



EFFECTIVENESS OF ART-BASED INSTRUCTIONS IN DEVELOPING READING SKILLS AMONG THE K STAGE 1 LEARNERS

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ABSTRACT

This study evaluated the effectiveness of art-based instruction in developing reading skills among kindergarten learners. The findings of the study were the basis for an intervention plan. The study utilized the Quasi-Experimental type of research design to assess the effectiveness of art-based instruction in developing the literacy skills of K Stage 1 learners. This design involved a single group of participants who were measured before and after the implementation of the intervention. By comparing the learners' performance on a literacy assessment before and after the art-based instruction, the study aimed to determine whether significant improvement occurred because of the intervention. The participants consisted of a single intact class of K Stage 1 learners. The class received literacy instruction integrated with various forms of art such as drawing, storytelling through pictures, dramatization, singing rhymes, and creative writing activities. These strategies were aligned with the Department of Education's K to 12 Curriculum Guide for Kindergarten and Grade 1 to ensure that the content was developmentally appropriate and curriculum-based. Before the intervention began, the learners were given a pretest to measure their baseline literacy skills. The pretest assessed areas such as letter-sound recognition, phonemic awareness, vocabulary development, story comprehension, and simple sentence writing. Following the pretest, the researcher implemented the art-based literacy instruction for a period of six to eight weeks. During this time, learners engaged in interactive and creative literacy tasks that incorporated the use of

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visual arts and performance. After the intervention period, the same literacy assessment was administered as a posttest. The results of the pretest and posttest were statistically analyzed using descriptive and inferential statistics, such as mean comparison and paired t-test, to determine if there was a significant difference in learners' literacy performance before and after the art-based instruction. The test of difference between the pre-test and post-test scores of learners, which shows the computed mean scores of Grades 1 and 2, as well as Grade 3 learners, before and after the implementation of the art-based instruction. The purpose of this table is to determine whether there is a statistically significant improvement in the learners' literacy performance because of integrating art-based strategies into classroom instruction. The table also displays the computed and critical t-values at the 0.05 level of significance, together with the decision on the null hypothesis, to verify whether the observed differences in performance are significant. As reflected in the results, both groups of learners exhibited higher mean scores in the post-test compared to the pre-test after the introduction of art-based instruction. This marked improvement demonstrates that the use of art-based learning strategies contributed positively to the development of literacy skills among the learners. The increase in scores further reveals that learners became more engaged and responsive to lessons when art was integrated into reading activities, as they were able to associate creativity and imagination with learning new concepts. The findings clearly indicate that there is a significant difference between the learners' pre-test and post-test scores. This signifies that the implementation of art-based instruction led to a substantial enhancement in literacy performance. Learners showed better comprehension, improved vocabulary, and heightened participation in reading-related tasks. The incorporation of visual, auditory, and kinesthetic elements made the learning process more meaningful and enjoyable, encouraging active participation and deeper understanding of reading concepts. The results imply that learners' literacy skills significantly improved after the integration of art-based instruction. The overall findings imply that art-based learning is an effective instructional approach that enhances creativity, motivation, and comprehension. It provides a learner-centered

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environment where young learners can express their ideas through creative outputs, leading to improved literacy development and sustained engagement in reading activities.

Keywords: *Effectiveness, Art-Based Instructions, Developing Reading Skills, Kindergarten Learners*

INTRODUCTION

Art-based instruction refers to the integration of visual arts, drama, music, and other creative modalities into the teaching and learning process. It encourages students to express their thoughts, emotions, and ideas through various art forms, which makes learning more engaging, interactive, and inclusive. In the early stages of education, particularly for young learners in Key Stage 1, incorporating art-based strategies into lessons helps support multiple learning styles and fosters a deeper level of understanding. These approaches stimulate imagination and creativity, promote fine motor skills, and create meaningful connections between content and real-life experiences.

