



Literacy skills of kindergarten learners: Assessing the foundational building blocks for reading and writing

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Abstract

This study assessed the foundational literacy skills necessary for reading and writing among the 60 kindergarten learners in select public elementary schools in Calanasan, Apayao for the school year 2024–2025. It examined the learners' profile in terms of personal and socioeconomic factors, their levels of literacy skills across five key domains, and the extent of kindergarten teachers' utilization of literacy enhancement strategies. Also, differences and associations between and among the variables were established. Findings revealed that the learners generally came from homes with moderate literacy support and of socioeconomic diversity. As to literacy skills level, most learners exhibited a very high performance in Alphabet/Letter Knowledge, Vocabulary Development, and Early Writing Skills. However, performance in Phonemic Awareness and Print Awareness were relatively lower, with a considerable number of learners falling within the average to poor range. In terms of pedagogical practices, kindergarten teachers consistently utilized the literacy enhancement strategies. Results also revealed statistically significant differences the foundational literacy skills and parental educational attainment, family income, and weekly allowance. Additionally, sex was a significant factor in vocabulary and print awareness, while age showed a significant difference in early writing. The socioeconomic conditions and learner demographics substantially affect literacy outcomes in early childhood education.

Keywords: Calanasan, Apayao, kindergarten learners, literacy enhancement strategies, literacy skills, pedagogical practices

Introduction

Foundational literacy skills in early childhood served as the cornerstone for future academic success. The ability to recognize letters, understand phonemic structures, expand vocabulary, and engage with print material established the groundwork for reading fluency and writing proficiency. The early years, particularly kindergarten, played a crucial role in equipping learners with the skills necessary for lifelong learning. Literacy at this stage was not merely about decoding text but also about building comprehension, cognitive flexibility, and communication skills that influenced future academic performance.

Global research underscored the significance of strong early literacy foundations. The Global Education Monitoring Report (UNESCO, 2022) ^[18] emphasized that the lack of early literacy development led to long-term educational gaps, particularly among children from disadvantaged backgrounds. Studies in the United States, Canada, and Australia highlighted the effectiveness of structured literacy programs in enhancing young learners' reading and writing skills (Neuman & Celano, 2006; Snow, 2019) ^[9, 15]. Research in Finland and Sweden indicated that literacy-rich environments and teacher-guided early reading activities contributed to consistently high literacy rates among children (Sulkunen, 2021) ^[16].

Findings from empirical studies affirmed the impact of early literacy interventions. A study by Neuman and Celano (2006) ^[9] in the United States revealed that children exposed to print-rich environments developed stronger reading and writing skills than those with limited access to books and storytelling sessions. Evans and Saint-Aubin (2005) ^[3] examined the influence of phonological awareness activities and interactive storytelling on reading comprehension, confirming the effectiveness of structured interventions. In

China and Japan, research by Li and Rao (2000) ^[5] and Takahashi (2002) ^[17] highlighted the role of phonemic awareness programs and parental involvement in fostering literacy skills among young learners. These studies provided substantial evidence that early literacy development was influenced by multiple factors, including instructional approaches, parental support, and the availability of literacy materials.

Previous studies in the Philippines examined factors affecting literacy development in early childhood. Garcia (2020) ^[4] investigated play-based literacy interventions and their impact on phonemic awareness, concluding that interactive learning approaches improved reading readiness. De Guzman (2021) ^[1] emphasized the role of home literacy environments, noting that children with access to books and reading support at home performed better in literacy assessments. Santos and Mendoza (2022) ^[14] explored teacher-led storytelling sessions and parental involvement, demonstrating their positive impact on vocabulary development and print awareness.

Legal frameworks supporting literacy development included Republic Act No. 10157 (The Kindergarten Education Act), which established kindergarten as a compulsory stage of formal education, emphasizing literacy, numeracy, and values development. Department of Education (DepEd) Order No. 47, s. 2016 ^[2] introduced the Early Language, Literacy, and Numeracy Program (ELLN), focusing on the enhancement of reading and writing instruction. The Early Childhood Care and Development (ECCD) Act (RA 8980) further recognized the importance of literacy in preparing children for formal schooling.

