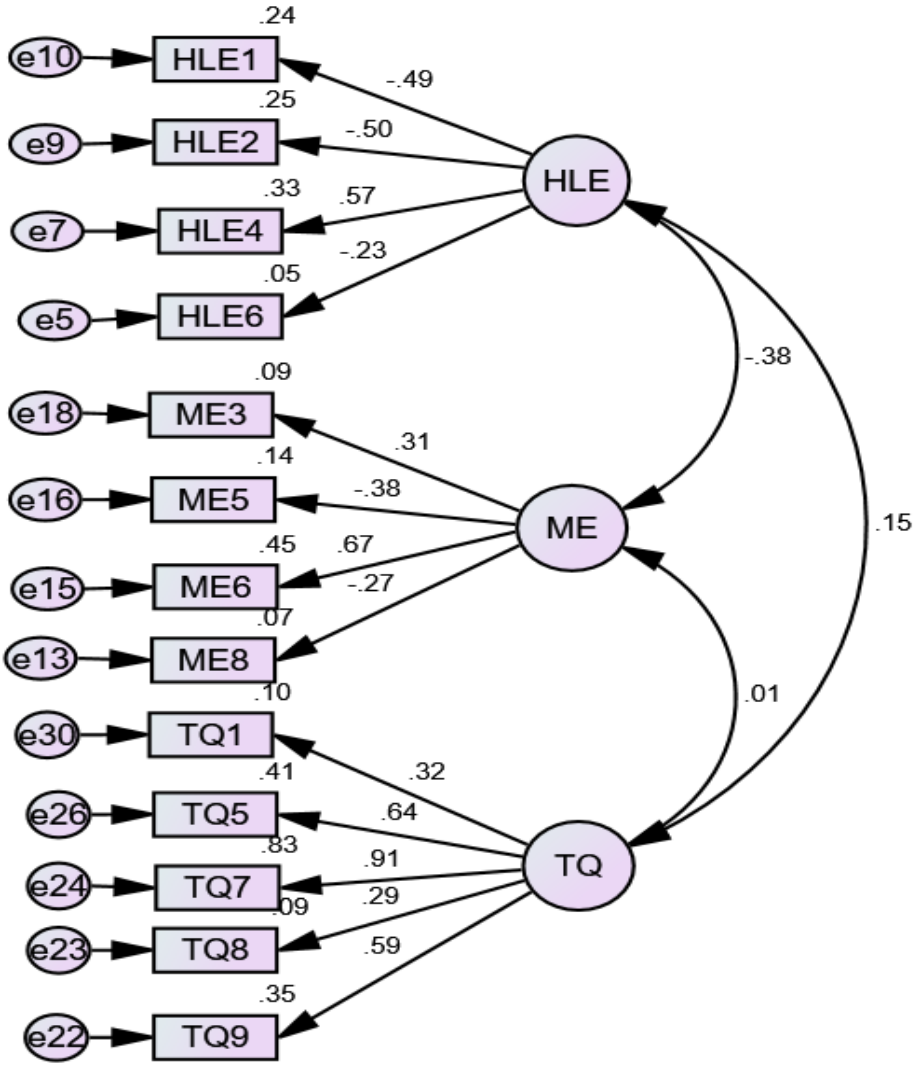
Validity and Reliability of Instruments

Experts in literacy education, educational measurement and research reviewed the instruments for content validity. Their feedback helped refine the items for clarity, relevance and consistency with the study variables. The instruments were piloted to 30 participants with similar characteristics, but not the actual ones, after revision.

To determine reliability, the questionnaires were subjected to Cronbach's alpha, with a coefficient of 0.70 or higher considered acceptable. Since the research instruments were adapted, Confirmatory Factor Analysis (CFA) was done to examine the construct validity of the measured variables. The CFA assessed the factor structures of Teaching Style (TS), Availability and Utilization of Resources (AVAIL), Teacher–Student Relationship

(TEACH), and Community Support (CS), each initially measured with 10 items. After evaluating factor loadings and model fit, five items were retained for TS, five for AVAIL, five for TEACH, and eight for CS.

Regression Analysis of the Influence of Home Learning Environment, Media Exposure, and Teaching Quality on Reading Skills



	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.566	.751		7.414	.000
Home Learning Environment	.097	.097	.058	1.000	.318
Media Exposure	.006	.118	.003	.051	.960
Teaching Quality	-.207	.109	-.111	-1.910	.057
Model Summary R = .126 R^2 = .016 Adjusted R^2 = .006 F(3,292) = 1.575 p = .196					

This ensured that the observed items adequately reflected their respective latent constructs and that the model achieved acceptable fit to the data the regression analysis on the influence of home literacy environment, educational media exposure, and teaching quality on pupils' reading skills. The overall regression model was not

statistically significant, $F(3, 292) = 1.575$, $p = .196$. This indicates that, taken together, the three predictor variables did not significantly explain variation in pupils' reading skills. At the individual predictor level, none of the variables reached statistical significance at the .05 level. Home literacy environment had an unstandardized coefficient of $B = .097$, a standardized coefficient of $\beta = .058$, $t = 1.000$, and $p = .318$, indicating that it did not significantly predict reading skills. Educational media exposure likewise showed no significant influence, with $B = .006$, $\beta = .003$, $t = .051$, and $p = .960$, which suggests an almost negligible contribution. Teaching quality showed a negative coefficient, $B = -.207$, $\beta = -.111$, $t = -1.910$, and $p = .057$. Although this result was close to the .05 criterion, it still did not reach statistical significance. Therefore, the null hypothesis cannot be rejected. Based on the present regression results, home literacy environment, educational media exposure, and teaching quality did not significantly influence pupils' reading skills.

