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# Literacy skills in kindergarten learners through phonemic awareness in the far-flung schools of San Juan District

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***Abstract***

This study assessed the literacy skills of kindergarten learners through phonemic awareness in the far-flung schools of San Juan District, as a basis for developing learning activity sheets. Specifically, it determined the profile of nine kindergarten teacher-respondents in terms of age, sex, educational attainment, length of service, and relevant trainings attended. It also assessed learners' literacy skills based on phonemic awareness, determined whether significant differences existed among the three schools, and evaluated the acceptability of the proposed learning activity sheets. The study employed a descriptive research design, with data gathered through research questionnaires and analyzed using appropriate descriptive statistics and Welch's one-way Analysis of Variance (ANOVA). Findings revealed that most teachers were aged 31–40, all were female, and the majority had bachelor's degrees with master's units. Most had 6–10 years of teaching experience and had attended division- and district-level trainings. Results showed that kindergarten learners demonstrated generally high to moderately high levels of phonemic awareness, indicating developing competencies in foundational literacy skills. Statistical analysis revealed no significant difference in learners' mean scores across the three schools ($F = 0.58$, $p = 0.56$), suggesting comparable performance. Furthermore, the proposed learning activity sheets obtained an overall mean rating of 4.25, interpreted as very highly valid, in terms of face validity, content validity, and implementation. The study concluded that phonemic awareness is essential in developing early literacy skills. It recommended the utilization of the validated learning activity sheets to reinforce phonemic awareness and strengthen kindergarten learners' foundational literacy competencies.

***Keywords:*** phonemic awareness, literacy skills, kindergarten learners, far-flung schools, learning activity sheets

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## 1. Introduction

Education plays a vital role in developing individuals and preparing them to become productive members of society. In the Philippines, various educational reforms, including the implementation of the K to 12 Program under Republic Act No. 10533, have been introduced to improve the quality of basic education and promote literacy among learners. Despite these efforts, literacy remains a major concern, particularly among kindergarten learners who are at the foundation stage of reading and language development. Effective teaching strategies are essential in helping young learners acquire literacy skills, as these strategies influence engagement, comprehension, and overall learning outcomes. Among the approaches commonly used in kindergarten is inquiry-based learning, which encourages active participation and meaningful learning experiences. Recognizing the importance of literacy development in the early years, this study examined the effectiveness of teaching strategies in enhancing the literacy skills of kindergarten learners in the far-flung schools of San Juan District. The findings served as a basis for developing learning activity sheets that can support teachers in strengthening the foundational literacy skills of young learners.

***Statement of the Problem -*** This study aimed to propose a learning activity sheet for the kindergarten learners of the 3 far-flung schools of the San Juan district. Specifically, it sought to answers on the following problems:

- What is the profile of the respondents along Age, Sex, Educational Attainment, Length of Service, and In-Service Training?
- What is the level of literacy skills on phonemic awareness of the kindergarten learners as perceived by the teachers?
- What is the level of performance of the kindergarten learners on phonemic awareness in the three far-flung schools?
- Is there a significant difference in the level of performance of the kindergarten learners in the 3 schools?
- What intervention plan can be proposed to enhance the literacy skills of the kindergarten learners?
- What is the extent of validity of the proposed activity sheets of the kindergarten teachers in the judgment of the experts along acceptability; content validity; face validity; and extent of pupils' involvement?

***Research Design -*** This study utilized the descriptive-developmental type of research. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989) as cited in the Handbook of Research for Educational Communication and Technology (http://www.sect.org/ edtech/ ed41_01_01.html). According to Calmorin (2018), the descriptive method of research is appropriate when the study focuses on the present condition and when the purpose is to find the truth. Descriptive studies are of large value in providing facts on which scientific judgments are based. The descriptive evaluation looked into the status of literacy skills in the three far-flung schools of the San Juan district, division of San Fernando. It is likewise evaluative because the level of content validity of the proposed developmental plan will be assessed. It is also developmental because, based on the assessment of the status of teaching literacy and its effectiveness, an activity sheet will be developed.

