

TEACHING APPROACHES AND READING SKILL LEVELS OF KINDERGARTEN LEARNERS: BASES FOR AN ENHANCED PRE-READING INSTRUCTIONAL PROGRAM

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ABSTRACT

Teaching approaches are significant as they directly influence the development of foundational skills among learners, enhance engagement and comprehension, and foster a supportive learning environment that caters to diverse needs, ultimately shaping academic success and lifelong learning habits. This study examined the teaching approaches and reading skill levels of Kindergarten learners in Zones III and IV, Schools Division of Zambales, during the School Year 2024-2025. Employing a descriptive-correlation research design, the study involved 157 kindergarten teachers and 157 reading facilitators using total population sampling and a researcher-designed questionnaire. The kindergarten teachers were predominantly female, aged 30–39 years, in Teacher I positions, with less than nine years of service and master's units. Teaching approaches—storytelling and narrative, interactive read-alouds, multisensory methods, and engagement in a literacy-rich environment—were moderately demonstrated as perceived by both kindergarten teachers and reading facilitators. The learners' reading skills—alphabet knowledge, print awareness, vocabulary building, and listening comprehension—were also rated as moderately skilled by their kindergarten teachers. Statistical analysis revealed no significant difference in teaching approaches as perceived by kindergarten teachers and reading facilitators. However, significant differences were noted in teaching approaches based on the kindergarten teachers' age, position, and educational attainment, while sex and length of service showed no significant effect. A positive, moderately significant correlation was established between the teaching approaches and the reading skill levels of kindergarten learners. Based on these findings, an enhanced pre-reading instructional program was developed to address the moderate demonstration of teaching approaches and skill levels, aiming to improve literacy outcomes for young learners in the Schools Division of Zambales.

Keywords: Teaching Approaches, Reading Skill Levels, Kindergarten Teachers, Kindergarten Learners, Pre-Reading Instructional Program.

1. INTRODUCTION

Early childhood education plays a pivotal role in shaping the reading skill levels essential for learners' academic success. Kindergarten teachers, through their teaching approaches, significantly influence the development of these pre-reading abilities, laying the groundwork for future literacy. Given the critical importance of this stage, there is a need to examine the effectiveness of current teaching methods and identify areas for enhancement. This study seeks to explore the relationship between the teaching approaches of teachers and the reading skill levels of kindergarten learners, with the aim of developing an improved pre-reading instructional program.

The related literature and studies underscore the critical role of early childhood education in fostering reading skill levels, which are essential for learners' academic success. Research by Strati (2024) highlights the importance of kindergarten as a developmental stage where teaching approaches significantly influence pre-reading abilities, emphasizing the need for inclusive and dynamic instructional methods. Similarly, Mardiah et al. (2024) advocate for holistic educational strategies that balance academic readiness with social and emotional skill development, further underlining the importance of effective teaching approaches in kindergarten settings.

Furthermore, the integration of innovative educational practices in early childhood education is explored in studies like Ampartzaki et al. (2024), who discuss the challenges faced by kindergarten teachers in implementing age-appropriate STEM education despite the positive outcomes of specialized training. Wong et al. (2024) and Aguilar (2024) extend this discussion by examining the readiness of kindergarten teachers to support children with special educational needs and the impact of play-based learning on cognitive and emotional development. Collectively, these studies underscored the need for continuous professional development and supportive environments to enhance the teaching approaches of kindergarten teachers, thereby improving the reading skill levels of young learners.

Despite extensive research on the teaching approaches of kindergarten teachers and their impact on reading skill levels, a gap remained in understanding how specific instructional strategies directly influenced the development of pre-reading abilities in diverse educational contexts. Most studies focused on general early childhood education practices, yet few delved into the nuanced relationship between particular teaching methods and the enhancement of reading skill levels within kindergarten settings. This study aimed to address this gap by examining the effectiveness of various teaching approaches in fostering the essential pre-reading skills that lay the groundwork for future literacy success, thereby providing a basis for developing an enhanced pre-reading instructional program tailored to the needs of kindergarten learners.

2. STATEMENT OF THE PROBLEM

This study determined the teaching approaches and reading skill levels of Kindergarten learners in Zones III and IV, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the kindergarten teachers be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. teaching position;
 - 1.4. length of service; and
 - 1.5. highest educational attainment?
2. How may the teaching approaches of kindergarten teachers be described in terms of:
 - 2.1. storytelling and narrative;
 - 2.2. interactive read-alouds;
 - 2.3. use of multisensory; and
 - 2.4. engagement in a literacy-rich environment?
3. How may the teaching approaches of kindergarten teachers as perceived by reading facilitators be described in terms of:
 - 3.1. storytelling and narrative;
 - 3.2. interactive read-alouds;

- 3.3. use of multisensory; and
- 3.4. engagement in a literacy-rich environment?
4. How may the reading skill levels of kindergarten learners as perceived by their kindergarten teachers be described in terms of:
 - 4.1. alphabet knowledge;
 - 4.2. print awareness;
 - 4.3. vocabulary building; and
 - 4.4. listening comprehension?
5. Is there a significant difference between the teaching approaches as perceived by kindergarten teachers and reading facilitators?
6. Is there a significant difference between the teaching approaches of kindergarten teachers and their profile when grouped accordingly?
7. Is there a significant correlation between the teaching approaches of teachers and the reading skill levels of their kindergarten learners?
8. What enhancement program can be proposed for pre-reading instruction to improve the teaching approaches of teachers and the reading skill levels of their kindergarten learners?

3. METHODS AND MATERIALS

This study determined the teaching approaches and reading skill levels of Kindergarten learners in Zones III and IV, Schools Division of Zambales during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 157 kindergarten teachers and 157 reading facilitators came from seven districts, utilizing total population sampling to involve all kindergarten teachers and reading facilitators. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the teaching approaches and reading skill levels of kindergarten learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the teaching approaches of the kindergarten teachers ($\alpha = 0.92$), teaching approaches of the reading facilitators ($\alpha = 0.95$), and the reading skill levels of learners ($\alpha = 0.93$). Statistical analyses, including the Kruskal-Wallis Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Kindergarten Teachers

4.1.1. Age

Table 1

Profile of the Kindergarten Teachers in terms of Age

Age	Frequency	Percentage
60 years old and above	5	3.18
50-59 years old	23	14.65
40-49 years old	42	26.75
30-39 years old	60	38.22
20-29 years old	27	17.20

As shown in Table 1, the profile of the kindergarten teachers in terms of age. As reflected in the table, 3.18% of the kindergarten teachers were in the 60 years old and above bracket, 14.65% were in the 50-59 years old bracket, 26.75% were in the 40-49 years old bracket, 38.22% were in the 30-39 years old bracket, and 17.20% were in the 20-29 years old bracket.

This implies that the kindergarten teachers consist predominantly of middle-aged teachers with substantial teaching experience, complemented by younger teachers who bring fresh perspectives. The presence of seasoned kindergarten teachers aged 50 and above further contributes institutional knowledge and mentorship.

