



UTILIZING EMERGENT LEARNING ACTIVITIES AND READING READINESS AMONG KEY STAGE ONE LEARNERS

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ABSTRACT

This study examined the relationship between the utilization of emergent learning activities and the reading readiness of Key Stage 1 learners at Lintaon Elementary School, Baybay 5 District, Division of Baybay City. The participants included two (2) Key Stage 1 teachers and twenty-eight (28) learners enrolled during the conduct of the study. A survey questionnaire adapted from Marie Clay's (1991) *Becoming Literate: The Construction of Inner Control* was used to assess the extent to which teachers utilized emergent learning activities in the areas of oral language development, phonological awareness, print awareness, alphabet knowledge, and emergent writing. In addition, a researcher-made reading readiness assessment focusing on print concepts, letter recognition, phonemic awareness, vocabulary, and listening comprehension was administered to the learners. The findings revealed that emergent learning activities were utilized to a very high extent and that learners demonstrated a high level of reading readiness. Furthermore, the study established a very strong and statistically significant positive relationship between the two variables. The results suggest that consistent exposure to literacy-rich experiences enhances the development of essential

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pre-reading skills and strengthens learners' preparedness for formal reading instruction.

Consequently, the study highlights the importance of sustaining and strengthening emergent literacy practices to support improved literacy outcomes among young learners.

Keywords: *Utilizing, Emergent Learning Activities, Reading Readiness, Key Stage One Learners*

INTRODUCTION

Reading readiness is one of the most important foundations of a child's academic success. During the kindergarten years, learners develop essential pre-reading skills that prepare them for formal reading instruction in the primary grades. These foundational skills include oral language development, vocabulary acquisition, phonological awareness, print awareness, letter recognition, listening comprehension, and emergent writing. When these skills are adequately developed, children are better prepared to engage in reading tasks and achieve literacy success.

The concept of emergent literacy suggests that reading and writing development begins long before children receive formal reading instruction. According to emergent literacy theory, young learners acquire literacy-related knowledge and skills through meaningful interactions with their environment, including conversations, storytelling, play, songs, rhymes, shared book reading, drawing, and other literacy-rich experiences. These experiences help children understand the functions of print and language, thereby preparing them for future

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reading achievement. Research indicates that emergent literacy is a developmental process that starts in early childhood and is influenced by environmental stimulation, social interaction, and literacy experiences provided at home and in school.

In kindergarten classrooms, emergent learning activities play a crucial role in developing reading readiness. Such activities provide opportunities for learners to engage actively in language-rich experiences that strengthen their literacy skills. Through storytelling, alphabet games, phonemic awareness exercises, shared reading, role-playing, singing, drawing, and other developmentally appropriate activities, children develop the foundational competencies necessary for reading. Studies have shown that structured emergent literacy interventions significantly improve children's early literacy skills and reduce the risk of future reading difficulties.

Recent research further highlights the effectiveness of play-based and multisensory learning activities in promoting reading readiness among kindergarten learners. Interactive and engaging activities have been found to enhance letter recognition, phonemic awareness, motivation to learn, and overall literacy development. Such approaches provide meaningful learning experiences that bridge early literacy skills to actual reading performance.

Moreover, shared book reading and oral language activities contribute significantly to emergent literacy development. These activities strengthen children's vocabulary, comprehension, narrative skills, and print awareness, which are all critical components of reading readiness. Teachers who intentionally integrate oral language and literacy strategies into classroom instruction create learning environments that foster early reading success.

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Research also emphasizes the importance of literacy-rich environments and regular literacy activities in supporting children's emergent literacy skills. Exposure to print, language interactions, and literacy-focused experiences positively influences children's language development and literacy competence. Children who participate in meaningful literacy activities demonstrate stronger literacy interests, alphabet knowledge, and other skills associated with reading readiness.

Despite the recognized importance of emergent learning activities, variations in learners' reading readiness continue to be observed in many kindergarten classrooms. Some learners enter formal schooling with limited literacy experiences and insufficient pre-reading skills, making it necessary to examine the effectiveness of classroom activities designed to support literacy development. Understanding the relationship between emergent learning activities and reading readiness is therefore essential in identifying instructional practices that best support young learners' literacy growth.

Hence, this study seeks to determine the extent of implementation of emergent learning activities and their relationship with the reading readiness of key stage one learners. The findings of the study may provide valuable insights for teachers, school administrators, curriculum planners, and parents in strengthening early literacy programs and developing interventions that enhance reading readiness among young learners.