***Sources of Data -*** This study involved three (3) sets of respondents: the teachers who assessed the level of literacy skills of the kindergarten learners of the 3 far flung schools, the kindergarten learners in the three far-flung schools, and the experts who validated the learning activity sheets. The validators are comprised of two key

teachers teaching kindergarten, one (1) Master teacher, and two (2) school administrators. The tool was presented to the researcher's adviser and to the dean of the Graduate School, Osias Educational Foundation, Balaoan, La Union. Before the administration of the questionnaire, the researcher asked permission from the Schools Division Superintendent, with the endorsement of the Dean of the Graduate School, the questionnaires for the kindergarten learners were personally administered to ensure that normal class schedules remain unaffected.

***Study Size and Setting -*** The study involved the 9 teachers of the three far-flung schools and thirty- three (33) kindergarten learners in the far- flung schools as the respondents. This study was conducted in 3 far-flung elementary schools of the San Juan District, Division of La Union, school year 2025-2026. Table 1 presents the distribution of respondents.

**Table 1**
*Distribution of Respondents*

| Name of 3 Far-Flung Schools | No. of Teachers | No. of Learners |
|---|---|---|
| 1. Caagraoan Elem. school | 3 | 11 |
| 2. Balbal-losa Elem. school | 3 | 11 |
| 3. Dasay Elem. school | 3 | 11 |

***Tools for Data Analysis -*** To determine the level of literacy skills across various domains of teaching kindergarten, a weighted mean was used. Additionally, the validity of the proposed learning activity sheets was assessed using the formula provided by Punzalan (1992).

***Data Categorization -*** The study employed several statistical tools to quantify and analyze the necessary data. Specifically, the level of literacy skills among kindergarten learners as perceived by teachers was categorized on a scale ranging from 5 to 1, with corresponding descriptive equivalent ratings: Very High: 4.51 – 5.00, High: 3.51 – 4.50, Moderately High: 2.51 – 3.50, Slightly High: 1.51 – 2.50, and Not High: 1.00 – 1.50. To compare the literacy skills of learners in three far-flung schools, a One-Way ANOVA (using Welch's method) was employed to analyze both means and variances across the three schools. The validity of the proposed learning activity sheets was evaluated using another scale ranging from 5 to 1: Very High: 4.20 – 5.00, High: 3.40 – 4.19, Moderate: 2.60 – 3.39, Low: 1.80 – 2.59, and Very Low: 1.00 – 1.79. Furthermore, the extent of congruency of the activity sheets was assessed using a similar scale: Very Much Congruent: 4.20 – 5.00, Much Congruent: 3.40 – 4.19, Moderately Congruent: 2.60 – 3.39, Slightly Congruent: 1.80 – 2.59, and Not Congruent: 1.00 – 1.79. These statistical tools and scales enabled the researchers to effectively quantify and interpret the data, providing a clear understanding of literacy skills among kindergarten learners and the validity of the learning activity sheets.

## 2. Results and Discussion

This section presents, analyzed and interprets the data gathered relevant to the problems raised in the study. The data were drawn based on the specific problems considered in the research. The first indicator was the profile of kindergarten teachers as to age, sex, educational attainment, number of trainings attended, and length of service

**Table 1**
*Profile of Kindergarten Teachers*

| AGE | FREQUENCY | PERCENTAGE |
|---|---|---|
| 20-30 yrs. old | 3 | 33.33 |
| 31-40 yrs. old | 5 | 55.56 |
| 41-50 yrs. old | 1 | 11.11 |
| 51-60 yrs. old | 0 | 0 |
| 61 above | 0 | 0 |
| Total | 9 | 100 |
| SEX | | |
| Male | 0 | 0 |
| Female | 9 | 100 |
| Total | 9 | 100 |

| | | |
|---|---|---|
| EDUCATIONAL ATTAINMENT | | |
| Doctor of Education/Doctor of Philosophy | 0 | 0 |
| M.A with Doctoral Units | 0 | 0 |
| M.A in Education | 2 | 22.22 |
| BEED/BSED with M.A Units | 5 | 55.56 |
| Baccalaureate Degree | 2 | 22.22 |
| Total | 9 | 100 |
| Number of In-Service Trainings Attended | | |
| National Level | 1 | 11.11 |
| Regional Level | 4 | 44.44 |
| Division Level | 9 | 100 |
| District Level | 9 | 100 |
| Total | 9 | 100 |
| Length of Service | | |
| 0-5 years | 2 | 22.22 |
| 6-10 years | 4 | 44.44 |
| 11-15 years | 2 | 22,22 |
| 16-20 years | 1 | 11.11 |
| 21-25 years | 0 | 0 |
| 26-above | 0 | 0 |
| Total | 9 | 100 |

