

The Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Kindergarten Learners in the Public Elementary Schools in Calabanga East District, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	The study examined teachers' reported use of digital learning materials and perceived effectiveness in developing kindergarten learners' phonemic awareness in Calabanga East District during school year 2025–2026. The descriptive–evaluative–correlational survey involved 33 kindergarten teachers and used a 101-item questionnaire with descriptive and rank-concordance statistics. Across material categories, the reported utilization summary was 4.66 (Very Much Utilized), with Knowledge Channel video lessons highest (4.94). Perceived effectiveness in phonemic-awareness domains averaged 4.46, with identifying sounds in words (4.59) and manipulating phonemes in words (4.58) highest. The verbal interpretation attached to the 4.46 overall mean requires author reconciliation against the published scale threshold. Teacher ratings do not constitute a direct assessment of kindergarten learners' measured phonemic gains.
Keywords: Digital Learning Materials Philippines School-Based Survey Kendall's Coefficient Of Concordance Teacher Perceptions	

1. Introduction

In the Philippine basic education system, digital learning materials and kindergarten phonemic-awareness development is situated at the intersection of classroom practice, school policy and local resource conditions. The way educational practices are organized within a district cannot be inferred from national policy statements alone; information on local implementation and the views of the personnel responsible for delivery is also necessary. The study therefore focused on public elementary schools in Calabanga East District, Division of Camarines Sur, a setting in which the routines supporting DepEd Commons, phonics modules and videos and phoneme manipulation can vary across schools. The phenomenon examined by the study involves more than the presence of a program or institutional requirement. What respondents recognize as frequent, substantial or effective practice may depend on exposure, school size, resource access, the specific indicator being rated and the standards used for judging it. For this reason, evidence about digital learning materials and kindergarten phonemic-awareness development must distinguish the extent of reported implementation from measurable changes in teachers' work or learners' outcomes. The ratings obtained in a cross-sectional questionnaire provide one form of evidence, but not every form required for a causal claim.

The study organized its inquiries around substantive domains rather than a single unqualified effectiveness score. The domains included DepEd Commons, Knowledge Channel video lessons, Marungko Approach apps and videos, phonics modules and videos. Considering these areas separately makes it possible to identify strengths and weaknesses that may be hidden by a favorable overall mean. It also allows school leaders to direct follow-up observation and support toward specific activities instead of treating all facets of digital learning materials and kindergarten phonemic-awareness development as interchangeable.

A second analytical concern was whether respondent groups ranked the indicators similarly. Concordance across group rankings addresses the consistency of priorities or perceptions, not the magnitude of implementation or a relationship between an intervention and an educational outcome. Accordingly, the study treated means and ranks as descriptive indicators while interpreting the significance tests within the narrower meaning of Kendall's coefficient of concordance.

The study is also relevant to established educational guidance. The relevant work by Institute of Education Sciences, 2016 sets out a policy or research framework against which reported practices may be considered. Such guidance offers analytical context without transforming survey responses into direct observational evidence. The research questions therefore concerned the extent of practices in the specified setting, respondent-group agreement about their ordering, and implications for local educational improvement.

2. Methods

2.1 Design and setting

The study adopted a descriptive–evaluative–correlational survey using questionnaire and documentary analysis. It investigated digital learning materials and kindergarten phonemic-awareness development in public elementary schools in Calabanga East District, Division of Camarines Sur during the study period. The design was observational. Although the term “correlational” appeared in the design description, the inferential results reported in the study primarily concerned agreement among ranked indicators; the resulting statistics did not estimate causal effects or the strength of a learner-level association.

2.2 Participants and sampling

The reported study participants consisted of 33 Kindergarten teachers. Respondents were grouped by the school classifications or

school groupings shown in the results. Survey estimates should be read in light of the actual respondent composition rather than as probability-sample estimates for all Philippine schools. Where the study did not provide distinct pupil assessments or repeated measures, teachers' accounts of student development were interpreted as perceptions.