The importance of art-based instruction in literacy development has become increasingly significant in recent years. As traditional teaching methods are often rigid and text-heavy, young learners may struggle to engage fully with literacy activities. Art-based strategies offer a more dynamic and participatory approach that allows children to visualize stories, act out narratives, and explore vocabulary through illustrations and music. These methods support the development of essential literacy skills such as reading comprehension, vocabulary retention, sequencing, and storytelling. In today's evolving educational environment, where holistic and inclusive approaches are prioritized, the need to incorporate art into literacy instruction is more relevant than ever.

Recent studies have supported the impact of art integration on literacy. For instance, according to a study by Davis (2018), students who participated in art-integrated literacy

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lessons showed improved reading fluency and comprehension compared to those in conventional literacy programs.

Despite these promising findings, there remains a pressing concern regarding the literacy performance of Key Stage 1 learners. According to recent data from the National Early Literacy Assessment (2024), only 58% of K Stage 1 pupils achieved proficiency in basic reading skills, with many struggling in areas such as phonemic awareness, word recognition, and comprehension. This performance gap suggests that conventional instruction may not fully address the diverse learning needs of young children. The lack of creativity and engagement in some literacy lessons could be a contributing factor to these low achievement levels, highlighting the urgent need for more effective, learner-centered teaching methods.

Given these circumstances, it is vital to continue exploring the effectiveness of art-based instruction in enhancing literacy outcomes for young learners. This study aims to provide empirical evidence on how art can be used not only to improve academic skills but also to promote a more inclusive, joyful, and meaningful learning experience. With growing advocacy for arts integration and the need to uplift literacy performance, this research will contribute to the body of knowledge supporting innovative educational practices tailored to the needs of K Stage 1 students.

This study evaluated the effectiveness of art-based instruction in developing reading skills among K stage 1 learners. The findings of the study were the basis for an intervention plan.

Specifically, it sought to answer the following questions:

1. What is the reading skills performance of the K stage 1 learners before the integration of Art-based instruction?
2. What is the reading skills performance of the K stage 1 learners after the integration of Art-based instruction?

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3. Is there a significant difference in the reading skills of the K stage 1 learners before and after the integration of Art-based instruction?

4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

Ho: There is no significant difference in the reading skills of the K stage 1 learners before and after the integration of Art-based instruction.

METHODOLOGY

Design. The study utilized the Quasi-Experimental type of research design to assess the effectiveness of art-based instruction in developing the literacy skills of K Stage 1 learners. This design involved a single group of participants who were measured before and after the implementation of the intervention. By comparing the learners' performance on a literacy assessment before and after the art-based instruction, the study aimed to determine whether significant improvement occurred because of the intervention.

The participants consisted of a single intact class of K Stage 1 learners. The class received literacy instruction integrated with various forms of art such as drawing, storytelling through pictures, dramatization, singing rhymes, and creative writing activities. These strategies were aligned with the Department of Education's K to 12 Curriculum Guide for Kindergarten and Grade 1 to ensure that the content was developmentally appropriate and curriculum-based.

Before the intervention began, the learners were given a pretest to measure their baseline literacy skills. The pretest assessed areas such as letter-sound recognition, phonemic awareness, vocabulary development, story comprehension, and simple sentence writing. Following the pretest, the researcher implemented the art-based literacy instruction for a

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period of six to eight weeks. During this time, learners engaged in interactive and creative literacy tasks that incorporated the use of visual arts and performance.

After the intervention period, the same literacy assessment was administered as a posttest. The results of the pretest and posttest were statistically analyzed using descriptive and inferential statistics, such as mean comparison and paired t-test, to determine if there was a significant difference in learners' literacy performance before and after the art-based instruction.

