



Relationship between Home Literacy Environment and Emergent Literacy Skill of Pre-School Children in Ilorin West Local Government Area of Kwara State

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Abstract

Literacy development is a complex process that begins at birth which lasts a lifetime and is supported by promoting interaction in the home and school environment. The home environment is the first primary context that affords a child to practice literacy activities because as a child interacts with others it creates a setting for learning. Based on the role of the home environment, this study examined the relationship between home literacy and emergent literacy skill of pre-school children in Ilorin West Local Government Area of Kwara State. Two research questions and two research hypotheses were formulated for this study and tested at 0.05 level of significance. Seven hundred and fifty-six respondents from both public and private preschool were involved in the study which included 378 children and 378 parents. Home Literacy Environment Questionnaire and Assessment of Pre-school children's Emergent Literacy Skill Rating Scale were used to collect data. Data collected were analyzed using frequency count, mean, standard deviation and Pearson Product Moment Correlation (PPMC). The result indicated a significant positive relationship between home literacy environment and emergent literacy skill ($r = .584$; $P = < 0.05$) and between parents' literacy belief and emergent literacy skill ($r = .543$; $P = < 0.05$). It was concluded that home literacy environment facilitates emergent literacy skill of pre-school children. The study therefore recommended that seminar should be organized for parents on how to support their children literacy development at home. Also, parents should establish a literacy rich environment at home for their children.

Keywords: Home literacy environment, Parents' literacy belief, Emergent literacy skill, Pre-school children

Introduction

As formal education begins, children need to communicate and understand the information in both verbal and written form. This is essential for the development of

their literacy and learning skills. Children without the ability to read and write proficiently will not function adequately in today's society. The literacy skill that children developed prior to the primary school level strongly determine their achievement in later literacy learning and many other areas throughout life (Coursin, 2012). As children move through the school years, their reading, writing, speaking and listening skills are expected to improve (Zwass, 2018).

Home literacy environment refers to parent literacy beliefs, family economic status and other resources provided in the family environment to improve literacy skills. Parent literacy belief refers to attitude, habit and the significant that parent give to the literacy skill development of their child in the home environment. Children literacy experience are based on their parent beliefs, cultural or social perspectives on literacy (Katranci, Gülhan & Çetin, 2018). The differences in the home environment may be a product of differences in the beliefs or attitudes around which the parent direct their interactions with their children. Parent beliefs and attitudes often have a great impact on their children literacy skill acquisition because there is a connection between parent literacy beliefs and the educative environment at home that they provide for their children (Katranci, Gülhan & Çetin, 2018). Parent literacy belief will determine the support that they will give to their children literacy activities and the materials that the parent will provide for their children (Opiyo, 2017). Robinson (2014) states that parent with strong reading habits are more likely to read to their children every day, and these children are more likely to understand the structure of printed words.

Boyle (2014) stated that parent who presents reading and writing to children in a stimulating way, this will arouse their interest to learn and engage in different literacy experiences. In contrast, children whose parent demonstrate reading and writing has a tedious and boring learning activities; these children will be unexcited about literacy learning and see it as a chore. The previous investigation has shown that parent literacy belief determines the reading skill of their children (Katranci, Gülhan & Çetin, 2018; Opiyo 2017), but also is socio-economic status of the parent. Ajayi and Adedayo (2017) stated that socio-economic status refers to the fine-grained rank of social class, which can be used to illustrate a person overall social status or reputation. Socio-economic status is based on a comprehensive consideration of individual or family income, education level, occupation status and economic factors. Emergent literacy skill of the children may differ depending on the parent socioeconomic status.

However, as it was pointed out by different scholars that there is a strong and stable correlation between socio-economic status and children early literacy skills; but the conclusions from the studies are inconsistent (Han, 2010; Zwass, 2018). Opiyo (2017) state that socio-economic background such as family size and parent age has a negative correlation on early literacy of pre-school children. Despite this, many researchers have recommended that emergent literacy skills of children differ significantly among socio-economic status of the families (Opiyo, 2017). Socio-economics in this study was measured in the areas of parent educational qualification, occupation and income

Despite the expectation from children to have improved literacy skills. Oyetunde, Ojo, Korb and Babudoh (2011) assert that a major problem affecting Nigeria's primary education is illiteracy, that is, a high percentage of primary school children do not learn how to read. This was also evident during the spelling Bee competition organised by pre-school teachers where 70% of the nursery two children could not spell correctly and 30% could do so correctly words like: take, thank, you, very, much in selected schools in Ilorin-west Local Government Area, Kwara state. The poor reading culture has led Edem, Mbaba, Udosen and Enang (2011) to agree that primary school graduates have poor literacy skills. For this, it is important for children to acquire necessary reading skill. The development of children's literacy skills begins early in life, which is referred to as emergent literacy skills or early literacy skills. Emergent literacy skills can be described as the skill and knowledge that children develop about reading and writing before they begin to read in a formal way.

