

# Effectiveness of the Teacher-Made Individualized Learning Kit in Beginning Reading to the Performance of Kindergarten Learners in Phonemic and Phonological Awareness

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*Abstract*—Reading is the most essential skill to be learned by the learners at an early age. Phonemic and phonological awareness are the pre-requisite skills which is taught started in kindergarten. Thus, teachers must give attention to the delivery of the lesson and the correct formation of the mouth in teaching letter names and letter sound. Moreover, learning resources and materials must be enhanced to motivate and encourage learners to attain positive literacy performance. Hence, this study was formulated to evaluate the teacher-made individualized learning kit in beginning reading to the performance of kindergarten learners in phonemic and phonological awareness. Utilizing the Early Grade Reading Assessment as a tool to evaluate the pre-test and post-test performance, a quasi-experimental research design was employed. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The teacher-made individualized learning kit in learning beginning reading is an effective learning resource in achieving positive performance in phonemic and phonological awareness. After utilizing these materials, the study revealed a significant difference in the performances of the kindergarten learners in phonemic and phonological awareness before and after the utilization of teacher-made individualized learning kit in beginning reading. The learning materials which is the teacher-made individualized learning kit provided to the kindergarten learners which are, colorful, manipulative, achievable and based on the level of the learners and the readiness and passion of the teacher to teach beginning reading with utmost dedication had made it an effective learning material in teaching beginning reading. Through the utilization of these materials, kindergarten learners are motivated to learn and participate in the lessons given to them by the teacher, thus, success in learning is attained.

*Keywords* — *Effectiveness, Teacher-Made Individualized Learning Kit, Beginning Reading, Phonemic, Phonological Awareness, Performance, Kindergarten Learners*

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## I. Introduction

Reading is the most important skill to be acquired by a child. Recognizing written words and understanding written texts are among the most important competencies children need to acquire in primary school. Kindergarten stage is the most crucial stage for this is the foundation of learning. Teachers in this grade level must be creative in providing learning which is interesting and motivating to the child. Learning phonics, phonemics and phonological awareness should be emphasized and correctly taught. That is why kindergarten teachers must be active and resourceful in creating instructional materials which will suit the interests and needs of the child.

As we all know, early literacy begins to develop the moment the child is born. Parents and caregivers lay the foundation for children's reading success in infancy, as babies learn to recognize the sounds in their language and identify words within the speech stream. Practices such as reading books with babies, singing songs, drawing, and pointing out letters are important beginning steps in literacy development.

Formal early literacy instruction typically begins in pre-kindergarten and kindergarten. Early literacy instruction includes teaching decoding (working with letters and sounds), comprehension (understanding stories and informational texts, background knowledge), and oral language (vocabulary and sentence structure).

Some believe that pre-kindergarten or kindergarten should be purely child-led and play-focused, without explicit attention paid to literacy skills. However, failing to plan and intentionally teach literacy skills in pre-kindergarten can widen achievement gaps between children living in poverty and their economical advantaged peers. Literacy instruction should always be developmentally appropriate, engaging, and implemented in meaningful contexts like shared book-reading and play. As an educator has said, "kindergarten classes are noisy, classroom is full of reading materials, toys, reading kits and other manipulative materials where they can interact with it and learn new things from it". On the other hand, if kindergarten classroom is so silent, the teacher is not doing something or not teaching at all.

In teaching phonemic and phonological awareness, kindergarten teachers must be innovative in creating learning materials for the pupils which will be utilized by them during the delivery of the lesson. Teachers must create colorful, differentiated, and varied beginning reading materials placed in learning kits to develop the interest of the child in learning to read. One of the learning materials that the researcher had been using in teaching phonemic and phonological awareness is the teacher-made individualized learning kit with materials like letters written in capital and small letters, activity sheets which will develop phonemic and phonological awareness, colorful pictures and real objects which are useful in learning reading skills. In using these materials, learners will be interested and motivated to read. In years of being a kindergarten teacher, the researcher is confident of using these materials for it helps improve the reading interest of the learners and good reading performance was attained after the child finishes the grade.

The Department of Education strongly believes that reading is a learning tool and has given priority and importance to developing the reading skills and abilities of our young learners through the K to 12 Curriculum. In line with Dep. Ed. Memorandum No. 067, the goal of Dep. Ed. Order No. 18, s. 2017 which is the “Every Child a Reader Program (ECARP)” had also been emphasized. The main objective is to develop among Filipino children the literacy, numeracy skills, and attitudes that will contribute to lifelong learning. In response to this matter, the Department established a sustainable and cost-effective professional development system for teachers by providing seminars and trainings to improve the literacy, numeracy skills, and attitudes of the learners from kindergarten to Grade III for lifelong learning. In line with the K - 12 program which is the Early Language, Literacy and Numeracy Program (ELLN) which has a goal of making every child a reader and had also been implemented to strengthen the Dep. Ed reading programs for every school to address the reading needs and difficulties of the learners from K-3.