Despite these policies, challenges persisted in early literacy instruction. Several studies documented significant literacy gaps among Filipino kindergarten learners. Lagrama (2024)

[6] examined reading and writing difficulties among young learners, citing socioeconomic disparities, limited phonemic awareness, and insufficient parental involvement as primary challenges. Olabiyi *et al.* (2025) [11] identified literacy difficulties in remote elementary schools, highlighting issues such as inadequate resources, lack of trained teachers, irregular school attendance, and linguistic diversity. A meta-synthesis conducted by Librea *et al.* (2023) [8] identified key barriers to reading literacy, including a lack of mastery in reading elements, teacher competency gaps, and a shortage of reading materials. Larioque (2021) [7] explored reading difficulties in primary schools, recommending enriched reading programs and stakeholder collaboration to address these challenges. Ocampo (2020) [10] examined play-based literacy approaches, emphasizing the role of interactive storytelling and play-based learning in supporting early literacy development.

Classroom observations in various kindergarten schools across the Philippines revealed persistent challenges in literacy development among young learners. In many rural and low-income communities, children struggled with basic letter recognition, phonemic awareness, and early writing skills, which were fundamental to future academic success. Schools with limited access to print materials and literacy resources faced additional barriers in fostering early reading and writing proficiency. Many children entered kindergarten with minimal exposure to books, making it difficult for them to develop foundational literacy skills. The lack of parental involvement further compounded the issue, as home literacy support played a crucial role in reinforcing classroom learning.

Several teachers also reported challenges in implementing effective literacy interventions due to large class sizes, inadequate resources, and variations in students' readiness to learn. While some learners progressed quickly in recognizing letters and forming simple words, others struggled significantly, requiring more individualized instruction. The absence of structured phonemic awareness programs and play-based literacy activities further limited opportunities for early literacy development. These challenges highlighted the need for targeted strategies and policy improvements to strengthen early literacy instruction in kindergarten classrooms.

Recognizing these gaps, the present study was undertaken to assess the foundational literacy skills of kindergarten learners at Sabangan Elementary School, Sabangan, Calanasan, Apayao. This research evaluated key reading and writing skills and examined the extent to which teachers utilized literacy enhancement strategies to support early literacy development.

Statement of the Problem

This study assessed the foundational literacy skills necessary for reading and writing among 60 kindergarten learners in selected public elementary schools in Calanasan, Apayao, for the school year 2024–2025.

Specifically, it sought answers to the following questions:

1. What is the profile of the kindergarten learners in terms of personal, and socio-economic factors?
2. What is the level of literacy skills among the kindergarten learners in terms of: a) Alphabet/Letter

Knowledge b) Phonemic Awareness c) Vocabulary Development d) Print Awareness and e) Early Writing Skills

3. To what extent do the kindergarten teachers assess their utilization of the following strategies to enhance literacy skills: a) Reading Aloud and Interactive Storytelling b) Phonological and Phonemic Awareness Activities c) Play-Based Learning d) Language Development Techniques and e) Early Writing Exercises
4. Is there a significant difference in the literacy skills of the kindergarten learners when grouped according to their profile variables?
5. Is there a significant association between the extent of use of literacy enhancement strategies and the level of literacy skills among the kindergarten learners?

Methods and Procedures

Research Design

This study employed a descriptive-correlational research design to assess the foundational literacy skills of kindergarten learners and examine the relationship between learner profiles, teachers' literacy enhancement strategies, and literacy development. The descriptive research design was utilized to provide a detailed account of the literacy skill levels of kindergarten learners, as well as the extent to which teachers implemented literacy enhancement strategies. This approach allowed for an objective assessment of the reading and writing competencies of young learners in terms of alphabet knowledge, phonemic awareness, vocabulary development, print awareness, and early writing skills. Additionally, it provided an in-depth understanding of socioeconomic and personal factors that may have influenced literacy acquisition. The correlational research design was employed to determine whether there was a significant association between the extent of teachers' utilization of literacy strategies and the literacy skills of kindergarten learners. This aspect of the study sought to establish whether higher exposure to structured literacy interventions corresponded to improved reading and writing skills among young learners.