2.3 Instrument and procedure

The study used a structured questionnaire or researcher-made rating scale encompassing the stated domains of digital learning materials and kindergarten phonemic-awareness development. Item-level statements were evaluated through the verbal-response categories and weighted-mean interpretation bands displayed with the study tables. The study described instrument preparation and administration through participating schools and used grouped ratings to address the research questions. Reported validity, reliability and response-handling details were not independently reconstructed or substituted where documentation was incomplete.

2.4 Data treatment and interpretation

The study reported frequency, percentage, weighted mean, rank, Kendall's W and chi-square. Weighted means described central tendencies in ordinal rating responses, while reported ranks established the relative order of indicators. Kendall's W described concordance in ranks across the specified school groups; related chi-square results were treated according to the reported thresholds. No new significance calculations, sample-based confidence intervals or unreported multivariable estimates were introduced. Tables reproduce printed figures, including any discrepancies requiring verification.

2.5 Ethical and reporting considerations

The study was reported using aggregated responses. Individual-level datasets, consent documentation, and institutional ethics reference numbers were not reproduced in the available study chapters, and none is supplied here as though verified. Interpretation avoids identifying individual teachers or learners and refrains from attributing perceived outcomes to the surveyed practices without appropriate longitudinal or comparative evidence.

3. Results

The tables present the numerical entries and response-scale labels reported for each domain. Domain-level means describe respondent ratings; significance tests refer to group rank concordance.

Table 1. The Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners along DepEd Commons

Indicator	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. The platform supports reading programs.	4.6	VMU	2.5	4.28	MU	9.5	4.8	VMU	2	4.56	VMU	3
2. Teachers use it for phonics lessons.	4.58	VMU	5	4.59	VMU	1.5	4.33	MU	4.5	4.50	VMU	4
3. It is available anytime online.	4.6	VMU	2.5	4.8	VMU	5	4.8	VMU	2	4.73	VMU	1
4. Learners enjoy interactive activities.	4.59	VMU	4	4.28	MU	9.5	4.29	MU	8.5	4.39	MU	9
5. Phonics drills are easy to follow.	4.5	VMU	9.5	4.53	VMU	5	4.29	MU	8.5	4.44	VMU	7.5
6. Teachers download worksheets from it.	4.5	VMU	9.5	4.53	VMU	5	4.29	MU	8.5	4.44	VMU	7.5
7. Learners access DepEd Commons regularly.	4.57	VMU	6.5	4.29	MU	8	4.29	MU	8.5	4.38	MU	10
8. Learners practice letter sounds here.	4.54	VMU	8	4.53	VMU	5	4.3	MU	6	4.46	VMU	6
9. Teachers guide learners in using it.	4.57	VMU	6.5	4.53	VMU	5	4.33	MU	4.5	4.48	VMU	5
10. It is used both in school and home.	4.61	VMU	1	4.59	VMU	1.5	4.8	VMU	2	4.67	VMU	2
AVERAGE	4.57	VMU		4.50	VMU		4.45	MU		4.50	VMU	

Legend:
 4.50 - 5.00 Very Much Utilized (VMU)
 3.50 - 4.49 Much Utilized (MU)
 Wx - Weighted Mean
 Int - Interpretation

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with DepEd Commons. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of DepEd Commons would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 2. The Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners along Knowledge Channel Video Lessons