As reflected in Table 1, most of the teachers are between 31 and 40 years old, or 55.56 percent. There were 3 teachers who belonged to the 20- 30 years or 33.33 percent, one (1) belonged to 41- 50 years old or 11.11 percent. The finding implies that teachers' responses according to age bracket may be attributed to their varying years of teaching experience and generational orientation toward classroom practices. Younger teachers are more inclined to adopt innovation and technology-driven strategies, while older teachers tend to apply traditional methods grounded in long years of practice. This finding is parallel with the study of Garcia (2019), which emphasized that age influences pedagogical preferences and adaptability. The results imply the need for differentiated professional development programs that address the unique strengths and challenges of each age group. In terms of sex, respondents are all females, 9 or 100 percent. This means that the predominance of female teachers in kindergarten teaching can be attributed to traditional gender roles and societal expectations. In the study of del Rosario (2021), cultural norms further reinforce the idea that caregiving and child development are female domains, which explains why fewer men pursue teaching at the kindergarten level.

The same table reveals the educational attainment of teachers. There are 2 or 22.22 percent who finished Master of Arts in education, 5 or 55.56 BEED/BSED with M.A. units, and 2 or 22.22 percent are in their baccalaureate degree. The findings mean that education shapes a person's knowledge, skills, values, and attitudes, preparing individuals for life and work. With regard to in-service training attended, one teacher attended national training, four teachers attended regional level training, while the division and district level were attended by all the teachers. The finding implies that in-service training is essential for teachers as it equips them with updated knowledge, skills, and strategies necessary to meet the ever-changing demands of education. Garcia (2020) emphasizes that through continuous professional development, teachers are able to adopt curriculum reforms, integrate technology in instruction, and address the diverse needs of learners.

Out of the total respondents, 2 teachers, or 22.22 percent, have been teaching for 0-5 years, which shows that a portion of the group is relatively new in the profession. Meanwhile, 4 teachers or 44.44 percent have 6-10 years of teaching experience, presenting the largest share, indicating that most respondents are in the early middle stage of their career. On the other hand, 2 teachers or 22.22 percent have been in the service for 11-15 years, reflecting a significant group with considerable teaching experience. Finally, only 1 teacher, or 11.11 percent, has been teaching for 16-20 years, showing that long-serving teachers are fewer among the respondents. This distribution implies that the majority of the respondents are in the 6-10 years of teaching bracket, which means they already passed practical experience and professional maturity but are not yet nearing retirement.

*2.1 Level of Literacy Skills of The Kindergarten Learners*

Literacy skills are a foundational component of early childhood education as they serve as the gateway to all other forms of learning. At this stage, children are at a critical developmental period where they are highly receptive to language exposure, phonemic awareness, vocabulary building, and comprehension activities. Table 2 presents the level of literacy skills of the kindergarten learners as perceived by the teachers. The overall results reveal that the learners demonstrated high to moderately high performance across different phonemic awareness indicators. The table reveals that the kindergarten learners demonstrated high level of proficiency in most indicators, specifically, the learners showed high in "recognize patterns and sounds", 3.40; The learners build awareness of initial sound words, 3.42; The learners can say three words and ask which two starts with the same sound, 4.00; The learners can identify the first, middle or last sound in a word, 4.02; The learners can change the first sound in "bat" from /b/ to /c/, 4.10; The learners can sing alphabet and phoneme songs with actions for each sound, 4.10; The sound recognition games activities something that starts with /b/; use songs, charts and objects that begin with the letter 3.50; The learners identify sounds of (A-Z), 3.40; The learners distinguish words that rhyme 4.05; The learners can repeat the letters after the teacher, 4.10 and Ability to hear, identify and manipulate individual sound in spoken words, 3.45.

