

Teacher-Driven Practices and Home Literacy Support as Predictors of Reading Attitudes among Early Grade Learners

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DOI: <https://doi.org/10.47772/IJRISS.2026.100600574>

Received: 05 June 2026; Accepted: 10 June 2026; Published: 30 June 2026

ABSTRACT

This study examined changes in teacher-driven practices and home literacy support and their interaction effects on the reading attitudes of early-grade learners during the implementation of the Four-Pronged Approach in selected public elementary schools in Iligan City, Philippines. Using a quantitative repeated-measures design, data were collected from Grade 1 learners across three measurement phases during the implementation of a reading intervention program. Survey instruments were used to measure reading attitudes, teacher-driven practices, and home literacy support. Repeated-measures ANOVA and moderated multiple regression analyses were employed to analyze the data. Findings revealed gradual positive trends in learners' reading attitudes across the intervention phases, although the changes were not statistically significant. In contrast, teacher-driven practices and home literacy support demonstrated significant positive changes over time. The interaction between teacher-driven practices and home literacy support significantly predicted learners' reading attitudes, suggesting that supportive classroom instruction and home literacy environments jointly contribute to the development of positive reading attitudes among early-grade learners. These findings underscore the importance of sustained literacy support across school and home contexts in fostering early reading engagement and literacy motivation.

Keywords: *Reading Attitudes; Home Literacy Support; Teacher-Driven Practices; Early Grade Learners; Literacy Engagement*

INTRODUCTION

Reading challenges remain a global issue, with many learners showing less enthusiasm and involvement in reading activities [9][12]. Recent Program for International Student Assessment (PISA) results showed that the Philippines was among the lowest-performing countries in reading, with many students failing to meet basic competency levels [24]. Moreover, literacy challenges in the country remain a pressing educational concern, as many learners continue to struggle with reading proficiency and motivation [18]. These findings highlight the need for stronger literacy instruction and sustained educational support, particularly during the early grades when foundational reading skills are still developing.

Interventions in early-grade literacy are essential to promote phonemic awareness, word recognition, and other core reading skills that are needed for long-term academic achievement [14]. Furthermore, research suggests that early-grade interventions are more successful than those introduced in later grades, underscoring the need for continuous literacy support in early childhood education [33]. However, literacy development is not just about reading proficiency but also about learners' attitudes towards reading, which affect their engagement, motivation, and willingness to participate in literacy activities. Studies have consistently shown that positive reading attitudes are associated with greater reading engagement, increased motivation, and improved literacy outcomes [34][1]. The more valuable and engaging the literacy experiences learners have, the more likely they are to develop positive attitudes toward reading and maintain reading habits over time. Research also reveals

that positive attitudes towards reading may diminish over time when learners are not given consistent literacy support and meaningful reading experiences [15]. Furthermore, while literacy interventions can significantly influence reading development, motivation and reading attitudes are typically shaped by many instructional and environmental factors beyond isolated treatments [22].

Previous research indicates that learners' attitudes toward reading are shaped by their literacy experiences at home and at school. A supportive home literacy environment, characterized by adequate access to books, parental involvement, and positive reading habits, is associated with stronger reading skills and more positive reading attitudes [2]. Similarly, a systematic review found that physical and non-physical classroom factors, together with positive teacher–student relationships, contribute to improved reading readiness and greater literacy engagement among learners [11]. Collectively, these findings underscore the importance of strong home–school literacy connections in fostering positive reading attitudes, particularly among early-grade learners.

Although research on literacy interventions and reading attitudes is expanding, few studies have examined the combined effects of teacher-driven practices and home literacy support on early-grade learners' reading attitudes in Philippine public schools. Most existing research focuses on higher grade levels or general reading competence rather than on the interplay between school and home literacy support systems in shaping early reading attitudes [16][30]. Although research has evaluated the Four-Pronged strategy among upper elementary learners, there is less research on how teacher-driven practices and home literacy assistance interact to develop the reading attitudes of early-grade learners during the strategy's implementation [26]. Addressing this gap is important because reading attitudes developed during the early grades may influence learners' long-term literacy engagement and future academic development. Thus, this study examines changes in teacher-driven practices and home literacy support, including their interaction, on the reading attitudes of early-grade learners during the implementation of the Four-Pronged Approach.