Emergent literacy skill entails children's understanding of language structure, which lays the foundation for reading and writing skills. The acquisition of these emergent literacy skills is critical to the development of children's literacy and language skills. The literacy related skills in emergent literacy skills include: oral language, print knowledge, phonological awareness, and alphabet knowledge (Puranik, Lonigan & Kim, 2011) are also of the opinion that during early childhood (when the emphasis is on word decoding), knowledge of letters, letter-sound pronunciation, emergent writing (pretend to write), and phonological awareness are very important and considered as part of daily routing at the pre-school level

Pre-school children need to acquire these emergent literacy skills at the pre-school stage so that they can have required skills in reading and writing as they enter Primary school. Pre-school education being the first level of education a child is exposed to; if the child does not acquire the critical skill at this stage it will be detrimental to the other levels of education. The skills and knowledge that the child develops in pre-school can fetch them good performance and also have a great impact on the general knowledge of the child later in the life (Kaushik & Marwah, 2014). Before school age, young children learn important skills, which are the foundation of successful learning skills. The learning context of pre-school children's take place in two settings; the home and school environment, since the home is the first environment of the children thus it is necessary to understand how children develop their emergent literacy skills in the home environment.

Katraci, Gulhan and Cetin (2018) state that the literacy environment prepared at home play a vital role in the development of the children's reading and writing skill. The home literacy environment refers to connection between parents and children concerning language and literacy development and the availability of literacy materials in the home (Zwass, 2018). The home literacy environment can be conceptualized as all the related behaviours, attitudes, and resources that afford children opportunities to develop literacy skills in the home environment.

The conceptualization of home literacy environment is further buttressed by Davoodi, Akbarnezhad and Sadighi (2017), they claim that home literacy environment refers to the level of exposure of children to literature, stories, and songs within the home environment. The home literacy environment is outstandingly important during the pre-school stage in nurturing children's reading development. Early in the learning process, children see their parents or caregivers (has their first teachers) as role models to shape their attitudes towards reading (Yeo, Ng & Ong, 2014). Previous researchers that studied the relationship between home literacy environment and emergent literacy skill have reported that home literacy environment has a significant relationship on early literacy skill development of children (Han, 2010; Yeo, Ng & Ong, 2014). Sadr, Juhari, Mansor and Esmaeili (2014) examined the relationship between home environment and emergent literacy among young children in Iran. They reported that home environment had significant positive relationship with children's emergent literacy. As a child grows up in an encouraging home environment, his or her way of thinking about the world around him can be positively improved. Growing up in a rich literacy environment may lead children to master literacy skills. Yeo et al. (2014) state that the positive home environment created by highly involved parents is an important factor in young children's emergent literacy skills. One of the strong factors that determine home literacy environment is parent literacy belief

The parents' literacy belief is one of the important aspects of providing a literacy environment at home. Parents' literacy belief about their role in their children's literacy and language abilities constitute an important component of the home literacy environment (Weigel, Martin, & Bennett, 2016). Parents' literacy belief refers to parents' attitude, habit and the importance that parent attribute to the literacy skill development of their child in the home environment. Children's home environment and literacy experience are based on their parents' beliefs, cultural or social perspectives on literacy and the differences in the home environment may be a product of differences in the beliefs or attitudes around which the parents central their interactions with their children.