Similar to the findings of Rudolph and Zacher (2022), which emphasized the value of a balanced workforce in fostering collaboration and innovation, the current study underscores the benefits of age diversity in enhancing educational practices. This diversity promotes the exchange of ideas and practices, creating a dynamic and supportive teaching environment.

4.1.2. Sex

Table 2

Profile of the Kindergarten Teachers in terms of Sex

Sex	Frequency	Percentage
Male	3	1.91
Female	154	98.09

As shown in Table No. 14, the profile of the kindergarten teachers in terms of sex. As reflected in the table, 1.91% of the kindergarten teachers were males and 98.09% were females.

This implies that the teaching profession in the study area is predominantly female, with 98.09% of the respondents being women. The minimal male representation suggests a potential need to encourage more gender diversity in the teaching workforce.

Kundu (2022) found that women dominate teaching roles, particularly in primary education, due to traditional societal views of teaching as a nurturing profession. The study emphasized that increasing male representation could provide diverse perspectives and role models, fostering a more balanced educational environment.

4.1.3. Teaching Position

Table 3

Profile of the Kindergarten Teachers in terms of Teaching Position

Teaching Position	Frequency	Percentage
Master Teacher II	7	4.46
Master Teacher I	6	3.82
Teacher III	20	12.74
Teacher II	47	29.94
Teacher I	77	49.04

As shown in Table 3, the profile of the kindergarten teachers in terms of teaching position. As reflected in the table, 4.46% of the kindergarten teachers were Master Teacher II, 3.82% were Master Teacher I, 12.74% were Teacher III, 29.94% were Teacher II, and 49.04% were Teacher I.

This implies that the majority of the kindergarten teachers hold entry-level positions, with nearly half (49.04%) being Teacher I, followed by Teacher II at 29.94%. The smaller percentages of higher-ranking positions suggest opportunities for professional growth and promotion within the teaching workforce.

Booth et al. (2021) similarly highlighted that a significant proportion of kindergarten teachers occupy lower-ranking positions, emphasizing the importance of professional development programs to enhance their qualifications and career progression. These findings suggest that fostering growth opportunities can improve job satisfaction and the overall quality of education delivery.

4.1.4. Length of Service

Table 4

Profile of the Kindergarten Teachers in terms of the Length of Service

Length of Service	Frequency	Percentage
40 years and above	3	1.91
30-39 years	12	7.64
20-29 years	24	15.29
10-19 years	52	33.12
9 years and below	66	42.04

As shown in Table 4, the profile of the kindergarten teachers in terms of the length of service. As reflected in the table, 1.91% of the teachers were in the 40 years and above bracket, 7.64% of the teachers were in the 30-39 years bracket, 15.29% in the 20-29 years bracket, 33.12% in the 10-19 years bracket, and 42.04% in the 9 years and below bracket.

This implies that the majority of kindergarten teachers have relatively shorter teaching experience, with 42.04% serving for 9 years or less and 33.12% having 10-19 years of service. This distribution highlights a predominantly younger workforce, with fewer seasoned kindergarten teachers to provide mentorship and institutional knowledge.

Jacobsen and Lejonberg (2024) similarly found that newer kindergarten teachers constituted the majority in schools, emphasizing the importance of comprehensive induction and mentoring programs. Such programs can help younger kindergarten teachers develop the skills and expertise necessary to sustain and improve the quality of education over time.

4.1.5. Highest Educational Attainment

Table 5

Profile of the Kindergarten Teachers in terms of the Highest Educational Attainment

Length of Service	Frequency	Percentage
EdD/PhD Graduate	3	1.91
with EdD/PhD units	9	5.73
MA Graduate	32	20.38
with MA units	70	44.59
Education Graduate	43	27.39

As shown in Table 5, the profile of the kindergarten teachers in terms of the highest educational attainment. As reflected in the table, 1.91% of the teachers were EdD/PhD graduates, 5.73% were with EdD/PhD units, 20.38% were MA graduates, 44.59% were with MA units, and 27.39% were education graduates.

This implies that the majority of kindergarten teachers have pursued advanced studies, with 44.59% holding MA units and 20.38% being MA graduates, reflecting a commitment to professional growth. However, a relatively small percentage (7.64%) have pursued doctoral-level studies, indicating opportunities to encourage further advancement in higher education.

Yang and Kaiser (2022) similarly highlighted the importance of advanced educational attainment among kindergarten teachers in enhancing teaching competencies and instructional quality. The findings suggest that incentivizing graduate and doctoral studies could further enrich the professional expertise of kindergarten teachers and improve overall educational outcomes.

4.2. Teaching Approaches of Kindergarten Teachers

4.2.1. Storytelling and Narrative

Table 6

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers in terms of Storytelling and Narrative

Item	Indicators	Mean Rating	Interpretation
1	I use engaging stories to capture my learners' interest and attention.	3.14	Moderately Demonstrated
2	I incorporate expressive voices and gestures to make storytelling more interactive.	3.22	Moderately Demonstrated
3	I choose age-appropriate narratives that align with the developmental stage of my learners.	3.21	Moderately Demonstrated
4	I encourage my learners to participate in retelling stories in their own words.	3.20	Moderately Demonstrated
5	I use visual aids and props to support storytelling and enhance comprehension.	3.17	Moderately Demonstrated
6	I ask questions during and after the story to check for understanding and promote critical thinking.	3.23	Moderately Demonstrated
7	I model correct pronunciation and intonation while narrating stories to build language skills.	3.19	Moderately Demonstrated
8	I provide opportunities for my learners to create their own stories using pictures or words.	3.22	Moderately Demonstrated
9	I relate the stories to my learners' personal experiences to make the content more relevant.	3.18	Moderately Demonstrated
10	I use storytelling to introduce and reinforce new vocabulary words and concepts.	3.20	Moderately Demonstrated
General Mean Rating		3.20	Moderately Demonstrated

As shown in Table 6, the teaching approaches of kindergarten teachers in terms of storytelling and narrative. As reflected in the table, a majority of the kindergarten teachers had the general mean rating of 3.20 or “Moderately Demonstrated.” It was observed that, “I ask questions during and after the story to check for understanding and promote critical thinking” had the highest mean of 3.23 equivalent to “Moderately Demonstrated.”

This implies that kindergarten teachers moderately demonstrate the use of storytelling and narrative as a teaching approach, indicating room for improvement in fully integrating this strategy into their instructional practices. The highest-rated indicator, "I ask questions during and after the story to check for understanding and promote critical thinking," suggests that kindergarten teachers recognize the value of engaging learners in reflective and analytical discussions.

Yulianawati et al (2022) highlighted that storytelling, when fully utilized, significantly enhances learner engagement and comprehension. These findings suggest that targeted training and resources could help kindergarten teachers advance from moderately to highly demonstrated storytelling practices, maximizing their impact on learners' cognitive and language development.

