



## **Kindergarten Teachers' Self-efficacy in Using Phonics Instruction and the Grade 1 Pupils' Perception**

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### **ABSTRACT**

This study investigated the impact of kindergarten teachers' self-efficacy in using phonics instruction on the perception of grade 1 pupils. Methodically, a descriptive quantitative approach was employed, utilizing a researcher-designed survey questionnaire to evaluate kindergarten teachers' self-efficacy in phonics instruction and grade 1 pupils' perception in selected elementary schools in Bulacan. The study considered five phonics instruction approaches: Marungko, Claveria, Cartilla, Fuller, and Jolly Phonics. The researcher-made instruments have undergone thorough validation to ensure that they provide reliable questions to be answered by the respondents. The findings indicated a disparity between teachers' and students' perspectives regarding the most commonly used phonics instruction approach, highlighting implications for instructional effectiveness. The research underscored the importance of considering both teacher and student viewpoints in educational research and emphasized the significance of aligning teaching methods with student preferences. Additionally, the study elaborated the need to incorporate student perspectives into instructional approaches to improve learning outcomes. Overall, this research has achieved to contribute to the understanding of phonics instruction dynamics and its impact on student reading proficiency.

**Keywords**— Self-efficacy, Perception, Phonics Instruction, Measurement of Kindergarten Teachers' Self-efficacy, Measurement of Grade 1 Pupils' Perception

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### **Introduction**

Reading is a complex process that involves a range of cognitive processes, including sensation, perception, comprehension, application, and integration. In this process, readers use their mental and linguistic skills to make sense of printed words and symbols and understand their meaning. In essence, language is a complete system of meaning-making, with words functioning in relation to each other in context.

Phonics instruction is an essential component in unlocking the world of literacy for Grade 1 pupils. Through the harmonious dance of letters and sounds, phonics instruction empowers young learners, enhancing their reading fluency and comprehension skills. Researchers have extensively studied the secrets behind the success of phonics instruction. For instance, the National Reading Panel (2000) and Ehri et al. (2001) have conducted a comprehensive analysis of phonics instruction, exploring how it had shaped young learners into confident and proficient readers.

Moreover, Reading is a fundamental foundation for academic success and lifelong learning. In fact, people read a wide range of materials, including street signs, advertisements, restaurant menus, recipes, medicine dosages, and more. However, relevant literatures pointed that the majority of Filipino students need more ability and motivation to read, which is a significant concern. In today's fast-evolving world of changing technology, reading is more critical than ever as it is an essential skill for success in all areas of life, including education, employment, personal growth, and social interaction. Therefore, promoting and encouraging reading among young learners is crucial to help them develop the necessary skills to succeed in life.

Reading is an essential skill for students to excel in all areas of learning. It has been a gateway to learning various subjects, making reading proficiency a prerequisite for success across all academic subjects. However, Luz (2007) highlighted the lack of reading habits among Filipino learners as a significant factor contributing to the gap in academic achievement. This issue not only affected the country's competitiveness in the global economy but also perpetuated the cycle of poverty.

The researchers conducted the study titled "Kindergarten Teachers' Self-Efficacy in Using Phonics Instruction and the Pupils' Perception" to examine how confident kindergarten teachers are in implementing phonics instruction and its impact on students' perceptions. Although phonics instruction is vital for developing young children's reading skills, its effectiveness can vary. The study aimed to uncover the relationship between teachers' confidence in phonics instruction and students' perceptions. By doing so, the study aimed to provide insights to educators on developing effective teaching strategies in phonics to improve student outcomes.

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## Research Questions

1. What is the degree of kindergarten teachers' self-efficacy in the use of phonics instruction in terms of:
  - 1.1 Marungko Approach,
  - 1.2 Claveria Approach,
  - 1.3 Cartilla Approach,
  - 1.4 Fuller Approach, and
  - 1.5 Jolly Phonics Approach?
2. What is the degree of grade 1 pupils' perception in the use of phonics instruction in terms of:
  - 2.1 Marungko Approach,
  - 2.2 Claveria Approach,
  - 2.3 Cartilla Approach,
  - 2.4 Fuller Approach, and
  - 2.5 Jolly Phonics Approach?
3. Is there a significant difference between the kindergarten teachers' self-efficacy and the pupils' perception in the use of phonics instruction?