**Table 2**
*Level of Literacy Skills of The Kindergarten Learners*

| Literacy Skills (Phonemic Awareness) | Weighted Mean (WM) | Description Equivalent Rating (DER) | Rank |
|---|---|---|---|
| 1. Identify the first, middle, or last sound in a word. | 3.50 | MH | 14.5 |
| 2. Combining individual sounds to form a word. | 3.55 | H | 11 |
| 3. The learners recognize patterns in sounds. | 3.40 | MH | 19.5 |
| 4. The learners build awareness of initial sounds in words. | 3.42 | MH | 18 |
| 5. The learners use tongue twisters and word lists that start with the same sound. | 3.58 | H | 9.5 |
| 6. The learners can say three words and ask which two start with the same sound. | 4.00 | H | 6 |
| 7. The learners can identify the first, middle, or last sound in a word. | 4.02 | H | 5 |
| 8. The learners can say sounds (/m/ /a/ /p/) and have learners blend them into a word ("map"). | 3.59 | H | 7.5 |
| 9. The learners can segment a word "cat" (/k/ /a/ /t/). | 3.53 | H | 12 |
| 10. The learners can change the first sound in "bat" from /b/ to /c/ → cat. | 4.10 | H | 1.5 |
| 11. The learners develop flexibility in sound recognition. | 3.51 | MH | 13 |
| 12. The learners can sing alphabet and phoneme songs with actions for each sound. | 4.10 | H | 1.5 |
| 13. The learners can sort the given pictures by beginning, middle, or ending sound. | 3.00 | MH | 3.5 |
| 14. Sound Recognition Games: activities that start with /b/. | 3.45 | MH | 16.5 |
| 15. Letter Sound Matching: Use alphabet charts to connect letters with their sounds. | 3.58 | H | 19.5 |
| 16. Use songs, charts, and objects that begin with the letter. | 3.50 | MH | 14.5 |
| 17. The learners identify the sounds of letters (A-Z). | 3.40 | MH | 19.5 |
| 18. The learners can identify the sound of a given word. | 3.59 | H | 7.5 |
| 19. The learners distinguish words that rhyme. | 4.05 | H | 4 |
| 20. The learners can repeat the letters after the teacher. | 4.10 | H | 1.5 |
| 21. Saying a word without one of its sounds. Ex. Say, smile without /s/= mile. | 3.00 | MH | 23.5 |
| 22. Adding a sound to make a new word. Ex. Change the /h/ in a "hat" to /c/= cat. | 3.20 | MH | 22 |
| 23. Adding a sound to make a new word. Example, add /s/ to the beginning of top= stop. | 3.25 | MH | 21 |
| 24. Breaking a word into its individual sounds in "dog" = /d/-/o/-/g/. | 3.06 | MH | 22 |
| 25. Ability to hear, identify, and manipulate individual sounds in spoken words. | 3.45 | MH | 16.5 |

Legend: 4.51 – 5.00 Very High, ,3.51 – 4.50 High, 2.51 – 3.50 Moderately High, 1.51 – 2.50 Slightly High, and 1.00 – 1.50 Not High.

On the other hand, some indicators fell under moderately high, these include identifying the first middle or

last sound in a word, 3.50; Combining individual sounds to form a word 3.55; The learners use tongue twisters and word lists that start with the same sound, 3.58; The learners can say sounds (/m/ /a/ /p/) and have learners blend them into a word ("map") 3.59; The learners develop flexibility in sound recognition, 3.57; The learners can sort the given pictures by beginning, middle and ending sound, 3.00; Letter sound matching use alphabet charts to connect letter with their sounds, 3.58; The learners can identify sound of a given word, 3.59; Saying a word without one of its sounds, ex. Say, smile without /s/ = mile, 3.00; Adding a sound to make a new word, ex Change the /h/ in a "hat" to /c/ = cat, 3.20; Adding a sound to make a new word, example add /s/ to beginning of top = stop, 3.25; and breaking a word into its individual sounds in "dog" = /d/-/o/-/g/, 3.06. 9. The learners can segment a word "cat" (/k/ /a/ /t/).

These results suggest that while learners are able to perform these tasks, they still need more reinforcement, practice, and instructional support to strengthen their mastery. Moreover, the findings affirm that learners possess a generally high level of phonemic awareness, which is a critical foundation in the development of literacy skills. Phonemic awareness helps learners to recognize, manipulate, and blend sounds, making it easier for them to decode unfamiliar words and build fluency in reading. While some areas were only rated moderately high, these still point to the need for continuous reinforcement to ensure that all learners achieve mastery, strengthening phonemic awareness through varied strategies and learning activities. Thus, the results highlight that phonemic awareness is not just an isolated skill but an essential building block for the overall success of early literacy instruction.