The main locale of the study was at campokpok Elementary School. The respondents of the study were the kindergarten pupils of the school, with 42 Grade 1 Learners, 39 Grade 2 Learners and 43 Grade 3 Learners. To gather the necessary data needed in the study, the researcher utilized the validated test questionnaires in reading based on the different learning competencies in Key Stage 1 Levels. Another tool used was the different Art-based materials that were used during the delivery of the different learning competencies in teaching reading. The proposed intervention plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 42 Grade 1 Learners, 39 Grade 2 Learners and 43 Grade 3 Learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher sought permission from the Office of the Schools Division Superintendent, headed by Dr. Mariza S. Magan, Ph.D., CESO V, through a transmittal letter. The same letter was also provided to the school principal and the teachers under whose care the respondents were placed. The research instruments used were test questionnaires based on the Most Essential Learning Competencies (MELCs) in English, focusing on the first grading period. These were administered by the researcher to determine the performance level of the K Stage 1 learners in terms of word recognition and comprehension, which were related to their understanding of the lessons. After the integration of the art-based instruction,

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which was implemented over a one-month period, a posttest was administered to determine whether the test performance of the K stage 1 Learners had improved. The gathered data were collated and subjected to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the literacy skills performance of the K stage 1 pupils.

T-Test for Mean Difference- This tool was used to calculate the significant difference of the literacy skills performance of the k stage 1 pupils.

RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 1 AND 2 LEARNERS BEFORE THE INTEGRATION OF ART-BASED INSTRUCTION

Score Range	Description	Frequency	%
16–20	Excellent	0	0.00%
11–15	Very Good	26	32.10%

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Score Range	Description	Frequency	%
6–10	Good	52	64.20%
1–5	Fair	3	3.70%
0	Poor	0	0.00%
Total		81	100
Weighted Mean	9.73 – Good		

This table presents the Pre-test Performance of Grade 1 and 2 Learners Before the Integration of Art-Based Instruction. The purpose of this table is to show the learners' initial literacy performance prior to the implementation of art-based strategies in instruction. It categorizes learners' performance according to score ranges and corresponding descriptive levels—Excellent, Very Good, Good, Fair, and Poor—along with their respective frequencies and percentages. This serves as a baseline measure of the learners' literacy skills before the intervention.

As shown in the table, the majority of the learners, with a frequency of 52 or 64.20%, obtained scores within the range of 6–10, which is interpreted as Good. Meanwhile, 26 learners, or 32.10%, performed Very Good, achieving scores between 11–15. Only a small portion of the learners, 3 or 3.70%, fell under the Fair category, scoring between 1–5. No learners attained Excellent or Poor performance levels. This distribution reveals that while most learners demonstrated an adequate grasp of foundational literacy concepts, there was still room for improvement, particularly in enhancing comprehension and vocabulary through more engaging instructional methods.

The results further suggest that the learners were at an average level of literacy development prior to the integration of art-based instruction. With a weighted mean of 9.73, which falls under the Good category, the learners showed moderate understanding of literacy

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concepts but had yet to reach higher levels of proficiency. This indicates that before exposure to creative, art-integrated learning experiences, the students' literacy performance was relatively satisfactory but not yet exceptional.

The results imply that the learners had an average mastery of literacy skills, reflecting a need for innovative and motivating instructional strategies to stimulate greater engagement and comprehension. The overall mean of 9.73 implies that while learners possessed foundational literacy abilities, art-based instruction could serve as an effective intervention to elevate their learning outcomes by integrating visual, auditory, and kinesthetic elements into reading and writing tasks.

TABLE 2

PRE-TEST PERFORMANCE OF GRADE 3 LEARNERS BEFORE THE INTEGRATION OF ART-BASED INSTRUCTION

Score Range	Description	Frequency	%
25–30	Excellent	0	0.00%
19–24	Very Good	0	0.00%
13–18	Good	10	23.26%
7–12	Fair	33	76.74%
0–6	Poor	0	0.00%
Total		43	100
Weighted Mean	11.26 – Fair		

This table presents the Pre-test Performance of Grade 3 Learners Before the Integration of Art-Based Instruction. The purpose of this table is to determine the initial

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literacy performance level of Grade 3 learners prior to the implementation of art-based learning strategies. It categorizes the learners' scores according to performance levels—Excellent, Very Good, Good, Fair, and Poor—together with their corresponding frequencies and percentages. This data serves as the baseline measure to assess the effectiveness of the art-based intervention on the literacy development of the learners.