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## Research Hypotheses

The following hypothesis was raised from the research questions to be tested at 0.05 level of significance:

**H<sub>0</sub>.** There is no significant difference between the kindergarten teachers' self-efficacy and the pupils' perception of Grade 1 pupils in the use of phonics instruction.

**H<sub>1</sub>.** There is a significant difference between the kindergarten teachers' self-efficacy and the pupils' perception of Grade 1 pupils in the use of phonics instruction.

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## Methodology

This study utilized a descriptive quantitative type of research. The study has employed the descriptive quantitative research design, using a researcher-made survey questionnaire as a tool to examine the self-efficacy of Kindergarten Teachers in using Phonics Instruction and the perception of Grade 1 pupils. All needed data were collected through the researcher-made survey questionnaire which the findings indicated that the kindergarten teachers use of phonics instruction and the perception of Grade 1 pupils regarding how they were taught by their teachers using the given variables.

As regards to the respondents of the study, a total of 8 Kindergarten Teachers and 210 Grade 1 Learners from three different schools in Bulacan were selected using simple random selection technique. The study employed Random Sampling as its data collection method. The researchers gathered information from selected participants through their advisors regarding the impact of phonics instructions on their learning experiences thus far. Specifically, participants were randomly selected from Santisima Trinidad Elementary School, Pulo Elementary School, and Paombong Central School. The information from the respondents' experiences, opinions, and perspectives were analyzed using appropriate statistical treatment such as Mean and Standard Deviation. The research method allowed the researchers for the collection of primary data to determine an accomplishment of the objective of the study. For data gathering, the questionnaire which will be given to Grade 1 pupils have focused on the phonics instructions used by teachers in teaching phonics, the questionnaire was purposively created to evaluate the Kindergarten Teachers' Self-efficacy in Teaching Phonics. The subjects of this study were Grade 1 pupils in selected elementary schools in Bulacan. Ultimately, the input, process, and output from the conceptual model of the study aimed to determine which of the following phonics instructions was effective to use.

Data analysis involved utilizing a 5-point Likert scale and a 2-point dichotomous scale, with means and standard deviations calculated for kindergarten teachers' responses. An independent t-test was conducted to compare phonics usage between teachers and students. Ethical considerations were paramount, with consent obtained from participants, privacy ensured, and measures taken to minimize harm. Integrity was maintained throughout the study, with transparency in procedures and findings in various aspects, from design and sampling to analysis and ethical considerations, ensuring a comprehensive and rigorous approach to the study's objectives.

## Result

### Part I: The Degree of Self-efficacy of Kindergarten Teachers in the Use of Phonics Instruction in terms of the Marungko Approach, Claveria Approach, Cartilla Approach, Fuller Approach, and Jolly Phonics

Table 1 revealed the mean and standard deviation relating to the descriptive measure of the Marungko Approach. The table showed that items 2 and 3 mean were 5.00 while its standard deviation were 0.00, verbally described as Every time. Singing when presenting the letters (4.75, 0.46), using letters to make syllables (4.75, 0.46) and active games during teaching (4.75, 0.46) also got high agreement. The mean scores showed that the teachers used these strategies a lot. The overall mean of 4.85 across all parts highlighted how much the Marungko approach was used.

**Table 1.**

*Descriptive Measure of the Marungko Approach from the Kindergarten Teachers' Responses*

Items	Mean	Standard Deviation	Description
1. I sing when presenting the letters.	4.75	0.46	Every time
2. I show pictures when presenting the letters.	5.00	0.00	Every time
3. I show how to write the letter correctly	5.00	0.00	Every time
4. I use letters to form syllables.	4.75	0.46	Every time
5. I use active games when teaching.	4.75	0.46	Every time
OVERALL	4.85	0.25	Every time