### *2.2 Comparison of the literacy skills of 3 schools with 11 learners in each school*

The table shows the comparison of means and variance of the three schools using the one-way analysis of variance. The mean score for school A was 7.80 with a variance of 1.12, while the mean score for school B was 7.55 with a variance of 1.21. Moreover, school C obtained a mean of 7.90 with a variance of 1.04. One-way Analysis of Variance by Welch's 2021 was performed with 20 observations for each school. The F-statistic calculated was 0.58, which is less than the F-critical value, 3.16, indicating that the test is not significant. Furthermore, the corresponding two-tailed P-value of 0.56 is far bigger than the common 0.05 Alpha numeric level, indicating acceptance of the null hypothesis and rejection of the alternative hypothesis; there is no significant difference between the means and variance of the 3 schools.

Further, the table describes the results of a statistical test called one-way analysis of variance (ANOVA), specifically using Welch's method, to compare the mean scores of three different schools. The reported means and variances for Schools A, B, and C are fairly close, with mean scores around 7.55 to 7.90 and variances near 1.0 to 1.2. Welch's ANOVA was applied because it is well-suited when the assumption of equal variances across groups might be violated, providing a robust test for differences in group means. The test was run with 20 observations from each school.

**Computation and Analysis 1.**

*One-Way ANOVA (Welch's), Comparison of means and variance of the three schools*

| Number of items | School A N=11 | School B N=11 | School C N=11 |
|---|---|---|---|
| 1 | 9 | 8 | 9 |
| 2 | 10 | 9 | 10 |
| 3 | 8 | 8 | 8 |
| 4 | 9 | 10 | 9 |
| 5 | 7 | 7 | 8 |
| 6 | 9 | 8 | 9 |
| 7 | 8 | 8 | 8 |
| 8 | 7 | 8 | 9 |
| 9 | 7 | 7 | 7 |
| 10 | 8 | 8 | 7 |
| 11 | 6 | 6 | 7 |
| 12 | 8 | 7 | 7 |
| 13 | 7 | 6 | 8 |
| 14 | 8 | 8 | 8 |

| | | | |
|---|---|---|---|
| 15 | 9 | 9 | 9 |
| 16 | 6 | 6 | 6 |
| 17 | 7 | 8 | 8 |
| 18 | 8 | 6 | 7 |
| 19 | 7 | 7 | 7 |
| 20 | 8 | 7 | 7 |

| *Groups* | *Sum* | *Mean* | *Variance* | *ss* | *df* | *MS* | *F* | *P-value* | *F crit* | *Decision* |
|---|---|---|---|---|---|---|---|---|---|---|
| School A | 156 | 7.80 | 1.12 | 1.3 | 2 | 0.65 | 0.58 | 0.56 | 3.16 | **Accept the null hypothes is.** |
| School B | 151 | 7.55 | 1.21 | 63.95 | 57 | 1.12 | | | | |
| School C | 158 | 7.90 | 1.04 | | | | | | | |

The key outcome of the test is the F-statistic of 0.58, which is less than the critical value of 3.16 for the chosen significance level (alpha). This indicates that the variability among the school means is not sufficiently large compared to the variability within groups to conclude meaningful differences. Moreover, the p-value of 0.56 is much larger than the common threshold of 0.05, reinforcing that there is insufficient evidence to reject the null hypothesis. The null hypothesis in this context states that the schools have the same average scores. Therefore, statistical inference supports the conclusion that there is no significant difference in the mean scores or variances among the three schools based on the sample data. Consequently, the analysis uses the F-test in Welch's ANOVA to determine whether any observed differences in the schools' mean scores are statistically significant. Since both the F-statistic is low and the p-value is high, the data do not provide evidence to reject the null hypothesis. Consequently, the study concludes that the performance of the three schools, as measured by these mean scores and variances, is statistically similar, meaning differences are likely due to random chance rather than real underlying disparities.

