

The Effectiveness of the Practices in the Development of the Literacy Skills in Kindergarten in Lupi Districts 1 And 2, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: August 2026 Keywords: Early Literacy Kindergarten Phonemic Awareness Emergent Writing Instructional Practices Philippines	Background: Early literacy in kindergarten integrates alphabet knowledge, phonemic awareness, vocabulary, print concepts, and emergent writing. This study examined teacher-reported development in these domains and the perceived effectiveness of five instructional practices in Lupi Districts 1 and 2, Division of Camarines Sur, Philippines. Methods: A descriptive-evaluative-inferential survey was conducted during school year 2023–2024. Total enumeration yielded 34 public-school kindergarten teachers (District 1, n = 22; District 2, n = 12). A 120-item, five-point questionnaire measured five literacy domains (59 items) and five practices—alphabet tracing, sound sorting, interactive read-aloud, guided reading, and labeling drawings (61 items). Weighted means summarized ratings; the source analysis used Wilcoxon–Mann–Whitney procedures on ranked district indicator means at $\alpha = .05$. Results: Overall literacy development was rated Much Evident ($M = 3.94$). Letter recognition was highest ($M = 4.08$) and print awareness lowest ($M = 3.83$). Vocabulary development (reported $p = .0071$), print awareness ($p = .0129$), and emergent writing ($p = .0104$) differed between districts; letter recognition and phonemic awareness did not. Overall practice effectiveness was rated Much Effective ($M = 4.43$). Alphabet tracing was highest ($M = 4.66$) and interactive read-aloud lowest, though still Much Effective ($M = 4.28$). District differences were reported for sound sorting ($p = .0096$), interactive read-aloud ($p = .0344$), and labeling drawings ($p = .0014$), but not alphabet tracing or guided reading. Conclusion: Teachers perceived strong literacy development and effective instruction, with domain- and practice-specific district differences. Because outcomes were teacher reports and the inferential unit was the ranked indicator rather than the individual teacher or child, results should guide local program improvement rather than causal claims. Direct learner assessments, documented reliability, and multilevel analyses are recommended.

1. Introduction

Kindergarten is the point at which oral language, knowledge of print, sound awareness, letter knowledge, and early writing begin to operate as an integrated foundation for conventional reading and writing. In the Philippines, Republic Act No. 10157 institutionalized kindergarten as a compulsory part of basic education, while Republic Act No. 10533 situated kindergarten within the enhanced basic education system. These mandates make the quality and consistency of early literacy instruction a system-level concern rather than a responsibility left to individual classrooms.

Research on emergent literacy identifies several skills that are consistently associated with later reading and spelling. The National Early Literacy Panel synthesis highlighted alphabet knowledge, phonological awareness, rapid naming, writing or name writing, and phonological memory as important predictors, while oral language and print knowledge also contribute to subsequent achievement (Shanahan & Lonigan, 2010). These domains are mutually reinforcing but not interchangeable. Children may recognize letters while still struggling to manipulate phonemes, understand word meanings, navigate print conventions, or translate ideas into early written forms.

Alphabet instruction is a visible feature of kindergarten classrooms. A meta-analysis by Piasta and Wagner (2010) found that alphabet instruction improves alphabet outcomes, but the degree of learning depends on instructional content and delivery, and transfer to broader phonological, reading, or spelling outcomes is not automatic. This distinction is important when interpreting alphabet tracing: tracing can support letter-form familiarity and handwriting preparation, yet it should be integrated with letter names, sounds, meaningful print, and opportunities to use letters communicatively.

Phonemic awareness is another core precursor. Ehri et al. (2001) reported that explicit phonemic-awareness instruction benefits children's phonemic awareness, reading, and spelling, particularly when instruction is focused and connected with letters. Sound sorting can operationalize this principle by requiring children to attend to, compare, and classify speech sounds. However, the effectiveness of such tasks depends on modeling, linguistic appropriateness, progression from easier to more complex units, and opportunities for corrective feedback.