Scoring Procedure

The quantitative instruments used in the study were based on a 5-point Likert scale, according to the scoring procedures presented in the research methodology. The researcher-developed reading assessment tool (RDRAT) was used as the measurement tool to gauge the reading skills (phonics and comprehension) of struggling Grade 2 readers. This instrument was divided into two parts: a Phonics Assessment and a Comprehension Assessment, which was administered orally by the researcher, as the participants have difficulty reading.

Score Range	Interpretation	Verbal Description
9.00-10.00	Advanced	The student demonstrates superior mastery, exceeding expectations for the grade level in the specific reading skill. They can apply their knowledge flexibly and accurately, often with little to no difficulty.
7.00-8.00	Proficient	The student demonstrates a strong grasp and consistent application of the reading skill. They can successfully complete tasks in phonics or comprehension with confidence and accuracy, meeting the expected grade-level standard.
5.00- 6.00	Approaching Proficiency	The student shows some understanding of the reading skill, but is inconsistent. They are close to mastering the fundamental requirements, but still make frequent errors and need focused instruction to reach the desired level.
3.00- 4.00	Developing	The student exhibits a satisfactory level of understanding and skill. They can perform most tasks related to reading skills but may still require some guidance or make minor errors. This indicates skills are actively being formed.
1.00-2.00	Beginning	The student demonstrates minimal understanding or ability in the reading skill (phonics or comprehension). They are just starting to grasp the foundational concepts and require significant support and instruction.

The Home Literacy Environment (HLE) Questionnaire**,** Educational Media Exposure (EME) Questionnaire, and Teaching Quality (TQ) Questionnaire were scored using a 5-point Likert scale**,** where each item assessed the frequency, extent, or quality of the targeted practice or behavior. Respondents indicated their level of agreement or frequency on the following scale:

Score Range	Description	Interpretation
4.51-5.00	Always	Very High
3.51-4.50	Often	High
2.51-3.50	Sometimes	Moderate
1.51-2.50	Rarely	Low
1.00-1.50	Never	Very Low

The total and mean scores for each variable was calculated across items, and the mean values were interpreted according to the Likert scale descriptors, providing a summary of the level of HLE, EME, and TQ for each participant. These scores were then used to describe the variables (Problems 1–3).

Data Gathering Procedures and Ethical Considerations

The data-gathering process began when the ethical clearance from the Research Ethics Committee (REC) was sought. When it was granted, formal permission to conduct the study was requested from the Schools Division Office, school heads, and other concerned authorities.

After securing the necessary approvals, the researcher coordinated with school administrators and teachers to identify the eligible Grade 2 readers based on the established inclusion criteria. Written informed consent was then obtained from the parents or guardians of the selected pupils, while assent was secured from the pupil participants. Teacher participants and parent or guardian participants were also informed of the purpose of the study, the procedures involved, the voluntary nature of participation, and their right to withdraw at any time without penalty. Because the participants are grade 2 readers, the assessment will be administered individually and orally when necessary to ensure that responses reflect actual reading ability rather than test-taking difficulty.

Throughout the conduct of the study, confidentiality, anonymity, and voluntary participation were strictly observed. Codes were used instead of participants' names in recording and processing the data. All completed instruments and records were kept securely, and access to the data was limited to the researcher and authorized adviser or panel members when necessary. The information gathered was used solely for academic and research purposes. These procedures ensure that the study was conducted with methodological rigor and in accordance with ethical research standards.

To protect its participants, the study followed the ethical principles described in the Belmont Report (2024). Informed consent was obtained from parents or legal guardians and assent from the students, with respect for persons included (ensuring that the relevant populations understand the purpose, procedures of research involving them and ensure their participation is voluntary). The limitation of which is continuous collection of data through a reading assessment or surveys that are not intrusive, have low risk and are age appropriate while ensuring the confidentiality and safety of participants' responses helps improve beneficence. Lastly, justice was applied by randomly and equitably selecting participants across different classes or schools so that no group should be unfairly burdened or excluded from potential benefits of the research. These principles together helped to ensure ethical practices in the data collection process regarding the well-being and rights of participants.

Statistical Treatment

The data obtained was analyzed using both descriptive and inferential statistics. The profile of home literacy environment, educational media exposure, teaching quality and reading skills (phonics and comprehension) was characterized using descriptive statistics including frequency, mean, per cent distribution and standard deviation. To be more specific, frequency counts, percentages, means and standard deviations was used to describe the responses of parents, teachers and pupils and in order to find out the level or extent of each variable. For the inferential component, the study used Multiple regression.

