

Effectiveness of Teacher-Made Activities in Teaching Phonics to the Performance of The Kindergarten Pupils in Reading

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Abstract — This study aimed to determine the Effectiveness of teacher-made activities in teaching phonics in reading to the performance of the kindergarten pupils. The findings of the study served as a basis of a proposed improvement plan. This study applied the Quasi-Experimental type of research design in determining the Effectiveness of the Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils. The main purpose of the study is to determine varied activities that needs to be addressed to the respondents in order to empower their reading to omit obstacles. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and posttest performances of the Kindergarten pupils before and after the integration of the teacher-made activities in teaching phonics in reading for 4 weeks implementation. The test of difference on the performance of the kindergarten pupils is based on the specific topics for certain period of time that the intervention is implemented. The results shows that the pretest scores gained by the kindergarten pupils before they were engaged to the teacher-made activities in teaching phonics in reading is lesser than the posttest score. This score is based on their learning after they were engaged to the intervention for 4 weeks if the implementation in teaching phonics in reading which resulted to the computed T value happens to be greater than the critical t value.

The results in table 3 on the test of difference on the results of the scores before and after the intervention is effective or significantly effective in improving the performance of the kindergarten pupils which means that utilizing the teacher-made activities in teaching phonics in reading is very helpful for the learners in identifying letters with their corresponding sounds. It really helps them to create sounds and pronounce those letters correctly. Maybe the teachers really giving the right materials for the learners in which in caters to their needs as they learn how to learn the alphabet and how they will be arranged correctly or paired. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance of the kindergarten pupils before and after the integration teacher-made activities in teaching phonics in reading is rejected.

Keywords — Effectiveness Teacher-made Activities Phonics Kindergarten Reading

I. Introduction

In support of the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills. However, such initiatives are still not enough based on the recent results of national assessments for student learning (DepEd Memo No. 179 s. 2019).

Low achievement in major subjects particularly in English in many of the learners in the school is caused by low performance in reading thus, it creates learners' reading gaps specially in the comprehension level of the learners. With this situation, there are learners who have very low in reading performance during the evaluation of the teachers in their reading skills using the different DepEd tools in collecting data in reading particularly in PHIL-IRI and even CRLA. Some of the learners are still not able to comprehend (read and understand) well even simple sentences and paragraph that are written in English. So the result of this difficulties experience by the learners resulted to low reading performance and they were unable to demonstrate their knowledge properly in English and other major subjects in general.

DepEd Order No. 53 series of 2016, Lifting of the Moratorium on the Supplementary Reading, Reference, and Other Materials and the Approved List of Supplementary Reading Materials is one of the basis to empower reading obstruction of every learner. It announces that the moratorium on the procurement of supplementary reading, references and other instructional materials is to be lifted effective immediately. There were therefore lists of supplemental readings that, I can say could be used in one of the activities to be done in order to achieve the solution of the problem.

Reading is a skill that is acquired by individuals through education and that develops over time (Akyol, H., & Boyaci-Altinay, Y., 2019). As children are considered to be a "blank slate", they acquire skills and knowledge through the learning experiences they undertake. It has always been one of the crucial foundation skills that must be developed during a child's early years for his/her future academic, economic, and social success (Al Dahhan, N. Z. et al., 2016). Because reading is fundamental, it has always been regarded as an essential skill taught to the learners as early as first grade. But, as simple as it sounds, teaching beginning reading is quite strenuous and is also crucial for the pupils to learn. In a study conducted by Tamor (2016), it was stated that reading has become one of the long-lasting and widespread problem of every public elementary schools. Despite the benefits the learners can obtain from reading and the efforts of the teachers in developing the said macro skill, it remains to be a pressing concern inside the classroom (Tomelden, 2019).