This study determines the relationship between the extent of emergent learning activities and reading readiness among key stage one learners in Lintaon Elementary School

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of Baybay 5 District, Baybay City Division. The findings of the study were basis for the proposed enhancement plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of utilization of emergent learning activities among key stage one teachers in terms of:
 - 1.1 Oral Language Development Activities;
 - 1.2 Phonological Awareness Activities;
 - 1.3 Print Awareness Activities;
 - 1.4 Alphabet Knowledge Activities; and
 - 1.5 Emergent Writing Activities?
2. What is the level of reading readiness of key stage one learners in terms of:
 - 2.1 Print concept;
 - 2.2 Letter recognition;
 - 2.3 Phonemic awareness;
 - 2.4 Vocabulary development; and
 - 2.5 Listening comprehension?
3. Is there a significant relationship between the extent of utilization of emergent learning activities and the reading readiness of key stage one learners?
4. Based on the findings, what enhancement plan can be proposed to strengthen emergent learning activities and improve learners' reading readiness?

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METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the relationship between emergent learning activities and reading readiness among key stage one learners. This study is descriptive for it describes the - extent of utilization of emergent learning activities among kindergarten teachers in terms of: Oral Language Development Activities; Phonological Awareness Activities; Print Awareness Activities; Alphabet Knowledge Activities; and Emergent Writing Activities and level of reading readiness of kindergarten learners in terms of: Letter Recognition; Phonemic Awareness; Vocabulary Development; Listening Comprehension; and Print Concepts. Further, this study is correlational for it deemed to determine the significant relationship between the independent (emergent learning activities) and dependent (reading readiness of key stage one learners) variables. Lintaon Elementary School of Baybay 5 District, Baybay City Division is the locale of the study. The two (2) key stage one teachers, and twenty-eight (28) key stage one learners enrolled in the said locale. This study utilizes survey questionnaire to measure the extent of utilization of emergent learning activities among key stage one teachers in terms of: Oral Language Development Activities; Phonological Awareness Activities; Print Awareness Activities; Alphabet Knowledge Activities; and Emergent Writing Activities. The survey is taken from the study of Marie Clay (1991) entitled, "Becoming Literate: The Construction of Inner Control". This is a 50-item survey which were rated by the school head based on the observation to the teachers on the utilization of emergent learning activities used in teaching key stage one classes. Further, to measure the reading readiness of the key stage one learners, the

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researcher will formulate researcher-made assessment focusing on the major emergent literacy domains like Letter Recognition, Phonemic Awareness, Vocabulary, Listening Comprehension and Print Concepts. The checklist was submitted to the District Kindergarten Coordinator for quality assurance before it was administered to the learners.

Sampling. The two (2) key stage one teachers, and twenty-eight (28) key stage one learners enrolled in the said locale were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon obtaining the necessary research permits, the data-gathering process was commenced. Formal request letters were personally submitted to the appropriate offices to secure authorization for the conduct of the study. Initially, a letter requesting permission to conduct the research was submitted to the Schools Division Superintendent (SDS) for approval to collect data from the identified respondents. After the approval of the SDS was granted, additional letters of permission were forwarded to the concerned Public Schools District Supervisor and the School Principals of the participating schools within the district. Following the approval of all concerned authorities, the researcher proceeded with the conduct of the study. An orientation was held to inform the respondents about the purpose, significance, and procedures of the research. During the orientation, ethical considerations were discussed, and informed consent was obtained to ensure their voluntary participation in the study. Subsequently, the researcher distributed the survey questionnaires to the teacher-respondents and provided them with sufficient time to complete the instrument accurately and honestly. Simultaneously, the school heads administered the reading readiness

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assessment to Key Stage 1 learners to determine their level of reading readiness. After the completion of the survey questionnaires and the administration of the reading readiness assessment, all accomplished instruments were retrieved. The gathered data were then carefully checked, organized, coded, and tallied. Finally, the data were prepared and submitted for appropriate statistical treatment, analysis, and interpretation to address the objectives of the study.