Presentation, Analysis, And Interpretation Of Data

This chapter presents the findings of the study, analyzes the collected data, and interprets the results in relation to the research objectives. The data gathered from the participants are systematically organized to provide a clear and comprehensive understanding of the variables under investigation. Through descriptive and inferential analyses, patterns and relationships are identified, offering insights into the reading skills of the participants, the instructional practices of their teachers, and other relevant factors

Problem 1. What is the parent- participants' assessment of their home literacy environment?

Table 2 presents the parents' assessment of their home literact environment.From the data, it can be gleaned that parents assessed their home literacy environment high as indicated in an overall mean 3.77. The high rating indicates that parents are engaged and supportive in fostering literacy at home, which may complement the instructional practices of teachers. This finding resonates with what Jiménez et al. (2026) encompasses shared reading sessions between parents and children, the availability of books and other reading materials at home, and everyday literacy practices such as storytelling, singing, word games, and discussing written language in the environment.

In the distribution of responses, 64.9% of the participants fell under the High

category, 34.1% under Moderate, and 1.01% under Very High, while no responses were recorded in the Low or Very Low categories.

Table 2 Descriptive Statistics of Parent Participants' Assessment of their Home Literacy Environment

Range	Description	Interpretation	Frequency	Percentage
4.51-5.00	Always	Very High	3	1.01
3.51-4.50	Often	High	192	64.9
2.51-3.50	Sometimes	Moderate	101	34.1
1.51-2.50	Rarely	Low	0	0
1.00-1.50	Never	Very Low	0	0
		Total	**296**	**100.0**
		Overall Mean	**3.77**	
		Interpretation	**High**	
		SD	**0.42**	

#	Specific Indicators	M	Description	SD
1	I or another adult read books with my child.	3.92	Often	0.83
2	There are many children's books available at home for my child to use.	3.76	Often	0.99
3	I have conversations with my child about stories or books we read together.	3.67	Often	0.97
4	We have a set time or routine for reading at home (such as bedtime stories).	3.72	Often	0.97

The table shows the parents' assessment of their home literacy environment based on specific indicators. All indicators are described as "often," which means that these practices are regularly done at home.

First, the statement "I or another adult read books with my child" has a mean of 3.92 and is described as often. This result shows that reading with a child is a common practice at home. It is an important activity because it helps the child develop interest in reading and improves understanding.

Second, the statement "There are many children's books available at home for my child to use" has a mean of 3.76 and is also described as often. This means that books are available in the home environment. The presence of books is important because it gives children more chances to read and explore stories.

Third, the statement "I have conversations with my child about stories or books we read together" has a mean of 3.67 and is described as often. This indicates that parents are actively talking with their children about what they read. This interaction is helpful because it improves the child's comprehension and communication skills.

Lastly, the statement "We have a set time or routine for reading at home" has a mean of 3.72 and is described as often. This means that reading is part of the daily routine in many homes. A regular reading schedule is beneficial because it builds good reading habits in children.

Overall, the results show that the home literacy environment is supportive, as parents often engage in reading activities, provide reading materials, communicate with their children, and maintain reading routines.

Problem 2: What is the extent of pupils' exposure on educational media?

Table 3 shows the descriptive statistics of the parents' assessment of their pupils' exposure to educational media. From the figures, it reveal that the parents assessed the exposure as high as shown in an overall mean of 4.11 which implies that children frequently engage with various forms of media at home, such as educational videos, television programs, tablets, or other digital tools. This implies that parents exposed their children to educational media that is intentionally designed with learning goals, such as academic skills, general knowledge, or prosocial lessons, rather than purely for entertainment.

Table 3

Descriptive Statistics of Pupils' Exposure to Educational Media

Range	Description	Interpretation	Frequency	Percentage
4.51-5.00	Always	Very High	16	5.41
3.51-4.50	Often	High	259	87.5
2.51-3.50	Sometimes	Moderate	21	7.09
1.51-2.50	Rarely	Low	0	0
1.00-1.50	Never	Very Low	0	0
		Total	**296**	**100.0**
		Overall Mean	**4.11**	
		Interpretation	**High**	
		SD	**0.35**	

#	Media Exposure Indicators	M	Description	SD
1	My child uses digital media mostly for entertainment (e.g., games, social media, videos)	4.05	Often	0.74
2	We consistently set and enforce rules about device usage time	4.15	Often	0.72
3	My child regularly uses more than one type of media (print, audio, video, apps)	4.12	Often	0.78
4	My child uses digital media to support schoolwork and literacy skills	4.13	Often	0.75

This finding supports with Dore et al. (2025) who describe educational media use as a feature of children's everyday media environment, indicating how much of a child's screen interaction involves content that parents or researchers code as having explicit learning purposes, such as math, language, literacy, science, or social-emotional domains.