LITERATURE REVIEW

Reading Attitudes

Reading is essential for language acquisition and literacy development, serving as the foundation for academic learning and everyday communication. Beyond the development of technical reading skills, learners' attitudes toward reading significantly influence their willingness to engage in literacy activities and sustain reading habits over time. Accordingly, reading attitude has therefore been widely recognized as an important factor associated with learners' academic engagement and literacy performance [3][21]. Reading attitude reflects how learners feel and respond toward reading experiences over time. When reading is associated with enjoyment, encouragement, and meaningful participation, learners are likely to be active participants in literacy activities and maintain interest in reading. Furthermore, positive literacy experiences within supportive home and school environments can strengthen learners' confidence and motivation, making reading a valued and meaningful part of their everyday learning.

Role of Early Grade Intervention

Early grade literacy interventions play a critical role in developing foundational reading skills, which are essential for later academic success. Research consistently shows that structured literacy instruction, particularly phonics-based approaches and fluency training, strengthens learners' reading development and engagement during the early years [7][17][29]. Beyond improving reading proficiency, early literacy interventions promote positive reading attitudes by providing meaningful literacy experiences and strengthening home-school literacy connections [23]. However, literacy development is a gradual process influenced by multiple instructional and environmental factors. Consequently, the effectiveness of early literacy interventions depends on sustained support and meaningful literacy experiences that reinforce positive reading behaviors over time [23]. Taken together, these findings highlight that comprehensive and consistently implemented early literacy interventions not only strengthen foundational reading skills but also foster positive reading attitudes and sustained engagement with reading over time.

Teacher-Driven Practices

Teachers play a central role in shaping learner's literacy experiences through supportive classroom environments and effective instructional practices. Supportive classroom environments, interactive instructional strategies, and opportunities for active participation encourage learners to engage in reading activities [4][29]. Research further suggests that reading motivation and attitudes develop gradually through repeated and meaningful literacy interactions rather than through isolated instructional practices alone [13][36]. One effective instructional strategy is storytelling, which enhances learners' engagement and supports reading comprehension by making texts more meaningful and easier to understand. Studies indicate that when teachers incorporate storytelling into instruction, learners demonstrate improved understanding of story structure and greater participation in reading activities [32]. These findings underscore the central role of teachers in shaping learners' literacy experiences and suggest that supportive instructional practices are essential for fostering reading competence.

Home Literacy Support

Children's reading development and literacy engagement are significantly influenced by the home environment. A literacy-rich setting, characterized by shared reading experiences, access to books, and parental support is associated with higher motivation and enjoyment of reading among children [8]. In addition, parents' literacy practices and beliefs shape children's reading attitudes and participation in literacy-related activities [37]. These home literacy experiences complement classroom instruction by reinforcing foundational reading skills and supporting learners' ongoing literacy development. Moreover, active parental involvement supports learners' transition from learning to read to reading for meaning and knowledge acquisition [10]. Overall, these studies demonstrate that home literacy support extends learning beyond the classroom and plays a vital role in supporting early literacy development.