4.2.2. Interactive Read-Alouds

Table 7

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers in terms of Interactive Read-Alouds

Item	Indicators	Mean Rating	Interpretation
1	I engage my learners by asking questions about the story to encourage active participation.	3.10	Moderately Demonstrated
2	I model thinking aloud to show how to make predictions and inferences from the text.	3.22	Moderately Demonstrated
3	I pause during reading to discuss key events and characters to deepen understanding.	3.21	Moderately Demonstrated
4	I use expression and tone to bring characters and events to life, making the read-alouds more engaging.	3.11	Moderately Demonstrated
5	I provide learners with opportunities to express their thoughts and opinions about the story.	3.20	Moderately Demonstrated
6	I use gestures and visual aids to help learners connect with the content of the story.	3.18	Moderately Demonstrated
7	I encourage learners to make connections between the story and their own experiences.	3.08	Moderately Demonstrated
8	I ask learners to summarize parts of the story to check for comprehension and retention.	3.15	Moderately Demonstrated
9	I incorporate repetition and rhyme to help learners recognize patterns and build phonemic awareness.	3.16	Moderately Demonstrated
10	I use interactive elements like props and sound effects, to enhance the read-alouds experience and maintain interest.	3.11	Moderately Demonstrated

General Mean Rating 3.15 Moderately Demonstrated

As shown in Table 7, the teaching approaches of kindergarten teachers in terms of interactive read-alouds. As reflected in the table, a majority of the kindergarten teachers had the general mean rating of 3.15 or “Moderately Demonstrated.” It was observed that, “I model thinking aloud to show how to make predictions and inferences from the text” had the highest mean of 3.22 equivalent to “Moderately Demonstrated.”

This implies that the kindergarten teachers moderately demonstrate interactive read-aloud practices, with room for further development in fully engaging learners through this approach. The highest-rated indicator, "I model thinking aloud to show how to make predictions and inferences from the text," suggests that kindergarten teachers are aware of the importance of fostering higher-order thinking skills in their learners.

Kelly and Barber (2021) similarly emphasized the significance of interactive read-alouds in promoting deep comprehension and critical thinking among learners. These findings suggest that with additional professional development, kindergarten teachers can enhance their use of interactive elements and strategies, moving toward more highly demonstrated practices that further support learner engagement and learning.

4.2.3. Use of Multisensory

Table 8

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers in terms of Use of Multisensory

Item	Indicators	Mean Rating	Interpretation
1	I incorporate visual aids, such as pictures and flashcards, to support learning new vocabulary.	3.20	Moderately Demonstrated
2	I use tactile materials, like sandpaper letters or letter tiles, to help learners feel the shapes of letters and words.	3.19	Moderately Demonstrated
3	I include auditory elements, such as rhymes and songs, to reinforce phonemic awareness and word recognition.	3.06	Moderately Demonstrated
4	I use interactive activities, like tracing letters in sand or on a whiteboard, to engage multiple senses in learning.	3.23	Moderately Demonstrated
5	I provide hands-on materials, such as letter blocks or magnetic letters, for learners to build and manipulate words.	3.17	Moderately Demonstrated
6	I integrate movement-based activities, like acting out stories or letter shapes, to help learners connect with the material physically.	3.12	Moderately Demonstrated
7	I use colored markers and highlighters to emphasize key words and concepts during reading activities.	3.16	Moderately Demonstrated

8	I encourage learners to use their sense of touch and sight by feeling different textures and matching them to corresponding letters or words.	3.12	Moderately Demonstrated
9	I incorporate auditory feedback, such as repeating words or phrases, to reinforce learning and aid memory retention.	2.95	Moderately Demonstrated
10	I use multisensory storytelling techniques, like combining spoken words with visual and tactile props, to create a richer learning experience.	3.15	Moderately Demonstrated
General Mean Rating		3.14	Moderately Demonstrated

As shown in Table 8, the teaching approaches of kindergarten teachers in terms of use of multisensory. As reflected in the table, a majority of the kindergarten teachers had the general mean rating of 3.14 or “Moderately Demonstrated.” It was observed that, “I use interactive activities, like tracing letters in sand or on a whiteboard, to engage multiple senses in learning” had the highest mean of 3.23 equivalent to “Moderately Demonstrated.”

This implies that kindergarten teachers moderately demonstrate the use of multisensory approaches, with most strategies incorporating visual, auditory, and tactile elements to support learning. The highest-rated indicator, "I use interactive activities, like tracing letters in sand or on a whiteboard, to engage multiple senses in learning," suggests that kindergarten teachers are aware of the benefits of engaging learners through hands-on and sensory experiences.

Ghaleb and Majeed (2023) also emphasized the importance of multisensory teaching methods in enhancing learners' engagement and memory retention. These findings suggest that with continued training, kindergarten teachers can further integrate and refine multisensory strategies, moving toward more highly demonstrated practices that promote deeper learning and skill development.

4.2.4. Literacy-Rich Environment

Table 9

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers in terms of Engagement in a Literacy-Rich Environment

Item	Indicators	Mean Rating	Interpretation
1	I display a variety of books and reading materials in the classroom to encourage frequent reading.	3.16	Moderately Demonstrated
2	I create a reading corner with comfortable seating and easy access to age-appropriate books.	3.22	Moderately Demonstrated
3	I label classroom objects with written words to help learners connect words with their meanings.	3.18	Moderately Demonstrated
4	I set up interactive literacy centers where learners can engage in activities like word matching or story sequencing.	3.23	Moderately Demonstrated

5	I incorporate visual displays, such as word walls or letter charts, to reinforce vocabulary and phonics skills.	3.19	Moderately Demonstrated
6	I provide opportunities for learners to share their own stories and experiences through drawings or oral storytelling.	3.20	Moderately Demonstrated
7	I use daily routines and transitions as opportunities to practice reading and writing skills, like reading schedules or labels.	3.19	Moderately Demonstrated
8	I invite guest readers or organizes book-sharing events to expose learners to different reading experiences.	3.22	Moderately Demonstrated
9	I integrate print materials into play areas, such as including menus in a dramatic play corner or labels in a pretend grocery store.	3.17	Moderately Demonstrated
10	I encourage learners to create their own books or writing projects to foster a sense of authorship and engagement with literacy.	3.19	Moderately Demonstrated
General Mean Rating		3.19	Moderately Demonstrated

As shown in Table 9, the teaching approaches of kindergarten teachers in terms of engagement in a literacy-rich environment. As reflected in the table, a majority of the kindergarten teachers had the general mean rating of 3.19 or “Moderately Demonstrated.” It was observed that, “I set up interactive literacy centers where learners can engage in activities like word matching or story sequencing” had the highest mean of 3.23 equivalent to “Moderately Demonstrated.”

This implies that kindergarten teachers moderately demonstrate engagement in creating a literacy-rich environment, with many strategies supporting learners' interaction with reading materials, storytelling, and vocabulary development. The highest-rated indicator, "I set up interactive literacy centers where learners can engage in activities like word matching or story sequencing," suggests that kindergarten teachers actively foster opportunities for learners to engage in literacy-building activities within the classroom.