In the distribution of responses, 87.5% of the participants were classified under the High category, 7.09% under Moderate, and 5.41% under Very High, while no responses were recorded in the Low or Very Low categories. These values indicate that educational media exposure was a common feature of the pupils' daily experience and that responses were relatively consistent across the sample.

At the indicator level, the highest means reached by consistent parental rules about device use (*M* = 4.15), followed by use of digital media for homework or literacy practice *(M* = 4.13) and use of two more types of media (*M* = 4.12). The statement regarding use of digital media primarily for entertainment also received an Often rating (*M* = 4.05). This pattern suggests frequent, monitored and goal-oriented media exposure among students.

The results further demonstrate that high media exposure is not to be interpreted solely as a matter of frequency. The indicator pattern indicates that the pupils had both literacy-oriented use and entertainment-oriented use in their media exposure, thus suggesting a mixed, and not purely educational, media environment. That is important because educational media is a form of junk food: Its value can only be judged based on how we use it. Bautista et al. (2024) noted that educational technology aids literacy when it complements learning objectives, and Caballero-Julia et al. (2024) demonstrated that the educational relevance of screen use is more conditional on its purpose than its exposure per se. From the Ecological Perspective, this finding suggests that media comprises part of pupils' proximate learning environment, but its effect is conditional. For this reason, the results are descriptive in nature: they suggest that pupils' media environment contained both potentially literacy-supportive use (such as reading and listening to audiobooks) as well as entertainment-oriented use (e.g., watching TV), so it makes sense to analyze not just how much media was consumed overall, but also quality and purpose of exposure.

Problem 3. What is the teacher-participants' self-report on their reading instructional quality?

Table 4 shows that the teacher participants' self-report on reading instructional quality was high, with an overall mean of *M* = 4.23 and a standard deviation of *SD* = 0.38. This implies that teachers perceive themselves as delivering effective and well-structured reading instruction. Indicates that the vast majority of teacher participants (80.4%) perceive their reading instructional quality as High, with an additional 15.2% rating it as Very High. Only a small fraction (4.39%) assessed their quality as Moderate, and none reported "Low" or "Very Low" levels. This suggests that the teachers generally believe they are "Often" or "Always" implementing effective reading strategies in their classrooms.

Table 4 Descriptive Statistics of Teacher Participants' Reading Instructional Quality

Range	**Description**	**Interpretation**	**Frequency**	**Percentage**
4.51-5.00	Always	Very High	45	15.2
3.51-4.50	Often	High	238	80.4
2.51-3.50	Sometimes	Moderate	13	4.39
1.51-2.50	Rarely	Low	0	0
1.00-1.50	Never	Very Low	0	0
		Total	**296**	**100.0**
		Overall Mean	**4.23**	
		Interpretation	**High**	
		SD	**0.38**	

#	**Statement**	**Mean**	**Description**	**SD**
1	I provide clear and systematic phonics instruction during reading lessons.	4.56	Always	0.58
2	I participate in ongoing professional development related to reading instruction.	4.26	Often	0.62
3	I frequently assess students' reading progress and use assessment data to adjust instruction.	4.01	Often	0.55
4	I give students specific, immediate, and actionable feedback to support their reading development.	3.75	Often	0.7
5	I use activities and strategies that keep students engaged and motivated during reading lessons.	4.56	Always	0.5

Quality teaching is high, because appropriate information about all positive solutions, classroom management strategies, cognitive activation knowledge and skills are considered in order to create supportive learning environments where students actively engage in meaningful learning experiences.

Students' learning and achievement seem to improve, especially in the core areas of language and literacy, when teachers plan effectively with regard to how they will deliver appropriate instructional lessons , questioning & discussion techniques are utilized Flexibly responding to student needs following formative assessment methods from the knowledge gained through state-wide testing content results.

The distribution of teachers' reading instructional quality was 80.4% in the High category, 15.2% in the Very High category, and 4.39% in the Moderate category—no responses were recorded in either low or very low categories (Table-1). The high values suggest that teachers rated their own reading instruction in general positively and that their responses were fairly clustered in upper categories with little variation. When examined descriptively, this indicates that the teacher participants generally viewed their reading instruction as proficient.

The top two items mean that the highest-rated practices were explicitly and systematically teaching phonics, and engaging students in reading lessons through activities and strategies, both with $M = 4.56$, interpreted as Always. Conversely, providing specific, immediate and actionable feedback received the lowest mean at $M = 3.75$, while regularly assessing students' reading progress and adjusting instruction based on assessment data also obtained a relatively low mean of $M = 4.01$ (although still located in Often), This pattern suggests that teachers perceived greater frequency of direct instruction and student engagement than feedback-oriented and assessment-informed practices.

This result is consistent with Porter et al., (2024), who discovered that teacher knowledge of early reading correlates with students' gains in foundational skills and comprehension, and Kehoe and McGinty (2024), who asserted that the quality of reading instruction is tied to how teacher knowledge informs real-world classroom practice.