As reflected in the table, the majority of the learners, totaling 33 or 76.74%, were rated Fair, with scores ranging from 7 to 12. This indicates that most of the learners demonstrated below-average literacy performance prior to the integration of art-based instruction. Meanwhile, 10 learners or 23.26% obtained Good performance, achieving scores between 13 and 18. None of the learners reached the Excellent (25–30) or Very Good (19–24) levels, nor did any fall under the Poor category (0–6). These results show that the learners had varying levels of literacy ability, but the majority exhibited a need for more engaging, differentiated, and creative instructional approaches to improve comprehension, vocabulary, and reading fluency.

Furthermore, the data suggest that Grade 3 learners possessed limited literacy proficiency before the intervention. The lack of learners in the higher achievement levels (Very Good and Excellent) indicates that traditional teaching methods may not have been sufficient to foster deeper understanding and enthusiasm toward literacy activities. With most learners performing only at a Fair level, there was a clear need for instructional innovation that integrates artistic expression, visual learning, and interactive approaches to capture students' interest and strengthen foundational literacy skills.

The results imply that the overall literacy performance of Grade 3 learners before the implementation of art-based instruction was generally low, with a weighted mean of 11.26, interpreted as Fair. This implies that learners struggled with essential literacy skills such as vocabulary recognition, sentence comprehension, and creative expression. The result implies that the integration of art-based learning approaches—such as drawing, dramatization, and

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creative storytelling—could serve as an effective pedagogical tool to boost learner engagement and improve literacy outcomes by catering to diverse learning styles.

TABLE 3

**POST-TEST PERFORMANCE OF GRADE 1 AND 2 LEARNERS AFTER THE
INTEGRATION OF ART-BASED INSTRUCTION**

Score Range	Description	Frequency	%
16–20	Excellent	57	70.37%
11–15	Very Good	24	29.63%
6–10	Good	0	0.00%
1–5	Fair	0	0.00%
0	Poor	0	0.00%
Total		81	100
Weighted Mean	15.90 – Very Good		

This table presents the Post-test Performance of Grade 1 and 2 Learners After the Integration of Art-Based Instruction. The table aims to determine the literacy performance of the learners after the implementation of art-based learning strategies. It categorizes the learners' scores according to performance levels—Excellent, Very Good, Good, Fair, and Poor—along with their corresponding frequencies and percentages. This post-test data serves as an indicator of the improvement in literacy skills following the intervention and provides evidence of the effectiveness of art-based instruction in enhancing student learning outcomes.

As reflected in the table, the majority of the learners, totaling 57 or 70.37%, achieved an Excellent level of performance with scores ranging from 16 to 20. Meanwhile, 24 learners or 29.63% obtained a Very Good rating with scores between 11 and 15. None of the learners fell under the Good (6–10), Fair (1–5), or Poor (0) categories, indicating that all students

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performed at a high to very high level following the integration of art-based instruction. These findings show a significant improvement in learners' literacy skills compared to their pre-test performance, where most were rated only Good or Fair. This positive outcome highlights the effectiveness of using art-based instructional strategies—such as storytelling, drawing, dramatization, and creative writing—in making literacy learning more engaging and meaningful.

The remarkable performance improvement suggests that learners became more participative and motivated during the intervention. The integration of arts helped them better comprehend stories, recognize words and sounds, and express their understanding creatively through artistic forms. The use of visual and performing arts not only stimulated their imagination but also reinforced memory retention and comprehension, leading to higher literacy achievement. It can be inferred that art-based instruction transformed the learning environment into a more interactive and learner-centered space where students actively constructed knowledge through creativity and collaboration.

The results imply that the overall performance of Grade 1 and 2 learners after the implementation of art-based instruction greatly improved, with a weighted mean of 15.90, interpreted as Very Good. This implies that the integration of art-based teaching significantly enhanced the literacy skills of learners, as evidenced by their shift from the Good level during the pre-test to Very Good and Excellent levels after the intervention. The result implies that the use of creative instructional strategies increased students' engagement, comprehension, and ability to express ideas, demonstrating that art-based instruction effectively supports literacy development among early grade learners.