Lau and Richards (2021) also emphasized the importance of a literacy-rich environment in enhancing learner engagement and comprehension. These findings support the idea that continued development of such environments can further motivate learners and provide them with more diverse and engaging literacy experiences.

4.3. Teaching Approaches of Kindergarten Teachers as Perceived by Reading Facilitators

4.3.1. Storytelling and Narrative

Table 10

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers as Perceived by Reading Facilitators in terms of Storytelling and Narrative

Item	Indicators	Mean Rating	Interpretation
1	The teacher uses engaging stories to capture his/her learners' interest and attention.	3.21	Moderately Demonstrated
2	The teacher incorporates expressive voices and gestures to make storytelling more interactive.	3.24	Moderately Demonstrated
3	The teacher chooses age-appropriate narratives that align with the developmental stage of his/her learners.	3.17	Moderately Demonstrated
4	The teacher encourages his/her learners to participate in retelling stories in their own words.	3.18	Moderately Demonstrated
5	The teacher uses visual aids and props to support storytelling and enhance comprehension.	3.15	Moderately Demonstrated
6	The teacher asks questions during and after the story to check for understanding and promote critical thinking.	3.22	Moderately Demonstrated
7	The teacher models correct pronunciation and intonation while narrating stories to build language skills.	3.20	Moderately Demonstrated
8	The teacher provides opportunities for my learners to create their own stories using pictures or words.	3.19	Moderately Demonstrated
9	The teacher relates the stories to his/her learners' personal experiences to make the content more relevant.	3.18	Moderately Demonstrated
10	The teacher uses storytelling to introduce and reinforce new vocabulary words and concepts.	3.16	Moderately Demonstrated
General Mean Rating		3.19	Moderately Demonstrated

As shown in Table 10, the teaching approaches of kindergarten teachers as perceived by reading facilitators in terms of storytelling and narrative. As reflected in the table, a majority of the reading facilitators had the general mean rating of 3.19 or "Moderately Demonstrated." It was observed that, "The teacher incorporates expressive voices and gestures to make storytelling more interactive" had the highest mean of 3.24 equivalent to "Moderately Demonstrated."

This implies that reading facilitators perceive kindergarten teachers as moderately demonstrating storytelling and narrative techniques that actively engage learners. The highest-rated indicator, "The teacher incorporates expressive voices and gestures to make storytelling more interactive," suggests that teachers are effectively using expressive methods to make stories more engaging and interactive, which may help maintain learner interest and promote deeper understanding.

Hisey et al. (2022) supports this approach by highlighting the effectiveness of interactive storytelling techniques in fostering learner engagement and comprehension. This perception indicates that kindergarten teachers are applying diverse methods to create meaningful learning experiences through storytelling.

4.3.2. Interactive Read-Alouds

Table 11

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers as Perceived by Reading Facilitators in terms of Interactive Read-Alouds

Item	Indicators	Mean Rating	Interpretation
1	The teacher engages his/her learners by asking questions about the story to encourage active participation.	3.04	Moderately Demonstrated
2	The teacher models thinking aloud to show how to make predictions and inferences from the text.	3.09	Moderately Demonstrated
3	The teacher pauses during reading to discuss key events and characters to deepen understanding.	3.13	Moderately Demonstrated
4	The teacher uses expression and tone to bring characters and events to life, making the read-alouds more engaging.	3.06	Moderately Demonstrated
5	The teacher provides his/her learners with opportunities to express their thoughts and opinions about the story.	3.04	Moderately Demonstrated
6	The teacher uses gestures and visual aids to help his/her learners connect with the content of the story.	3.20	Moderately Demonstrated
7	The teacher encourages his/her learners to make connections between the story and their own experiences.	3.11	Moderately Demonstrated
8	The teacher asks his/her learners to summarize parts of the story to check for comprehension and retention.	3.12	Moderately Demonstrated
9	The teacher incorporates repetition and rhyme to help his/her learners recognize patterns and build phonemic awareness.	3.16	Moderately Demonstrated
10	The teacher uses interactive elements like props and sound effects, to enhance the read-alouds experience and maintain interest.	3.13	Moderately Demonstrated
General Mean Rating		3.11	Moderately Demonstrated

As shown in Table 11, the teaching approaches of kindergarten teachers as perceived by reading facilitators in terms of interactive read-alouds. As reflected in the table, a majority of the

reading facilitators had the general mean rating of 3.11 or “Moderately Demonstrated.” It was observed that, “The teacher uses gestures and visual aids to help his/her learners connect with the content of the story” had the highest mean of 3.20 equivalent to “Moderately Demonstrated.”

The findings suggest that kindergarten teachers moderately demonstrate the use of interactive read-aloud strategies, as perceived by reading facilitators, with a general mean rating of 3.11. This highlights the need for enhanced professional development to improve the integration of expressive techniques, visual aids, and learner engagement strategies during read-aloud sessions.

The findings of Nazarialieva (2021), which emphasized the importance of interactive teaching methods in fostering comprehension and participation, this study also reveals that certain strategies, like using gestures and visual aids, are relatively more practiced but still require improvement. Both studies underscore the significance of strengthening kindergarten teachers' competencies to maximize the benefits of interactive read-alouds for learners' literacy development.

4.3.3. Use of Multisensory

Table 12

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers as Perceived by Reading Facilitators in terms of Use of Multisensory

Item	Indicators	Mean Rating	Interpretation
1	The teacher incorporates visual aids, such as pictures and flashcards, to support learning new vocabulary.	3.20	Moderately Demonstrated
2	The teacher uses tactile materials, like sandpaper letters or letter tiles, to help his/her learners feel the shapes of letters and words.	3.23	Moderately Demonstrated
3	The teacher includes auditory elements, such as rhymes and songs, to reinforce phonemic awareness and word recognition.	3.24	Moderately Demonstrated
4	The teacher uses interactive activities, like tracing letters in sand or on a whiteboard, to engage multiple senses in learning.	3.22	Moderately Demonstrated
5	The teacher provides hands-on materials, such as letter blocks or magnetic letters, for his/her learners to build and manipulate words.	3.19	Moderately Demonstrated
6	The teacher integrates movement-based activities, like acting out stories or letter shapes, to help his/her learners connect with the material physically.	3.20	Moderately Demonstrated
7	The teacher uses colored markers and highlighters to emphasize key words and concepts during reading activities.	3.19	Moderately Demonstrated

8	The teacher encourages his/her learners to use their sense of touch and sight by feeling different textures and matching them to corresponding letters or words.	3.20	Moderately Demonstrated
9	The teacher incorporates auditory feedback, such as repeating words or phrases, to reinforce learning and aid memory retention.	3.19	Moderately Demonstrated
10	The teacher uses multisensory storytelling techniques, like combining spoken words with visual and tactile props, to create a richer learning experience.	3.18	Moderately Demonstrated
General Mean Rating		3.20	Moderately Demonstrated

As shown in Table 12, the teaching approaches of kindergarten teachers as perceived by reading facilitators in terms of use of multisensory. As reflected in the table, a majority of the reading facilitators had the general mean rating of 3.20 or “Moderately Demonstrated.” It was observed that, “The teacher includes auditory elements, such as rhymes and songs, to reinforce phonemic awareness and word recognition” had the highest mean of 3.24 equivalent to “Moderately Demonstrated.”