Vocabulary, print awareness, and emergent writing expand early literacy beyond code-focused learning. Interactive book reading can enrich vocabulary when adults elicit active participation rather than merely read aloud (Mol et al., 2008). Print-referencing during shared reading can increase young children's attention to print and print concepts (Justice & Ezell, 2002). Emergent writing

activities, including drawing and labeling, provide a context in which children coordinate meaning, letter knowledge, phonology, and motor production; growth in early writing is related to developing letter knowledge and other literacy skills (Diamond et al., 2008). A balanced program therefore requires intentional attention to all these components.

Instructional quality also depends on context. Two districts operating under the same national curriculum may differ in teacher preparation, coaching, materials, language use, school size, monitoring, or access to books and print-rich environments. Comparing district profiles can identify where common standards are being interpreted similarly and where targeted support is needed. Such evidence is especially useful when presented as a diagnostic profile rather than as a judgment about individual teachers or schools.

1.1 Study Context and Gap

The study was conducted in Lupi Districts 1 and 2, Division of Camarines Sur, during school year 2023–2024. The district context included 34 public-school kindergarten teachers distributed across 33 schools. Local recovery initiatives and continuing concern about foundational literacy created a need to document both the perceived level of learner development and the instructional practices used to support it.

The thesis addressed a practical gap: local decision-makers lacked a consolidated comparison of literacy-domain development and the perceived effectiveness of common kindergarten practices across the two districts. The resulting data can support professional development, curriculum alignment, material provision, and monitoring. Yet the interpretation must remain faithful to the design. The survey captures teachers' judgments, not independently administered learner assessments, classroom observations, or experimental treatment effects.

1.2 Objectives and Hypotheses

The study aimed to determine the effectiveness of practices used to develop kindergarten literacy skills in Lupi Districts 1 and 2. Specifically, it sought to:

- Describe the extent of literacy-skill development in letter recognition, phonemic awareness, vocabulary development, print awareness, and emergent writing;
- Test whether the rank orders of these literacy-domain indicators differed between the districts;
- Describe the perceived effectiveness of alphabet tracing, sound sorting, interactive read-aloud, guided reading, and labeling drawings;
- Test whether the rank orders of practice-effectiveness indicators differed between the districts; and
- Derive policy and implementation recommendations from the findings.

Two null hypotheses were tested: there is no significant district difference in the rank ordering of literacy-development indicators, and there is no significant district difference in the rank ordering of practice-effectiveness indicators.

2. Methods

2.1 Design

The thesis described the design as descriptive-evaluative-inferential. The descriptive component summarized teachers' ratings of literacy development and instructional effectiveness. The evaluative component interpreted weighted means using predefined five-point categories. The inferential component compared ranked indicator means between two independent district groupings using a Wilcoxon–Mann–Whitney approach.

The design was cross-sectional and nonexperimental. It can characterize perceptions and identify district-level differences in the ordering of indicators, but it cannot establish that a specific instructional practice caused literacy development. The term effectiveness is therefore retained as the construct named in the questionnaire, while conclusions are phrased as perceived effectiveness.

2.2 Setting, Participants, and Sampling

The study involved public elementary schools in Lupi Districts 1 and 2, Division of Camarines Sur, Philippines, during school year 2023–2024. The locale was purposively selected. Total enumeration was then used to include all kindergarten teachers in the selected districts. Thirty-four teachers participated: 22 from District 1 and 12 from District 2.

Table 1. Distribution of Kindergarten-Teacher Respondents

District	Teachers, n	Share of sample
Lupi District 1	22	65%
Lupi District 2	12	35%
Total	34	100%

Note. The source respondent table lists 21 District 1 school entries and 12 District 2 school entries, with one or two kindergarten teachers per listed school; district subtotals are reproduced exactly.