The researcher found out that the problem on reading is a major and critical challenge for the school, teachers, and even the learners. Not only it affects the positive performance of the school and the teachers, but also can hinder the learning development of the children for they lack the important knowledge and skill needed to advance to the next grade level. This problem needs to be addressed immediately because lack of phonemic awareness and decoding strategies leads to poor reading comprehension. And as we all know, it is an educator's mission to teach the students and let them learn the things that they need for their development and their future. This really needs to be immediately addressed for academic learning heavily relies on literacy.

As the education system in the Philippines had implemented the K to 12 Program by the virtue of the Enhanced Basic Education Act of 2013 and the Kindergarten Education Act of 2012, a thirteen-year education was made mandatory by the law, discontinuing the former educational system with 10-year compulsory education. With this new effectuated education system, Kindergarten became a requisite level to be taken up in the first stage of schooling. Following the new mandatory education system, Kindergarten became a vital stage in the education of Filipino young learners for in this stage, the absorptive capacity of young minds is at its finest (Section 2, RA 10157). This will enable the pupils' physical, social, emotional, cognitive skills, and values formation be developed and will prepare them for Grade One.

As reading became a pressing concern in the Philippines, it is clear that there are problems that needs to be addressed. Keeping in mind of what the Section 2 of RA 10157 had stated, learners should be taught and be acquainted with letters and sounds at a younger age for them to be able to gain mastery of phonemes and develop phonemic awareness which will enable them to have less difficulty in beginning reading in Grade One. Because Kindergarten is the initial stage in the mandated thirteen-year education, literacy should be taught with the objective of developing the pupils' letter and sound recognition.

The researcher decided to make a study about this problem because it has been observed that some of the pupils in the Kindergarten class are still not able to give the letter sounds and are finding it hard to remember/recall the sounds of the letters which had already been taught. This posed a great concern to the pupils and for the teacher as well because there are some who are still unable to grasp the significant skill that are expected to be acquired and be mastered in their level.

This problem was chosen because this is a major one that needs to be addressed immediately. Learning phonemes and be able to gain mastery of it will greatly contribute to the pupils' ability to blend letter sounds and to read. Having little to no knowledge about phonics and the alphabetic principle might put the learners at a disadvantage when it comes to having the skills that they need in reading. And as a teacher, it is hard to let the pupils learn new things when they still have difficulty in learning the basic skills and foundations that are required at their level.

This problem regarding the difficulty of pupils having phonemic awareness has been a known and common problem of Kindergarten teachers. Based on the researcher's experience and

the experiences of other teachers, many of them made efforts to address this problem, and also made interventions for pupils who are having a hard time mastering letter sounds.

One of the problems that was met when teaching is the retention of learning of the pupils. Though activities were varied, there are still some who find it hard to remember the letters taught. They can give the letter sounds the previous day but fails to remember the sound and name the following day. It was also noticed that those pupils who are having a hard time remembering the letters taught, also have short attention span as they can be easily distracted by other things during our discussion. They also don't have any follow-up support in their homes as their parents are always working with no one to guide them in studying.

The researcher believes that the conduct of the study could greatly help in improving the reading and vocabulary performances of kindergarten pupils and ensuring that all learners develop responses both with reading opportunities and reading performance not only in their junior high school years but even as they continue to higher education.

The main purpose of this study is to determine the Effectiveness of the Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils in Reading in Villa Elementary School, Baybay City Division, Baybay City. The findings of the study were the bases for the proposed Improvement plan.

Specifically, this study sought to answers the following questions:

1. What is the pretest performance of the Kindergarten pupils in reading before the integration of Teacher-made Activities in teaching Phonics?
2. What is the posttest performance of the Kindergarten pupils in reading after the integration of Teacher-made Activities in teaching Phonics?
3. Is there a significant difference in the pre-test and post-test performance of the kindergarten pupils in reading before and after the integration of Teacher-made Activities in teaching Phonics?
4. What Improvement plan can be proposed based on the findings of the study?

HYPOTHESIS

There is no significant difference in the pre-test and post-test performance of the kindergarten pupils in reading before and after the integration of Teacher-made Activities in teaching Phonics.