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Teachers schedule regular viewing.	4.91	VMU	10	4.59	VMU	6.5	4.33	MU	8.5	4.91	VMU	10
2. Teachers use them as lesson aids.	4.93	VMU	5.5	4.49	MU	9.5	4.33	MU	8.5	4.93	VMU	5.5
3. The videos are child-friendly.	4.97	VMU	1.5	4.78	VMU	1	4.83	VMU	3	4.97	VMU	1.5
4. Learners repeat after the sounds.	4.97	VMU	1.5	4.59	VMU	6.5	4.83	VMU	2	4.97	VMU	1.5
5. Videos show correct pronunciation.	4.96	VMU	3	4.89	VMU	3	4.33	MU	8.5	4.96	VMU	3
6. Teachers pause videos for exercises.	4.93	VMU	5.5	4.89	VMU	3	4.83	VMU	3	4.93	VMU	5.5
7. Learners sing along to letter songs.	4.92	VMU	8	4.49	MU	9.5	4.85	VMU	4	4.92	VMU	8
8. The lessons are fun and lively.	4.94	VMU	4	4.59	VMU	6.5	4.51	VMU	5.5	4.94	VMU	4
9. Learners watch phonics videos daily.	4.82	VMU	8	4.59	VMU	6.5	4.51	VMU	5.5	4.82	VMU	8
10. Learners recall sounds easily.	4.92	VMU	8	4.69	VMU	3	4.33	MU	8.5	4.92	VMU	8
AVERAGE	4.94	VMU		4.62	VMU		4.55	VMU		4.94	VMU	

Legend:
 4.50 - 5.00 Very Much Utilized (VMU)
 3.50 - 4.49 Much Utilized (MU)
 2.50 - 3.49 Utilized (U)
 1.50 - 2.49 Fairly Utilized (FU)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with Knowledge Channel video lessons. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of Knowledge Channel video lessons would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 3. The Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners along Marungko Approach Apps and Video

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners use apps for practice.	4.52	VMU	4.5	4.8	VMU	2.5	4.67	VMU	2.5	4.46	MU	8
2. Teachers demonstrate the app first.	4.59	VMU	1.5	4.7	VMU	6	4.33	MU	8	4.48	MU	7
3. Videos show step-by-step sounds.	4.59	VMU	1.5	4.51	VMU	9	4.33	MU	8	4.36	MU	10
4. Learners enjoy the animations.	4.48	MU	7.5	4.7	VMU	6	4.19	MU	10	4.22	MU	11
5. Apps improve blending skills.	4.52	VMU	4.5	4.8	VMU	2.5	4.67	VMU	2.5	4.62	VMU	2
6. Learners improve word reading.	4.17	MU	11	4.2	MU	10	4.83	VMU	1	4.64	VMU	1
7. Learners repeat the sounds daily.	4.52	VMU	4.5	4.7	VMU	6	4.51	VMU	5	4.57	VMU	5
8. Videos are short and clear.	4.19	MU	10	4.19	MU	11	4.17	MU	11	4.52	VMU	6
9. Apps are used during free time.	4.27	MU	9	4.9	VMU	1	4.51	VMU	5	4.59	VMU	3
10. Teachers guide learners in usage.	4.52	VMU	4.5	4.7	VMU	6	4.51	VMU	5	4.38	MU	9
11. Teachers track learner progress.	4.48	MU	7.5	4.7	VMU	6	4.33	MU	8	4.58	VMU	4
AVERAGE	4.44	MU		4.63	VMU		4.46	VMU		4.51	VMU	

Legend:
 4.50 - 5.00 Very Much Utilized (VMU)
 3.50 - 4.49 Much Utilized (MU)
 2.50 - 3.49 Utilized (U)
 1.50 - 2.49 Fairly Utilized (FU)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with Marungko Approach apps and videos. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories. For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of Marungko Approach apps and videos would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 4. The Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners along Phonics Modules and Videos