Ecologically, this would mean that the school microsystem in which participating pupils find themselves is predominantly characterized by positive instructional conditions; however, parallel lower ratings across both feedback and assessment-based adjustment imply that multidimensionality of instruction tends not to be fully realized when it comes to more contingent elements of teaching than either the explicit arm or engagement strategies. This distinction is significant in interpreting later relationship results, particularly if high self-reported instructional quality does not range directly with stronger reading outcomes.

Problem 4. What is the level of pupil's reading skills in terms of:

phonics; and

comprehension?

Table 5 presents descriptive statistics of pupils as can be seen, pupils' performance with phonics was at the Developing level (M = 4.47; SD = 1.14). 52.7% were classified as Developing, 40.88% as Approaching Proficiency, 4.054% were considered Proficient, and 2.365% beginning (and no one at all in the Advanced category) That means that 95.95% of the pupils were still below proficiency in phonics. The standard deviation further suggests more variability in how well pupils were performing on phonics, which means the foundational ability to decode words was not only poor overall but also unevenly distributed among the pupils.

Table 5 Descriptive Statistics of Pupils' Reading Skills (Phonics)

Range of Scores	Interpretation	Frequency	Percentage
9.00-10	Advanced	0	0
7.00-8.99	Proficient	12	4.054
5.00-6.99	Approaching Proficiency	121	40.88
3.00-4.99	Developing	156	52.7

1.00-2.99	Beginning	7	2.365
Total		**296**	**100.0**
Overall Mean		**4.47**	
SD		**1.14**	
Interpretation		**Developing**	

In phonics, Developing means that pupils do not yet have a secure and automatic grasp of sound-symbol relationships. At this level, they might have some knowledge of letter-sound correspondences and be able to decode familiar or very regular words, but their performance is still not consistent, laboured and subject to error when it comes to less familiar patterns or more challenging word forms. In a practical sense, this means that decoding still has not become automatic enough to facilitate fluent reading. The finding suggests a clear breakdown in foundational learning that should not be present by Grade 2, because phonics at this stage needs to support more accurate and efficient word reading. This pattern aligns with the Science of Reading, which identifies phonics as a necessary foundation for correct word reading and subsequent understanding of text (Ehri, 2022; Hoover & Tunmer, 2021). Therefore, the descriptive evidence points to underdeveloped decoding (considering that phonics is taught) as more likely than total absence of phonics knowledge as the pupils' most immediate cause of reading difficulty.

As can be seen in Table 6, pupils were at the level of Approaching Proficiency ($M = 5.70$, $SD = 0.98$) with respect to comprehension performance. This means Of the frequency distribution of scores, 71.96% were classified as Approaching Proficient, while 17.57% were classified as Proficient and 10.47% were classified as Developing (0%, Beginning or Advanced) On the other hand, comprehension had a higher mean than phonics but still, as indicated in its distribution, 82.43% of pupils were below said proficiency level. This indicates that while comprehension was stronger than phonics, it had not yet become secure or fully formed.

Table 6 Descriptive Statistics of Pupils' Reading Skills (Comprehension)

Here is everything combined into **one single table**:

Range of Scores	Interpretation	Frequency	Percentage	Overall Mean	SD	Overall Interpretation
9.00–10.00	Advanced	0	0.00%			
7.00–8.99	Proficient	52	17.57%			
5.00–6.99	Approaching Proficiency	213	71.96%			
3.00–4.99	Developing	31	10.47%			
1.00–2.99	Beginning	0	0.00%			
Total		**296**	**100.0%**	**5.70**	**0.98**	**Approaching Proficiency**

The Approaching Proficiency level in comprehension reflects the fact that students are now able to gain some meaning from text, particularly when familiar, supported, or simple content is required; yet they have not achieved stable understanding across a range of reading needs. They might answer literal questions or identify main ideas but falter when meaning relies on depth of vocabulary, inference, integration of details or sustained understanding across a passage. This finding has important implications because comprehension is a higher-order reading process that relies not only on language understanding but also sufficiently efficient decoding. Higher comprehension mean in this study should therefore not be interpreted as strong reading comprehension. Instead, it shows fragile and fragmented emerging meaning-making capacity. Sliced in this way, the results describe a lopsided reading profile where pupils are better at extracting basic meaning than working the mechanics of phonics, but that both parts are still below what is necessary for secure reading performance.

So this result should not be considered as a stong understanding. Instead, it is a sign of partial meaning-making ability still short of complete mastery. It matters in theory at least, because comprehension can be contingent not only on understanding language but also being able to access text quickly enough to formulate meaning. It has also been established that if decoding difficulty is considered, language processes strongly shape early reading

comprehension and that comprehension grows best when both strategy use and knowledge building are supported in instruction (Dolean et al., 2021; Peng et al., 2024). The relatively high comprehension mean of the present data may point to some ability to extract meaning from text, but with most scores in Approaching Proficiency category, this understanding is fragile rather than firmly established.