The data presented on Table 2 showed how teachers use different ways of teaching using the Claveria Approach. Item 10, where teachers "emphasize the first syllables of the words while teaching," has the highest mean score of 4.88 (0.35), indicating they do this every time during their lessons. Item 7 and 9 dealt on teaching the pupils to read using the first syllable of an image and form new words using the first syllable of the images they provided have the respective mean of 4.63 (0.52) and 4.38 (0.52). On the other hand, Item 8, where teachers "prepare 2 to 3 images when teaching how to read," has the lowest mean score of 4.13 (0.64), suggesting they follow this aspect of the Claveria Approach slightly less frequently compared to other practices. The low standard deviation in parenthesis revealed that there is a high agreement among answers. The overall mean of 4.55 indicated that teachers generally apply the Claveria method consistently across all practices, with a moderate level of adherence. The standard deviation of 0.50 implied that there is some variation in how teachers use the approach. In summary, the researchers found that the Kindergarten Teachers used the Claveria approach every time.

**Table 2.**

*Descriptive Measure of the Claveria Approach from the Kindergarten Teachers' Responses*

Items	Mean	Standard Deviation	Description
6. I use images while teaching.	4.75	0.46	Every time
7. I teach the pupils to read using the first syllable of an image.	4.63	0.52	Every time
8. I prepare 2 to 3 images when teaching how to read.	4.13	0.64	Almost every time
9. I form new words using the first syllable of the images I provided.	4.38	0.52	Every time
10. I emphasize the first syllables of the words while teaching.	4.88	0.35	Every time
OVERALL	4.55	0.50	Every time

Table 3 illustrated the data with the consistent application of the Cartilla Approach by kindergarten teachers. With the highest mean score of 4.88 (0.35) indicating a strong emphasis on using letter sounds to build words. Blending two letters (4.63, 0.52); teaching every sound (4.63, 0.52); and putting two separate syllable to make a word (4.38, 0.52) appeared to have a great value mean and standard deviation. In contrast, the use of flashcards, while still part of the approach, received a slightly lower mean score of 4.25 (0.46) suggesting it was utilized to a lesser extent. Through these findings, the overall mean of 4.55 and its standard deviation 0.47 were apparent that the Cartilla Approach's focus on letter-sound association for word formation, with flashcards playing a least role.

**Table 3.***Descriptive Measure of the Cartilla Approach from the Kindergarten Teachers' Responses*

Items	Mean	Standard Deviation	Description
11. I blend (2) two letters when teaching.	4.63	0.52	Every time
12. I use a sound for each letter to form a word.	4.88	0.35	Every time
13. I use flashcards when teaching.	4.25	0.46	Every time
14. I start teaching using every sound of the syllables.	4.63	0.52	Every time
15. I put two separate syllables and blend them to make one word.	4.38	0.52	Every time
OVERALL	4.55	0.47	Every time

The data reflected on Table 4 were the proficiency of a group that consistently utilized the methods. The highest mean of 4.75 were pertaining to the pronunciations of letters and words, along with a standard deviation of 0.46 which indicated a strong and consistent performance. The focus on the pronunciation of similar words had a slightly lower rating of 4.63 and a marginally higher standard deviation of 0.51, suggesting a somewhat lower proficiency. The task of creating a story with the same ending sound and the task which involved using words with the same ending sounds to construct new sentences both had the lowest mean of 4.13 and a higher standard deviation of 0.64. Overall, the mean of 4.48 equated to 0.09 for standard deviation still indicates a positive note in relation to Fuller Approach.

**Table 4.***Descriptive Measure of the Fuller Approach from the Kindergarten Teachers' Responses*

Items	Mean	Standard Deviation	Description
16. I sound out letters.	4.75	0.46	Every time
17. I sound out words.	4.75	0.46	Every time
18. I sound out words that sound alike.	4.63	0.51	Every time
19. I provide a story that has the same ending sound.	4.13	0.64	Almost every time
20. I provide words with the same ending sounds that can be used to form new sentences.	4.13	0.64	Almost every time
OVERALL	4.48	0.09	Every time

Table 5 highlighted the measure of Jolly phonics, with the average rating for the utilization of music in teaching practices was 4.88, and a standard deviation of 0.35, this has indicated its consistent and widespread incorporation into teaching methodologies. Similarly, visual aids were commonly employed, as reflected by an average rating of 4.75, though slightly more variability was observed with a standard deviation of 0.71. Tactile materials were also frequently utilized, receiving an average rating of 4.75, with a standard deviation of 0.46, suggesting a consistent pattern of usage. The integration of kinesthetic movement into teaching garnered a perfect average rating of 5.00, with no variability indicated by a standard deviation of 0.00, affirming its universal and consistent implementation. However, the utilization of online games exhibited slightly less frequent usage, with an average rating of 4.38 and a higher standard deviation of 0.74, indicating more variability among teachers.