II. Methodology

Design. This study used the Quasi-Experimental type of research design in determining the Effectiveness of the Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils. The main purpose of the study is to determine varied activities that needs to be addressed to the respondents in order to empower their reading to omit obstacles. In the said diagnostic reading test, the researcher utilized the EGRA in a particular test part required of Kindergarten pupils to read. Out of the materials given there were five words to be used in familiarizing the letters in the alphabet. This study utilized Quasi-Experimental research design to determine the Effectiveness of Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils. The output of this study is to provide help to the teachers to deliver the different learning competencies in the Kindergarten subject and help the learners improved their reading skills and performances. This study used the quasi-experimental method of research to evaluate the Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils. In the Quasi- experimental research design, the researcher prepared the different reading learning materials based on the Teacher-made Activities in teaching Phonics of the Kindergarten pupils for them to read that focuses on the reading materials to validate their performance or skills. Some of the skills focus in this study are the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. This is to determine how effective is the reading materials through Teacher-made Activities in teaching Phonics that were crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the Kindergarten in the delivery of the most essential learning competencies in 1st grading period. In the Quasi- experimental research design, the researcher prepared different validated different reading materials to augment in the delivery of the identified reading intervention. The aforementioned reading materials based on Teacher-made Activities in teaching Phonics must still be based on the different most essential learning competencies Which could be based Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the implementation of the Contextualized reading materials based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study. The main local of the study is in Villa elementary school in the Division of Baybay City. The main respondents that was chosen by the teacher-researcher was the Kindergarten learners which are composed of 17 total number of respondents which were underwent series of evaluation prior to the implementation of the different Teacher-made Activities in teaching Phonics on the subject of the kindergarten that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Kindergarten learners to gather data: The pretest performance of the Kindergarten learners before the giving of the different validated reading materials based on the Teacher-made Activities in teaching Phonics Approach which most probably crafted based on the different needs of the Kindergarten learners. The Posttest performance of the Kindergarten

learners after the implementation of Teacher-made Activities in teaching Phonics, as well as the significant difference of the pretest and posttest before and after the implementation of the Teacher-made Activities in teaching Phonics as Learning Approach in the delivery of the most essential learning competencies in teaching the subject for the First Grading Period. The researcher prepared different validated contextualized reading materials that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted reading materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting reading materials based on Teacher-made Activities in teaching Phonics those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study.

Sampling. The research respondents in this study are the Kindergarten pupils who were chosen through a universal sampling technique by the researcher and the one who are beneficiaries of the learning intervention. There were 17 kindergarten learners who were involved in this study. The primary means of reach is through Facebook account of their parents if there are times that during the gathering of data. Second way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the researcher were the ff: validated Summative Test Questionnaire in the subject of the Kindergarten learners from the Self Learning Modules that were focused on the different competencies in the 1st grading period based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 20 items. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the utilization of the reading materials based on through the use of different reading coming from the EGRA and CRLA, other reading materials that could augment in the delivery of the identified reading intervention as the chosen Intervention to be given to the Kindergarten learners in the delivery of the most essential learning competencies. The 20 test item test questionnaires was prepared to validate the performance level of the Kindergarten respondents. After one month in the implementation of the reading materials in the delivery of the most essential learning competencies; posttest was given to the kindergarten learners with the same test questionnaire including the Table of Specification that follows the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the Teacher-made Activities in teaching Phonics which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools

Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done. In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the kindergarten learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

Treatment of Data. The Effectiveness of the Teacher-made Activities in teaching Phonics to the performance of the Kindergarten pupils which focuses on the pre-reading and post-reading performances gained by the kindergarten pupils and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN PHONICS

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	2	12
9-12	Good	8	46
5-8	Fair	7	42
1-4	Poor	0	0
Total		17	100
Weighted Mean		9.12	Good

The table 1 above shows the pretest performances of the Kindergarten pupils in reading. In this study the kindergarten learners are doing their tasks through their own understanding based from their learning in their Daycare days or from K-1 or K-2 moments. Considering that the all the respondents are very new to the level of basic education, the researcher is expecting to have low results as they starting how to learn the basic sounds and creating or pronouncing the letters or group of letters or syllables from the alphabet.