Parents' beliefs and attitudes often have a great impact on their children's literacy skill acquisition because there is a connection between parents' literacy beliefs and the educative environment at home that they provide for their children (Katranci, Gulhan & Cetin, 2018). Parents' literacy belief will determine the support that they will give to their children's literacy activities and the materials that the parents' will provide for their children (Opiyo, 2017). Robinson (2014) stated that parents with strong reading habits are more likely to read to their children every day, and these children are more likely to understand of the structure of printed words. In the development of the child's literacy, the beliefs and attitudes of parents about the literacy of children are important. Because there is a relationship between parents' literacy beliefs, and the educative environment at home that they provide for their children. Many studies have

shown that there is a relationship between parents' literacy beliefs and emergent literacy skill (Opiyo, 2017). Weigel, Martin and Bennett (2016) conducted a research on mothers' literacy beliefs: connections with the home literacy environment and pre-school children's literacy development. The study revealed that parental literacy beliefs are likely to change depending on mothers' education, with more highly educated mothers more often adopting participatory and whole language beliefs.

Opiyo, (2017) also investigated the parents' literacy beliefs and home literacy experiences relating to children's literacy skills. The findings of the study revealed that children whose parent has a higher parent's literacy belief performed better in their early literacy than children whose parents have the lower parent's literacy belief. Based on the foregoing, it could be concluded that the home literacy environment of children remains a germane variable that could be explored in order to educate further on the phenomenon of children's emergent literacy skills in any given society including Ilorin West Local Government Area of Kwara State. Home literacy environment of children is an important variable that might influence children's emergent literacy skills. To the best of the researcher's knowledge, there is an insufficient existing body of knowledge on these variables in Ilorin West Local Government Area of Kwara State.

Statement of the Problem

Reading is an essential skill that is paramount to academic achievement and for children to be successful throughout their journey in life. Lack of proficiency in reading hinders child's performance in all subject area. Since children grow up in different home environment, it is expected that the value and experience that the parents will impact on the child at the early stage of development of their reading skill would be different; this is because it has been observed that many primary school pupils are not learning to read and some others find it difficult to read comprehension. This was also evident during the spelling Bee competition organized by pre-school teachers where 70% of the nursery two children could not spell correctly and 30% could do so correctly words like: take, thank, you, very, much in selected schools in Ilorin-west Local Government Area, Kwara state. Owing to the fact that children who are exposed to the same learning experience in reading skill perform differently when evaluated. This has led to differences in the children reading ability. Perhaps these differences might be due to the lack of basic skills and support at the pre-school level in the home environment.

Having gone through the literature available to the researchers, none of the previous studies combined the variables of home literacy environment and emergent literacy skill in the locale (Ilorin West Local Government). Also, emergent literacy skill was measured in this study with rating scale ranging from very good to poor while literacy environment was measured with modified Likert scale of Strongly Agree to Disagree.

Some researchers have worked on the influence of home environment on literacy skill development of pre-primary school children; Influence of early literacy parental involvement on science achievement; Role of Parent in a Child's Reading and Literacy Development; Home environment and parental involvement as determinants of pre-schoolers' readiness for primary school education; literacy-related skills in emergent literacy skills include: oral language, print knowledge, phonological awareness, and alphabet knowledge. Despite all the above efforts, literacy skills level of the children still not improving. Based on this, the study examined the relationship between the home literacy environment and emergent literacy skill of pre-school children in Ilorin West Local Government Area of Kwara state.

Research Questions

The following research questions were raised and answered using frequency count, mean and percentage

1. What is the level of emergent literacy skills of pre-school children?
2. What is the parental literacy belief of pre-school children?

Hypotheses

The following null hypotheses were postulated for the study and were tested at 0.05 level of significance:

- Ho₁: There is no significant relationship between home literacy environment and emergent literacy skills of pre-school children in Ilorin West Local Government Area of Kwara state
- Ho₂: There is no significant relationship between parents' literacy belief and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state

Methodology

The descriptive research design of correctional type was adopted in the study. The population of study comprised of 22,228 pre-school children in public and private pre-school centres. Purposive sampling technique was used to select 756 respondents consisting of 378 nursery-two children within the age of 3-5 years and 378 parents. The category of these children were selected because they were at preschool level. The instruments used for data collection were Home Literacy Environment Questionnaire (HLEQ) which was used to elicit information from parents of selected nursery two pre-school children. It consists of section A and B. Section A consists of items on demographic data of the parent, such as parent educational qualifications, occupation, and income. Items therein were used to measure the relationship between parent

characteristics and emergent literacy skills of the children as well as measuring the parent literacy belief. This instrument was administered to the parents through their children by asking them to give their parent at home.