2.3 Instrument and Measures

Data were collected with a researcher-prepared questionnaire containing 120 items. Part I contained 59 items addressing learner literacy development: letter recognition (12 items), phonemic awareness (11), vocabulary development (13), print awareness (12), and emergent writing (11). Part II contained 61 items addressing instructional practices: alphabet tracing (12), sound sorting (11), interactive read-aloud (13), guided reading (14), and labeling drawings (11). The source table of specifications reports item placements of 1–59 and 60–120, respectively.

Respondents used a five-point scale. Literacy-development ratings were interpreted as Very Much Evident (4.50–5.00), Much Evident (3.50–4.49), Evident (2.50–3.49), Fairly Evident (1.50–2.49), and Not at All (1.00–1.49). Practice ratings used parallel categories: Very Much Effective, Much Effective, Effective, Fairly Effective, and Not at All.

The thesis reports that graduate-school faculty, the adviser, and jurors reviewed the instrument and that suggestions were incorporated. It also states that reliability was examined using Kuder–Richardson Formula 21. However, the completed manuscript does not provide the resulting reliability coefficient and gives two inconsistent significance-test values (approximately 5.544 and 12.318). Because the items use five response categories rather than dichotomous scoring, the appropriateness and reproducibility of KR-21 cannot be evaluated from the supplied information. Reliability is therefore treated as incompletely documented.

Table 2. Questionnaire Structure

Construct	Domain or practice	Items
Literacy development	Letter recognition	12
Literacy development	Phonemic awareness	11
Literacy development	Vocabulary development	13
Literacy development	Print awareness	12
Literacy development	Emergent writing	11
Practice effectiveness	Alphabet tracing	12
Practice effectiveness	Sound sorting	11
Practice effectiveness	Interactive read-aloud	13
Practice effectiveness	Guided reading	14
Practice effectiveness	Labeling drawings	11
Total	Two parts	120

2.4 Data-Collection Procedure

The research process described in the thesis included proposal and title review, questionnaire development, permission to conduct the study, instrument validation, questionnaire distribution and retrieval, data collation and tabulation, statistical analysis, oral defenses, manuscript revision, and dissemination of recommendations. The supplied thesis does not report exact survey-administration dates, response rate calculations, missing-data procedures, or whether questionnaires were completed anonymously. Only aggregate district summaries were available for this journal transformation. No individual teacher responses or child-level data were supplied. Consequently, the present manuscript reproduces the reported weighted means and inferential values and does not attempt an independent reanalysis.

2.5 Statistical Analysis

Frequency counts and percentages described the respondent distribution. Weighted means summarized each item and domain. District means were then averaged for combined summaries as presented in the source tables. Rank orders were used to identify comparatively stronger and weaker indicators.

For inferential comparisons, the thesis combined the District 1 and District 2 weighted means for the indicators within each domain or practice, ranked those values, and applied a Wilcoxon–Mann–Whitney procedure. The number of cases shown in the inferential tables therefore corresponds to the number of indicators per district within each scale, not to the 34 teacher respondents. Reported Z values and associated probabilities were interpreted at $\alpha = .05$. The source probabilities correspond to one-tailed standard-normal areas; because the hypotheses are phrased nondirectionally, a future reanalysis should prespecify and justify whether one- or two-tailed inference is intended.

One source-table decision was internally inconsistent: alphabet tracing was labeled significant even though the reported $p = .0571$ exceeds .05. The chapter narrative and conclusion treated it as not significant. This journal version follows the stated α rule and the narrative, retaining the null hypothesis for alphabet tracing while preserving the reported Z and p values.

2.6 Ethical Considerations

The supplied thesis does not state an ethics-review approval, informed-consent process, confidentiality protocol, or data-retention procedure. The journal manuscript reports aggregate teacher data and includes no personal identifiers. Before submission, the author should document the applicable university and Department of Education permissions and confirm informed consent, voluntary participation, confidentiality, and secure data handling.