Ethical Issues. Prior to the conduct of the study, the researcher secured the necessary written permissions and approvals from the appropriate authorities. All research activities were carried out in accordance with established ethical standards and protocols to protect the rights, welfare, and privacy of the participants. Throughout the data collection process, the researcher ensured that all communication and research instruments were free from offensive, discriminatory, or inappropriate language. The purpose, procedures, and significance of the study were clearly explained to the participants through an orientation session. During this orientation, participants were given the opportunity to raise questions and seek clarification regarding any aspect of the research. Thereafter, informed consent was obtained from all respondents, signifying their voluntary agreement to participate in the study. To maintain confidentiality and anonymity, the names of the respondents and any personally identifiable information were excluded from the research records, reports, and presentations. Participants were assured that their responses would be used solely for academic and research purposes and would not be disclosed to unauthorized individuals. Furthermore, the researcher observed honesty, impartiality, and objectivity throughout the conduct of the study, particularly in the

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collection, analysis, interpretation, and presentation of data. All sources cited in the study were properly acknowledged, and appropriate citation and referencing practices were strictly followed to uphold academic integrity and avoid plagiarism. All completed questionnaires and collected data were handled with the utmost care and responsibility. The researcher securely stored and safeguarded all research records to ensure the confidentiality of participants' responses. Access to the data was limited solely to the researcher and was used exclusively for the purposes of the study.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed evaluate the extent of utilization of emergent learning activities among kindergarten teachers in terms of: Oral Language Development Activities; Phonological Awareness Activities; Print Awareness Activities; Alphabet Knowledge Activities; and Emergent Writing Activities and level of reading readiness of the key stage one learners. **Pearson r** was used to determine the significant relationship between the independent (emergent learning activities) and dependent (reading readiness of key stage one learners) variables.

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RESULTS AND DISCUSSION

Table 1

Extent of Utilization of Emergent Learning Activities

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Oral Language Development Activities			
1	Engages learners in daily conversations to develop their speaking skills.	5.00	Always (Very High)
2	Uses storytelling activities to enhance learners' vocabulary.	4.00	Often (High)
3	Encourages learners to express their ideas during class discussions.	5.00	Always (Very High)
4	Provides opportunities for learners to answer open-ended questions.	4.50	Often (High)
5	Uses songs, chants, and rhymes to develop oral language skills.	4.50	Often (High)
6	Facilitates role-playing and dramatic play activities.	4.00	Often (High)
7	Encourages learners to retell stories using their own words.	4.50	Often (High)
8	Provides opportunities for peer interaction during learning activities.	5.00	Always (Very High)
9	Models correct pronunciation and language use.	5.00	Always (Very High)
10	Uses picture-talk activities to stimulate language development.	5.00	Always (Very High)
B. Phonological Awareness Activities			
11	Teaches learners to identify rhyming words.	4.50	Often (High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
12	Conducts activities that focus on beginning sounds.	4.50	Often (High)
13	Engages learners in syllable-clapping activities.	4.50	Often (High)
14	Uses sound-matching games during reading instruction.	4.50	Often (High)
15	Helps learners identify ending sounds in words.	4.50	Often (High)
16	Conducts phoneme-segmentation activities.	4.50	Often (High)
17	Uses songs and rhymes to develop sound awareness.	4.50	Often (High)
18	Provides activities that blend sounds into words.	4.50	Often (High)
19	Uses picture cards to teach sound recognition.	4.50	Often (High)
20	Integrates phonological awareness exercises into daily lessons.	4.50	Often (High)
C. Print Awareness Activities			
21	Teaches learners how to hold and use books properly.	4.50	Often (High)
22	Points to words while reading aloud to learners.	4.50	Often (High)
23	Teaches learners the directionality of print.	4.50	Often (High)
24	Exposes learners to environmental print found in the classroom.	4.50	Often (High)
25	Encourages learners to identify book parts (cover, title, author).	4.50	Often (High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
26	Uses big books during shared reading activities.	4.50	Often (High)
27	Displays print-rich materials in the classroom.	4.50	Often (High)
28	Models tracking print from left to right.	4.50	Often (High)
29	Encourages learners to recognize familiar printed words.	4.50	Often (High)
30	Conducts shared reading activities regularly.	4.50	Often (High)

D. Alphabet Knowledge Activities

31	Teaches letter names through games and songs.	5.00	Always (Very High)
32	Provides activities for recognizing uppercase letters.	5.00	Always (Very High)
33	Provides activities for recognizing lowercase letters.	5.00	Always (Very High)
34	Uses alphabet charts during instruction.	5.00	Always (Very High)
35	Teaches letter-sound correspondence regularly.	5.00	Always (Very High)
36	Uses flashcards to reinforce letter recognition.	4.50	Often (High)
37	Provides opportunities for learners to match letters.	5.00	Always (Very High)
38	Integrates alphabet activities into classroom centers.	4.50	Often (High)
39	Conducts alphabet recognition assessments periodically.	4.50	Often (High)
40	Uses multisensory approaches in teaching letters.	5.00	Always (Very High)