The response to each of the items was analyzed using 4 point modified Likert scale format ranging from strongly agree (SA) 4, Agree (A) 3, strongly disagree (SD) 2 and Disagree (D) 1. To assessment the Emergent Literacy Skill of Pre-school Children's, Rating Scale was designed by the researchers to measure the emergent literacy level of nursery-two children. Three hundred and seventy-eight questionnaires were administered to children under the guidance of their class-teachers. The items therein were used to measure knowledge of alphabet, oral language, Phonological awareness and print awareness of the children. The items were measured on rating scale of Very good, Good, Fair and poor. The reliability of home literacy environment questionnaire was established using Cronbach Alpha and yielded a reliability coefficient of 0.76 while reliability of assessment of emergent literacy skill of preschool children's rating scale was established using Pearson Product Moment Correlation (PPMC) and yielded a reliability coefficient of 0.74. The data were analyzed using Frequency mean, Standard Deviation and Pearson Product Moment Correlation. The null hypotheses were tested at 0.05 level of significance

Results

Research Question One: What is the level of emergent literacy skills of pre-school children?

Table 1: Table showing the level of emergent literacy skills of pre-school children?

S/N	Emergent Literacy Skill	Very Good	Good	Fair	Poor	Mean
1	reads letters of the alphabet	323(85.4)	13(34)	38(10.1)	4(1.1)	3.73
2	identify letters of the alphabet	199(52.6)	118(31.2)	32(8.5)	29(7.7)	3.29
3	write letter A-M	229(60.6)	113(29.9)	10(2.6)	266(6.9)	3.44
4	differentiate upper and lower case of each letters	57(15.1)	246(65.1)	19(5.0)	56(14.8)	2.80
5	identify letters in words	126(33.3)	185(48.9)	9(2.4)	58(15.4)	3.00
6	say simple greeting	-	195(51.6)	147(38.9)	36(9.5)	3.42
7	discuss pictures with different vocabularies	32(8.5)	83(22.0)	144(38.0)	119(31.5)	2.07
8	name things in the environment	9(2.4)	73(19.3)	207(54.8)	89(23.5)	2.01
9	respond to yes/no questions	132(34.9)	64(16.9)	111(29.4)	71(18.8)	2.68
10	read letter sounds	102(27.0)	10(2.6)	12(3.2)	254(67.2)	1.89
11	identify each letter with corresponding sounds	123(32.5)	24(6.3)	23(6.1)	208(55.0)	2.16
12	blend three letter sounds to make a word	71(18.8)	25(6.6)	4(1.1)	278(73.5)	1.71
13	count letter sounds in a word	172(45.5)	29(7.7)	34(9.0)	143(37.8)	2.61
14	recognize the front cover of a book	66(17.5)	46(12.2)	18(4.8)	248(65.6)	1.81
15	recognize the back cover of a book	57(15.1)	44(11.6)	12(3.2)	265(70.1)	1.72
16	recognize the title of a book	88(23.3)	10(2.6)	17(4.5)	263(69.6)	1.80
17	identify the first and last letter in a word	254(67.2)	52(13.8)	26(6.9)	46(12.2)	3.36
Weighted Mean						2.56

Decision rule: Low=00-2.49, High=2.50-400 Note: The figures in parentheses are in percentages

Table 1 shows the level of emergent literacy skills of pre-school children. The children were able to do the following in a very good manner; reads letters of the alphabet (3.73). The children were able to do the following in a good manner; identify letters of the alphabet (3.29), 55 write letter A-M (3.44), Differentiate upper and lower case of each letter (2.80), identify letters in words (3.00), say simple greeting (3.42), respond to yes/no questions (2.68), count letter sounds in a word (2.61), identify the first and last letter in a word (3.36). However, the children were able to do the following in a fair manner; read letter sounds (1.89), identify each letter with corresponding sounds (2.16), blend three letter sounds to make a word (1.71), recognize the front cover of a book (1.81), recognize the back cover of a book (1.72), recognize the title of a book (1.80), discuss pictures with different vocabularies (2.07), name things in the environment (2.01). The weighted mean is 2.56 which is a numeric indicator that the level of emergent literacy skills of pre-school children was high.

Research Question 2: What is the parental literacy belief of pre-school children?**Table 2:** Table showing the parental literacy belief of pre-school children?