**Computation and Analysis 2.**

*Post-Hoc Test (Bonferroni Corrected), Comparison of P-value (T-test), and Bonferroni Alpha Level of the three schools*

| Groups | P-Value (T-Test) | Bonferroni Alpha Level | Decision |
|---|---|---|---|
| School A vs School B | 0.47 | 0.07 | Not Significant |
| School B vs School C | 0.30 | | Not Significant |
| School C vs School A | 0.76 | | Not Significant |

The table elucidates the post-Hoc test results to compare the P-value (T-test) of each school to the calculated Bonferroni Alpha Level. Using the post hoc test, the P-value result of School A over School B, which is 0.47, is greater than the Bonferroni Alpha Level of 0.07, indicating that the mean of the two schools is not significant. On the other hand, the P-value result of School B over School C, which is 0.30, is greater than the Bonferroni Alpha Level of 0.07, signifying that the mean of the two schools is not significant. In addition, the P-value result of School C, over School A, which is 0.76, is greater than the Bonferroni Alpha Level of 0.07, indicating that the mean of the two schools is not significant. Therefore, the post-hoc analyses revealed that there is no significant difference between the means and variance of the three schools when compared to each other.

Moreover, the post-hoc analysis results indicate that none of the pairwise comparisons between the three schools showed statistically significant differences. Specifically, the P-values for comparisons between School A and School B (0.47), School B and School C (0.30), and School C and School A (0.76) all exceeded the stringent Bonferroni-adjusted alpha level of 0.07. This outcome suggests that the means of the three schools do not differ significantly from one another, reinforcing the conclusion that there are no meaningful variations in performance or measured outcomes across these schools. Such findings align with research emphasizing the importance of controlling for multiple comparisons to avoid Type I errors, thereby ensuring that observed differences are not falsely deemed significant.

## 3. Conclusion and implications

***Implications for Teachers -*** Teachers should focus on continuous professional development to enhance their expertise in early literacy skills, particularly phonemic awareness. This involves staying updated with best practices and innovative strategies through ongoing training and workshops. Additionally, teachers need to tailor their instruction to meet the diverse needs of kindergarten learners by implementing differentiated teaching methods. The use of validated learning activity sheets should be encouraged, ensuring that these materials are contextually relevant and aligned with the cultural background of the learners. Furthermore, integrating technology into classroom practices can enhance traditional teaching methods, making lessons more interactive and engaging. Regular collaboration through Learning Action Cells (LAC) sessions can provide valuable opportunities for teachers to observe, reflect on, and refine their instructional strategies.

***Implications for Learners -*** Kindergarten learners would benefit from targeted practice in specific areas of phonemic awareness where they may be struggling. This includes providing additional reinforcement at home through activities that align with cultural contexts and language backgrounds. Interactive and culturally relevant learning materials can significantly improve engagement and motivation among young children. Regular assessments and feedback loops should be implemented to monitor progress, identify areas needing further support, and provide timely interventions. Creating a safe and supportive classroom environment where learners feel encouraged to explore and take risks is crucial for fostering confidence and enthusiasm in their literacy development.

***Conclusion -*** The study reveals that kindergarten learners demonstrate high levels of proficiency in most phonemic awareness indicators but also show areas that require improvement. While the learners exhibit strong performance in recognizing patterns, initial sounds, rhyming words, and manipulating individual sounds, some tasks fall under moderately high proficiency levels, indicating a need for continued reinforcement and instructional support. These findings highlight the importance of phonemic awareness as a foundational skill in literacy development. The results suggest that while learners are competent in many areas, they still benefit from additional practice to achieve mastery across all indicators. Furthermore, no significant differences were found between three far-flung schools regarding literacy skills, indicating that the performance is consistent and likely due to random chance rather than underlying disparities.

***Recommendations -*** Based on these findings, it is recommended that teachers consistently lead learners to see connections between different competencies taught in early literacy education. Closely monitoring students' learning styles and performance through technical assistance and feedback will enhance their educational experience. Teachers should also utilize the various competencies effectively in their teaching practices, ensuring a comprehensive approach to literacy instruction. School administrators and Department of Education (DepEd) officials must prioritize providing necessary resources and training for teachers to strengthen early reading readiness. Learning activity sheets should continue to emphasize early reading skills while being contextualized to learners' language, culture, and environment. Continuous professional development related to early literacy instruction is essential. Regular monitoring of classroom practices and the conduct of school-based trainings focused on effective early literacy strategies are recommended. Finally, implementing validated learning activity sheets for kindergarten learners in three elementary schools will further enhance their competence in phonemic awareness and overall literacy skills. These recommendations aim to support both teachers and learners in achieving better outcomes in early childhood education, fostering a strong foundation for future academic success.

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