Locale of the Study

The study was conducted in select public elementary schools of Calanasan, Apayao, namely: Sabangan Elementary School, Naguilian Norte Elementary School, Assat Elementary School, Ferdinand Elementary School, and Pedro Bunot Central School.

Respondents and Sampling Procedure

The respondents of this study consisted of two primary groups: kindergarten learners and kindergarten teachers from five schools in the Lower Calanasan District, Calanasan, Apayao namely: Sabangan Elementary School, Naguilian Norte Elementary School, Assat Elementary School, Ferdinand Elementary School, and Pedro Bunot Central School. Through total enumeration, a total of 60 kindergarten learners and the five teachers from the identified public elementary schools participated in the study. Consent was sought from the parents of these kindergarten learners. This ensured a comprehensive

evaluation of literacy instruction strategies across multiple learning environments and provided a broader understanding of how different schools implemented literacy development initiatives.

Data Gathering Instruments

The study utilized two sets of questionnaires: ^[1] for learners, and ^[2] for kindergarten teachers, to gather relevant information on learners' literacy skills, teacher literacy strategies, and learner demographic profiles. These instruments ensured a comprehensive assessment of literacy development and the instructional strategies used by teachers. The first part of the data gathering instrument consisted of a Learner Profile Sheet, which collected demographic and socioeconomic data of the kindergarten learners. The second part of the instrument was a Literacy Skills Assessment administered to kindergarten learners to evaluate their level of proficiency in five ^[5] key literacy areas. The test items in this section were adapted from learners' regular classroom activities and items from their periodic examinations. This ensured that the assessment aligned with existing curriculum standards and accurately reflected the literacy competencies expected at the kindergarten level. The use of classroom-based assessments increased the validity of the test, as it measured literacy skills that learners had already been exposed to in their formal instruction. A rubric-based scoring system was used to interpret the results, categorizing learners based on their performance levels. The third part was a researcher-made questionnaire designed to assess kindergarten teachers' utilization of literacy enhancement strategies using a likert scale. To ensure the accuracy and reliability of the instruments, both the researcher-made questionnaire and the adapted literacy skills assessment were subjected to expert validation. Content validity was established by consulting kindergarten teachers, which guaranteed that the items were age-appropriate, aligned with curriculum standards, and relevant to the research objectives.

Data Gathering Procedure

The data collection process followed a structured approach to ensure the accuracy, validity, and ethical implementation of the study. The following steps were undertaken to gather the necessary data from kindergarten learners and teachers in the selected schools. a) Securing Permission from Authorities b) Coordination with Kindergarten Teachers c) Administration of the Learner Profile Sheet (Part I) d) Conduct of Literacy Skills Assessment (Part II) e) Distribution of the Teacher Survey on Literacy Strategies (Part III) f) Validation and Review of Data g) Data Analysis and Interpretation.

Data Analysis

The collected data were analyzed using descriptive, correlational, and comparative statistical methods to answer the study's research questions. The following data analysis techniques were employed: Descriptive Statistics like Frequency counts, percentages, means, and standard deviations were used to analyze the profile of kindergarten learners, the extent of utilization of literacy enhancement strategies by kindergarten teachers, and the level of literacy skills among kindergarten learners. The literacy skills of kindergarten learners were categorized using the 5 point Likert scale from not developed to highly developed. The

teachers' assessment of their utilization of literacy enhancement strategies were analyzed using the 5-point Likert scale and descriptive interpretation from never to always. Independent sample t-test and onw way Analysis of Variance were used for the comparative analysis, and Pearson's Correlation Coefficient (r) was used for the correlation analysis.