3. Results

3.1 Teacher-Reported Literacy Development

Across both districts, the overall literacy-development mean was 3.94, interpreted as Much Evident. Letter recognition ranked first ($M = 4.08$), followed by emergent writing ($M = 3.96$), vocabulary development ($M = 3.93$), phonemic awareness ($M = 3.92$), and print awareness ($M = 3.83$). All five domains remained within the Much Evident interval.

Table 3. Literacy-Development Ratings and Reported District Comparisons

Domain	D1 M	D2 M	Overall M	VI	Z	Reported p	Decision at .05
Letter recognition	4.05	4.10	4.08	ME	-0.30	.3821	Retain H ₀
Phonemic awareness	3.88	3.95	3.92	ME	-0.91	.1814	Retain H ₀
Vocabulary development	4.01	3.84	3.93	ME	-2.45	.0071	Reject H ₀
Print awareness	3.69	3.96	3.83	ME	-2.23	.0129	Reject H ₀
Emergent writing	4.21	3.71	3.96	ME	-2.31	.0104	Reject H ₀
Overall	3.97	3.91	3.94	ME	—	—	—

Note. D1 = Lupi District 1; D2 = Lupi District 2; VI = verbal interpretation; ME = Much Evident. Inferential cases were ranked indicator means within each domain, not individual teachers or learners. Probabilities are reproduced as reported.

District 1 was descriptively higher in vocabulary development (4.01 vs. 3.84) and emergent writing (4.21 vs. 3.71), while District 2 was higher in print awareness (3.96 vs. 3.69). Differences in the rank ordering of indicators were reported for these three domains. Letter recognition and phonemic awareness were closely aligned across districts and were not statistically different under the source analysis. At item level, the strongest letter-recognition indicators were matching uppercase and lowercase letters and identifying uppercase letters (both $M = 4.28$). The lowest was identifying the initial letter in familiar words and objects ($M = 3.86$). In phonemic awareness, counting syllables was strongest ($M = 4.19$), whereas isolating the medial sound in three-phoneme words was lowest ($M = 3.73$). Vocabulary was strongest for categorizing objects by shared attributes ($M = 4.12$) and lowest for understanding and using a wide range of age-appropriate words in context ($M = 3.76$).

For print awareness, understanding that print carries meaning was strongest ($M = 4.15$), while identifying the roles of author and illustrator was lowest ($M = 3.45$), at the upper boundary of Evident rather than Much Evident. Emergent writing showed the widest practical spread: holding a pencil or crayon correctly was rated Very Much Evident ($M = 4.68$), but sequencing events or ideas in writing was rated Evident ($M = 3.37$). Sentence conventions ($M = 3.42$) and invented spelling ($M = 3.66$) were additional lower-rated skills.