When learning to read, the sound is likely to be crucial for helping children to make the first step towards holistic word reading in Grade 2, whereas morphemes might become more relevant in Grade 4 (Hasenhäcker & Schroeder, 2017). Successful developing readers can thereby recognize an increasing number of words directly and efficiently by mapping (sub) lexical units or whole word forms directly onto their lexical entry to gain faster access to word meanings (meaning access). Hence, it is imperative to know that to learn to read follows pre-requisite skills before reaching and achieving reading readiness stage. These activities must be coupled with reading materials or learning kits which will boost the interest of the child in learning to read. Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of teacher-made individualized learning kit in beginning reading to the performance of kindergarten learners in phonemic and phonological awareness. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a kindergarten teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of teacher-made individualized learning kit in beginning reading to the performance of kindergarten learners in phonemic and phonological awareness in Antipolo Elementary School, Albuera South District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the kindergarten learners in phonemic and phonological awareness before the utilization of teacher-made individualized learning kits in beginning reading?

2. What is the performance of the kindergarten learners in phonemic and phonological awareness after the utilization of teacher-made individualized learning kits in beginning reading?
3. Is there a significant difference in the performances of the kindergarten learners in phonemic and phonological awareness before and after the utilization of teacher-made individualized learning kits in beginning reading?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of teacher-made individualized learning kit in beginning reading to the performance of kindergarten learners in phonemic and phonological awareness for School Year 2023-2024. Antipolo Elementary School, Albuera South District, Leyte Division is the main locale of the study. The 23 kindergarten learners enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. The instrument to be used in this study is the tool in Early Grade Reading Assessment (EGRA). The Department of Education (DepEd) employs the Early Grade Reading Assessment (EGRA) as a tool to evaluate the reading ability of learners in the early grades. A learner's ability to read fluently, comprehend what they have read, and successfully convey their information is assessed on the EGRA, a standardized reading test. There are 5 key components of early grades that EGRA measure. These are alphabetic principles, phonemic awareness, vocabulary, fluency, and comprehension. The alphabetic principle includes letter name identification, letter sound identification, syllable reading, nonword decoding and dictation. Moreover, the skills measures under phonemic awareness are the initial sound identification and phoneme segmentation. For fluency it is the oral reading fluency is measured while on vocabulary, oral vocabulary, reading comprehension and listening comprehension. Lastly for comprehension, reading and listening comprehension is measured. This instrument is based on DepEd Order No. 57, series 2015, Utilization of Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) Tools for System Assessment. This material is used to measure the pre-test and post-test performance of kindergarten learners in phonemic and phonological awareness. Moreover, the researcher prepared lesson plans for teaching phonemic and phonological awareness skills utilizing the teacher-made individualized learning kit in beginning reading. The teacher-made individualized learning kit have materials like letters written in capital and small letters, activity sheets which will develop phonemic and phonological awareness, colorful pictures and real objects which are useful in learning reading skills. Utilizing these materials highlights the teaching of beginning reading. These materials were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. Moreover, the school head conducted classroom observation and oral reading test to monitor the progress of the intervention and that of the teacher and learners. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of teacher-made individualized

learning kit in beginning reading to the performance of kindergarten learners in phonemic and phonological awareness through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 23 kindergarten learners involved in this study. The EGRA tests were administered face-to-face with materials ready for utilization by each learner.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The utilization of teacher-made individualized learning kit in beginning reading was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** Simple Percentage was employed to evaluate the performances of the kindergarten learners in phonological and phonemic awareness before and after the utilization of teacher-made individualized learning kit in beginning reading. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the kindergarten learners in phonological and phonemic awareness.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Kindergarten Learners**

| Score Range          | Description | PRETEST     |             |
|----------------------|-------------|-------------|-------------|
|                      |             | Frequency   | %           |
| 25-30                | Excellent   | 0           | 0           |
| 19-24                | Very Good   | 0           | 0           |
| 13-18                | Good        | 3           | 13          |
| 7-12                 | Fair        | 14          | 61          |
| 1-6                  | Poor        | 6           | 26          |
| Total                |             | 23          | 100         |
| <b>Weighted Mean</b> |             | <b>8.09</b> | <b>Fair</b> |