This implies that while kindergarten teachers moderately demonstrate the use of multisensory teaching approaches, incorporating auditory elements such as rhymes and songs is the most frequently utilized strategy to enhance phonemic awareness and word recognition. However, the findings suggest the need for more consistent and innovative applications of multisensory techniques to fully engage learners’ senses and improve learning outcomes.

The findings of Sutrisno et al. (2024), which highlighted the positive impact of multisensory methods on learner engagement and comprehension, this study also emphasizes the value of integrating visual, tactile, and auditory elements into teaching practices. Both studies reinforce the importance of a well-rounded multisensory approach in promoting a more interactive and effective learning experience for young learners.

4.3.4. Literacy-Rich Environment

Table 13

Mean Rating and Interpretations of the Teaching Approaches of Kindergarten Teachers as Perceived by Reading Facilitators in terms of Engagement in a Literacy-Rich Environment

Item	Indicators	Mean Rating	Interpretation
1	The teacher displays a variety of books and reading materials in the classroom to encourage frequent reading.	3.13	Moderately Demonstrated
2	The teacher creates a reading corner with comfortable seating and easy access to age-appropriate books.	3.22	Moderately Demonstrated

3	The teacher labels classroom objects with written words to help learners connect words with their meanings.	3.23	Moderately Demonstrated
4	The teacher sets up interactive literacy centers where his/her learners can engage in activities like word matching or story sequencing.	3.21	Moderately Demonstrated
5	The teacher incorporates visual displays, such as word walls or letter charts, to reinforce vocabulary and phonics skills.	3.19	Moderately Demonstrated
6	The teacher provides opportunities for his/her learners to share their own stories and experiences through drawings or oral storytelling.	3.20	Moderately Demonstrated
7	The teacher uses daily routines and transitions as opportunities to practice reading and writing skills, like reading schedules or labels.	3.17	Moderately Demonstrated
8	The teacher invites guest readers or organizes book-sharing events to expose his/her learners to different reading experiences.	3.18	Moderately Demonstrated
9	The teacher integrates print materials into play areas, such as including menus in a dramatic play corner or labels in a pretend grocery store.	3.21	Moderately Demonstrated
10	The teacher encourages his/her learners to create their own books or writing projects to foster a sense of authorship and engagement with literacy.	3.17	Moderately Demonstrated
General Mean Rating		3.19	Moderately Demonstrated

As shown in Table 13, the teaching approaches of kindergarten teachers as perceived by reading facilitators in terms of engagement in a literacy-rich environment. As reflected in the table, a majority of the reading facilitators had the general mean rating of 3.19 or “Moderately Demonstrated.” It was observed that, “The teacher labels classroom objects with written words to help learners connect words with their meanings” had the highest mean of 3.23 equivalent to “Moderately Demonstrated.”

This implies that while kindergarten teachers moderately demonstrate strategies to create a literacy-rich environment, labeling classroom objects to help learners connect words with their meanings is the most frequently practiced approach. However, the findings indicate the need for further enhancement of literacy-rich practices to maximize their potential in fostering learners’ engagement and literacy development.

The findings of Torppa et al. (2021), which underscored the importance of literacy-rich environments in supporting vocabulary acquisition and reading motivation, this study highlights the value of accessible and interactive literacy resources in the classroom. Both studies advocate for strengthening these practices to build a more immersive and effective literacy environment for learners.

4.4. Reading Skill Levels of Kindergarten Learners as Perceived by Their Teachers**4.4.1. Alphabet Knowledge**

Table 14

Mean Rating and Interpretations of the Reading Skill Levels of Kindergarten Learners as Perceived by their Kindergarten Teachers in terms of Alphabet Knowledge

Item	Indicators	Mean Rating	Interpretation
1	My learners recognize and name all the letters of the alphabet.	2.76	Moderately Skilled
2	My learners can match uppercase and lowercase letters correctly.	3.08	Moderately Skilled
3	My learners identify and produce the beginning sounds of words associated with each letter.	3.16	Moderately Skilled
4	My learners sequence the letters of the alphabet in the correct order.	3.06	Moderately Skilled
5	My learners can write each letter of the alphabet legibly and correctly.	3.13	Moderately Skilled
6	My learners associate each letter with a familiar object or picture that starts with that letter.	3.22	Moderately Skilled
7	My learners can blend sounds together to form simple words using their knowledge of letter sounds.	2.96	Moderately Skilled
8	My learners demonstrate the ability to recognize letters in various fonts and sizes.	3.21	Moderately Skilled
9	My learners identify letters in their names and other familiar words.	3.12	Moderately Skilled
10	My learners can complete simple alphabet puzzles or activities involving letter recognition and sorting.	3.07	Moderately Skilled
General Mean Rating		3.08	Moderately Skilled

As shown in Table 14, the reading skill levels of kindergarten learners as perceived by their kindergarten teachers in terms of alphabet knowledge. As reflected in the table, a majority of the learners had the general mean rating of 3.08 or “Moderately Skilled.” It was observed that, “My learners associate each letter with a familiar object or picture that starts with that letter” had the highest mean of 3.22 equivalent to “Moderately Skilled.”

This implies that kindergarten learners are moderately skilled in alphabet knowledge, with the strongest skill being their ability to associate letters with familiar objects or pictures that start with those letters. However, the findings suggest a need for targeted interventions to enhance areas such as letter recognition in varied contexts and blending sounds to form words, which scored relatively lower.

Similar to the findings of Piasta et al. (2021), which emphasized the critical role of alphabet knowledge in early literacy development, this study highlights the importance of fostering strong

letter-sound associations and interactive activities to reinforce alphabet skills. Both studies point to the necessity of using diverse, engaging methods to ensure foundational literacy skills are well-developed in young learners.

4.4.2. Print Awareness

Table 15

Mean Rating and Interpretations of the Reading Skill Levels of Kindergarten Learners as Perceived by their Kindergarten Teachers in terms of Print Awareness

Item	Indicators	Mean Rating	Interpretation
1	My learners understand that print carries meaning and that written words represent spoken language.	3.04	Moderately Skilled
2	My learners recognize and print words as I read aloud, showing an understanding of print directionally.	3.22	Moderately Skilled
3	My learners identify and name common features of books, such as the title, author, and illustrations.	3.17	Moderately Skilled
4	My learners follow along with the text as I read, demonstrating awareness of left-to-right progression.	3.20	Moderately Skilled
5	My learners can locate and name the front and back covers of a book.	3.07	Moderately Skilled
6	My learners differentiate between letters and words, recognizing that words are made up of letters.	3.17	Moderately Skilled
7	My learners understand that print is read from top to bottom and left to right on a page.	3.14	Moderately Skilled
8	My learners can match spoken words with their printed counterparts in simple texts.	3.20	Moderately Skilled
9	My learners recognize and point out familiar environmental print, such as signs or labels, in their surroundings.	3.18	Moderately Skilled
10	My learners demonstrate an understanding of the concept of spaces between words by identifying and counting the spaces in a text.	3.10	Moderately Skilled
General Mean Rating		3.15	Moderately Skilled

As shown in Table 15, the reading skill levels of kindergarten learners as perceived by their kindergarten teachers in terms of print awareness. As reflected in the table, a majority of the learners had the general mean rating of 3.15 or “Moderately Skilled.” It was observed that, “My learners recognize and print words as I read aloud, showing an understanding of print directionally” had the highest mean of 3.22 equivalent to “Moderately Skilled.”