Profile of the Kindergarten Learners

In terms of the personal factors, along age, the majority of learners were five years old, with a mean age of 5.32, suggesting that most were of the appropriate developmental stage for kindergarten, in alignment with DepEd Order No. 47, s. 2016, which prescribes age five as the standard entry age for formal kindergarten education. The sex distribution was nearly equal. With regard to parental educational attainment, a substantial proportion of fathers (43.3%) and mothers (56.7%) had reached the college level.

On socio-economic factors, the mean monthly family income was ₱13,333.33, which indicates modest income levels. Weekly allowances for learners were generally minimal, averaging ₱61.67 pesos. Family size data showed that most learners had 1 to 2 siblings. In terms of literacy-related materials at home, a notable 35% had a combination of alphabet flashcards, storybooks, coloring or writing books, and educational TV or tablet applications.

This indicates that many learners had access to at least some foundational literacy resources. Such exposure aligns with Mol and Bus's (2011) meta-analysis, which found that early access to print and multimedia materials significantly boosts children's vocabulary, phonemic awareness, and print recognition.

Level of Pupils' Literacy Skills in Various Domains

Presented in Table 2 below is the level of literacy skills among kindergarten learners across five foundational domains: Alphabet/Letter Knowledge, Phonemic Awareness, Vocabulary Development, Print Awareness, and Early Writing Skills, with corresponding descriptive values ranging from "Very Low" to "Very High."

The data showed that the highest proportion of learners demonstrated Outstanding performance (scores of 90 and above) in Alphabet/Letter Knowledge (58 learners), Vocabulary Development (60 learners), and Early Writing Skills (58 learners), each achieving a Very High mean rating of 97.83, 99.33, and 98.53 respectively. In contrast, Phonemic Awareness, while still commendable, had a slightly lower mean of 88.58, placing it within the High category and showing that only 34 learners reached the Outstanding level. Print Awareness had the lowest mean score at 82.42, indicating a general performance within the Average or Satisfactory range, with only 21 learners reaching Outstanding, 11 in Satisfactory, and 17 in the Unsatisfactory bracket. Furthermore, 11 learners fell within the Poor category for Print Awareness, which was also reflected in a similar pattern for Phonemic Awareness (1 learner) and Early Writing Skills (1 learner).

These findings meant that while the majority of learners performed well in most literacy domains, there was a relative lag in Print Awareness and Phonemic Awareness, which were both essential precursors to fluent reading. The uneven distribution of proficiency across domains indicated specific areas that required targeted intervention, especially considering that Print Awareness formed the basis for

understanding how text works in reading and writing contexts.

This implied that literacy instruction at the kindergarten level had been effective in building foundational skills such as alphabet recognition, vocabulary use, and early writing. However, the comparatively lower performance in Print Awareness and Phonemic Awareness suggested a need for enhanced focus on strategies that developed sound-letter correspondence, word boundaries, and concepts of print.

This aligned with the study of Neuman and Wright (2020),

which emphasized that a strong literacy foundation depended not only on exposure to letters and writing but also on the development of metalinguistic skills such as phonemic segmentation and print concepts. They argued that interventions aimed at increasing phonemic and print awareness could significantly improve later reading fluency and comprehension. Similarly, Lonigan *et al.* (2021) noted that early literacy curricula must provide a balanced focus across all domains to avoid developmental gaps that could hinder reading readiness by Grade 1.

Table 2: Level of Pupils’ Literacy Skills in Various Domains

Range	Literacy Skills					Descriptive Value	Level
	Alphabet/ Letter Knowledge	Phonemic Awareness	Vocabulary Dev’t	Print Aware-ness	Early Writing Skills		
90 and above	58	34	60	21	58	Outstanding	Very High
85 – 89	0	0	0	0	0	Very Satisfactory	High
80 – 84	0	8	0	11	1	Satisfactory	Average
75 – 79	0	17	0	17	0	Unsatisfactory	Low
74 and below	2	1	0	11	1	Poor	Very Low
Mean	97.83 (VH)	88.58 (H)	99.33 (VH)	82.42 (A)	98.53 (VH)		