Table 1 presents the performance of kindergarten learners in phonemic and phonological awareness before the utilization of teacher-made individualized learning kit in beginning reading. It was revealed on the table that among the 23 kindergarten learners involved in the study, 3 or 13% got a score of 13-18 which is good. This means that these learners can already identify and master the sounds of the letters of the alphabet, identify rhyming words, learn the initial sound of the words, and start to learn simple words. This implies that before the intervention was implemented, there are kindergarten learners who are advanced learners and can easily catch up the lessons even if classes have just started. Moreover, the table shows that 14 or 61% of the kindergarten learners got a score of 7-12 which is fair. This means that these learners have mastered few letter names and sounds. These are the kindergarten learners who need attention in teaching for they have the capacity and ability to learn fast. This implies that teachers must formulate intervention activities to boost and sustain the interest of the learners to read. Through the utilization of some learning activities with interactive materials, these groups of kindergarten learners will surely achieve proficiency in reading come the end of the grade level. Further, the table shows that 6 or 26% of the kindergarten learners got a score of 1-6 which is poor. This means that these learners have lesser knowledge of phonemics and phonological awareness. They need to have more interactive activities and materials which will help them address their needs. This implies more patience, focus and attention in teaching beginning reading. Finally, table 1 revealed that the performance of the kindergarten learners in phonemic and phonological awareness before the utilization of teacher-made individualized learning kit in beginning reading as a weighted mean of 8.09 which is fair. Since it is the start of the school year and all the kindergarten learners are adjusting to the new environment, it is expected that they will get a fair or even below the expected performance. This implies that a need for intervention materials and activities to be provided to



these learners. Teachers must give more attention in teaching the pre-requisite skills in reading to achieve positive literacy performance.

**Table 2**  
**Post-Test Performance of Kindergarten Learners**

| Score Range          | Description | PRETEST      |                  |
|----------------------|-------------|--------------|------------------|
|                      |             | Frequency    | %                |
| 25-30                | Excellent   | 4            | 17               |
| 19-24                | Very Good   | 8            | 34               |
| 13-18                | Good        | 9            | 40               |
| 7-12                 | Fair        | 2            | 9                |
| 1-6                  | Poor        | 0            | 0                |
| Total                |             | 23           | 100              |
| <b>Weighted Mean</b> |             | <b>19.61</b> | <b>Very Good</b> |

Table 2 presents the performance of kindergarten learners in phonemic and phonological awareness after the utilization of the teacher-made individualized learning kit in beginning reading. It was revealed on the table that after the utilization of teacher-made individualized learning kit in beginning reading, 4 or 17% got a score of 25-30 which is excellent in phonemic and phonological awareness test. Given the needed materials for the learners to achieve excellent performance show that the materials provided to them are effective and useful in the sense that the kindergarten learners can manipulate the materials. This implies that the materials, activities, and the way the teacher delivers the lesson make the intervention effective.

Moreover, among the 23 kindergarten learners, 8 or 34% got a score of 19-24 which is very good. This means that there are still areas in phonemic and phonological awareness test which is hard for the kindergarten learners to achieve. This implies that there are kindergarten learners who possess understanding of the sound structure of language which is essential for learning to read.

Further, the table also shows that 9 or 40% of the kindergarten learners got a score of 13-18 in phonemic and phonological awareness test which is good. This means that these kindergarten learners tend to be more adept at decoding words which helps them read more fluently and accurately. This implies that having good performance in phonemic and phonological awareness is a strong predictor of learning to read at an early grade and is associated with a lower likelihood of struggling with reading difficulties in the future.

Furthermore, 2 or 9% of the kindergarten learners got a score of 7-12 in phonemic and phonological awareness which is interpreted as fair. This means that after the utilization of teacher-

made individualized learning kit in beginning reading, these kindergarten learners have possessed the pre-requisite skills in learning to read. They achieve mastery in some of the letter names and sounds, awareness of different sound to form a word and started to learn simple words. This implies that focus and attention in providing learning materials and activities will be given to continuously improve and able to achieve literacy achievement by the end of the grade.

Finally, the performance of the kindergarten learners in phonemic and phonological awareness after the utilization of teacher-made individualized learning kit in beginning reading has a weighted mean of 19.61 which is very good. Having been 2 months after the opening of classes, the very good performance of the kindergarten learners in phonemic and phonological awareness is something to be proud of. The materials and activities provided to the learners had made it achieve the desired performance level. This implies that teachers must never stop creating or crafting more teacher-made individualized learning kit especially in teaching beginning reading for it is helpful in achieving the desired learning outcome.