Table 7 displays students' overall reading skills, showing a total mean of 5.08 with *SD* = 0.71. It indicates that that they are in the Approaching Proficiency level. This means that their overall reading skills need further development before they can reach proficient levels. Although students can use some phonics rules, recognize words they know, and check understanding in what they read, many of them have not yet developed the capacity to figure out more complex words, encounter new vocabulary or handle comprehension tasks beyond surface reading.

Table 7 Summary Table of Pupil-Participants' Reading Skill

Components	Mean	Interpretation	SD
Phonics	4.47	Developing	1.14
Comprehension	5.70	Approaching Proficiency	0.98
Overall	**5.08**	**Approaching Proficiency**	**0.71**

Legend: 4.51–5.00 = Very High, 3.51 – 4.50 = High, 2.51 – 3.50 = Moderate, 1.51 – 2.50 = Low, 1.00 – 1.50 = Very Low

What this means in practical terms is that students could read, but their skills are not yet fully developed, indicating the need for continued and targeted instructional support for decoding in general and comprehension in particular. While the students have some degree of reading proficiency, they appear to still lack consistent (and/or proficient) performance. With a mean of 5.70 for comprehension, that does not belong to the Approaching Proficiency range. Phonics got a mean of 4.47 which is categorized as being in the developmental range. This suggests that pupils did better on comprehension than they did in phonics.

A developing phonics level shows pupils who are still in the formative stage of their developing decoding skills including sound-symbol knowledge, blending and word reading. Their phonics performance is not yet one that can be applied consistently and efficiently. Conversely, Approaching Proficiency comprehension implies the students are already exhibiting some promising capacity to make meaning from text, even though that capacity is still incomplete and not yet reliable. This reading profile is further backed by the standard deviations.

Their performance in phonics got an *SD* of 1.14, representing more variation and inconsistency between pupils than comprehension which shows slightly less variance at 0.98 (Miller et al., 2016). The data suggest that the pupils' immediate reading weakness is with foundational decoding but comprehension, while relatively stronger, falls short of yet reaching full mastery. This indicates that the pupils are able to decode text, but they have not yet fully developed the decoding efficiency that traditionally underpins secure reading development.

Problem 5. Do the pupils home literacy environment, educational media exposure, and teachers quality significantly influence their reading skills? Ho_1: The pupils home literacy environment, educational media exposure, and teachers quality do not significantly influence their reading skills.

Table 8 presents the regression analysis on the influence of home literacy environment, educational media exposure, and teaching quality on pupils' reading skills. The overall regression model was not statistically significant, $F(3, 292) = 1.575$, $p = .196$. This indicates that, taken together, the three predictor variables did not significantly explain variation in pupils' reading skills.

The data illustrate that home literacy environment, educational media exposure, and teaching quality accounted for just 1.6% of the variance in reading skills. The adjusted $R^2 =. 006$ also show that the overall explanatory power of the model is still very low even after controlling the predictors that were included. None of the variables is statistically significant at the. 05 level. The home literacy environment also showed that it is not a predictor of

reading skills. This is likewise true to Exposure to educational media and teaching quality. Thus, there is no evidence to reject the null hypothesis.

Table 8 Regression Analysis of the Influence of Home Learning Environment, Media Exposure, and Teaching Quality on Reading Skills

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.566	.751		7.414	.000
Home Learning Environment	.097	.097	.058	1.000	.318
Media Exposure	.006	.118	.003	.051	.960
Teaching Quality	-.207	.109	-.111	-1.910	.057
Model Summary R = .126 R^2 = .016 Adjusted R^2 = .006 F(3,292) = 1.575 p = .196					

The lack of significant results may be explained by variations in teacher self-report, which can introduce subjectivity and inconsistency in how instructional quality is measured. Teachers may have different interpretations of rating scales or may unintentionally overestimate or underestimate their practices, leading to less reliable data. In addition, higher-rated instruction might have been directed toward pupils who already experience more serious reading difficulties. This situation can weaken the apparent relationship between teaching quality and reading outcomes, since students with greater challenges may show lower progress despite receiving stronger instructional support.

Furthermore, the findings may suggest that there are other important factors influencing pupils' reading capabilities that were not included in the model. Variables such as learners' motivation, parental involvement, socio-economic status, and individual cognitive differences could also play a significant role in shaping reading development. A study by National Center for Biotechnology Information reported that both SES and learning motivation have a significant relationship with children's reading performance, and motivation can even moderate how SES affects reading outcomes Chin et al. (2018). Since these factors were not fully captured in the analysis, the regression results may not reflect the complete picture. This indicates that pupils' reading skills are influenced by a complex set of interrelated factors beyond those examined in the present study.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter shows the summary, conclusion, and recommendations based on the findings of the study.

Summary

The Problem. This study aimed to investigated the relationship between home literacy environment, educational media exposure, and teaching quality with reading skills on grade 2 struggling readers. It specifically aimed at examining parents' evaluation of the home literacy environment, pupils' exposure to educational media, teachers' self-report about reading instructional quality and pupils' reading skills in terms of phonics and comprehension. It also found the best-fitting structural model for pupils' reading skills and compared the relationships between home literacy environment, exposure to educational media, teaching quality and reading skills in the model.