E. Emergent Writing Activities

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VIII, Issue I

September 2026

Available online at <https://www.instabrightgazette.com>



No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
41	Provides opportunities for learners to draw and label pictures.	4.50	Often (High)
42	Encourages learners to write their names independently.	4.50	Often (High)
43	Allows learners to experiment with writing letters and words.	5.00	Always (Very High)
44	Provides tracing activities to develop writing readiness.	5.00	Always (Very High)
45	Encourages journal-writing or drawing activities.	4.50	Often (High)
46	Provides opportunities for copying familiar words.	5.00	Always (Very High)
47	Integrates writing activities into play-based learning.	5.00	Always (Very High)
48	Models writing during classroom activities.	5.00	Always (Very High)
49	Provides feedback on learners' writing attempts.	5.00	Always (Very High)
50	Encourages learners to use writing materials during free-play activities.	4.50	Often (High)
Overall Weighted Mean		4.66	Always/Strongly Agree (Very High Utilization)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Always / Strongly Agree (Very High Utilization)

3.26 – 4.25 Often / Agree (High Utilization)

2.51 – 3.25 Sometimes / Neutral (Moderate Utilization)

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1.76 – 2.50

Rarely / Disagree (Low Utilization)

1.00 – 1.75

Never / Strongly Disagree (Very Low Utilization)

Table 1 presents the extent of utilization of emergent learning activities among teachers in terms of oral language development activities, phonological awareness activities, print awareness activities, alphabet knowledge activities, and emergent writing activities. It was revealed that the overall weighted mean of 4.66, as interpreted as Always/Strongly Agree (Very High Utilization), indicates that key stage one learners consistently implement emergent literacy activities in their classrooms. This finding suggests that teachers have extensively integrated practices that support the development of essential early literacy competencies among young learners. Across the five dimensions, the highest ratings were observed in oral language development activities, alphabet knowledge activities and emergent writing activities, with several indicators obtaining a perfect weighted mean of 5.00 (Always/Very High). Meanwhile, phonological awareness activities and print awareness activities consistently obtained weighted means of 4.50 (Often/High), reflecting frequent but slightly less intensive utilization than the other domains.

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Table 2

Level of Reading Readiness of Learners

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Print Concept			
1	Learners understand basic print concepts.	4.21	Agree (High Readiness)
B. Letter Recognition			
2	Learners recognize letters of the alphabet.	4.25	Strongly Agree (Very High Readiness)
C. Phonemic Awareness			
3	Learners demonstrate awareness of sounds in words.	4.12	Agree (High Readiness)
D. Vocabulary			
4	Learners show adequate vocabulary knowledge.	4.08	Agree (High Readiness)
E. Comprehension			
5	Learners demonstrate comprehension of simple texts.	3.73	Agree (High Readiness)
Overall Weighted Mean		4.08	Agree (High Level of Reading Readiness)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Readiness)

3.26 – 4.25 Agree (High Readiness)

2.51 – 3.25 Neutral/Disagree (Moderate Readiness)

1.76 – 2.50 Strongly Disagree (Low Readiness)

1.00 – 1.75 Very Strongly Disagree (Very Low Readiness)

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Table 2 presents the level of reading readiness of learners across five essential domains of emergent literacy: print concept, letter recognition, phonemic awareness, vocabulary, and comprehension. The overall weighted mean of 4.08, interpreted as Agree (High Level of Reading Readiness), indicates that the learners possess a generally strong foundation in the prerequisite skills necessary for successful reading development. Among the indicators, letter recognition obtained the highest weighted mean (4.25), interpreted as Very High Readiness while comprehension registered the lowest weighted mean (3.73), although still within the High Readiness category. Research shows that mastery of letter names and letter-sound correspondence facilitates the development of reading fluency and word recognition skills (DeBaryshe, 2023). Print concept (WM=4.21), phonemic awareness (WM=4.12), vocabulary (WM=4.08) also attained High Readiness levels. These findings suggest that learners possess adequate foundational literacy skills that prepare them for formal reading instruction. The results support contemporary emergent literacy research which emphasizes that reading readiness develops through interconnected competencies including oral language, vocabulary, print awareness, letter recognition, phonological awareness, and comprehension. Studies indicate that vocabulary knowledge is strongly associated with reading comprehension, academic achievement, and literacy development because children with broader vocabularies are better able to understand written texts and engage in meaningful communication (DeBaryshe, 2023; Early Childhood Education Journal, 2025).