3.2 Perceived Effectiveness of Literacy Practices

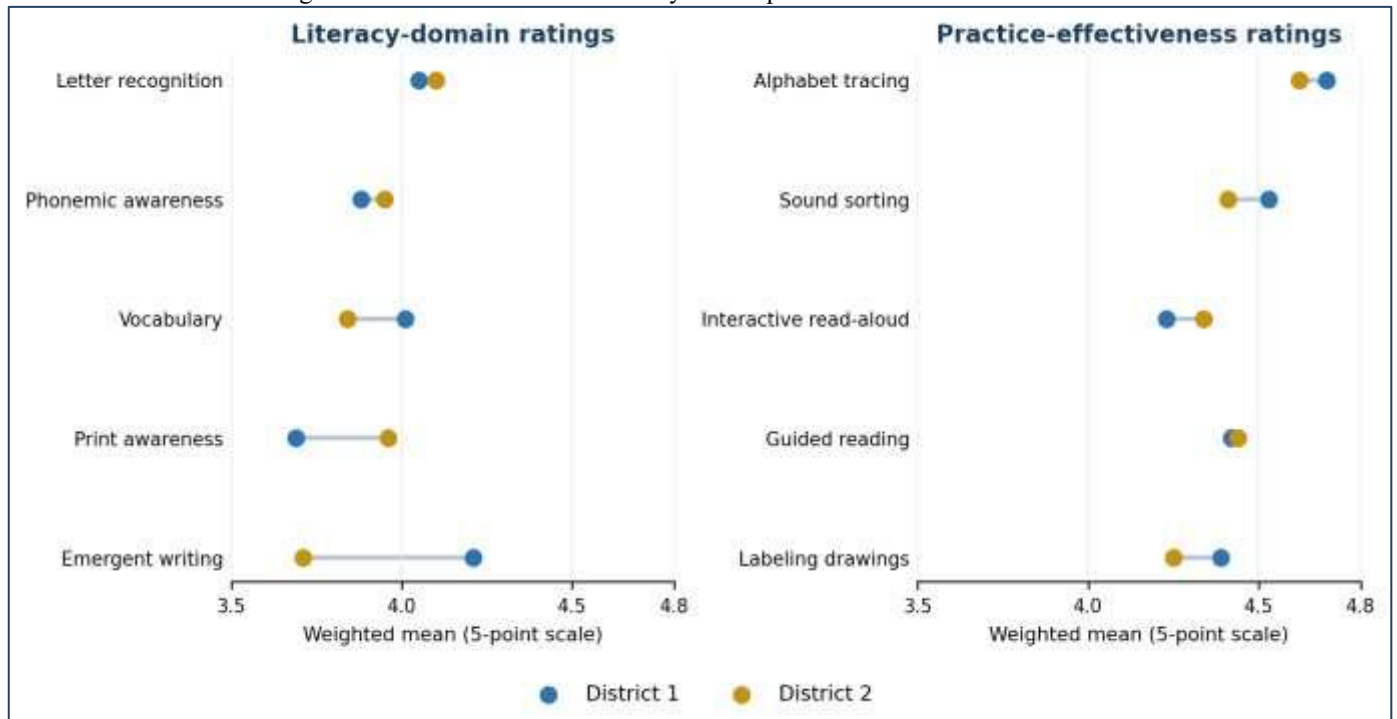
The five instructional practices had an overall mean of 4.43, interpreted as Much Effective. Alphabet tracing ranked first and was the only practice in the Very Much Effective interval ($M = 4.66$). Sound sorting ($M = 4.47$), guided reading ($M = 4.43$), labeling drawings ($M = 4.32$), and interactive read-aloud ($M = 4.28$) were rated Much Effective.

Table 4. Practice-Effectiveness Ratings and Reported District Comparisons

Practice	D1 M	D2 M	Overall M	VI	Z	Reported p	Decision at .05
Alphabet tracing	4.70	4.62	4.66	VME	-1.58	.0571	Retain H ₀
Sound sorting	4.53	4.41	4.47	ME	-2.34	.0096	Reject H ₀
Interactive read-aloud	4.23	4.34	4.28	ME	-1.82	.0344	Reject H ₀
Guided reading	4.42	4.44	4.43	ME	-1.08	.1401	Retain H ₀
Labeling drawings	4.39	4.25	4.32	ME	-2.99	.0014	Reject H ₀
Overall	4.45	4.41	4.43	ME	—	—	—

Note. VME = Very Much Effective; ME = Much Effective. Alphabet tracing is treated as not significant because $.0571 > .05$, consistent with the thesis narrative and conclusion despite a contradictory cell in the source inferential table.

Figure 1. District Profiles for Literacy Development and Practice Effectiveness



Note. Means are plotted on a restricted horizontal axis from 3.5 to 4.8 to make district profiles legible; all ratings used the same 1–5 scale. Exact values appear in Tables 3 and 4.

District 1 was descriptively higher in alphabet tracing, sound sorting, and labeling drawings; District 2 was higher in interactive read-aloud and guided reading. The inferential analysis reported district differences for sound sorting, interactive read-aloud, and labeling drawings, but not for alphabet tracing or guided reading.