Extent of Kindergarten Teachers’ Utilization of Literacy Enhancement Strategies

Table 3 below presents the self-assessed extent to which kindergarten teachers utilized specific literacy enhancement strategies aligned with the goal of developing foundational skills in reading and writing. These strategies fell under five key areas: Reading Aloud and Interactive Storytelling, Phonological and Phonemic Awareness Activities, Play-Based Learning, Language Development Techniques, and Early Writing Exercises. The overall composite mean of 4.38, interpreted as “Always,” suggested that teachers in the study consistently integrated various developmentally appropriate practices to strengthen early literacy among learners.

For Reading Aloud and Interactive Storytelling, the composite mean was 4.40 (“Always”), with the highest items being the use of picture books and visual aids (M = 4.67) and encouraging student participation during storytelling (M = 4.67). These findings meant that kindergarten teachers heavily relied on interactive narrative strategies to build comprehension and listening skills. This implied a strong emphasis on oral language development and learner engagement, an approach that aligned with Neuman and Roskos (2007), who emphasized the effectiveness of read-alouds in enhancing vocabulary and narrative skills in early childhood education.

In the area of Phonological and Phonemic Awareness Activities, teachers also demonstrated a high level of utilization, with a composite mean of 4.40 (“Always”). Notably, teachers frequently engaged students in recognizing letter sounds (M = 4.67), used chants and songs (M = 4.67), and helped learners identify sound positions in words (M = 4.67). These findings meant that phonemic awareness, a foundational skill in decoding, was being nurtured systematically. This implied that learners were given ample opportunities to develop auditory discrimination and sound-symbol correspondence. This aligned with the findings of the National Early Literacy Panel (2008), which identified phonemic awareness as one of the strongest predictors of reading success.

In terms of Play-Based Learning, the composite mean was slightly lower at 4.19 (“Often”). While some strategies, such

as using literacy games (M = 4.67) and encouraging role-play (M = 4.33), were consistently implemented, others like allowing students to act out their own stories (M = 4.00) and using movement-based literacy activities (M = 4.00) were used less frequently. These findings meant that while teachers valued play in literacy instruction, its integration may have been more constrained compared to direct instruction. This implied that time, training, or material limitations could have affected the full implementation of play-based literacy strategies. Nevertheless, these practices remained essential, as Bodrova and Leong (2007) asserted that purposeful play enhances symbolic thinking and early print concepts.

For Language Development Techniques, a composite mean of 4.29 was recorded. High use was noted in engaging students in discussions (M = 4.33) and providing opportunities to follow directions (M = 4.67). These findings meant that oral language stimulation was a frequent and intentional part of daily instruction. This implied that teachers fostered expressive and receptive language skills crucial to literacy acquisition. This aligned with Justice *et al.* (2003), who emphasized that rich oral language experiences directly contributed to vocabulary growth and reading comprehension readiness.

Early Writing Exercises had the highest composite mean at 4.62 (“Always”). Teachers overwhelmingly reported daily practices in tracing (M = 4.83), name writing (M = 4.83), and guided writing (M = 4.83). These findings meant that early writing development was highly prioritized and consistently supported in classroom routines. This implied that fine motor skills, letter formation, and early encoding abilities were being built in structured and engaging ways. This strongly supported Sulzby and Teale’s (1991) notion that early writing not only reflected children’s literacy development but actively contributed to it.

The high mean scores across all five strategy areas demonstrated that kindergarten teachers in the study actively employed a wide range of literacy-enhancing practices. The consistency of application, particularly in phonemic awareness and early writing, indicated a strong instructional foundation for developing learners’ alphabet knowledge, phonemic skills, vocabulary, print awareness, and emergent writing abilities.