**Table 5.***Descriptive Measure of the Jolly Phonics from the Kindergarten Teachers' Responses*

Items	Mean	Standard Deviation	Description
21. I use music when I teach	4.88	0.35	Every time
22. I use visual aids when teaching.	4.75	0.71	Every time
23. I use tactile things when teaching.	4.75	0.46	Every time
24. I use kinesthetic movement when teaching.	5.00	0.00	Every time
25. I use online games when teaching.	4.38	0.74	Every time

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OVERALL 4.75 0.30 Every time

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**Part II: The Degree of Grade 1 Learners' Perception in the Use of Phonics Instruction in terms of the Marungko Approach, Claveria Approach, Cartilla Approach, Fuller Approach, and Jolly Phonics**

According to table 6, the Marungko approach used by teachers have appeared to be utilized effectively as per the degree of perception of the Grade 1 Learners. The highest percentage of 97.62% stated to show how to write the letter correctly, while showing pictures when presenting the letters got 97.14%, then usage of letters to form syllables garnered 95.24%, and singing when presenting the letters had 94.29%. Based on the given items, the findings indicated the teachers evidently utilized these strategies frequently by the teacher according to the learners' data. However, the use of active games seems to be least prevalent or perceived for students with the percentage 60% of positive responses. In general, Marungko approach is still useful as it garnered an overall approval percentage of 88.86%.

**Table 6.**

*Descriptive Measure of the Marungko Approach from the Grade 1 Learners' Responses*

Indicators	Yes	No
1. My teacher sings when presenting the letters.	94.29%	5.71%
2. My teacher shows pictures when presenting the letters.	97.14%	2.86%
3. My teacher shows how to write the letter correctly	97.62%	2.38%
4. My teacher uses letters to form syllables.	95.24%	4.76%
5. My teacher uses active games when teaching.	60.00%	40.00%
<b>OVERALL</b>	<b>88.86%</b>	<b>11.14%</b>

Table 7 presented the indicators of the Claveria Approach based on responses from students. The indicators reflected approval and enclosed disapproval in various aspects of the approach, including the use of images in teaching 96.67% (3.33%), teaching reading using the first syllable of an image 97.14% (2.86%), preparing multiple images for reading instruction 93.81% (6.19%), forming new words from provided images 94.29% (5.71%), and emphasizing the first syllables of words during teaching 94.29% (5.71%). Overall, the majority of students reported positively about the Claveria Approach, with an average of 95.24% (4.76%) responding affirmatively across all indicators. This indicated a high level of satisfaction and agreement among students regarding the implementation of the Claveria Approach by their teachers.

**Table 7.**

*Descriptive Measure of the Claveria Approach from the Grade 1 Learners' Responses*

Indicators	Yes	No
6. My teacher uses images while teaching.	96.67%	3.33%
7. My teacher teaches us to read using the first syllable of an image.	97.14%	2.86%
8. My teacher prepares 2 to 3 images when teaching how to read.	93.81%	6.19%
9. My teacher forms new words using the first syllable of the images I provided.	94.29%	5.71%
10. My teacher emphasizes the first syllables of the words.	94.29%	5.71%
<b>OVERALL</b>	<b>95.24%</b>	<b>4.76%</b>

In Table 8, it displayed the indicators related to the teaching practices in the Cartilla Approach. The learners agreed while enclosing the disagreement that their teacher used these strategies in teaching phonics, such as blending two letters 96.67% (3.33%), sounding out each letter to form words 96.19% (3.81%), teaching using syllable sounds 96.67% (3.33%), and combining separate syllables to form words 97.14% (2.86%). A significant number of learners are actively engaged in the utilization of these strategies that are associated with the Cartilla Approach. Meanwhile, one indicator got the lowest percentage in the Cartilla Approach which is the utilization of flashcards that got 76.19% (23.81%). Overall, with 92.57%, the pupils agreed that the teachers must use Cartilla Approach.