Four-Pronged Approach

The Four-Pronged Approach is a systematic, holistic, and literature-based instructional framework for teaching beginning reading developed by Manhit of University of the Philippines Diliman. It provides learners with comprehensive opportunities to develop reading proficiency through four interconnected components: Genuine Love for Reading (GLR), Critical Thinking, Mastery of the Structures of the English (Filipino) Language, and the Transfer Stage. Empirical evidence supports the effectiveness of this instructional framework. In a quasi-experimental study, [26] found that learners exposed to the Four-Pronged Approach demonstrated significantly higher levels of Genuine Love for Reading (GLR) and Critical Thinking (CT) than those who received conventional instruction, indicating that literature-based and interactive literacy activities enhance English language abilities, reading engagement, and critical thinking skills. Furthermore, [27] reported that the Grammar and Oral Language Development (GOLD) and Transfer Stage (TS) components significantly improved pupils' grammar proficiency, oral language skills, and their ability to apply reading concepts in new learning situations after sustained classroom implementation. These findings suggest that the Four-Pronged Approach provides a supportive and meaningful literacy environment that positively influences learners' reading attitudes, language development, and overall academic achievement.

METHODOLOGY

This study employed a quantitative repeated-measures design to examine changes in early-grade learners' reading attitudes during the implementation of the Four-Pronged Approach. The participants were Grade 1 learners from selected public elementary schools in Iligan City, Philippines, who were implementing the Four-Pronged Approach under Project RISE during the 2025–2026 academic year. Participants were selected through purposive sampling based on predetermined inclusion criteria, particularly their regular participation in the reading intervention program. This sampling approach ensured that learners with direct exposure to the intervention were included, making it appropriate for examining its influence on reading attitudes.

The adapted instrument underwent translation and back-translation by professional teachers proficient in English and Cebuano to ensure linguistic and conceptual accuracy. It was subsequently reviewed by three literacy education experts to assess its relevance and appropriateness for early-grade learners and pilot-tested with Grade

1 learners from a non-participating school to evaluate clarity and suitability, resulting in minor revisions to the translated items. The final guided survey, which utilized an emoji-based response scale to facilitate learner understanding, was administered across three measurement phases over a 12-week intervention period. Each learner completed the survey individually, with assistance as needed, to ensure comprehension of the questionnaire and its response options.

Repeated-measures ANOVA and moderated multiple regression analyses were employed to analyze the data. Specifically, moderated multiple regression analysis was conducted to examine the interaction effects of teacher-driven practices and home literacy support on learners' reading attitudes. Ethical approval was secured prior to data collection. Parental consent and learner assent were obtained from all participants, while confidentiality, anonymity, and voluntary participation were maintained throughout the study.

RESULTS AND DISCUSSION

Interaction Effects of Teacher-Driven Practices and Home Literacy Support on Reading Attitudes

A moderated multiple regression analysis was conducted to examine the influence of Teacher-Driven Practices (TD) and Home Literacy Support (HL) on early-grade learners' reading attitudes. The Phase 3 Early Reading Attitude (ERA) score was entered as the criterion variable, while the baseline reading attitude score (Phase 1 ERA) was entered as a covariate to account for initial differences in learners' reading attitudes. The overall regression model accounted for 27.0% of the variance in learners' final reading attitudes ($R^2 = .270$) (Table 9). While the interaction between Teacher-Driven Practices and Home Literacy Support was statistically significant, the overall regression model was not statistically significant at the .05 level ($F(4,25)=2.313$, $p=.086$). Therefore, the findings of interaction should be considered as preliminary evidence and interpreted cautiously, rather than as conclusive evidence of predictive relationships. The significant interaction suggests that teacher-driven practices and home literacy support may have complementary roles in fostering positive reading attitudes among early-grade learners, although the overall regression model was not statistically significant.

Table 9. Model Summary for Phase 3 Early Reading Attitudes (ERA)

Model	R	R ²
M ₁	0.520	0.270

Note: M₁ includes TD, HL, TD×HL, and P1_ERA Mean

Table 10. Omnibus ANOVA for Regression Model Predicting Phase 3 ERA

Model	Source	Sum of Squares	df	Mean Square	F	p
M ₁	Regression	0.834	4	0.208	2.313	0.086
	Residual	2.253	25	0.090		
	Total	3.087	29			