Table 3: Kindergarten Teachers' Utilization of Literacy Enhancement Strategies

Utilization of Literacy Enhancement Strategies by Kindergarten Teachers	Mean	Descriptive Value
A. Reading Aloud and Interactive Storytelling	4.40	Always
B. Phonological and Phonemic Awareness Activities	4.40	Always
C. Play-Based Learning	4.19	Often
D. Language Development Techniques	4.29	Always
E. Early Writing Exercises	4.62	A; ways
Over-all Mean	4.38	Always

Difference in the Literacy Skills of the Kindergarten Learners when Grouped According to their Profile Variables

Table 4 shows the comparative analysis of kindergarten learners' literacy skills across profile variables revealed several statistically significant differences, particularly in relation to socioeconomic factors such as parents' educational attainment, family income, and weekly allowance. In alphabet/letter knowledge, no significant differences were found based on age, sex, number of siblings, or availability of educational resources at home. However, significant differences were observed in relation to the father's educational attainment ($p = .001$), mother's educational attainment ($p = .002$), family monthly income ($p = .001$), and weekly allowance ($p = .024$). Learners whose parents had higher educational levels and more stable income backgrounds tended to perform better in identifying letters and symbols. This supports the findings of Sirin (2005), which linked parental education and income with early academic achievement.

For phonemic awareness, significant differences were noted in relation to mother's educational attainment ($p = .008$), family income ($p = .046$), and weekly allowance ($p = .030$), but not with other variables. Learners whose mothers had higher educational levels, and who received higher allowances, performed better in identifying and manipulating sounds. This aligns with the conclusions of the National Early Literacy Panel (2008), which emphasized the role of enriched home environments in the development of phonemic awareness. Interestingly, no significant difference was found for father's education, possibly reflecting the greater influence of mothers in early language interactions.

In terms of vocabulary development, significant differences were found for sex ($p = .049$), with males having a slightly higher mean, and for both father's ($p = .000$) and mother's educational attainment ($p = .000$). However, there was no significant difference related to income, allowance, siblings, or resources at home. This suggests that the educational background of parents plays a more critical role than income in shaping children's vocabulary. Research by Hart and Risley (2003) similarly found that the richness of parental language, often correlated with education level, had a strong

effect on vocabulary development by age five.

For print awareness, the only significant differences appeared in relation to sex ($p = .040$), with females outperforming males, weekly allowance ($p = .001$), and availability of educational resources at home ($p = .007$). This indicates that both economic support and the presence of literacy materials in the home are key contributors to children's understanding of print. These findings support Whitehurst and Lonigan's (1998) emphasis on environmental print and gender influences in early literacy exposure. Notably, other variables such as age and parental education did not show significant associations with print awareness.

Regarding early writing skills, significant differences were recorded across multiple variables, including age ($p = .024$), father's educational attainment ($p = .002$), mother's educational attainment ($p = .003$), and weekly allowance ($p = .003$). Learners who were younger (age 5), whose parents had higher educational backgrounds, and who had better financial support performed significantly better in emergent writing tasks such as tracing, name writing, and guided composition. This further confirms the findings of Snow and Van Hemel (2008), who noted that writing development is accelerated in children exposed to both structured learning opportunities and responsive home environments.

In contrast, across all five domains of literacy, number of siblings consistently did not yield statistically significant differences, suggesting that family size alone does not meaningfully affect individual literacy development. This insight slightly diverges from earlier assumptions such as those by Bradley & Corwyn (2002), who proposed that larger families may dilute parental attention and resources. In this specific context, family structure appeared less influential than economic and educational factors.

Overall, the analysis supports the conclusion that socioeconomic variables particularly parental education and household income are strong differentiators of literacy skill development in kindergarten learners. These findings underscore the necessity for literacy interventions that are both school-based and home-targeted, especially for children from educationally and financially disadvantaged backgrounds.