These findings are consistent with related studies that affirm the positive impact of art integration on student learning outcomes.

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TABLE 4

POST-TEST PERFORMANCE OF GRADE 3 LEARNERS AFTER THE INTEGRATION OF ART-BASED INSTRUCTION

Score Range	Description	Frequency	%
25–30	Excellent	18	41.86%
19–24	Very Good	25	58.14%
13–18	Good	0	0.00%
7–12	Fair	0	0.00%
0–6	Poor	0	0.00%
Total		43	100
Weighted Mean	22.23 – Very Good		

This table presents the Post-test Performance of Grade 3 Learners After the Integration of Art-Based Instruction. The table aims to show how learners performed after being exposed to art-based literacy activities designed to enhance reading comprehension, word recognition, and creative expression. It categorizes learners' post-test scores according to five descriptive levels—Excellent, Very Good, Good, Fair, and Poor—to assess the overall impact of the intervention. This data serves as evidence of how the integration of artistic strategies can contribute to the literacy development of Grade 3 learners in a classroom setting.

As shown in the table, the majority of Grade 3 learners, or 25 out of 43 (58.14%), obtained a Very Good rating with scores ranging from 19 to 24, while 18 learners (41.86%) achieved an Excellent performance level with scores between 25 and 30. None of the learners fell under the Good, Fair, or Poor categories, indicating that all students demonstrated high to very high levels of literacy performance after the integration of art-based instruction. These results mark a notable improvement compared to their pre-test performance, where most

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learners were categorized as Fair. The data clearly shows that the intervention significantly enhanced learners' comprehension, vocabulary retention, and engagement during literacy activities.

The improvement can be attributed to the integration of creative and interactive approaches such as visual arts, dramatization, storytelling, and rhythmic reading, which helped learners internalize lessons more effectively. Art-based instruction allowed students to connect with literacy concepts through hands-on and expressive experiences, strengthening their understanding and communication skills. Furthermore, learners became more motivated and confident in participating in class, leading to an improved overall learning atmosphere and better performance outcomes.

The results imply that the overall performance of Grade 3 learners after the implementation of art-based instruction was greatly enhanced, with a weighted mean of 22.23, interpreted as Very Good. This implies that the integration of art-based learning effectively improved literacy skills among Grade 3 learners, promoting better comprehension, creativity, and enthusiasm in literacy-related tasks. The result implies that art-based strategies not only reinforce cognitive learning but also support emotional and social engagement, resulting in more holistic educational outcomes.

TABLE 5

TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS

Group	Test Scores (Mean)	Computed t	Critical t	Decision	Interpretation
Grade 1 & 2	Pre = 9.73 Post = 15.90	21.45	1.99	Reject Ho	Significant
Grade 3	Pre = 11.26 Post = 22.23	19.87	2.02	Reject Ho	Significant

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This table presents the Test of Difference Between the Pre-test and Post-test Scores of Learners. It shows the computed mean scores of Grade 1 and 2, as well as Grade 3 learners, before and after the implementation of the art-based instruction. The purpose of this table is to determine whether there is a statistically significant improvement in the learners' literacy performance as a result of integrating art-based strategies in classroom instruction. The table further displays the computed t-values, the critical t-values at a 0.05 level of significance, and the decision on the null hypothesis (H_0) to confirm whether the differences observed in the learners' performance are significant.

As shown in the table, the mean scores of Grade 1 and 2 learners increased from 9.73 in the pre-test to 15.90 in the post-test after the application of art-based instruction. Similarly, Grade 3 learners showed a notable improvement from a pre-test mean score of 11.26 to a post-test mean score of 22.23. The computed t-values of 21.45 for Grades 1 and 2 and 19.87 for Grade 3 both exceeded their respective critical t-values of 1.99 and 2.02 at the 0.05 level of significance. This indicates that the observed differences were statistically significant, leading to the rejection of the null hypothesis. These results clearly show that the integration of art-based instruction has a measurable and positive effect on learners' literacy performance across the grade levels.