Note: M₁ includes TD, HL, TD×HL, and P1_ERA Mean

Interestingly, initial reading attitudes did not significantly predict final reading attitudes, $b = -0.092$, $t(25) = -0.836$, $p = .411$ (Table 11). This finding suggests that learners' attitudes toward reading may be shaped more by ongoing instructional experiences and environmental influences than by their baseline perceptions. Previous studies similarly argue that reading attitudes develop gradually through continuous affective, motivational, and environmental experiences rather than through short-term instructional exposure [20]. Thus, while the 12-week intervention may have strengthened teacher-led practices and home literacy support, its duration may not have been sufficient to produce statistically significant changes in reading attitudes. Variations in parental involvement, access to reading materials, and individual reading experiences may also have contributed to differences in learners' reading attitudes. This interpretation is consistent with research showing that meaningful literacy engagement, supportive home environments, and active parental involvement collectively foster the development of positive reading attitudes over time [8] [19] [21].

Table 11. Regression Coefficients for Predicting Phase 3 ERA

Model	Predictor	Unstandardized (B)	Standard Error	Standardized (β)	t	p
M ₁	Intercept	17.861	6.669	—	2.678	0.013
	TD	-7.821	3.201	-5.019	-2.443	0.022
	HL	-9.050	3.671	-6.924	-2.465	0.021
	Phase 1 ERA	-0.092	0.110	-0.163	-0.836	0.411
	TD $\times$ HL	4.521	1.780	9.635	2.540	0.018

Note: TD- Teacher-Driven Practices; HL- Home Literacy Support

The regression model further revealed significant conditional main effects for Teacher-Driven Practices ($b = -7.821$, $p = .022$) and Home Literacy Support ($b = -9.050$, $p = .021$). However, these conditional effects should be interpreted cautiously because the interaction term between TD and HL was statistically significant ($b = 4.521$, $p = .018$). The positive interaction coefficient indicates that the combined presence of strong teacher-driven practices and supportive home literacy environments was associated with higher predicted reading attitude scores among learners. This finding suggests that teacher-driven practices and home literacy support do not operate independently; rather, they interact synergistically in shaping learners' reading attitudes. Similarly, Bronfenbrenner's Ecological Systems Theory posits that child development occurs through continuous interactions between learners and the social environments surrounding them [5]. In the context of the present study, teacher-driven practices and home literacy support function as interconnected literacy experiences within the learners' microsystem, jointly contributing to the development of reading attitudes.

The positive interaction coefficient further suggests that the influence of teacher-driven practices on reading attitudes becomes stronger when learners experience greater literacy support at home. Conversely, even supportive classroom practices may produce weaker attitudinal outcomes when home literacy support is limited. This finding supports previous research demonstrating that parental engagement in literacy activities significantly contributes to learners' reading development and literacy engagement [10]. Existing studies further indicate that parents' literacy beliefs influence children's reading practices [37], perceptions toward reading [6], and reading attitudes [28].