This implies that kindergarten learners are moderately skilled in print awareness, with the strongest skill being their ability to recognize and print words while understanding print

directionality. However, the findings suggest there is room for improvement in areas such as understanding the concept of spaces between words and recognizing environmental print, which had relatively lower mean ratings.

The findings of Claravall and Walthall (2023), which highlighted the importance of print awareness in early literacy development, this study underscores the significance of fostering learners' understanding of print concepts, such as word recognition, directional progression, and book features. Both studies emphasize the need for engaging activities to strengthen learners' print awareness, forming a foundation for more advanced literacy skills.

4.4.3. Vocabulary Building

Table 16

Mean Rating and Interpretations of the Reading Skill Levels of Kindergarten Learners as Perceived by their Kindergarten Teachers in terms of Vocabulary Building

Item	Indicators	Mean Rating	Interpretation
1	My learners can identify and use new vocabulary words introduced during story time.	2.70	Moderately Skilled
2	My learners understand and use the meanings of common words related to their daily experiences.	2.99	Moderately Skilled
3	My learners can match vocabulary words with corresponding pictures or objects.	2.96	Moderately Skilled
4	My learners use new vocabulary words in their own sentences during discussions or activities.	3.01	Moderately Skilled
5	My learners recognize and name familiar objects and actions by their appropriate vocabulary forms.	2.97	Moderately Skilled
6	My learners participate in activities that involve sorting or categorizing words based on their meanings.	3.20	Moderately Skilled
7	My learners recall and use vocabulary words from previous lessons or readings in different contexts.	2.78	Moderately Skilled
8	My learners show an understanding of basic synonyms and antonyms for commonly used words.	3.07	Moderately Skilled
9	My learners can complete simple fill in the blank exercises using newly learned vocabulary words.	3.18	Moderately Skilled
10	My learners engage in games or activities that reinforce the meanings and usage of vocabulary words, such as matching or word puzzles.	3.09	Moderately Skilled
General Mean Rating		2.99	Moderately Skilled

As shown in Table 16, the reading skill levels of kindergarten learners as perceived by their kindergarten teachers in terms of vocabulary building. As reflected in the table, a majority of the learners had the general mean rating of 2.99 or “Moderately Skilled.” It was observed that, “My

learners participate in activities that involve sorting or categorizing words based on their meanings” had the highest mean of 3.20 equivalent to “Moderately Skilled.”

This implies that while the kindergarten learners exhibit moderate skill in vocabulary building, there is a need for enhanced support in activities that focus on identifying, using, and recalling new vocabulary. The moderate skills in vocabulary building suggest that learners are exposed to vocabulary-related activities, but further interventions could strengthen their ability to retain and use these words in different contexts.

Relating this to the findings of the Handig et al. (2023) study, which indicated that consistent exposure to vocabulary-enriching activities improves long-term retention and usage of new words, it is evident that both studies emphasize the importance of interactive and engaging methods for vocabulary development. The Handig et al. (2023) study supports the need for more effective vocabulary-building strategies, which align with the findings of the present study on kindergarten learners' skill levels in vocabulary building.

4.4.4. Listening Comprehension

Table 17

Mean Rating and Interpretations of the Reading Skill Levels of Kindergarten Learners as Perceived by their Kindergarten Teachers in terms of Listening Comprehension

Item	Indicators	Mean Rating	Interpretation
1	My learners accurately recall and describe key details from a story or oral presentation.	3.17	Moderately Skilled
2	My learners follow multi-step oral instructions to complete tasks or activities.	3.20	Moderately Skilled
3	My learners respond to questions about the main ideas and events in a story or discussion.	3.16	Moderately Skilled
4	My learners can sequence events from a story or oral narrative in the correct order.	3.18	Moderately Skilled
5	My learners identify and explain characters, settings, and plots from stories read aloud.	3.21	Moderately Skilled
6	My learners demonstrate understanding of new vocabulary words through their responses to oral questions.	3.14	Moderately Skilled
7	My learners participate in group discussions by sharing their thoughts and interpretations of listened content.	3.09	Moderately Skilled
8	My learners make predictions about what will happen next in a story based on information they heard.	3.11	Moderately Skilled
9	My learners distinguish between relevant and irrelevant information in oral presentations or stories.	3.03	Moderately Skilled

10	My learners summarize the main points of a story or oral presentation using their own words.	2.89	Moderately Skilled
General Mean Rating		3.12	Moderately Skilled

As shown in Table 17, the reading skill levels of kindergarten learners as perceived by their kindergarten teachers in terms of listening comprehension. As reflected in the table, a majority of the learners had the general mean rating of 3.12 or “Moderately Skilled.” It was observed that, “My learners identify and explain characters, settings, and plots from stories read aloud” had the highest mean of 3.21 equivalent to “Moderately Skilled.”

This implies that kindergarten learners exhibit moderate skill in listening comprehension, with the ability to recall and describe key details, sequence events, and identify characters, settings, and plots from stories. However, the moderate ratings also suggest that there is room for improvement in areas such as summarizing content and distinguishing between relevant and irrelevant information.

The findings of the Mujahidah et al. (2021) study, which emphasized the critical role of active listening and comprehension in early education, it is clear that consistent practice and interactive storytelling methods are essential for enhancing listening comprehension skills. The present study's findings on listening comprehension align with Mujahidah et al.'s (2021) assertion that listening skills significantly contribute to a child's overall academic development, supporting the need for improved strategies in this area.

4.5. Difference Between the Teaching Approaches as Perceive by Kindergarten Teachers and Reading Facilitators

Table 18

Difference Between the Teaching Approaches as Perceived by Teachers and Reading Facilitators

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Perception of Teachers	.06	1	.801	Accept H_{01}
Perception of Reading Facilitators				(Not Significant)

As shown in Table 18, a Kruskal-Wallis Test was conducted to assess the difference between the teaching approaches as perceived by teachers and reading facilitators' groups. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the teaching approaches as perceived by teachers and reading facilitators' groups ($H(1) = .06$, $p = .801$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teachers' perceptions on their teaching approaches may be unbiased, as there is no significant difference between their perceptions and those of their learners' reading facilitators.