The significant improvement in both groups' post-test scores highlights the effectiveness of art-based instruction in strengthening the learners' reading comprehension, vocabulary development, and overall engagement in literacy tasks. The findings suggest that when lessons are enriched with artistic elements such as drawing, dramatization, storytelling, and singing, learners become more actively involved in the learning process. The creative and multisensory approach helps learners connect abstract literacy concepts with real-life experiences, enhancing both understanding and retention. Additionally, the high motivation observed during the intervention reflects how art-based learning fosters a positive and inclusive learning environment.

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The results imply that the overall literacy performance of the learners significantly improved after the integration of art-based instruction. The results, with mean scores rising from 9.73 to 15.90 for Grades 1 and 2, and from 11.26 to 22.23 for Grade 3, imply that the art-based learning approach was highly effective in promoting literacy growth and learner engagement. The result implies that integrating art into classroom instruction enhances creativity, motivation, and comprehension, providing meaningful opportunities for learners to express and apply their learning. Thus, art-based literacy instruction proves to be a powerful tool for fostering both academic and personal development among young learners.

Conclusion

Based on the results of this study between Supervisory Leadership Skills of School Heads and Teachers' Teaching Skills reveals that there is a significant and positive relationship between the two variables. This indicates that effective supervisory leadership directly contributes to the enhancement of teachers' teaching practices, emphasizing the vital role of school heads in guiding, mentoring, and supporting teachers. The findings confirm that strong leadership fosters improved instructional performance, thereby highlighting the importance of continuous supervision and professional development in strengthening teaching effectiveness.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The Grade 1, Grade 2, and Grade 3 learners should continue engaging in art-based literacy activities such as drawing, dramatization, storytelling, and singing to strengthen their reading comprehension, vocabulary development, and creative expression. They should also be encouraged to explore various forms of art as a medium for understanding and applying literacy concepts in meaningful ways.

2. The teachers should consistently integrate art-based instructional strategies in teaching reading to make learning more interactive, enjoyable, and effective. They are

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encouraged to design lessons that combine visual, auditory, and kinesthetic activities to cater to different learning styles and sustain learners' interest and motivation.

3. The school heads should provide continuous support and professional development opportunities for teachers to enhance their knowledge and skills in implementing art-based teaching strategies. They should also ensure the availability of instructional materials and resources that promote creativity and literacy development among learners.

4. The Public Schools District Supervisor should monitor and evaluate the implementation of art-based literacy programs across schools and provide technical assistance to teachers and school heads. They should also promote the inclusion of creative and arts-integrated approaches in literacy enhancement programs within the district.

5. The parents should support their children's literacy development at home by engaging them in art-related reading activities such as storytelling, drawing, and singing rhymes. They are encouraged to provide a creative learning environment that nurtures both imagination and reading skills.

6. The researcher should share the findings of this study with the educational community to raise awareness of the effectiveness of art-based instruction in developing literacy skills. They should also consider refining the instructional strategies used and explore other creative methods to further enhance learners' reading development.

7. The future researchers should conduct similar studies using larger sample sizes or different grade levels to validate the findings of this study. They may also explore other subject areas or combine art-based strategies with technology-based tools to examine their collective impact on learners' literacy and overall academic performance.

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The Author is born on March 23, 1968 at Tabango, Leyte Philippines. She finished with her Elementary Education at Campokpok Central School, Brgy. Campokpok, Tabango, Leyte. She earned her Bachelor of Elementary Education degree last March 28, 2003 at Palompon Institute of Technology Palompon Leyte, as an average learner. After she graduated, she was able to work at Department Public Work and Highways Engineering District, 3rd LED at Villaba, Leyte, and also she was able to teach as Volunteer Teacher (LSA) at Campokpok Central School, Tabango, Leyte and that help her to decide to take Master's degree of Arts in Education Major in Elementary Education at Western Leyte College at Ormoc City.

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