Within alphabet tracing, improved letter formation was the highest-rated outcome ($M = 4.76$), while consistent tracing practice supporting letter recognition was lowest ($M = 4.57$), still Very Much Effective. Sound sorting was strongest for phonemic-awareness enhancement and rhyming-word identification (both $M = 4.55$) and lowest for attentive listening to sound patterns ($M = 4.40$). Interactive read-aloud was strongest for prediction, text connection, and discussion-supported critical thinking (both $M = 4.33$); support for phonological awareness was lowest ($M = 4.21$).

Guided reading received its highest rating for enabling targeted support according to individual reading levels ($M = 4.54$). Its lowest ratings concerned adapting instruction to individual needs and teaching strategies for interpreting text (both $M = 4.33$). Labeling drawings was highest for supporting letter–sound understanding ($M = 4.41$) and lowest for vocabulary acquisition ($M = 4.25$). These lower-rated items remain favorable but identify specific features for instructional strengthening.

3.3 Consolidated Strengths and Improvement Priorities

Table 5. Highest- and Lowest-Rated Indicators Across the Study

Area	Highest-rated indicator	M	Priority indicator	M
Letter recognition	Match uppercase and lowercase letters	4.28	Identify initial letters in familiar words/objects	3.86
Phonemic awareness	Identify/count syllables	4.19	Isolate medial sound in three-phoneme words	3.73
Vocabulary	Categorize objects by attributes	4.12	Use a wide age-appropriate vocabulary in context	3.76
Print awareness	Understand that print carries meaning	4.15	Identify author and illustrator roles	3.45
Emergent writing	Hold pencil/crayon correctly	4.68	Sequence events or ideas in writing	3.37
Alphabet tracing	Improve letter formation	4.76	Use tracing consistently to support recognition	4.57

Area	Highest-rated indicator	M	Priority indicator	M
Sound sorting	Build phonemic awareness / identify rhymes	4.55	Listen attentively for sound patterns	4.40
Interactive read-aloud	Predict/connect; discuss critically	4.33	Support phonological awareness	4.21
Guided reading	Target support by reading level	4.54	Adapt to needs / teach interpretation strategies	4.33
Labeling drawings	Build letter–sound understanding	4.41	Enhance vocabulary acquisition	4.25

4. Discussion

4.1 Overall Pattern of Literacy Development

Teachers perceived kindergarten literacy development as consistently strong across the two districts. Every domain mean fell within Much Evident, suggesting that learners commonly displayed the behaviors represented in the questionnaire. Letter recognition led the profile, which is plausible in classrooms where alphabet activities are prominent and easily observed. Alphabet knowledge is a central early-literacy indicator, but its instructional value is greatest when letter forms, names, and sounds are connected rather than practiced in isolation (Piasta & Wagner, 2010).

Print awareness was the lowest domain overall even though District 2 rated it comparatively higher. The lowest print item—identifying the distinct roles of author and illustrator—suggests that book handling and directionality may be more established than metatextual knowledge about how books are created. Print-referencing during interactive reading provides a practical response: teachers can point to the title, author, illustrator, words, punctuation, and direction of print while retaining the meaning-focused character of the story (Justice & Ezell, 2002).

Phonemic awareness showed a meaningful internal gradient. Syllable counting and initial-sound identification were stronger than isolating medial phonemes, rhyming, blending, and segmentation. This pattern reflects increasing linguistic complexity: syllables and initial sounds are more salient than medial phonemes in short words. Focused instruction should progress from larger sound units to phonemes and pair sound manipulation with letters when appropriate. Meta-analytic evidence supports explicit phonemic-awareness teaching, especially when it targets a small number of skills and connects them with print (Ehri et al., 2001).

Emergent writing combined a very strong motor-related indicator with weaker compositional and convention-related indicators. Correct pencil or crayon grasp does not by itself ensure that a child can sequence ideas, construct sentences, or use invented spelling. The distinction matters for program design: fine-motor opportunities should be retained, but children also need modeled writing, shared composition, drawing-to-writing transitions, name writing, labeling, and opportunities to represent meaningful messages. Early writing and alphabet understanding develop in relation to each other, supporting an integrated approach (Diamond et al., 2008).