Indicator	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners read modules weekly.	4.14	MD	11	4.73	VMU	5.5	5	VMU	4.5	4.62	VMU	10
2. Teachers distribute the modules.	4.71	VMU	7.5	4.91	VMU	2	5	VMU	4.5	4.87	VMU	3
3. Teachers use them as guides.	5	VMU	2.5	4.64	VMU	7.5	5	VMU	4.5	4.88	VMU	2
4. Learners answer activities in them.	4.71	VMU	7.5	4.82	VMU	3.5	5	VMU	4.5	4.84	VMU	5
5. Modules are colorful and engaging.	4.57	VMU	10	4.82	VMU	3.5	5	VMU	4.5	4.8	VMU	6.5
6. Videos match the modules.	4.71	VMU	7.5	4.18	MU	13	4.6	VMU	10.5	4.5	VMU	11
7. Learners learn sound patterns.	5	VMU	2.5	4.64	VMU	7.5	4.6	VMU	10.5	4.73	VMU	8
8. Videos support each lesson.	5	VMU	2.5	4.55	VMU	9	5	VMU	4.5	4.85	VMU	4
9. Modules are simple to follow.	5	VMU	2.5	5	VMU	1	5	VMU	4.5	5	VMU	1
10. Learners gain mastery gradually.	4.86	VMU	5	4.73	VMU	5.5	4.8	VMU	9	4.8	VMU	6.5
11. Teachers check the outputs.	4.71	VMU	7.5	4.36	VMU	10	5	VMU	4.5	4.69	VMU	9
AVERAGE	4.76	VMU		4.67	VMU		4.91	VMU		4.78	VMU	

Legend:
4.50 - 5.00 Very Much Utilized (VMU)
3.50 - 4.49 Much Utilized (MU)
2.50 - 3.49 Utilized (U)
1.50 - 2.49 Fairly Utilized (FU)
1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
Int - Interpretation
R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with phonics modules and videos. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools. The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories. For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of phonics modules and videos would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 5. The Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners along TV Episodes and Radio Scripts

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners watch TV lessons weekly.	4.60	VMU	1.5	4.80	VMU	2.5	4.67	VMU	2.5	4.63	VMU	1
2. Teachers follow the TV schedule.	4.60	VMU	1.5	4.70	VMU	6	4.33	VMU	8	4.54	VMU	7
3. Lessons are broadcast nationwide.	4.53	VMU	4.5	4.50	VMU	9	4.33	VMU	8	4.45	VMU	9
4. Learners listen to radio programs.	4.27	VMU	9	4.80	VMU	1	4.50	VMU	5	4.56	VMU	6
5. Scripts are read aloud in class.	4.53	VMU	4.5	4.70	VMU	6	4.50	VMU	5	4.58	VMU	4.5
6. Teachers replay episodes if needed.	4.53	VMU	4.5	4.70	VMU	6	4.50	VMU	5	4.58	VMU	4.5
7. Learners repeat after the hosts.	4.47	VMU	7.5	4.70	VMU	6	4.83	VMU	1	4.67	VMU	2.5
8. TV shows are very engaging.	4.47	VMU	7.5	4.70	VMU	6	4.33	VMU	8	4.50	VMU	8
9. Learners practice at home.	4.53	VMU	4.5	4.80	VMU	2.5	4.67	VMU	2.5	4.67	VMU	2.5
Average Weighted Mean	4.50	VMU		4.72	VMU		4.52	VMU		4.58	VMU	

Legend:
4.50 - 5.00 Very Much Utilized (VMU)
3.50 - 4.49 Much Utilized (MU)
2.50 - 3.49 Utilized (U)
1.50 - 2.49 Fairly Utilized (FU)
1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
Int - Interpretation
R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with TV episodes and radio scripts. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools. The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of TV episodes and radio scripts would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 6. The Summary of the Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness of the Learners Medium Small

Indicators	Big School			Medium School			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. DepEd Commons	4.57	VMU	3	4.50	VMU	5	4.45	MU	5	4.5	VMU	5
2. Knowledge Channel Video Lessons	4.94	VMU	1	4.62	VMU	4	4.55	VMU	2	4.94	VMU	1
3. Marungko Approach Apps and Videos	4.44	MU	5	4.63	VMU	3	4.46	VMU	4	4.51	VMU	4
4. Phonics modules and videos	4.76	VMU	2	4.67	VMU	2	4.91	VMU	1	4.78	VMU	2
5. TV episodes and radio scripts	4.5	VMU	4	4.72	VMU	1	4.52	VMU	3	4.58	VMU	3
Average	4.64	VMU		4.63	VMU		4.58	VMU		4.65	VMU	