**Table 8.**

*Descriptive Measure of the Cartilla Approach from the Grade 1 Learners' Responses*

Indicators	Yes	No
11. My teacher blends (2) two letters when teaching.	96.67%	3.33%
12. My teacher makes a sound for each letter to form a word.	96.19%	3.81%
13. My teacher uses a flashcard when teaching.	76.19%	23.81%
14. My teacher started teaching using every sound of the syllables.	96.67%	3.33%
15. My teacher put two separate syllables and blended them to make one word.	97.14%	2.86%
<b>OVERALL</b>	92.57%	7.43%

As indicated in the data in Table 9, the various teaching strategies in teaching phonics, including pronunciation of letters (96.67%, 3.33%), auditory word recognition (96.19%, 3.81%), provision of similar words (93.33%, 6.67%), narration of stories with identical ending sounds (88.57%, 11.43%), and the introduction of words with the same ending sound that could be used to construct new sentences (96.67%, 3.33%) are being utilized effectively by the teachers in the classroom. The overall percentage of 94.29% are the majority of learners who agreed that their teacher utilize the following strategies while the percentage of 5.71% are the learners who disagreed. The given items indicate that the teachers evidently utilized these strategies frequently and effectively by the teacher according to the learners' data. Overall, the pupils agreed that the teacher use Fuller Approach. The purpose of this study was to evaluate how well the Fuller approach taught reading to first-graders. The study's conclusions formed the foundation of a suggested intervention plan, Effectiveness of Fuller Approach in Teaching Reading to First-Grade Student

**Table 9.**

*Descriptive Measure of the Fuller Approach from the Grade 1 Learners' Responses*

Indicators	Yes	No
16. My teacher pronounces the letters	96.67%	3.33%
17. My teacher lets us listen to words	96.19%	3.81%
18. My teacher provides similar words	93.33%	6.67%
19. My teacher gives a story with the same ending sound	88.57%	11.43%
20. My teacher gives words with the same ending sound that can be used to form new sentences.	96.67%	3.33%
<b>OVERALL</b>	94.29%	5.71%

According to the data in Table 10, the Jolly Phonics used by teachers appears to be utilized effectively as per the degree of perception of the Grade 1 Learners. The strategies that the teacher utilized are using of music in teaching phonics (85.24%, 14.76%), visual aids (94.76%, 5.24%), tactile objectives in teaching (94.29%, 5.71%), kinesthetic movements (90.95%, 9.05%) and utilization of online in teaching (86.67%, 13.33%). When considering all indicators collectively, approximately 90.38% of respondents affirmed their teacher's effective integration of various instructional strategies into Jolly Phonics instruction, while 9.62% disagreed. These findings collectively suggested a generally favorable perception of the implementation of teaching methods in Jolly Phonics among the surveyed respondents. Overall, the pupils agreed that the teacher use Jolly Phonics.

**Table 10.**

*Descriptive Measure of the Jolly Phonics Approach from the Grade 1 Learners' Responses*

Indicators	Yes	No
21. My teacher uses music in teaching.	85.24%	14.76%
22. My teacher uses visual aids in teaching.	94.76%	5.24%
23. My teacher uses tactile objectives in teaching.	94.29%	5.71%
24. My teacher uses kinesthetic movement in teaching.	90.95%	9.05%
25. My teacher uses online teaching.	86.67%	13.33%
<b>OVERALL</b>	90.38%	9.62%

### Part III: Significant Difference between the Teachers' Self-efficacy and Grade 1 Learners' Perception in the Use of Phonics Instruction

The data shown are the significant difference between the teachers' self-efficacy and grade 1 learners' perception in the use of phonics instruction. The researchers used independent t-test to determine if there is a significant difference between the two independent variables which are the Kindergarten Teachers' self-efficacy and the Grade 1 pupils' perception. The data come from the kindergarten teachers whom have shown how they use the following phonics instruction and how pupils perceive the phonics instruction taught by the teachers. According to PMC, Statistical tests, particularly Student's t-test, play a vital role in biomedical research due to their ease of use and reliability, often being regarded as a "gold standard". This test, also known as the William Gossett test, is utilized to determine if the mean of a population, from which a sample is came from different or a specific value. With this, the findings presented that the t-test value of -45.9 and the sig-value of 0.00001 arrived at the decision of rejecting the null hypothesis that will arise to form an alternative hypothesis. Thus, the interpretation stated there is a significance between the teachers' self-efficacy and pupils' perception in the use of phonics instruction, hence, the findings had analytically presented the numerical value that entailed the reliability of the study.