**Table 3**  
**Test of Difference Between the Scores in the Pre-Test and Post-Test**  
**Performances of Kindergarten Learners**

| Aspects                      | Test Scores |       | Computed T | Critical T | Decision     | Interpretation |
|------------------------------|-------------|-------|------------|------------|--------------|----------------|
| <b>Kindergarten Learners</b> | Pre         | 8.09  | 1.156      | 0.331      | Reject $H_0$ | Significant    |
|                              | Post        | 19.61 |            |            |              |                |

Table 3 presents the test of difference in the performances of kindergarten learners in phonemic and phonological awareness before and after the utilization of teacher-made individualized learning kit in teaching beginning reading. It was revealed on the table that the pre-test performance of 8.09 had increased to 19.61 after utilizing the intervention made by the researcher. Based on the result of the pre-test and posted, a computed value of t has reached to 1.156 which is greater than the critical value of t of 0.331 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performance of the kindergarten learners in phonemic and phonological awareness before and after the utilization of teacher-made individualized learning kit in beginning reading. This implies that the learning materials which is the teacher-made individualized learning kit provided to the kindergarten learners which are, colorful, manipulative, achievable and based on the level of the learners and the readiness and passion of the teacher to teach beginning reading with utmost dedication had made it an effective learning material in teaching beginning reading. Through the utilization of these materials, kindergarten learners are motivated to learn and participate in the lessons given to them by the teacher, thus, success in learning is attained.



#### **IV. Conclusion**

The teacher-made individualized learning kit in learning beginning reading is an effective learning resource in achieving positive performance in phonemic and phonological awareness. After utilizing these materials, the study revealed a significant difference in the performances of the kindergarten learners in phonemic and phonological awareness before and after the utilization of teacher-made individualized learning kit in beginning reading. The learning materials which is the teacher-made individualized learning kit provided to the kindergarten learners which are, colorful, manipulative, achievable and based on the level of the learners and the readiness and passion of the teacher to teach beginning reading with utmost dedication had made it an effective learning material in teaching beginning reading. Through the utilization of these materials, kindergarten learners are motivated to learn and participate in the lessons given to them by the teacher, thus, success in learning is attained.

#### **V. Recommendations**

1. Utilize the proposed improvement plan formulated.
2. Encourage the teachers to craft teacher-made individualized learning kits to be used by the learners in the beginning reading lesson.
3. Conduct professional development activities to improve the teaching-learning process through the formulation of teacher-made individualized learning kit in beginning reading.
4. School Heads must provide supplies and materials to produce teacher-made individualized learning kit for learner's utilization.
5. Teach beginning reading with fluency and mastery and with dedication to achieve positive literacy performance at an early age of the learners.
6. Craft innovative project which will help in achieving literacy among kindergarten learners.
7. Submit the crafted learning resources for quality assurance.
8. Teachers must extend extra time in teaching reading to the struggling readers to improve the literacy performance of the learners.
9. Teachers must be knowledgeable in providing additional learning support materials to the learners, and
10. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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**AUTHOR'S PROFILE****MS. SHEILA D. PASIGNA**

The author is Ms. Sheila D. Pasiona. She was born on January 19, 1997 in Brgy. Itcheon, Macrohon, Southern, Leyte. She is single at 26 years of age. She is presently residing at Brgy. Tinag-an, Albuera, Leyte. She finished her elementary education at Tinag-an Elementary School, Brgy. Tinag-an, Albuera, Leyte in the year 2008-2009. She pursued her studies and was able to finish her secondary education at Dr. Geronimo B. Zaldivar Memorial School of Fisheries Albuera, Leyte in the year 2012-2013. With the determination and perseverance, she fulfilled his parents' dream as she pursued her college degree and finished Bachelor in Elementary Education at Visayas State University-Main in June 2017. All of her hardwork and passion has been paid off as she passed the Licensure Examination for Teachers (LET) in September 2017.

After she finished her bachelor's degree, she was a classroom teacher for six (6) months in Brentwood Dexans School at Basak, Lapu-Lapu, in the year 2018. In 2019, she was appointed as a substitute schoolteacher in DepEd- Mahayag and Salvacion Elementary School, Albuera South District, teaching grades 1, 3, and 5 class for a total of 6 (six) months. And finally, she was hired as a public-school teacher in DepEd in May 30, 2019 in Antipolo Elementary School, Albuera South District, Antipolo, Albuera, Leyte.

She satisfactorily completed the academic requirements for the degree of Master of Arts in Education (MAED) with the field of specialization on Elementary Education in Western Leyte College of Ormoc City last December 2020. In the present, she is still the kindergarten teacher of Antipolo Elementary School handling 24 kindergarten pupils in the school year 2022-2023. In her 4 years in service as a public-school teacher, she was able to surpass the challenges and struggles in adapting to the culture in teaching. She has already undergone webinars and training for her professional growth. Yet, she never stopped to learn new things and adapt the change for development as a public-school teacher.