Based from the results gained by the Kindergarten pupils before they were receiving the teacher-made activities in teaching phonics or that involves sound in spoken the letters. Based on the result in table 1 majority of the respondents are belong to the good level of performance which has a score ranging from 9-12 having 8 total number of respondents gained in this level or 46 percent out of the 17 total number of respondents who were evaluated. The 2nd highest level that the learners have gained is on the fair level of performance which is composed of 5-8 class limit which means that below the average level of performance. In this level of performance, there were 7 total number of respondents or 42 percent while on the very good level of performance having the score ranging from 13-16, there were 2 respondents only or 12 percent. Moreover, from the last 2 level of performances namely the excellent level of performance having the score ranging from 17-20 and considered to be the highest level of performance has no respondents belong to this level. The same situation of performance in the poor level of performance with score ranging from 1-4 and considered to be the lowest level of performance.

The result in table 2 with the pretest performance scores gained by the kindergarten pupils and at the same time the respondents of the study implied that the respondents who took the validation of learning or examination prior to the implementation of the implementation have knowledge already on how to marry the letters in coordination with the sounds of each letter

considering that the results gained by the respondents prior to the integration of the intervention has in good level of performance with a weighted mean of 9.12. This means that even during the implementation of the modular distance learning or in the limited face to face classes, the respondents have already knew some of the letters and sounds of each letter or letters. One of the reasons for this is that there are parents who already exposed their children to different learning medium particularly on movies and or educational videos that ignite the learners learning capacity to learn how to pronounce the letters including the right sound of each letter. Other cases also that learners are already given TA to their parents or guardian and as a result they really gained confidence in learning the questions given by the researcher in teaching phonics.

Table 2
POST-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN PHONICS

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	4	24
13-16	Very Good	7	41
9-12	Good	6	35
5-8	Fair	0	0
1-4	Poor	0	0
Total		17	100
Weighted Mean		14.12	Very Good

The table 2 above shows the posttest performances of the Kindergarten pupils in reading after they already received the intervention. In this study the kindergarten learners are already experiencing learning how to pronounce the letters or pair of letters with their corresponding sound. In doing their tasks or in answering the questions, they already based on the things that they have learned from the integration of the intervention. Even if the respondents are very in learning basic education, still they have really eager to learn how to pronounce the letters correctly based on the norms set by the teacher through the help of their parents.

Based from the results gained by the Kindergarten pupils after they were receiving the teacher-made activities in teaching phonics or that involves sound in spoken the letters. Based on the result in table 2 majority of the respondents are already belong to the very good level of performance which means that their performance is already increases compared to the past validation. In this level of performance having the score ranging from 13-16 has 7 total number of respondents gained in this level or 41 percent out of the 17 total number of respondents who were evaluated. The 2nd highest level that the learners have gained is on the good level of performance which is composed of 9-12 class limit which means that it is already above the average level of

performance. In this level of performance, there were 6 total number of respondents or 35 percent while on the excellent level of performance which is also considered as the highest level of performance in this study which has a score ranging from 17-20. In this level of performance, there were 4 respondents only or 24 percent. Moreover, from the last 2 level of performances namely the fair level of performance having the score ranging from 5-8 and considered to be the 2nd to the lowest level of performance has no respondents belong to this level. The same situation of performance in the poor level of performance with score ranging from 1-4 and considered to be the lowest level of performance.