Legend:
 4.50 - 5.00 Very Much Utilized (VMU)
 3.50 - 4.49 Much Utilized (MU)
 2.50 - 3.49 Utilized (U)
 1.50 - 2.49 Fairly Utilized (FU)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The summary consolidates the domain-level ratings and makes visible the relative standing of major components of digital learning materials and kindergarten phonemic-awareness development. The relative order of these reported domains is more informative for local prioritization than the overall mean alone, because the domains may involve distinct resources and implementation processes. An apparently favorable average does not mean every school implemented each activity equally or that learners experienced the same educational benefits. The reported categories reflect a survey scale; they should not be read as externally verified proficiency standards or comparable units of learning gain.

The practical use of this finding is diagnostic. Components with lower ratings, including potential constraints affecting identifying sounds in words, may warrant closer monitoring, better implementation documentation and targeted professional support before a district-level improvement claim is made.

Table 7. The Test of Significant Agreement on the Rank Orders of the Extent of the Digital Learning Materials Utilized in Developing the Phonemic Awareness

Indicator	DepEd Commons	Knowledge Channel Video Lessons	Marungko Approach Apps And Videos	Phonics Modules and Videos	TV Episodes and Radio Scripts
Summation of the squared Deviation from the Mean	393	394	427	293	188
Number of Indicators	10	10	11	11	9
Coefficient of Concordance W	0.53	0.53	0.43	0.30	0.35
Computed X^2	14.31	14.31	12.9	9.00	8.40
Degree of freedom	9	9	10	10	8
Tabular X^2 value at 0.05	16.92	16.92	18.31	18.31	15.51
0.025	19.68	19.68	21.16	21.16	18.17
0.01	21.67	21.67	23.21	23.21	20.09
0.005	23.59	23.59	25.19	25.19	21.95
0.001	27.88	27.88	29.59	29.59	26.12
Decision on H_0	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

This table addresses the study question concerning agreement in the ordering of the reported indicators. The statistical decision must be understood alongside the coefficient, chi-square value, number of ranked cases and stated significance level; it does not evaluate how strongly digital learning materials and kindergarten phonemic-awareness development changed in practice.

Concordance among school-group rank profiles is analytically different from agreement among all individual respondents. Particularly when some groups are smaller, highly similar aggregate rankings can coexist with unreported within-group variation. Conversely, a nonsignificant concordance result does not establish the absence of an educational practice.

The immediate implication is to examine whether the observed group differences reflect school circumstances, access to support or indicator interpretation. Follow-up work on rhyming could use school-level records, interviews, observation protocols or direct learner measures, depending on the outcome being investigated.

Table 8. The Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Learners in term

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners identify initial sounds quickly.	4.96	VME	2	4.2	VE	6.5	4.33	ME	5.5	4.50	VME	6
2. Digital tools make sound recognition easier.	4.93	VME	6.5	4.6	VME	1	4.5	VME	2	4.68	VME	1
3. Learners enjoy interactive sound games.	4.95	VME	4	4.2	ME	6.5	4.33	ME	5.5	4.49	ME	7
4. Teachers guide them using videos.	4.95	VME	4	4.3	ME	4	4.5	VME	2	4.58	VME	3
5. Learners respond correctly to activities.	4.93	VME	6.5	4.4	ME	2	4.5	VME	2	4.61	VME	2
6. Apps help them practice daily.	4.95	VME	4	4.3	ME	4	4.33	ME	5.5	4.53	VME	4.5
7. Learners master letter-sound pairs.	4.97	VME	1	4.3	ME	4	4.33	VE	5.5	4.53	VME	4.5
Average Weighted Mean	4.95	VME		4.49	ME		4.40	ME		4.59	VME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with blending phonemes. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of blending phonemes would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 9. The Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Learners in term