**Table 11.**

*Independent t-test between Kindergarten Teachers and Grade 1 Learners*

Variables	t	Sig-value	Decision	Interpretation
Kindergarten Teachers and Grade 1 Learners	-45.9	0.00001	Reject $H_0$	There is a significance between the teachers' self-efficacy and pupils' perception in the use of phonics instruction

### Discussion

The results of the Marungko approach aligned in a study conducted by Lumapenet and Andoy (2022) which have shown that multimedia-based learning has significantly enhanced pupils' reading abilities, including phonological awareness, fluency, phonics, vocabulary, and understanding. Concerning the Marungko approach, effective teaching methods such as singing, presentation of pictures, demonstration of letter formation, building syllables, and integrating interactive games have been consistently used by participants to introduce letters and enhance literacy skills. In general, these findings presented an adaptive and perceivable effectiveness of such teaching methods in helping participants develop literacy skills are universal.

The study also found that kindergarten teachers consistently employed the Claveria approach in their teaching practices indicating their self-efficacy in utilizing this method. The frequent use of this approach, particularly in teaching phonics, could hold a significant potential for enhancing students' reading skills and academic performance as noted by Bautista (2022). The importance of teachers' strategies in teaching reading is underscored, as emphasized in Kurimski's (2019) study, highlighting the necessity for educators to manage their professional development to enhance their teaching abilities actively. The findings demonstrated that kindergarten teachers consistently integrate visual aids and focus on initial syllables to teach reading effectively within the Claveria Approach. These methods received high endorsement and effectiveness ratings, indicating broad approval among participants. Overall, the results indicate a widespread recognition and utilization of these teaching approaches among participants.

The findings suggested that learners being instructed in combining syllables to form words within the Cartilla Approach. This method has employed various strategies such as blending and sounding letters, utilizing flashcards, sounding syllables, and assembling syllables together. The consistent usage of these techniques were evident in the high mean scores and the descriptive interpretation "Every time" for all strategies. Overall, the Cartilla Approach presented a structured and effective approach to teaching phonics and enhancing word formation skills in learners, with a consistent and frequent utilization of diverse teaching techniques. With its focus on letter-sound association for word construction, particularly evident in the highest mean score of 4.88, the Cartilla Approach underscored the importance of foundational skills in reading instruction, aligning with principles outlined by Vazeux et al. (2020). This approach resonated with Sarwono's (2013) emphasis on students grasping the connection between letters and sounds, highlighting its significance in nurturing reading proficiency among young learners.

The findings revealed that the teaching strategies employed within the Fuller Approach were highly accepted by participants, with 94.29% responding positively to methods such as pronouncing letters, providing similar words, and presenting stories with the same ending sound. This indicates significant acceptance and use of the Fuller Approach, highlighting its positive influence on students' learning journey.

The survey on Jolly Phonics implementation underscored a strong emphasis on multi-sensory teaching methods, with visual aids being the most widely utilized followed by tactile objectives, kinesthetic movement, music, and online teaching methods. These findings highlighted the effectiveness of incorporating diverse sensory modalities to engage students and facilitating literacy development. Kinesthetic movement integration received a perfect average rating, affirming its consistent implementation, while online games exhibited slightly less frequent usage. Nonetheless, the combined average rating for all teaching practices indicates a high level of consistency among surveyed teachers, ultimately affirming the widespread adoption of the Jolly Phonics Approach. The study reached to determine the effectiveness of the Jolly Phonics program in enhancing language literacy (Belbes et. al., 2022).