The result in table 2 having the scores gained by the respondents or to the kindergarten pupils from the posttest performance implied that the respondents who took the validation of learning or examination after the integrating the teacher made activities in teaching phonics in reading to the kindergarten pupils have improved their knowledge or skills in doing the phonics or pronouncing letters with sounds and how to marry the letters in coordination with the sounds of each letter considering that the results gained by the respondents after the integration of the intervention has in very good level of performance with a weighted mean of 14.12. This means that after the implementation of the of the intervention in teaching phonics during limited face to face or implanting the DepEd Order 34, the respondents have already improved their reading skills and have additional learning on how to to learn the different letter in the alphabet with the corresponding sounds of each letter or letters. Furthermore, since the parents or guardian is very focus on the learning of their children in learning reading, they continually exposed their children to different learning medium particularly on movies and or educational videos even after the classes or depending on the schedule that they child are in. in other words, they really find time to let their child learn the basics while they are in their respective home.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Kindergarten Pupils in Phonics

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Kindergarten Pupils in Phonics	Pre	9.12	0.925	0.234	Reject H ₀	Significant
	Post	14.12				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances of the Kindergarten pupils before and after the integration of the teacher-made activities in teaching phonics in reading for 4 weeks implementation. The test of difference on the performance of the kindergarten pupils is based on the specific topics for certain period of time that the intervention is implemented. The results shows that the pretest scores gained by the kindergarten pupils before they were engaged to the teacher-made activities in teaching phonics in

reading is equal to 9.12 which is lesser than the posttest score which is equal to equal to 14.12. This score is based on their learning after they were engaged to the intervention for 4 weeks if the implementation in teaching phonics in reading which resulted to the computed T value of 0.925 and happens to be greater than the critical t value of 0.034.

The results in table 3 on the test of difference on the results of the scores before and after the intervention is effective or significantly effective in improving the performance of the kindergarten pupils which means that utilizing the teacher-made activities in teaching phonics in reading is very helpful for the learners in identifying letters with their corresponding sounds. It really helps them to create sounds and pronounce those letters correctly. Maybe the teachers really giving the right materials for the learners in which in caters to their needs as they learn how to learn the alphabet and how they will be arranged correctly or paired. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance of the kindergarten pupils before and after the integration teacher-made activities in teaching phonics in reading is rejected.

IV. Conclusion

Based from the findings of the study, the integration of teacher-made activities in teaching phonics in reading to the kindergarten pupils is significantly effective in improving their reading performance. Furthermore, the utilization of the crafted and validated reading materials is helpful in increasing the motivation of the pupils in reading.

V. Recommendations

1. The proposed improvement plan should be utilized.
2. The kindergarten teachers should integrate the teacher-made activities in teaching the kindergarten pupils particularly on letters and the corresponding sounds of the letters in the alphabet.
3. During the 11 week of every grading period as mandated based on the DepEd order no. 34 s. 2022, the school head should initiate activities that focus on improving the reading performance of the pupils specially those struggling learners in order for them to cope up when they will be returning to the normal days of teaching and learning as part of their co-curricular activities.
4. The School Head should closely monitor the teacher's activities in reading using the mandated tool of DepEd in order to create intervention if necessary.

5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the effectiveness of the intervention in improving pupils reading performance.

ACKNOWLEDGMENT

John F. Kennedy once said, “We must find time to stop and thank the people who make a difference in our lives.” With this, I would like to thank the following people who took time out of their busy schedules to help and tirelessly support the researcher during the making of this thesis.

I wish to extend my gratitude to my family for their support, encouragement, and going beyond just to make my dreams come true, as well as for their undying love and care.

I would also like to give my sincere thanks to my research adviser Dr. Elvin H. Wenceslao for his guidance and encouragement throughout the making of this study, for sharing his knowledge about thesis making which really helped in making this paper what it is now, and for the kind and thoughtful words and critiques. A simple word of thanks isn’t enough to express how grateful I am.

I would also like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao for the assistance and recommendations given toward the realization of this study.

To my school head and co-teachers who supported in the conduct of the study and to the parents who agreed to be a part of this research whose guidance to the children are constant during the conduct of the study, I would also like to give you my deepest gratitude.

And, most importantly, I would like give gratitude to our Lord God, for granting me the guidance, knowledge, strength, and good health that enabled me to push through all the problems that came my way, which led to the successful completion of this thesis.

Thank you for making a difference in my life. Salamat kaayo!

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