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners easily match rhyming words.	4.33	ME	2	4.4	ME	3	4.34	ME	5	4.48	ME	1
2. Videos present rhymes clearly.	4.2	ME	6.5	4.6	VME	1	4.33	ME	6	4.24	ME	7
3. Learners sing along with rhymes.	4.27	ME	4	4.5	VME	2	4.33	ME	4	4.27	ME	6
4. Teachers pause for word practice.	4.27	ME	4	4.33	ME	5	4.5	VME	2	4.36	ME	3
5. Learners repeat words enthusiastically.	4.47	ME	1	4.31	ME	7	4.5	VME	2	4.46	ME	2
6. Digital lessons make rhyming fun.	4.27	ME	4	4.35	ME	4	4.30	ME	7	4.3	ME	4
7. Games ask learners to choose rhymes.	4.2	ME	6.5	4.32	ME	6	4.5	VME	2	4.28	ME	5
Average Weighted Mean	4.29	ME		4.35	ME		4.40	ME		4.39	ME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with segmenting phonemes. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of segmenting phonemes would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 10. The Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Learners in term

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners blend sounds smoothly.	4.60	VME	3	4.30	ME	8	4.67	VME	2	4.52	VME	3
2. Apps give step-by-step blending practice.	4.53	VME	5.5	4.60	VME	2	4.33	ME	6.5	4.49	ME	6
3. Teachers model blending with videos.	4.47	ME	7.5	4.60	VME	2	4.00	ME	8	4.36	ME	8
4. Learners repeat after the lesson.	4.47	ME	7.5	4.40	ME	7	4.50	VME	4	4.46	ME	7
5. Digital activities encourage mastery.	4.53	VME	5.5	4.50	VME	5	4.50	VME	4	4.51	VME	4.5
6. Learners enjoy forming new words.	4.60	VME	3	4.50	VME	5	4.50	VME	4	4.53	VME	2
7. Videos show mouth movements clearly.	4.67	VME	1	4.50	VME	5	4.83	VME	1	4.67	VME	1
8. Teachers observe faster progress.	4.60	VME	3	4.60	VME	2	4.33	ME	6.5	4.51	VME	4.5
Average Weighted Mean	4.56	VME		4.50	VME		4.44	ME		4.51	VME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 (FE) Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with phoneme manipulation. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of phoneme manipulation would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 11. The Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Learners in term

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners break words into sounds.	4.27	ME	1.5	4.80	VME	2	4.5	VME	6	4.52	VME	4
2. Digital tools guide segmentation practice.	4.24	ME	7	4.50	VME	7.5	4.67	VME	3.5	4.47	ME	5.5
3. Teachers demonstrate using videos.	4.25	ME	5	4.50	VME	7.5	4.83	VME	1.5	4.53	VME	3
4. Learners clap for each sound.	4.24	ME	7	4.80	VME	2	4.33	ME	8.5	4.46	ME	7
5. Apps make segmentation enjoyable.	4.2	ME	9	4.70	VME	4.5	4.5	VME	6	4.47	ME	5.5
6. Learners respond with correct sounds.	4.24	ME	7	4.80	VME	2	4.83	VME	1.5	4.62	VME	1
7. Teachers observe better accuracy.	4.27	ME	1.5	4.70	VME	4.5	4.67	VME	3.5	4.55	VME	2
8. Learners enjoy interactive drills.	4.26	ME	3.5	4.50	VME	7.5	4.5	VME	6	4.42	ME	8
9. Videos give slow, clear examples.	4.26	ME	3.5	4.50	VME	7.5	4.33	ME	8.5	4.36	ME	9
Average Weighted Mean	4.25	ME		4.64	VME		4.57	VME		4.48	ME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 (FE) Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with DepEd Commons. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of DepEd Commons would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 12. The Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the Learners in term