Table 4: Comparison on the literacy skills of the kindergarten pupils when grouped according to their profile variables

a. Alphabet/ letter knowledge

Profile		Mean	Computed Value	P-value	Remarks
Father's Educational Attainment	No Formal Education	82.50	5.226**	.001	S
	Elem. Level	100			
	HS Level	98			
	V/T Course	100			
	College Level	97.88			
Mother's Educational Attainment	No Formal Education	82.50	5.064**	.002	S
	Elem. Level	96.67			
	HS Level	98.42			
	V/T Course	100			

	College Level	98.09			
Family Monthly Income	Below ₱ 5,000	90	5.101**	.001	S
	₱5,000 – ₱ 9,999	97.64			
	₱10,000 – ₱14,999	99.29			
	₱ 15,000 – ₱ 19,999	98.89			
	₱ 20,000 and above	99.23			
Weekly Allowance	None	87.50	3.062*	.024	S
	Below ₱50	96.30			
	₱ 50 - ₱ 90	98.93			
	₱ 100 - ₱ 149	100			
	₱ 150 and above	100			

*-Significant @.05 **-Significant @ .01

b. Phonemic Awareness

Profile		Mean	Computed Value	P-value	Remarks
Mother’s Educational Attainment	No Formal Education	75	3.829**	.008	S
	Elem. Level	76.67			
	HS Level	84.74			
	V/T Course	100			
	College Level	91.76			
Family Monthly Income	Below ₱ 5,000	81.43	2.596*	.046	S
	₱5,000 – ₱ 9,999	84.12			
	₱10,000 – ₱14,999	89.64			
	₱ 15,000 – ₱ 19,999	93.33			
	₱ 20,000 and above	93.46			
Weekly Allowance	None	77.50	2.897*	.030	S
	Below ₱50	84.13			
	₱ 50 - ₱ 90	90.71			
	₱ 100 - ₱ 149	97.50			
	₱ 150 and above	96.67			
	Alphabet/letter flashcards, Coloring/writing book & Educational TV/Tablet App	100			

*-Significant @.05 **-Significant @ .01

c. Vocabulary Development

Profile		Mean	Computed Value	P-value	Remarks
Sex	Male	100	4.041*	.049	S
	Female	97.80			
Father’s Educational Attainment	No Formal Education	81	21.978**	.000	S
	Elem. Level	100			
	HS Level	98.8			
	V/T Course	100			
	College Level	100			
Mother’s Educational Attainment	No Formal Education	81	21.197**	.000	S
	Elem. Level	100			
	HS Level	100			
	V/T Course	100			
	College Level	99.11			

*-Significant @.05 **-Significant @ .01

d. Print Awareness

Profile		Mean	Computed Value	P-value	Remarks
Sex	Male	79.62	4.406*	.040	S
	Female	85.03			
Weekly Allowance	None	72.5	5.596**	.001	S
	Below ₱50	78.52			
	₱ 50 - ₱ 90	83			
	₱ 100 - ₱ 149	95			
	₱ 150 and above	96.67			
Educational Resources Materials available at Home	None	90	2.960**	.007	S
	Alphabet/letter flashcards	95			
	Story book	79			
	Coloring/writing book	80.2			
	Educational TV/Tablet App	73.8			
	Coloring/writing book & Educational TV/Tablet App	77.17			
	Alphabet/letter flashcards, Coloring/writing book & Educational TV/Tablet App	80			
Alphabet/letter flashcards, Story book Coloring/writing book & Educational	86				

	TV/Tablet App			
	Alphabet/letter flashcards & Coloring/writing book	100		
	Story book, Coloring/writing book & Educational TV/Tablet App	77.5		

*-Significant @.05 **-Significant @ .01

e. Early Writing Skills

Profile		Mean	Computed Value	P-value	Remarks
Age	5	99.51	5.406*	.024	S
	6	96.42			
Father’s Educational Attainment	No Formal Education	86	4.909**	.002	S
	Elem. Level	96			
	HS Level	98			
	V/T Course	100			
	College Level	99.61			
Mother’s Educational Attainment	No Formal Education	86	4.503**	.003	S
	Elem. Level	100			
	HS Level	97.89			
	V/T Course	100			
	College Level	99.41			
Weekly Allowance	None	86	4.464**	.003	S
	Below ₱50	99.56			
	₱ 50 - ₱ 90	98.21			
	₱ 100 - ₱ 149	100			
	₱ 150 and above	100			