S/N	Parent Literacy Belief	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
1	Literacy skill development of the child is the role of the teacher and parent	248(65.6)	106(28.0)	13(3.4)	11(2.9)	3.56
2	Teachers are more knowledgeable in the aspect of literacy	234(61.9)	129(34.1)	7(1.9)	8(2.1)	3.56
3	Parent need to interact with their child to develop their language skills	273(72.2)	91(24.1)	9(2.4)	5(1.3)	3.67
4	It is role of the parent to ensure children develop literacy skills	239(63.2)	92(24.3)	42(11.1)	5(1.3)	3.49
5	Parent should have time to engage with children in literacy activities	218(57.7)	144(38.1)	6(1.6)	10(2.6)	3.51
6	Reading book by the parent stimulate children interest in reading book	256(67.7)	112(29.6)	5(1.3)	5(1.3)	3.64
7	The home is the first school for a child	228(60.3)	125(33.1)	24(6.3)	1(0.3)	3.53
8	Parent serve as teachers to the child in the home	229(60.6)	129(34.1)	10(2.6)	10(2.6)	3.53
9	Children needs to first learn all letters of the alphabet before engaging in literacy activities	195(51.6)	144(38.1)	33(8.7)	6(1.6)	3.40
10	A home where a child have a lot of books, encourage a child to read	222(58.7)	113(29.9)	38(10.1)	5(1.3)	3.46
11	Watching literacy programme encourages a child to read	175(46.3)	137(36.2)	60(15.9)	6(1.6)	3.27
12	Point out words on the street or bus encourage literacy skills	232(61.4)	111(29.4)	31(8.2)	4(1.1)	3.51
13	Parent needs to explain the words when reading with their child	217(57.4)	135(35.7)	20(5.3)	6(1.6)	3.49
14	Naming pictures in a book develop children literacy skills	263(69.6)	96(25.4)	17(4.5)	2(0.5)	3.64

15	Literacy activities in the home do not influence how a child develop early literacy skills	151(39.9)	113(29.9)	57(15.1)	57(15.1)	2.05
16	Parent do not have a role to play in the early literacy skills development	274(72.5)	93(24.6)	3(0.8)	8(2.1)	3.67
17	A child does not need to be expose to literacy activities in the home	207(54.8)	138(36.5)	25(6.6)	8(2.1)	3.44
18	Parent needs not engage in literacy activities with their child	204(54.0)	148(39.2)	6(1.6)	20(5.3)	3.42
19	A child can perform well in school even when the home environment do not lend a hand in literacy activities	249(65.9)	110(29.1)	14(3.7)	5(1.3)	3.60
	Weighted Mean					3.44

Decision rule: Negative=00-2.49, Positive=2.50-400 Note: The figures in parentheses are in percentages

Table 2 shows the parental literacy belief of pre-school children. The respondents strongly agreed with the following ; Literacy skill development of the child is the role of the teacher and parent (3.56), Teachers are more knowledgeable in the aspect of literacy (3.56), Parent need to interact with their child to develop their language skills (3.67), Parent should have time to engage with children in literacy activities(3.51), Reading book by the parent stimulate children interest in reading book (3.64), The home is the first school for a child (3.53), Parent serve as teachers to the child in the home (3.53), Pointing out words on the street or bus encourage literacy skills (3.51), Naming pictures in a book develop children literacy skills (3.64), Parent do not have a role to play in the early literacy skills development (3.67), A child can perform well in school even when the home environment do not lend a hand in literacy activities (3.60). The respondents agreed with the following; Children needs to first learn all letters of the alphabet before engaging in literacy activities (3.40), A home where a child have a lot of books, encourage a child to read(3.46), Watching literacy programme encourages a child to read (3.27), Parent needs to explain the words when reading with their child (3.49), A child does not need to be expose to literacy activities in the home (3.44), Parent needs not to engage in literacy activities with their child (3.42), It is role of the parent to ensure children develop literacy skills (3.49). However, the respondent disagreed with the following; it is role of the parent to ensure children develop literacy skills (3.49). The weighted mean is 3.44 which is a numeric indicator that the parental literacy belief of pre-school children was positive.

Ho₁: There is no significant relationship between home literacy environment and emergent literacy skills of pre-school children in Ilorin West Local Government Area of Kwara state.