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learners change sounds to make new words.	4.60	VME	1.5	4.80	VME	2.5	4.67	VME	2.5	4.63	VME	3
2. Digital activities teach sound substitution.	4.60	VME	1.5	4.70	VME	3	4.53	VME	3	4.54	VME	1
3. Learners enjoy drag-and-drop exercises.	4.53	VME	4.5	4.50	VME	3	4.33	VME	3	4.45	VME	3
4. Teachers show examples through videos.	4.27	VME	3	4.90	VME	1	4.50	VME	5	4.56	VME	6
5. Learners try making many word variations.	4.53	VME	4.5	4.70	VME	3	4.50	VME	5	4.58	VME	4.5
6. Apps make manipulation interactive.	4.53	VME	4.5	4.70	VME	3	4.50	VME	5	4.58	VME	4.5
7. Teachers guide sound deletion practice.	4.47	VME	7.5	4.70	VME	3	4.53	VME	1	4.67	VME	2.5
8. Learners succeed in word building tasks.	4.47	VME	7.5	4.70	VME	3	4.33	VME	3	4.50	VME	3
9. Games motivate learners to try more.	4.53	VME	4.5	4.80	VME	2.5	4.67	VME	2.5	4.67	VME	2.5
Average Weighted Mean	4.50	VME		4.72	VME		4.52	VME		4.58	VME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of digital learning materials and kindergarten phonemic-awareness development, including operational aspects associated with Knowledge Channel video lessons. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of Knowledge Channel video lessons would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 13. The Summary of the Extent of the Effectiveness of the Utilization of the Digital Learning Materials in Developing the Phonemic Awareness of the L

Indicators	Big School			Medium School			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Identifying Sounds in Words	4.95	VME	1	4.49	ME	5	4.40	ME	4.5	4.59	VME	1
2. Recognizing and Producing Rhyming Words	4.29	ME	4	4.35	ME	4	4.40	ME	4.5	4.39	ME	5
3. Blending Individual Phonemes to Form Words	4.56	VME	2	4.5	VME	3	4.44	ME	3	4.51	VME	3
4. Segmenting Words into Individual Phonemes	4.25	ME	5	4.64	VME	2	4.57	VME	1	4.48	ME	4
5. Manipulating Phonemes in Words	4.50	VME	3	4.72	VME	1	4.52	VME	2	4.58	VME	2
Average Weighted Mean	4.38	VME		4.51	VME		4.47	VME		4.46	VME	

Legend:
 4.50 - 5.00 Very Much Effective (VME)
 3.50 - 4.49 Much Effective (ME)
 2.50 - 3.49 Effective (E)
 1.50 - 2.49 Fairly Effective (FE)
 1.00 - 1.49 Not at All (NAA)
 Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The summary consolidates the domain-level ratings and makes visible the relative standing of major components of digital learning materials and kindergarten phonemic-awareness development. The relative order of these reported domains is more informative for local prioritization than the overall mean alone, because the domains may involve distinct resources and implementation processes. An apparently favorable average does not mean every school implemented each activity equally or that learners experienced the same educational benefits. The reported categories reflect a survey scale; they should not be read as externally verified proficiency standards or comparable units of learning gain.

The practical use of this finding is diagnostic. Components with lower ratings, including potential constraints affecting Marungko Approach apps and videos, may warrant closer monitoring, better implementation documentation and targeted professional support before a district-level improvement claim is made.