*-Significant @.05 **-Significant @ .01

Association between the Extent of use of Literacy Enhancement Strategies of Kindergarten Teachers and the Level of Literacy Skills among Kindergarten Learners

The computed correlation coefficients (r-values) and corresponding probability values (p-values) indicating the degree of association between the extent of use of literacy enhancement strategies by kindergarten teachers and the literacy skill levels of kindergarten learners across five key domains: Alphabet/Letter Knowledge, Phonemic Awareness, Vocabulary Development, Print Awareness, and Early Writing Skills show that none of the literacy domains showed a statistically significant association with the teachers’ use of literacy enhancement strategies, as all p-values exceeded the 0.05 level of significance. Specifically, Alphabet/Letter Knowledge had an r-value of .105 with a p-value of .866, while Phonemic Awareness showed a negative correlation ($r = -.581$) but remained statistically non-significant ($p = .304$). Similarly, weak and non-significant negative associations were observed in Vocabulary Development ($r = -.182$, $p = .770$) and Early Writing Skills ($r = -.556$, $p = .331$). Print Awareness had a low positive correlation ($r = .136$) with a high p-value of .827, again indicating no significant relationship.

These findings meant that based on the available data, the frequency or extent to which kindergarten teachers implemented specific literacy enhancement strategies did not have a measurable or statistically significant effect on the learners’ actual literacy performance in any of the assessed domains.

This aligned with the findings of Piasta, Justice, McGinty, and Kaderavek (2020), who emphasized that the effectiveness of early literacy strategies depended not only on how often they were used but also on how well they were tailored to learners’ needs and integrated within responsive classroom interactions. Likewise, Wasik and Hindman (2021) reported that instructional quality and child-centered engagement mediated the success of literacy strategies more than simple repetition or strategy quantity.

Conclusion

The study concluded that while kindergarten learners in the selected schools generally demonstrated strong foundational literacy skills, gaps remained in critical areas such as Phonemic Awareness and Print Awareness. Kindergarten teachers exhibited high engagement with developmentally appropriate literacy strategies, especially in reading and writing domains. However, the absence of a statistically significant relationship between strategy utilization and literacy outcomes suggested that instructional frequency, though important, was insufficient on its own. Factors such as instructional quality, learner diversity, and home literacy environment may have more strongly influenced literacy development. Therefore, targeted interventions focusing on phonemic and print awareness, along with continuous teacher support on differentiated and responsive instruction, were necessary to ensure balanced literacy growth across all domains.

Recommendations

1. School heads and administrators are encouraged to initiate school-based literacy enhancement programs that directly addressed the identified weak areas in phonemic and print awareness. This include providing supplementary instructional materials, scheduling focused learning sessions, and organizing professional development activities centered on evidence-based literacy practices. Administrators must ensure that resources such as books, manipulatives, and phonemic awareness kits were made available and accessible in all kindergarten classrooms.
2. Kindergarten teachers are encouraged to engage in reflective practice by evaluating and adjusting their current literacy strategies to address learners’ diverse needs, especially in domains where lower performance was observed. Emphasis should be placed on integrating explicit phonemic instruction and concept-of-print activities into daily routines. Teachers are further encouraged to maintain high levels of strategy utilization while focusing on the

quality, responsiveness, and appropriateness of instructional delivery.

3. Parents and guardians must be actively involved in their children's early literacy journey by fostering a print-rich home environment. Schools and teachers encouraged to conduct literacy orientation sessions for parents to build awareness of the value of home support. Parents may be guided on how to engage children in simple but meaningful activities such as shared reading, letter-sound games, and storytelling, which reinforced classroom learning.

4. Kindergarten learners must be supported through learning environments designed to sustain their curiosity and engagement with reading and writing. Teachers and caregivers are encouraged to cultivate classroom and home settings that supported exploration of print, sounds, and written expression. Providing varied and engaging literacy experiences would help learners strengthen both high-performing and developing domains.

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