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The Effect of Educational Videos on Literacy Skills among Kindergarten Learners

Kimberly L. Balao, MAED

Cebu Technological University, Cebu, Philippines

ABSTRACT

This study examined the effect of educational videos on letter recognition among kindergarten learners as a basis for developing a Multimedia-Based Literacy Skills Enhancement Plan. Specifically, it sought to determine the demographic profile of the respondents, the extent of educational video integration in literacy instruction, the level of letter recognition among kindergarten learners, the challenges encountered by teachers in integrating educational videos, and the relationship between educational video integration and learners' letter recognition skills.

The study employed a descriptive-correlational research design. The respondents were kindergarten teachers from Mabolo Elementary School, selected through total enumeration and quota sampling techniques. Data was gathered using an adapted and validated survey questionnaire based on Creswell and Creswell. Statistical treatment included frequency count, percentage, weighted mean, and correlation analysis.

Findings revealed that educational videos were frequently integrated into kindergarten literacy instruction and were effective in enhancing learners' letter recognition skills. However, teachers encountered challenges related to limited technological resources, insufficient training in multimedia-based instruction, classroom management concerns, and inadequate institutional support. The results further showed a significant relationship between the extent of educational video integration and the level of letter recognition among kindergarten learners.

The study concludes that educational videos are effective instructional tools in improving letter recognition when systematically integrated into early childhood literacy instruction. It is recommended that schools implement a Multimedia-Based Literacy Skills Enhancement Plan, strengthen teacher training on multimedia pedagogy, and improve access to appropriate technological resources to support effective literacy instruction.

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1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Educational videos are very important for how our students learn, especially for the current generation that can easily get to them. These videos are a dynamic and interactive resource that makes traditional teaching methods better by catering to different learning styles and helping students remember what they learn. Because they are easy to get to, learners can go deeper into topics at their own pace and review material as needed. This makes educational videos a powerful tool for promoting effective and inclusive learning. Today, educational videos are a big part of how our students learn, especially for the current generation that can easily get to these resources.

Many schools around the world don't have enough important technology, like smart boards, reliable

internet, and other tools that are needed for video-based learning to work well. This makes it hard for them to find the resources they need (Romero-Tena et al..,2025). Many teachers don't know enough about digital pedagogy and how to use videos in the classroom, and making or changing educational videos can take more time and skill than teachers have some teachers are also reluctant or have negative views about using technology in early school settings, which could make it harder to use. To make sure that instructional videos work well with both play-based learning and direct instruction, careful planning is needed to find a balance between the two (Romero-Tena et al., 2025). The effective utilization of multimedia technologies can facilitate the acquisition of reading and writing skills in an engaging and interactive manner. For instance, digital storybooks can assist children in the acquisition of reading skills and comprehension of the material they read, while games and animations can facilitate the comprehension of abstract concepts. These resources are crucial for the development and education of children (Beluso, 2025). However, As multimedia technologies are interactive and employ multiple modes, they can be employed to instruct students with varying learning styles, including auditory, visual, and kinesthetic learners. This implies that the training of each pupil can be customized to meet their specific requirements. Thus, Research suggests that the presentation of information in dynamic and visually appealing formats by such technologies enhances motivation, engagement, and retention (Mayer, 2024).

Although multimedia tools can be beneficial, there are certain challenges associated with their implementation in kindergarten classrooms. Teachers typically lack the time to acquire and implement new technology due to their other obligations. Another significant challenge is ensuring that audiovisual aids are consistent with the objectives of the learning process. This is a significant number of digital materials do not adhere to the curriculum or the learning objectives for the specific age group (Hamutoglu, 2021). It is also stated that the inadequacy of resources and technology can impede their effective utilization, causing individuals to express concerns regarding the equity of obtaining a quality education (Caridah et al., 2024). Multimedia is a method of instructing reading and writing skills using images, words, videos, audio, and animations (Zhang et al., 2022).