As a result, this study revealed a notable disparity between the self-efficacy of kindergarten teachers and the perception of grade 1 learners regarding the utilization of phonics instruction. In the provided text, the data indicates that the majority of the pupils agree that the Claveria Approach is the most frequent and effective instruction utilized by their Kindergarten Teachers for teaching phonics. The Claveria Approach is reported to have the highest

percentage among all phonics instructions, standing at 95.24%. The researchers observed that kindergarten teachers primarily favor “Marungko” and “Jolly phonics” approaches for incorporating musical or playful elements into instruction, however, from the students' viewpoint, particularly grade 1 students, the preferred method is identified as “Claveria.” Teachers frequently utilized the Claveria approach in their lessons, as evidenced by students' perceptions of its widespread use. The study's results reject the null hypothesis, thus accepting the alternative hypothesis, which suggested significant disparities between teachers' confidence levels and students' perceptions of phonics instruction. Despite teachers' preference for the jolly phonics approach, grade 1 students view the Claveria approach as the most commonly used. The study concluded the highlight of how crucial it is to take students' viewpoints into account while doing educational research since they might offer insightful information about the most popular methodologies.

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## Conclusions and Recommendations

The study conducted by the researchers, viewed from the perspective of kindergarten teachers, the researchers found that the most commonly used method are Jolly phonics and Marungko. However, from the perspective of the students, Claveria emerges as the most frequently used method.

The null hypothesis was disproved in light of the study's results. Therefore, the alternative hypothesis that the teachers' self-efficacy and the students' degree of perception in phonics instruction differ significantly was accepted. The study's conclusions highlight how crucial it is to take students' viewpoints into account while doing educational research since they might offer insightful information about the most commonly used methodology.

1. Given these findings and scholarly perspectives, the study has recommended several actionable measures to enhance the implementation of Jolly Phonics in early literacy education. Teachers shall explore innovative ways to incorporate diverse instructional strategies into Jolly Phonics, utilizing music, visuals, tactile experiences, and technology to enrich student learning. Professional development programs should also be established to support teachers in refining their teaching methods and maximize Jolly Phonics' effectiveness. Encouraging collaboration among educators, researchers, and policymakers can facilitate sharing knowledge, disseminating research findings, and continuously enhancing early literacy education.

2. The findings also revealed a notable difference between the confidence levels of Kindergarten Teachers in utilizing phonics instruction and the perception of Grade 1 pupils towards these methods. In this, the research study recommended to foster transparent communication and feedback mechanisms between teachers and students, facilitating educators in better grasping and addressing the needs and perspectives of their pupils. Moreover, investing in professional development initiatives aimed at refining teachers' pedagogical skills and confidence in implementing phonics instruction may aid in narrowing this gap and enhancing overall instructional efficacy.

3. The researchers urge a call for further study and evaluation of the phonics instruction methods to ensure that instructional practices remain evidence-based and responsive to the needs of students. This could involve conducting additional studies to explore the specific aspects of the Claveria approach that contribute to its perceived effectiveness and investigate potential ways to improve the implementation of other phonics approaches. Ultimately, by leveraging the findings of this research and adopting a strategic approach to phonics instruction, educators can enhance the quality of literacy education and support the development of strong foundational reading skills among students.

4. Lastly, studying more in this field can help us learn more about the study's results and find new ways to research. The findings show that students like the Claveria way best and teachers like Jolly Phonics more. We can look more into why these ways work well and help teachers. We can also study for a long time to see how these ways help kids learn to read. We can make special programs and help teachers to use phonics in the best way. We can look at different ways to teach phonics and focus on what's good for the learners.

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## Appendix

### Research Instruments

#### Questionnaire for Kindergarten Teachers

All questionnaire items were measured using a 5-point Likert scale ranging from “Every time” to “Never”.

5 – Every time                      2 – Almost never

4 – Almost every time            1 – Never

3 – Sometimes

The survey instrument consists of 5 items for Jolly phonics, 5 items for Marungko approach, 5 items for Cartilla approach, 5 items for Claveria approach, and 5 items for fuller approach. The survey questions were written as follows.