4.2 Interpretation of the Five Practices

Alphabet tracing received the highest practice rating and the most consistent cross-district profile. Tracing is easy to organize, observable, and aligned with letter formation, which may explain its strong rating. Nevertheless, the literature cautions against assuming broad transfer from alphabet activities alone. Tracing should be treated as one component of a richer alphabet routine that includes naming, sound association, discrimination among letter forms, retrieval from memory, and purposeful writing (Piasta & Wagner, 2010).

Sound sorting was rated highly, but the districts differed in the rank ordering of its indicators. This finding supports closer examination of task progression, language choice, example words, and teacher modeling. A common district protocol could specify movement from environmental sounds and rhyme to initial, final, and medial phonemes; include picture-supported examples; and provide quick checks for whether children can perform the sound operation independently rather than simply imitate a response.

Interactive read-aloud was the lowest-rated practice overall, although still Much Effective, and District 2 rated it somewhat higher. Its strongest items involved prediction, connection, and discussion; its weakest involved phonological awareness. This is not necessarily a defect because interactive read-aloud primarily supports meaning, oral language, vocabulary, and comprehension. The practice becomes more powerful when teachers deliberately plan a small set of high-utility words, open questions, print references, and opportunities for children to retell or respond. Meta-analysis indicates that dialogic participation adds value to shared reading for vocabulary learning (Mol et al., 2008).

Guided reading was rated strongly and similarly across districts. The highest item concerned targeted support by reading level, consistent with the intended differentiated character of guided instruction. The lower items concerned adaptation and strategy teaching, suggesting that grouping alone may not guarantee individualized instruction. Teachers need usable assessment information, appropriately leveled or decodable texts, clear prompts, and routines for checking comprehension without overprompting.

Labeling drawings linked oral language, phonics, vocabulary, and emergent writing, yet its profile differed by district. The strongest item concerned letter–sound relationships; vocabulary acquisition was the lowest. To deepen the practice, teachers can invite children to add increasingly specific labels, orally rehearse sentences, compare spellings, explain their drawings, and revisit labels during shared or independent writing. The goal is not conventional spelling at all times but purposeful representation and growth toward more complete written language.

4.3 Meaning of District Differences

The reported district differences should be interpreted as differences in the rank patterns of aggregated item means, not as direct evidence that all teachers or learners in one district outperformed those in the other. District 1 showed a notably higher emergent-

writing mean, while District 2 showed a higher print-awareness mean. At the practice level, the districts differed for sound sorting, interactive read-aloud, and labeling drawings. These profiles may reflect differences in emphasis, materials, coaching, shared routines, language contexts, or how teachers interpreted the questionnaire items.

The appropriate response is collaborative calibration. District teams can examine sample lesson plans, observe practice using a common low-stakes tool, review learner work, and identify resources associated with stronger implementation. Reciprocal learning is preferable to a deficit interpretation: District 1 may share approaches related to emergent writing and labeling, while District 2 may contribute strategies for print awareness and interactive read-aloud. Common monitoring indicators can then assess whether variation narrows without suppressing context-responsive teaching.

4.4 Implications for Policy and Practice

Table 6. Proposed District Literacy Improvement Framework

Priority	Action	Implementation indicator
Phonemic awareness	Provide a sequenced routine from rhyme and syllables to initial, final, and medial phonemes; connect selected tasks with letters.	Common observation tool and brief learner sound tasks used each quarter.
Vocabulary and read-aloud	Plan target words, dialogic prompts, child retell, and follow-up oral/written use across read-aloud lessons.	Lesson plans identify words and prompts; learner use is sampled.
Print awareness	Embed explicit print referencing, including author/illustrator roles, word boundaries, punctuation, and directionality.	Shared-reading observations document print references.
Emergent writing	Move from drawing and labels toward captions and sequenced ideas; preserve invented spelling as a developmental bridge.	Periodic writing portfolios show growth in meaning, sequence, and conventions.
Cross-district calibration	Use professional learning communities to compare exemplars, model lessons, and learner work from both districts.	Agreed rubrics, coaching records, and action plans are reviewed each term.
Monitoring and evaluation	Pair teacher perception surveys with direct learner assessments and implementation-fidelity evidence.	Domain-level dashboards report learner performance, practice fidelity, and equity indicators.