These tools are now an essential component of contemporary early childhood education, as they assist educators in creating classrooms that are inclusive and engaging for all students. The utilization of multimedia technologies in the classroom has been shown to improve literacy outcomes by enhancing phonology, vocabulary, comprehension, and other fundamental skills. The speaking and listening abilities of early childhood learners were evaluated using animated videos, (Fauzi, Pamungkas, Hayati, and Christianti, 2024). In their quasi-experimental study, they found that animated video-based learning significantly enhanced the motivation, vocabulary acquisition, attention, and memory of children, all of which are essential components of early literacy development. The students' concentration was maintained by the sound and animation in these films, which facilitated the comprehension of complex concepts. This enabled children to acquire reading skills at their own pace. These findings corroborate research that suggests animated films can assist children in word recognition and comprehension by offering a variety of stimuli that are tailored to different learning styles (Khalidiyah, 2023; Yetti, 2024). Additionally, children who watch animated films develop a passion for learning and the ability to express themselves, both of which contribute to their reading proficiency (Herlina, 2023).

More kindergarten teachers are embracing multimedia resources like instructional DVDs to teach reading and writing. However, they still have issues, such as not having enough time, training, or technology. Feliciano (2023). Some schools in the Philippines still have pupils who aren't as skilled at reading as they should be (Sibulo, 2025), but audio-visual aids might assist kindergarteners in reading better. Kids in kindergarten may stay motivated and learn better if they use technology like computers, TVs, and educational movies. Not much research has been done on whether these technologies in the Philippines make it easier to employ traditional teaching techniques or actually help kids read and write better (Adaya, Boquila, Jerusalem, & Kilat, 2025).

The current educational landscape in Cebu Province and the wider Central Visayas region highlights the increasing role of digital media-particularly YouTube-based educational videos-in supporting early childhood English language development. The growing availability of mobile devices, combined with intermittent internet access in many Cebuano households, has positioned video based learning as a widely used supplementary educational resource, especially for young learners who benefit from visual and auditory modes of instruction.

A study conducted in Toledo City, Cebu, involving parents of preschool aged children reported generally

positive perceptions regarding the use of YouTube educational videos to support children's English vocabulary development, grammatical awareness, and overall language exposure (Kilag, Malbas, Arcillo, & Barcena, 2023). These findings are particularly relevant in the Cebuano context, where home-based language exposure varies due to differences in socioeconomic status, parental English proficiency, and access to formal learning materials. In this regard, educational videos may function as complementary resources that extend literacy exposure beyond traditional classroom settings.

Research conducted in remote and blended learning contexts in Cebu further supports the pedagogical value of multimedia integration. Studies examining video-text instructional approaches in distance education settings reported improvements in reading comprehension among older learners, indicating that well-designed mixed-media strategies can enhance engagement and understanding (Trocio et al., 2025). Although these investigations focused on higher grade levels, the findings offer relevant instructional insights for kindergarten literacy instruction under the MATATAG curriculum, which emphasizes foundational literacy skills and learner-centered pedagogies.

Consistent with these findings, educational videos have been associated with increased learner engagement and support for early literacy skills such as vocabulary development, phonemic awareness, and basic comprehension. These outcomes are particularly pertinent in the Cebuano setting, where many young learners are multilingual and are exposed to Cebuano, Filipino, and English. The instructional potential of video-based materials is often attributed to their multimodal characteristics, which may accommodate diverse learning preferences and support self-paced learning, thereby fostering motivation and sustained attention. Despite these potential benefits, recent literature has identified ongoing concerns regarding the quality, cultural relevance, and accessibility of educational videos, particularly in resource-constrained public-school settings (Christensen et al., 2024). Limited technological infrastructure, inconsistent internet connectivity, and varying levels of teacher digital competence continue to pose challenges to the effective integration of video-based instruction. Consequently, educators frequently employ a combination of play-based and direct instructional approaches to address these contextual constraints. Recent local research in Cebu Province further underscores the role of technology and multimedia in early literacy development. Quasi-experimental studies involving preschool learners demonstrated that digital play-based tools can support foundational literacy skills, including alphabet recognition and early reading outcomes, when integrated with traditional instructional methods (Avenido et al., 2025; Getuaban, 2025). Additionally, mixed media reading interventions combining video and text have been shown to enhance reading comprehension among older learners in rural Cebu settings, suggesting that multimedia approaches may be applicable across various educational levels when appropriately adapted (Trocio et al., 2025). Given these findings, there is an increasing need for context-responsive strategies that promote the development and use of culturally relevant, high-quality multimedia resources aligned with local languages, learner experiences, and curriculum standards. Stakeholders, including educators, school administrators, parents, and policymakers, may utilize this evidence to strengthen professional development initiatives aimed at improving teachers' digital pedagogy competencies and optimizing the instructional use of video-based materials in early literacy education. Future research in Cebu Province may focus on examining the long-term effects of video-based literacy interventions among kindergarten learners and identifying effective teacher training models that address technological and contextual limitations. Such investigations would contribute valuable local evidence to inform policy and instructional practices under the MATATAG curriculum, particularly in linguistically and culturally diverse educational environments (Romero-Tena et al., 2025; Christensen et al., 2024). The integration of educational videos as supplementary tools for early literacy instruction, while emphasizing the need for further context-specific research to guide effective implementation under the MATATAG curriculum.