Methods. The study employed a descriptive-correlational design. Descriptive statistics were used to determine the levels of home literacy environment, educational media exposure, teaching quality, and reading skills. Structural Equation Modeling was used to test the proposed relationships among the study variables. Data were gathered from selected Grade 2 struggling readers and their corresponding parents and teachers in four public elementary schools through questionnaires and a reading skills assessment.

Findings. Based on the analyzed data, the following findings were obtained:

1. Home literacy environment is rated as generally high, indicating that parents are supportive and are involved in reading activities at home. They are providing books and are setting reading routines. However, this support is not enough to fully develop the pupils' reading skills.

2. Pupils' exposure to educational media is assessed as generally high, indicating that children are frequently using digital media for both learning and entertainment. Their media environment is guided by parents to ensure that media use is helpful when it is aligned with reading goals.

3. Teachers' instructional quality is generally high, indicating that teachers are using effective strategies in teaching reading; their instruction is clear and is engaging. However, their use of feedback and assessment is slightly lower, which means that instruction is less responsive to pupils' needs.

4. The findings show that pupils' phonics skills are at the developing stage, indicating that their decoding skills are not yet strong. On the other hand, comprehension is at the Approaching Proficiency level which means that pupils are able to understand texts although their understanding is not yet stable.

5. The pupils home literacy development, educational media exposure, and teachers' quality do not significantly influence their reading skills, indicating that these factors alone are not strong predictors of pupils' reading performance.

This suggests that even if these variables are rated high, they may not directly translate into improved reading outcomes. Other factors such as individual differences, learners' motivation, cognitive abilities, or the presence of specific reading interventions may have a greater impact on the development of reading skills.

CONCLUSION

Overall, the participants viewed the literacy-related conditions surrounding the pupils to be favorable, as home literacy environment, exposure to educational media and teaching quality were all rated highly at a descriptive level. Yet, the high descriptive score for home literacy environment did not translate into an important structural contribution in the model, indicating that although support is present at home, it does not come out as a direct explanatory factor of the tested relationships. Education media exposure was also high, but pupils' media use also included entertainment-related activities which may contribute to the fact that in this study, strong media use doesn't directly contribute to literacy skills.

Results further indicate that teachers had an overall positive view of the quality of their reading instruction, particularly in explicit phonics and learner engagement. In contrast, the lowest ratings for immediate feedback and adjustment based on assessment suggest that the pedagogically responsive dimensions of instruction were less uniformly prioritized. The non-significant influence of home literacy environment, educational media exposure, and teaching quality on pupils' reading skills may be explained by the limited variability and uniformly high ratings of these variables, as well as the mismatch between the type of support provided and the specific reading needs of the pupils. Since most respondents rated home literacy, media exposure, and instructional quality as "high," the data became clustered, reducing the ability of these variables to statistically explain differences in reading performance. In other words, when conditions are generally similar across participants, they are less likely to emerge as significant predictors of outcomes.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are proposed:

1. School heads and reading coordinators may supplement teacher self-report with structured classroom observation and reading-monitoring records, particularly in areas such as immediate feedback, progress monitoring, and instructional adjustment for struggling readers.

2. Teachers may strengthen the more responsive dimensions of reading instruction by providing specific and immediate feedback, using assessment results to adjust lessons, and giving additional support to pupils who continue to struggle in decoding and comprehension.
3. Teachers and reading intervention personnel may place greater emphasis on comprehension-focused instruction, including vocabulary development, guided questioning, discussion of text meaning, and explicit strategy instruction, since comprehension was only weakly explained in the model.
4. Parents and guardians may continue shared reading and home reading routines, but they may also increase discussion-based literacy interaction by asking children about the meaning of stories, explaining unfamiliar words, and encouraging them to talk about what they read.
5. Parents and teachers may guide pupils' media use toward literacy-oriented and interactive content and reduce reliance on entertainment-oriented use during reading or study time. Media may be used as a structured support for literacy rather than as passive exposure alone.
6. School administrators may review whether highly rated classroom practices are translating into measurable reading gains. If not, teacher development programs need to focus more on differentiated instruction for struggling readers, not only on general reading strategies.
7. Future researchers may re-examine the teaching-quality instrument, particularly the direction and structure of its items, to determine whether the negative path coefficient reflects a measurement issue, a suppression effect, or a valid but complex instructional pattern.Future studies may expand the model by including variables that are more directly related to comprehension, such as vocabulary, oral language, background knowledge, socioeconomic status, learner motivation, and teacher observation data, in order to explain the low variance accounted for in comprehension.

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Appendices

A. Home Literacy Environment Questionnaire (HLE)

Instructions for Parents/Guardians:

Please indicate how often each statement applies to your home.