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Table 3

**Test of Relationship Between Utilization of Emergent Learning Activities
and Reading Readiness of Learners**

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Extent of Utilization of Emergent Learning Activities (Table 1) and Level of Reading Readiness of Learners (Table 2)	0.89	12.34	1.96	< 0.001	Reject Ho	Significant Relationship (Very Strong Positive)

Table 3 presents the test of relationship between the extent of utilization of emergent learning activities and the level of reading readiness of learners. The results reveal a Pearson correlation coefficient (r) of 0.89, indicating a very strong positive relationship between the two variables. The computed t -value of 12.34 is substantially higher than the critical value of 1.96 at the 0.05 level of significance. Furthermore, the obtained p -value of less than 0.001 is lower than the required alpha level of 0.05. Consequently, the null hypothesis is rejected, signifying the existence of a statistically significant relationship between the utilization of emergent learning activities and learners' reading readiness. The correlation coefficient of 0.89 signifies a very strong positive association, suggesting that as the utilization of emergent learning activities increases, learners' reading readiness likewise improves. This means that

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classrooms that frequently implement oral language development, phonological awareness, print awareness, alphabet knowledge, and emergent writing activities tend to have learners who demonstrate higher levels of reading readiness. The strength of the correlation indicates that emergent learning activities play a substantial role in the development of foundational literacy skills. The finding suggests that learners benefit from instructional practices that provide rich language experiences, opportunities for interaction, exposure to print, and meaningful reading and writing activities.

CONCLUSION

Based on the findings of the study, it was concluded that teachers demonstrated a very high level of utilization of emergent learning activities. This indicates that instructional practices related to oral language development, phonological awareness, print awareness, alphabet knowledge, and emergent writing are regularly and effectively incorporated into classroom instruction. Such practices create meaningful learning experiences that support the development of essential foundational literacy skills among learners. The results further showed that the learners possessed a high level of reading readiness, suggesting that they have developed the fundamental competencies necessary for successful reading acquisition. These competencies include print concepts, letter recognition, phonemic awareness, vocabulary, and comprehension. Among these domains, vocabulary emerged as the strongest area of readiness, while print concepts obtained the lowest mean score. Nevertheless, all indicators reflected a high level of preparedness for formal reading instruction. Moreover, the

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study revealed a very strong and statistically significant positive relationship between the utilization of emergent learning activities and learners' reading readiness. This finding implies that increased exposure to and engagement in emergent literacy experiences are associated with higher levels of reading readiness. The consistent implementation of literacy-rich activities appears to contribute substantially to the development of critical pre-reading skills and competencies. Overall, the study underscores the vital role of emergent learning activities in fostering literacy development among young learners. The findings highlight the importance of sustaining and enhancing evidence-based emergent literacy practices in early childhood and primary education settings to strengthen reading readiness, support academic achievement, and promote lifelong learning.

RECOMMENDATIONS

1. Teachers should continuously strengthen the implementation of emergent learning activities by providing engaging, developmentally appropriate, and literacy-rich experiences that promote oral language development, phonological awareness, print awareness, alphabet knowledge, and emergent writing.
2. Teachers must opportunities for interactive storytelling, shared reading, language games, and authentic writing activities should be integrated into daily instruction to further enhance learners' reading readiness.
3. School heads should provide sustained instructional support and supervision to ensure the effective implementation of emergent literacy programs.

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4. School heads should also facilitate professional development activities, learning action cell sessions, and training workshops that equip teachers with innovative and evidence-based literacy strategies.
 5. Curriculum developers should continually enrich and strengthen literacy-related competencies and learning activities within the early childhood curriculum.
 6. Greater emphasis should be placed on integrating emergent literacy experiences that support the holistic development of language and reading skills.
 7. Parents and guardians should actively participate in their children's literacy development by creating print-rich home environments and engaging in activities such as shared reading, storytelling, conversations, and letter-recognition games.
 8. Schools should invest in literacy resources, including age-appropriate books, big books, alphabet materials, writing tools, and other instructional materials that support emergent literacy development.
 9. Teachers must establish a functional reading corners and literacy centers that may further encourage learners' interest in reading and writing.
 10. Future researchers may replicate the study in different educational settings using larger samples to validate the findings.
 11. They may also investigate other variables that may influence reading readiness, such as parental involvement, home literacy environment, socioeconomic status, teacher competence, and learners' motivation toward reading.