THEORETICAL BACKGROUND

The present study is grounded on three major learning theories: the Cognitive Theory of Multimedia Learning by Mayer (2001), Dual Coding Theory by Paivio (1986), and Social Learning Theory by Bandura (1977). These theories collectively explain how educational videos facilitate literacy development among young learners.

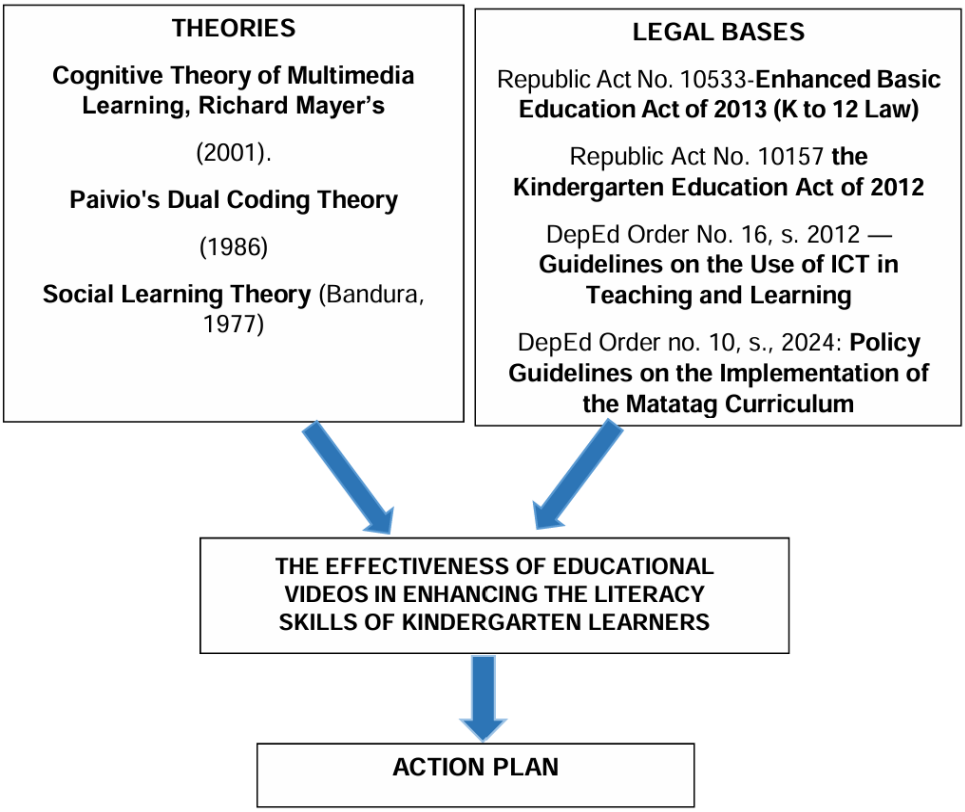

Figure 1. Theoretical Framework of the Study

Cognitive Theory of Multimedia Learning, Richard Mayer's (2001) posits that multimedia learning entails the utilization of both verbal and visual elements for educational purposes. People learn better when they see and hear information at the same time. Images, instead of just text. This kind of learning is better known as dual-mode, dual-format, dual-code, or dual-channel learning. CTML posits that learning is optimized when information is conveyed across various modalities, such as visual and auditory channels. Interactive e-books are examples of multimedia learning aids that follow the rules of CTML. They use text, pictures, animations, and interactive elements to provide learners with a whole experience that engages all of their senses. auditory modalities, rather than through a singular channel. Mayer's theory shows how well-designed multimedia, like educational videos, can lower cognitive load, encourage active learning, and help people remember and use what they've learned. This framework gives us a good idea of why educational videos might help young learners improve their literacy skills, such as recognizing letters, being aware of phonology, and learning new words. Multimedia principles in AR led to big learning gains, which backs up Mayer's ideas about active processing and dual channels. The research underscores the practical significance of Mayer's theory for nascent digital learning technologies (Candido, V.2025). visual and auditory channels can help you learn better. It emphasizes that multimedia created in accordance with Mayer's principles can avert cognitive overload. The resource connects these ideas to basic theories of working memory and cognitive memory (Learning-Theories.org. 2023). Mayer's multimedia learning principles and how important they are for designing lessons that keep students interested and help them remember what they learned. It explains how designers can avoid cognitive overload and encourage active engagement (Digital Learning Institute 2023). Multimedia elements and split attention can overload the brain. It supports Mayer's ideas about how to reduce unnecessary cognitive processing by making multimedia design clear and simple (Redasadki, M. 2025). how the brain works when learning with multimedia and how Mayer's theory fits with working memory and dual-coding theories. The summary backs up the idea that Mayer's theory is useful for guiding multimedia instruction that is good for the brain (Litfl.com. 2023). Mayer's cognitive theory predicated on dual-channel, limited capacity, and active processing postulates, bolstered by experimental evidence. It talks about how to use principles like modality and continuity can help you learn better by controlling how much information you must deal with (Mayer 2025). Both words and pictures help People learn more than just words. It focuses on cognitive processes like attention and integration. It makes it clear how cognitive load