Table 3: Summary of PPCM showing the relationship between home literacy environment and emergent literacy skills of preschool children

Variables	N	Mean	Std. Deviation	R	df	Sig.	Remark
Home literacy Environment	378	27.18	8.16	.584	376	.000	Significant
Children literacy skills	378	48.46	12.15				

Table 3 shows the relationship between home literacy environment and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state. There was significant positive relationship exist between home literacy environment and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state ($r = .584$; $P = < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05.

Ho₂: There is no significant relationship between parents' literacy belief and emergent literacy skills of preschool children.

Table 4: Summary of PPCM showing the relationship between parents' literacy belief and emergent literacy skills of preschool children.

Groups	N	Mean	Std. Deviation	R	df	Sig.	Remark
Parent literacy belief	378	47.75	12.09	.543	376	.000	Significant
Children literacy skills	378	48.48	12.15				

Table 3 shows the relationship between home literacy environment and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state. There was significant positive relationship exist between home literacy environment and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state ($r = .584$; $P = < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05.

Ho₂: There is no significant relationship between parents' literacy belief and emergent literacy skills of preschool children.

Table 4: Summary of PPCM showing the relationship between parents' literacy belief and emergent literacy skills of preschool children.

Groups	N	Mean	Std. Deviation	R	df	Sig.	Remark
Parent literacy belief	378	47.75	12.09	.543	376	.000	Significant
Children literacy skills	378	48.48	12.15				

Table 4 shows the relationship between parents' literacy belief and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state. There was significant positive relationship exist between parents' literacy belief and emergent literacy skills of preschool children in Ilorin West Local Government Area of Kwara state ($r = .543$; $P = < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05.

Discussion

One of the results emanated from this study reveals that the level of emergent literacy skills of pre-school children was high. This was in line with the opinion of Puranik, Lonigan and Kim (2011) who said that during early childhood (when the emphasis is on word decoding), knowledge of letters, letter-sound pronunciation, emergent writing (pretend to write), and phonological awareness are very important and considered as part of daily routing at the pre-school level. Kaushik and Marwah, (2014) who also viewed that skills and knowledge of emergent literacy that the child develops in pre-school can fetch them good performance and also have a great impact on the general knowledge of the child later in the life.

Another finding from this study also stated that the parental literacy belief of pre-school children was positive. This was in agreement with the opinion of Weigel, Martin, and Bennett, (2016) who opined that parents' literacy belief is one of the important aspects of providing a literacy environment at home that the parents' literacy belief about their role in their children's literacy and language abilities constitute an important component of the home literacy environment. Katranci, Gulhan and Cetin, (2018) and Opiyo, (2017) respectively viewed that parents' beliefs and attitudes often have a great impact on their children's literacy skill acquisition because there is a connection between parents' literacy beliefs and the educative environment at home that they provide for their children. Parents' literacy belief determined the support that they give to their children's literacy activities and the materials that the parents provide for their children.

One of the findings of this study also revealed that there was significant positive relationship between home literacy environment and emergent literacy skill of pre-school children. The result was in agreement with finding of Han (2010), and Sadr et al. (2016) who all reported that home literacy environment has a significant positive

relationship with emergent literacy of pre-school children. Yeo et al. (2014) state that the positive family environment created by highly involved parents is an important factor in young children's emergent literacy skills. However, the finding of the study was not in line with the finding of Katranci et al. (2018) who reported that there was no relationship between home literacy environment and children's literacy skill.

Also, the finding of this study revealed that there was significant positive relationship between parents' literacy belief and emergent literacy of pre-school children. The finding corroborated with the study conducted by Opiyo, (2016), Stephenson, et al. (2008) and Weigel, et al. (2016). These studies showed that children whose parents had high literacy belief perform much better than children whose parents had low literacy belief. Parents who had high esteem about their children's literacy skill give great importance to their children performance and also make provision for literacy rich home environment.

Conclusion

This study concluded that home literacy environment plays an important role in development emergent literacy skill of pre-school children, and the study affirmed that home literacy environment and parents' literacy belief have a significant positive relationship with emergent literacy skill of pre-school children.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Seminars should be organized for parents so that they can understand how to support their children's literacy skills at home.
2. Parents should be sensitized on how to support children's literacy skills
3. School authority and government should extend family literacy programme to the home environment of children so that it can help in nurturing children literacy skill right from early age and necessary intervention can be provided for children who likely have reading difficulty in the later years.

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