Table 14. The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Utilization of the Digital Learning Materials in D

Indicator	Identifying Sounds in Words	Recognizing and Producing Rhyming Words	Blending Individual Phonemes to Form Words	Segmenting Words into Individual Phonemes	Manipulating Phonemes in Words
Summation of the squared Deviation from the Mean	37	30.5	91	141.5	188
Number of Indicators	7	7	8	9	9
Coefficient of Concordance W	0.15	0.12	0.24	0.26	0.35
Computed X^2	2.70	2.16	5.04	6.24	8.40
Degree of freedom	6	6	7	8	8
Tabular X^2 value at 0.05	12.59	12.59	14.07	15.51	15.51
0.025	15.03	15.03	16.62	18.17	18.17
0.01	16.81	16.81	18.48	20.09	20.09
0.005	18.55	18.55	20.28	21.95	21.95
0.001	22.46	22.46	24.32	26.12	26.12
Decision on H_0	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

This table addresses the study question concerning agreement in the ordering of the reported indicators. The statistical decision must be understood alongside the coefficient, chi-square value, number of ranked cases and stated significance level; it does not evaluate how strongly digital learning materials and kindergarten phonemic-awareness development changed in practice.

Concordance among school-group rank profiles is analytically different from agreement among all individual respondents. Particularly when some groups are smaller, highly similar aggregate rankings can coexist with unreported within-group variation. Conversely, a nonsignificant concordance result does not establish the absence of an educational practice.

The immediate implication is to examine whether the observed group differences reflect school circumstances, access to support or indicator interpretation. Follow-up work on phonics modules and videos could use school-level records, interviews, observation protocols or direct learner measures, depending on the outcome being investigated.

4. Discussion

Taken together, the findings suggest a differentiated profile of digital learning materials and kindergarten phonemic-awareness development within public elementary schools in Calabanga East District, Division of Camarines Sur. Some domains were rated more favorably than others, but the study's comparisons concerned respondents' evaluations of program activity or practice. The interpretation should therefore emphasize the organization and visibility of those practices rather than unobserved changes in educational outcomes. The domains must also be considered conceptually. For example, DepEd Commons and phoneme manipulation involve different operational demands even when they appear in the same questionnaire. An overall rating cannot establish that schools have equivalent capacity, resources or instructional conditions. Follow-up should identify the precise activities behind each item and test whether respondents applied a shared meaning to the measurement scale.

The study's rank-concordance analysis makes an additional contribution by examining alignment in the order assigned to indicators. Kendall's W is sensitive to patterns of ranking among the selected groups; it does not assess causation, pupil-level correlations or improvements over time. A statistically significant result should therefore be explained as concordance of ordered profiles, while nonsignificant outcomes should not be called evidence that a practice was ineffective.

The cited scholarship and policy provide context but should not be treated as validating the local mean scores. Guidance from Castles et al., 2018, Institute of Education Sciences, 2016 highlights the importance of clearly specified practices, appropriate pedagogical support or relevant educational standards. Applying such guidance requires attention to local implementation, documentation and direct assessment rather than reliance on favorable response categories alone.

Implications for school administrators include establishing observable criteria for high-priority activities, checking participation and resource access across schools, and using professional conversations to determine why some dimensions received lower assessments.

If the objective is to understand effects on actual teacher or learner performance, a subsequent design should add independent outcome data, repeated observations and an appropriate comparison framework.

The main limitations arise from the local scope of the respondents, reliance on reported ratings, the unequal or limited respondent groups in some analyses, and incomplete access to item-level observations for independent verification. In addition, the underlying survey cannot by itself separate the contribution of phoneme manipulation from other school, family, learner or policy influences. The conclusions therefore remain descriptive and context-specific; extension beyond the study setting requires additional evidence.

5. Conclusion

The study documented the reported status of digital learning materials and kindergarten phonemic-awareness development in public elementary schools in Calabanga East District, Division of Camarines Sur. Its domain-level results and agreement tests offer an account of local respondent perceptions, areas of comparatively stronger implementation and aspects warranting closer attention. Reported means and statistical decisions were retained as presented, without reinterpretation as experimental effects.

The findings support evidence-informed review of DepEd Commons, identifying sounds in words and phoneme manipulation. Implementation monitoring, clearer criteria for rating performance, and direct observational or learner-level evidence are suitable priorities for further research. The study does not demonstrate that an individual practice caused an improvement in school, teacher or learner outcomes.

References

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