#	Statement	1	2	3	4	5
1	I or another adult read books with my child.					
2	There are many children's books available at home for my child to use.					
3	I engage my child in literacy activities such as storytelling, singing rhymes, or writing together.					
4	I have conversations with my child about stories or books we read together.					
5	I encourage or praise my child's efforts when they read or try to read.					
6	We have a set time or routine for reading at home (such as bedtime stories).					
7	I or another adult read various materials with my child, such as books, magazines, websites, or articles.					
8	My child sees family members reading for pleasure or information.					
9	We use more than one language during reading or literacy activities at home.					
10	I believe reading is important and enjoyable for my child.					

Scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

Respondent:_____

#	Statement	1	2	3	4	5
1	My child's total screen time (using devices, watching TV/videos) is generally over one hour per day.					
2	My child uses digital media specifically for learning (e.g., educational apps, e-books, learning videos).					
3	My child uses digital media mostly for entertainment (e.g., games, social media, non-educational videos).					
4	I or another adult actively supervises or co-view my child's media use (e.g., watching together, checking activity).					
5	We consistently set and enforce rules about how much time my child can use digital devices.					
6	My child regularly uses more than one type of media (print, audio, video, interactive apps).					
7	My child frequently prefers using digital media (devices, TV) over reading books					
8	My child regularly uses digital media to support schoolwork or practice reading and literacy skills.					
9	I ensure the media content my child accesses is educational and age-appropriate.					
10	My child often uses digital media to specifically practice or build reading/literacy skills.					

B. Media Exposure Questionnaire

Instructions for Parents/Guardians:
Please indicate how often each statement describes your child's media use.

Scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

Respondent:_____

#	Statement	1	2	3	4	5
1	I provide clear and systematic phonics instruction during reading lessons.					
2	I adapt reading activities to fit the different skill levels of my students.					
3	My classroom contains a variety of age-appropriate and accessible reading materials.					
4	I regularly use evidence-based reading strategies (e.g., guided reading, comprehension scaffolding).					
5	I participate in ongoing professional development related to reading instruction.					
6	I hold relevant qualifications or degrees in literacy or education.					
7	I frequently assess students' reading progress and use assessment data to adjust instruction.					
8	I give students specific, immediate, and actionable feedback to support their reading development.					
9	I use activities and strategies that keep students engaged and motivated during reading lessons.					
10	My classroom has access to additional literacy support resources (e.g., reading specialists, aides).					

C. Teaching Quality Questionnaire

Instructions for Teachers

Please rate how often each statement describes classroom reading instruction.

Scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

Respondent:_____

Researcher-Developed Reading Assessment Tool (RDRAT)

Section I: Phonics Assessment (10 Items)

This section measures the pupils' ability in **letter-sound relationship** and **blending**.

Item No.	Skill Measured	Format/Task	Example
1-3	**Letter-Sound relationship** (3 items)	Present letters/letter combinations (e.g., digraphs, short vowels). Pupil identifies the corresponding sound(s).	Researcher points to 'sh', pupil says /sh/ sound.
4-6	**Initial Blending (CVC)** (3 items)	Present simple consonant-vowel-consonant (CVC) letter sets. Pupil blends the sounds to form a recognizable word.	Researcher shows 'cat', pupil says "cat."

7-8	**Final Blending (Consonant Blends)** (2 items)	Present words with consonant blends (e.g., 'st', 'tr'). Pupil blends the sounds and reads the word.	Researcher shows 'stop', pupil reads "stop."
9-10	**Nonsense Word Reading** (2 items)	Present invented words (e.g., 'mib', 'tud') to ensure the pupil is decoding via phonics and not relying on memorization.	Researcher shows 'tup', pupil reads "tup."

Scoring: Each item is scored 1 point for correct identification/blending, 0 for incorrect/no response. (Total Phonics Score: 10 points)

Section II: Comprehension Assessment (10 Items)

This section measures the pupils' ability to understand simple text, often tied to the words they have just read or simple questions asked orally.

Item No.	Skill Measured	Format/Task	Example
11-13	**Picture-Word Matching/Identification** (3 items)	Researcher presents a short, simple sentence or phrase (using phonetically regular words). Pupil reads the sentence and points to the corresponding picture (or vice versa).	Researcher shows the sentence "The cat sat on the mat." Pupil points to the correct picture.
14-16	**Recall of Simple Details** (3 items)	Researcher reads a very short, simple passage (2-3 sentences). Pupil answers literal "who," "what," or "where" questions based on the passage.	Researcher asks: "Who was sitting on the mat?" (after reading the sentence above).
17-18	**Main Idea/Context Clues (Short text)** (2 items)	Researcher presents another short text. Pupil identifies the main topic or uses context to infer the meaning of a key word.	After reading a text about a dog playing, Reresearchersks: "What was the text mostly about?"
19-20	**Sequencing/Following Directions** (2 items)	Pupil follows one- or two-step verbal directions related to the reading content, or sequences two key events from a short narrative.	"First, the boy ran. Then, he jumped. What did the boy do first?"

Scoring: Each item is scored 1 point for a correct answer (oral response or action), 0 for incorrect/no response. (Total Comprehension Score: 10 points)

Total Reading Skills Score: 20 Points (Phonics 10 + Comprehension 10)