Note. The framework translates the thesis recommendations into observable district actions; local leaders should adapt responsibilities and timelines to existing DepEd structures.

4.5 Limitations

First, literacy development and practice effectiveness were reported by teachers rather than measured through direct learner assessment or independent classroom observation. Common-method bias, social desirability, and differing interpretations of scale anchors may have raised ratings or influenced district differences. Second, the questionnaire's reliability evidence is incomplete and internally inconsistent in the source, and no construct-validity analysis is reported.

Third, the inferential analysis treated indicator means as cases. This approach does not use teacher-level variability and may violate the independence expected for Mann–Whitney inference because indicators belong to the same scales and are based on overlapping respondents. The associated probabilities also appear to be one-tailed despite nondirectional hypotheses. Reported tests should therefore be considered exploratory. A reanalysis using de-identified teacher-level data, scale scores, effect sizes, confidence intervals, and an explicitly justified two-sided test would be more defensible.

Fourth, the study involved only two districts and 34 teachers, limiting generalizability. No information was reported on teacher experience, class size, language of instruction, school resources, learner characteristics, or clustering by school. Finally, the cross-sectional design does not establish temporal ordering or causation. Practices rated as effective may be used more often in classrooms already showing stronger literacy performance, or ratings may reflect beliefs rather than observed effects.

5. Conclusion and Recommendations

Kindergarten teachers in Lupi Districts 1 and 2 perceived literacy development as Much Evident across letter recognition, phonemic awareness, vocabulary, print awareness, and emergent writing. They likewise rated alphabet tracing, sound sorting, interactive read-aloud, guided reading, and labeling drawings as Much Effective or Very Much Effective. The profile indicates a generally favorable instructional environment, with strongest overall ratings for letter recognition and alphabet tracing.

The most useful contribution of the study is diagnostic specificity. Lower-rated indicators—medial-phoneme isolation, contextual vocabulary use, author/illustrator knowledge, sequencing ideas in writing, and the vocabulary dimension of labeling—identify concrete targets for professional learning and curriculum support. Reported district differences further suggest that shared standards should be paired with reciprocal coaching and local calibration.

The findings do not demonstrate causal effects on children's literacy. They should be used to prioritize improvement and generate stronger follow-up evidence. Future studies should combine teacher reports with direct, developmentally appropriate learner

measures; establish instrument validity and internal consistency; retain teacher-level data; account for teachers nested within schools; report effect sizes and confidence intervals; and examine implementation through observation, lesson artifacts, and learner work. Longitudinal or quasi-experimental designs would be appropriate for testing whether changes in specific practices precede gains in literacy outcomes.

Declarations

Declaration	Status in the supplied thesis / required action
Ethics approval and consent	Not documented. Before submission, insert the applicable university and Department of Education approval details and confirm informed consent.
Funding	No funding statement was reported.
Competing interests	No declaration was reported; author confirmation is required.
Data availability	Only aggregate thesis results were available for this transformation. Confirm whether de-identified respondent-level data may be shared under institutional and participant-protection requirements.
Author contribution	The thesis identifies Jocariza C. Sangria as the sole researcher; a journal-specific contributorship statement should be confirmed.
Editorial data integrity	Means, Z values, and probabilities were transcribed from the thesis. The alphabet-tracing decision was harmonized with $\alpha = .05$ and the thesis narrative because the source table contradicted $p = .0571$. No individual-level statistics were reconstructed.

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