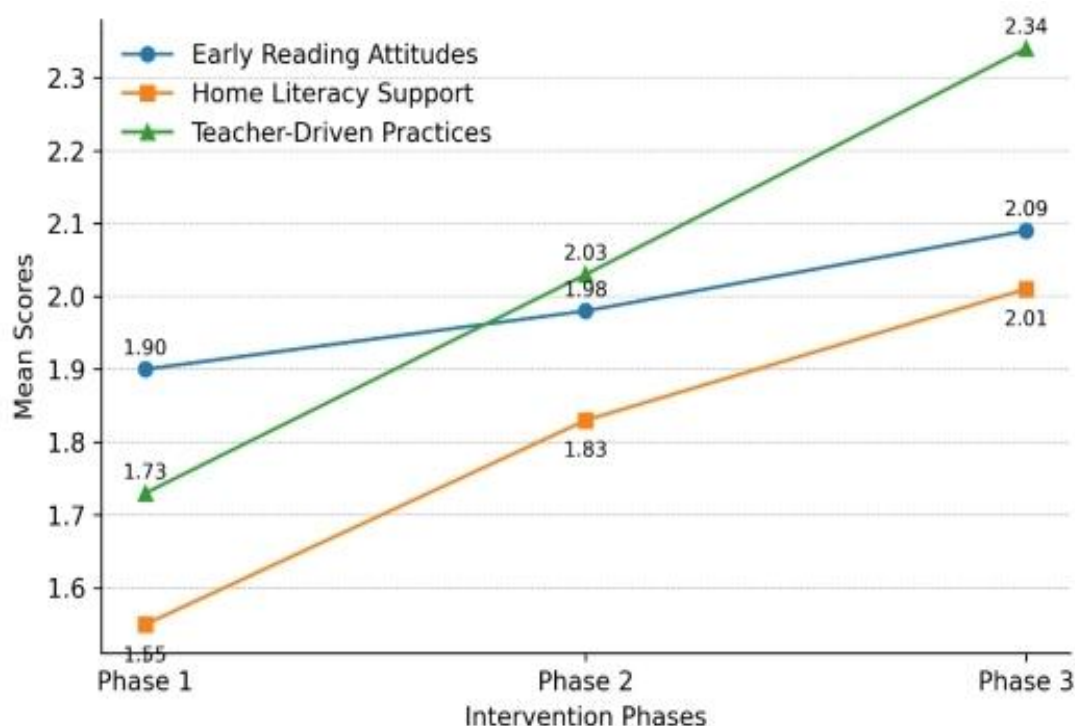


Figure 1. Trends in Early Reading Attitudes, Home Literacy Support, and Teacher-Driven

Practices Across Phases

Figure 1 further demonstrates increasing trends across Early Reading Attitudes (ERA), Home Literacy Support (HL), and Teacher-Driven Practices (TD) from Phase 1 to Phase 3. Although the observed improvements should be interpreted with caution given the implementation of the intervention, the findings suggest that reading attitudes among early-grade learners may gradually develop through sustained literacy support in both school and home environments.

Recent literature emphasizes that reading attitudes develop gradually through meaningful and sustained literacy experiences rather than through immediate instructional effects alone [13][36]. Supportive instructional environments, repeated engagement in literacy, and positive social interactions help learners become more comfortable and confident participating in reading activities over time [35]. As learners are consistently exposed to encouraging classroom experiences and literacy support at home, reading may gradually become a more familiar and enjoyable part of their daily experiences. Taken together, the findings of the present study suggest that supportive classroom practices and home literacy experiences jointly contribute to the gradual development of positive reading attitudes among early-grade learners.

CONCLUSIONS

This study examined how teacher-driven practices and home literacy support influence the reading attitudes of early-grade learners during the implementation of the Four-Pronged Approach. Although learners' reading attitudes did not show statistically significant improvement across the intervention phases, gradual positive trends were observed throughout the study period. The findings suggest that developing reading attitudes in beginning readers may require sustained, meaningful literacy experiences over time. More importantly, the study found that teacher-driven practices and home literacy support significantly interacted to shape learners' reading attitudes. The findings emphasize the need for continued collaboration on literacy support between school and home environments to foster positive reading attitudes among lower-grade students. Positive reading attitudes appear to develop not only through classroom instruction but also through consistent literacy support from families and caregivers. The findings highlight the need for collaborative literacy interventions that build connections among teachers, learners, and families to promote early reading engagement.

RECOMMENDATIONS

Teachers should incorporate meaningful literacy activities into classroom instruction, while schools should strengthen family literacy programs to encourage shared reading practices at home. In support of these efforts, school administrators and policymakers should continue implementing evidence-based literacy initiatives, provide ongoing professional development for teachers, and ensure the availability of adequate reading resources. To strengthen the applicability of future findings, subsequent research should involve larger and more diverse samples across multiple school divisions to enhance generalizability. Additionally, incorporating qualitative data from learners, teachers, and parents may provide deeper insights into literacy experiences and the gradual development of reading attitudes over time.

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