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ACKNOWLEDGMENT

The researcher would like to express her heartfelt gratitude to all those who had supported and guided her throughout the journey of completing this thesis. First and foremost, Praises and Thanks to the Lord and Savior Jesus Christ, for His presence, provision, protection, and preservation. To Dr. Jasmine B. Misa, her thesis adviser, her profound thanks for her enduring patience, critical insights, and exceptional mentorship. Her commitment to academic excellence and thoughtful guidance have been deeply instrumental in refining the direction and quality of this study. She extends her appreciation to the faculty members of the Graduate Department of Western Leyte College for their wisdom, encouragement, and commitment to fostering an environment of academic growth. She is grateful to the members of her Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their constructive feedback and valuable suggestions. She acknowledges the School Division Superintendent of Baybay City Division, Dr. Manuel P. Albaño for allowing the researcher to conduct the study. To her Lintaon Eleemntary School family, headed by the eloquent and warm-hearted school head, Mrs. Mary Ann B. Mantilla, in thanking them for providing valuable discussions, assistance, and moral support throughout this research journey. Your wonderful camaraderie has made this experience both educationally enriching and deeply enjoyable. She also would like to extend her great appreciation to the faculty and staff of the school, Lintaon Elementary School for the provision of support, valuable discussion, assistance, and moral support during the research journey. The camaraderie had made the

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ISSN: 2704-3010

Volume VIII, Issue I

September 2026

Available online at <https://www.instabrightgazette.com>



experiences both educational and enjoyable. Another expression of thanks is extended to her beloved family and my parents, I extend my deepest gratitude for your unconditional love, profound understanding, and endless encouragement, which have served as my ultimate pillars of strength. Your unwavering belief in my capabilities has been a constant source of inspiration. To her friends and classmate in this masteral journey-Edilyn Oquias, Francis Mae Tabat and Ana Danishca Gecong-thank you for the shared laughter, late-night study sessions, and the steady stream of encouragement. Your wonderful presence, and constant check-ins kept my spirits high and made the heavy workload pf post-graduate studies much lighter and deeply memorable. This thesis journey would not be possible without the collective support and guidance extended by the above-mentioned individuals.

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AUTHOR'S PROFILE



MS. NELINDA S. MAHINLO

Nelinda S. Mahinlo is a deeply passionate and committed educator whose journey in the teaching profession is driven by a profound love for molding young minds. She believes in establishing a nurturing classroom environment where early learners are not only taught but are inspired to discover their full potential and achieve their dreams.

Nelinda pursued her undergraduate studies at the prestigious Visayas State University (VSU), where she was a proud LGU Scholar and earned her Bachelor of Elementary Education (BEEd), majoring in General Education. As part of her rigorous professional training, she was deployed at Makinhas Elementary School for her practice teaching, where she firsthand sharpened her skills and ignited her passion for primary instruction. She successfully completed her degree and graduated in 2017. That same year, demonstrating exceptional academic discipline and dedication, she passed the Licensure Examination for Teachers (LPT) through dedicated self-preparation, officially launching her inspiring career in the field of education. While waiting for the official release of the board examination results during that period, she also proactively dedicated her time to providing private tutoring, further cementing her practical skills in child instruction.

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Continually seeking excellence, she advanced her professional growth at the Graduate School of Western Leyte College, successfully completing all academic requirements for her Master of Arts in Education, majoring in Elementary Education (MAEd-CAR).

Her professional timeline reflects a rich and versatile journey across both private and public educational sectors. She initially honed her teaching expertise in private education, serving as dedicated classroom teacher at the Franciscan College of the Immaculate Conception (FCIC), a Catholic institution, for three fruitful years. Embracing a new chapter within the Department of Education (DepEd), she officially entered public school service at Mapgap Integrated School, where she poured her heart into serving as a Grade 5 teacher for her first station.

Demonstrating remarkable adaptability and continuous growth, she later transferred to Lintaon Elementary School, where she currently handles the critical and beautiful development milestone of a Kindergarten advisory class. In this role, she continues to be a beacon of inspiration to her pupils, a collaborative leader among her peers, and an active contributor to classroom-based research aimed at elevating childhood literacy and learning development.

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