This implies that both teachers and reading facilitators have similar perceptions regarding the teaching approaches, suggesting that there is alignment between their views on instructional strategies. The lack of statistically significant difference indicates that the teaching approaches perceived by teachers are consistent with how reading facilitators view the same approaches, highlighting a shared understanding of instructional methods.

These findings are in line with the Jang et al. (2022) study, which noted that collaboration between teachers and reading facilitators enhances instructional effectiveness by fostering

common perceptions of teaching strategies. The consistency between the perceptions of the teachers and reading facilitators in this study supports the idea that a unified approach to teaching practices can contribute to better learning outcomes.

4.6. Difference Between the Reading Approaches of Kindergarten Teachers and Their Profile

4.6.1. Age

Table 19

Difference Between the Age Groups of the Teachers

Groups	MR	Eta squared (η^2)	H	df	P	Decision
60 years old and above	138.90	0.1 (Medium)	18.59	4	.001	Reject H ₀₂ (Significant)
50-59 years old	70.61					
40-49 years old	87.89					
30-39 years old	65.33					
20-29 years old	91.59					

As shown in Table 19, a Kruskal-Wallis Test was conducted to assess the difference between the age groups of the teachers. The Mean Rank results revealed that the observed scores in the 60 years old and above group (MR = 138.90) were higher than those in the 50-59 years old group (MR = 70.61), in the 40-49 years old group (MR = 87.89), in the 30-39 years old group (MR = 65.33), and in the 20-29 years old group (MR = 91.59). Additionally, the Eta squared result indicated that the strength of the difference was medium ($\eta^2 = .10$), suggesting a medium effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the age groups ($H(4) = 18.59$, $p = .001$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that age may have an effect on teachers' teaching approaches.

This implies that age significantly influences the perceptions of teachers regarding their teaching approaches, with older teachers (60 years old and above) reporting higher mean ranks compared to younger age groups. The medium effect size suggests that age-related factors, such as experience and tenure, might play a role in shaping teachers' approaches to instruction, potentially leading to differences in teaching styles or strategies.

These findings are consistent with the Vazquez-Cano et al. (2023) study, which highlighted the impact of age and teaching experience on instructional practices. The Vazquez-Cano et al. (2023) study found that older teachers tend to apply more refined, experience-based approaches, which may explain the higher mean ranks in the 60 years and above group in this study.

4.6.2. Sex

Table 20

Difference Between the Sex Groups of the Teachers

Groups	H	df	p	Decision
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Male	.00	1	.959	Accept H ₀₂
Female				(Not Significant)

As shown in Table 20, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ($H(1) = .00$, $p = .959$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on teachers' teaching approaches.

This implies that sex does not significantly influence the perceptions of teachers regarding their teaching approaches. The lack of a significant difference suggests that male and female teachers have similar views or practices when it comes to their instructional approaches.

These findings align with previous research, including the Gomez-Carrasco et al. (2021) study, which found that sex did not significantly impact teaching methods or approaches. Similar to this study, the Gomez-Carrasco et al. (2021) study also concluded that teaching practices are more influenced by factors such as experience or training rather than the teacher's gender.

4.6.3. Teaching Position

Table 21

Difference Between the Teaching Position Groups of the Teachers

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Master Teacher II	87.50	.13 (Medium)	24.48	4	.000	Reject H ₀₂ (Significant)
Master Teacher I	137.75					
Teacher III	101.03					
Teacher II	85.61					
Teacher I	63.90					

As shown in Table 21, a Kruskal-Wallis Test was conducted to assess the difference between the teaching position groups of the teachers. The Mean Rank results revealed that the observed scores in the Master Teacher I group ($MR = 137.75$) were higher than those in the Master Teacher II group ($MR = 87.50$), in the Teacher III group ($MR = 101.03$), in the Teacher II group ($MR = 85.61$), and in the Teacher 1 group ($MR = 63.90$). Additionally, the Eta squared result indicated that the strength of the difference was medium ($\eta^2 = .13$), suggesting a medium effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the teaching position groups ($H(4) = 24.48$, $p = .000$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that the teaching position may have an effect on teachers' teaching approaches.

This implies that teaching position influences the perceptions of teachers regarding their teaching approaches, with higher-ranked positions such as Master Teacher I perceiving their approaches more positively. The significant difference suggests that the level of experience and responsibility associated with the teaching position may play a role in shaping how teachers view their instructional methods.

These findings are consistent with the Sawalhi and Chaaban (2021) study, which also suggested that teachers in higher positions tend to have a broader perspective on teaching approaches due to their increased experience and leadership responsibilities. Similar to the present

study, the Sawalhi and Chaaban (2021) study found that teachers with higher ranks, like Master Teachers, displayed more developed and diverse teaching strategies.

4.6.4. Length of Service

Table 22

Difference Between the Length of Service Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
40 years and above	6.59	4	.159	Accept H_{02}
30-39 years				(Not Significant)
20-29 years				
10-19 years				
9 years and below				

As shown in Table 22, a Kruskal-Wallis Test was conducted to assess the difference between length of service groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the length of service groups ($H(4) = 6.59$, $p = .159$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that length of service may have no effect on teachers' teaching approaches.

This implies that the length of service of teachers does not significantly influence their teaching approaches, suggesting that factors other than years of service, such as ongoing professional development and individual teaching styles, may play a more critical role in shaping teaching methods.

These findings contrast with the Muhinat (2022) study, which highlighted variations in teaching approaches based on experience, suggesting that teachers with longer tenures often adopt more refined and effective teaching strategies, unlike the present study, which found no significant differences based solely on length of service.

4.6.5. Highest Educational Attainment

Table 23

Difference Between the Highest Educational Attainment Groups of the Teachers

Groups	<i>MR</i>	<i>Eta squared</i> (η^2)	<i>H</i>	<i>df</i>	<i>p</i>	Decision
EdD/PhD Graduate	62.33	.13 (Medium)	24.22	4	.000	Reject H_{02} (Significant)
With EdD/PhD units	79.44					
MA Graduate	94.94					
With MA units	60.31					
Education Graduate	98.64					

As shown in Table 23, a Kruskal-Wallis Test was conducted to assess the difference between the highest educational attainment groups of the kindergarten teachers. The Mean Rank results revealed that the observed scores in the Education Graduate group ($MR = 98.64$) were higher than those in the EdD/PhD Graduate group ($MR = 62.33$), the With EdD/PhD units group ($MR = 79.44$), the MA Graduate group ($MR = 94.94$), and the With MA units group ($MR = 60.31$).

Additionally, the Eta squared result indicated that the strength of the difference was medium ($\eta^2 = .13$), suggesting a medium effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the highest educational attainment groups ($H(4) = 24.22, p = .000$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that the highest educational attainment may have an effect on kindergarten teachers' teaching approaches.

This implies that kindergarten teachers' highest educational attainment influences their teaching approaches, with those holding an Education degree exhibiting higher scores compared to those with advanced degrees or units, suggesting that educational qualifications may shape teaching strategies and methods.