<b>A. Marungko Approach</b>	5	4	3	2	1
1. I sing when presenting the letters.					
2. I show pictures when presenting the letters.					
3. I show how to write the letter correctly.					
4. I use letters to form syllables.					
5. I use active games when teaching.					

<b>B. Claveria Approach</b>	5	4	3	2	1
6. I use images while teaching.					
7. I teach the pupils to read using the first syllable of an image.					
8. I prepare 2 to 3 images when teaching how to read.					
9. I form new words using the first syllable of the images.					
10. I emphasize the first syllables of the words while teaching.					

<b>C. Cartilla Approach</b>	5	4	3	2	1
11. I blend (2) two letters when teaching.					
12. I use a sound for each letter to form a word.					
13. I use flashcard when teaching.					
14. I start teaching using every sound of the syllables.					
15. I put two separated words and blend to make one word.					

<b>D. Fuller Approach</b>	5	4	3	2	1
16. I sound out letters					
17. Did your teacher sound out words?					
18. I sound out words that sound alike.					
19. I provide a story that has the same ending sound.					

20. I provide words with the same ending sounds that can be used to form new sentences.					
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<b>E. Jolly Phonics</b>	5	4	3	2	1
21. I use music when teaching.					
22. I use visual aids when teaching.					
23. I use tactile things when teaching.					
24. I use kinesthetic movement when teaching.					
25. I use online games when teaching.					

**Questionnaire for Grade 1 Learners**

Panuto: Kulayan ang masayang mukha



...ung ito ay ginagawa ng iyong guro malungkot na mukha











naman kung hindi.











<b>A. Marungko Approach</b>		
1. Ang aking guro ay kumakanta tuwing ipinapakita ang mga letra.		
2. Ang aking guro ay nagpapakita ng mga larawan tuwing nagtuturo ng mga letra.		
3. Itinuro sa akin ng aking guro kung paano ang tamang pagsulat ng mga letra.		
4. Ang aking guro ay gumagamit ng mga letra sa pagbuo ng mga pantig.		
5. Ang aking guro ay gumagamit ng mga aktibong laro kapag nagtuturo.		

<b>B. Claveria Approach</b>		
6. Ang aking guro ay gumagamit ng mga larawan habang nagtuturo.		
7. Tinuturuan ako ng aking guro na bumasa gamit ang unang pantig ng isang larawan na kanilang inihanda.		
8. Ang aking guro ay naghahanda ng 2 hanggang 3 larawan tuwing nagtuturo kung paano magbasa.		
9. Ang aking guro ay bumuo ng mga bagong salita gamit ang unang pantig ng larawang ibinibigay niya.		
10. Binibigyang – diin ng aking guro ang unang pantig ng mga salita habang nagtuturo.		









<b>C. Cartilla Approach</b>		
11. Pinaghahalo ng guro ko ang dalawang letra kapag nagtuturo.		

12. Pinapatunog ng aking guro ang bawat letra upang makagawa ng isang salita.		
13. Gumagamit ng flashcard ang aking guro kapag nagtuturo.		
14. Ang aking guro ay nagsisimulang magturo gamit ang bawat tunog ng mga letra.		
15. Ang aking guro ay naglagay ng dalawang magkahiwalay na salita at pinaghalo upang makagawa ng isang salita.		

**D. Fuller Approach**

16. Ang aking guro ay nagpapatunog ng mga letra.		
17. Ang aking guro ay nagpaparinig ng mga salita.		
18. Ang aking guro ay nagbibigay ng mga salita na mag katulad.		
19. Ang aking guro nagbibigay ng isang kuwento namay parehong pangwakas na tunog.		
20. Ang aking guro ay nagbibigay ng mga salita may parehong pang wakas na tunog na magagamit sa pag buo ng mga bagong pangungusap.		

**E. Jolly Phonics**

21. Ang aking guro ay gumagamit ng musika sa pagtuturo.		
22. Ang aking guro ay gumagamit ng visual aid sa pagtuturo.		
23. Ang aking guro ay gumagamit ng mga bagay na pandamdam sa pagtuturo.		
24. Ang aking guro ay gumagamit ng kinesthetic movement sa pagtuturo.		
25. Ang aking guro ay gumagamit ng online sa pagtuturo.	