These findings align with the Liu (2021) study, which similarly found that higher educational attainment, especially holding a Master's or Doctorate degree, was associated with more effective teaching approaches, highlighting the potential impact of advanced academic qualifications on instructional practices.

4.7. Correlation Between the Teaching Approaches of Kindergarten Teachers and the Reading Skills Levels of Their Learners

Table 24

Correlation between the Teaching Approaches of Teachers and the Reading Skill Levels of their Kindergarten Learners

Dependent Variables	R	p	Interpretation	Decision
Alphabet Knowledge	.05	.526	Positive Weak Correlation	Accept H ₀₂ (Not Significant)
Print Awareness	.07	.360	Positive Weak Correlation	Accept H ₀₂ (Not Significant)
Vocabulary Building	.46	.000	Positive Moderate Correlation	Reject H ₀₂ (Significant)
Listening Comprehension	.29	.000	Positive Weak Correlation	Reject H ₀₂ (Significant)
Overall	.38	.000	Positive Moderate Correlation	Reject H ₀₂ (Significant)

As shown in Table 24, the correlation between the teaching approaches of teachers and the reading skill levels of their kindergarten learners by using the Spearman's Rho Correlation.

It shows that the teaching approaches of kindergarten teachers had a positively weak non-significant correlation with the learners' reading skill levels in terms of alphabet knowledge ($r = .05, p = .526$), a positively weak non-significant correlation in terms of print awareness ($r = .07, p = .360$), a positively moderate significant correlation in terms of vocabulary building ($r = .46, p = .000$), a positively weak significant correlation in terms of listening comprehension ($r = .29, p = .000$), and a positively moderate significant correlation with the overall learner's reading skills levels ($r = .38, p = .000$), at 5% significance level; thus, the null hypothesis was rejected.

The positive correlation implies that as the value of independent variables (teaching approaches) increased, the value of the dependent variables (learners' reading skill levels) tended to increase. Therefore, the results suggest that improvements in teaching approaches are associated with higher reading skill levels among their learners.

The findings of this study highlight the significant role of teaching approaches in enhancing specific reading skills, particularly vocabulary building, listening comprehension, and overall reading development among kindergarten learners. The positive correlations suggest that improvements in teaching strategies lead to better reading outcomes, emphasizing the importance of equipping kindergarten teachers with effective methods tailored to the developmental needs of young learners. This implies that continuous professional development and curriculum adjustments focused on vocabulary and comprehension are essential for fostering early literacy skills.

These findings align with Rand and Morrow (2021), which also emphasizes the direct influence of teaching approaches on early literacy development. Similar to this study, Rand and Morrow (2021) found that improvements in teacher methods positively affect learners' reading abilities, especially in vocabulary and listening comprehension. Both studies suggest that teacher effectiveness is crucial in nurturing foundational reading skills, advocating for targeted training that enhances these specific teaching strategies to improve overall reading success.

4.8. An Enhanced Pre-Reading Instructional Program to Improve the Teaching Approaches of Teachers and the Reading Skill Levels of Their Kindergarten Learners

Kindergarten education plays a vital role in children's academic and personal development, highlighting the need to address challenges faced by both teachers and learners. These include limited teacher diversity, restricted career growth, inadequate training in innovative teaching methods, and learners' struggles with foundational literacy skills. To respond to these issues, the program promotes inclusive teaching environments, supports teacher development, and integrates evidence-based instructional practices. It includes strategies like training workshops, classroom resource upgrades, storytelling sessions, and parental involvement to improve both teaching quality and learner outcomes. Through a structured implementation plan and continuous collaboration among stakeholders, the program aims to build strong literacy foundations and ensure equitable, quality kindergarten education.

5. CONCLUSIONS

1. The kindergarten teachers primarily belonged to the 30–39 age group, were predominantly female, held Teacher I positions, had less than nine years of service, and possessed master's units.
2. The kindergarten teachers moderately demonstrated their teaching approaches in storytelling and narrative, interactive read-alouds, the use of multisensory techniques, and engagement in a literacy-rich environment.
3. The reading facilitators perceived the teaching approaches of kindergarten teachers as moderately demonstrated in storytelling and narrative, interactive read-alouds, the use of multisensory techniques, and engagement in a literacy-rich environment.
4. The kindergarten learners were perceived by their teachers to have moderate reading skill levels in terms of alphabet knowledge, print awareness, vocabulary building, and listening comprehension.
5. There was no significant difference between the teaching approaches as perceived by the kindergarten teachers and the reading facilitators.
6. There was a significant difference between the teaching approaches of the kindergarten teachers and their profiles in terms of age, teaching position, and highest educational attainment.

Conversely, no significant difference was observed between the teaching approaches of the kindergarten teachers and their profiles in terms of sex and length of service.

7. There was a positive, moderately significant correlation between the teaching approaches of teachers and the reading skill levels of their kindergarten learners.

8. An enhanced pre-reading instructional program was developed to improve the teaching approaches of teachers and the reading skill levels of their kindergarten learners.

6. RECOMMENDATIONS

1. The school heads should consider offering professional development opportunities tailored to kindergarten teachers in the 30-39 age group, with a focus on enhancing their teaching strategies, especially for those in the Teacher I position, to support their growth and ensure effective teaching practices.

2. Kindergarten teachers should engage in continuous training and reflection on their teaching approaches, particularly in the areas of storytelling, interactive read-alouds, multisensory techniques, and creating a literacy-rich environment to further enhance their instructional effectiveness.

3. Reading facilitators should collaborate with kindergarten teachers to provide feedback and suggest additional strategies for improving the delivery of storytelling, interactive read-alouds, and multisensory techniques, ensuring alignment in the teaching approaches and better support for learners.

4. Kindergarten teachers should implement targeted interventions and activities that focus on enhancing their learners' reading skills, particularly in the areas of alphabet knowledge, print awareness, vocabulary building, and listening comprehension, to foster improved learning outcomes.

5. Both kindergarten teachers and reading facilitators should maintain a shared understanding of effective teaching approaches, as the study shows that their perceptions align. They should continue to collaborate and discuss strategies to further strengthen the learners' reading development.

6. The school heads should consider providing targeted support and professional development based on kindergarten teachers' profiles, particularly for those with varying levels of experience, age, and educational attainment, to help them refine their teaching approaches and improve learner outcomes.

7. Kindergarten teachers should continue to refine and enhance their teaching approaches, particularly those that positively impact the reading skill levels of kindergarten learners. Ongoing professional development and support should focus on strengthening the correlation between teaching approaches and learner reading skills.

8. The pre-reading instructional program should be implemented with fidelity across classrooms, with ongoing evaluation and adjustments as needed, to ensure that it effectively improves both teaching approaches and the reading skill levels of kindergarten learners.

9. Further studies on the relationship between kindergarten teachers' age, teaching position, and educational attainment with their teaching approaches should be conducted to explore the long-term effects of these factors on the reading skill development of kindergarten learners and identify additional strategies for improving instructional practices.

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