theory helps explain how well multimedia works. The write-up emphasizes the theory's fundamental influence on instructional design (McGraw-Hill 2023). Based on the basic ideas of CTML, YouTube may be the best place to provide audio and video together. It also lets FL learners do listening tasks on their own whenever and wherever they choose.

It is also easy to use, free, and fun, which encourages language acquisition among students (Yaacob, Amir, Asraf, Yaakob, & Zain, 2021). Be a big part in making elementary music classes are better for both students and teachers. Digital tools in Music Education are software and technology resources that help with different areas of teaching and learning music (Sánchez-Jara et al., 2023; Sularso et al., 2023. The Cognitive Theory of Multimedia Learning (CTML) is the most widely used framework in instructional video design. Their systematic review showed that applying CTML principles, such as dual-channel processing and cognitive load management, improve learner retention, comprehension, and overall instructional effectiveness. (Fyfield, Henderson, and Phillips 2022). The Cognitive Theory of Multimedia Learning offers a robust theoretical framework for comprehending the Efficacy of educational movies. CTML elucidates how well-structured multimedia Training improves comprehension, retention, and active learning, hence validating The use of educational movies as effective instruments for enhancing early reading skills, supported by recent empirical research.

Paivio's Dual Coding Theory (1986) posits that learning is more effective when verbal and visual information are processed simultaneously. According to the theory, information is encoded, stored, and retrieved through two interconnected cognitive systems: a verbal system for language-based information and a non-verbal system for visual imagery. When both systems are activated, learners form multiple mental representations, which enhance comprehension, memory retention, and information recall. Educational videos apply the principles of dual coding by integrating spoken or written words with corresponding images, animations, and visual cues. This instructional approach enables learners to encode information through both verbal and visual channels, thereby strengthening understanding and reducing cognitive load. Research suggests that engaging multiple sensory modalities facilitates deeper cognitive processing, making dual coding particularly effective for young learners who are developing foundational literacy skills (Third Space Learning, 2021). Recent studies further affirm the relevance of Dual Coding Theory in early literacy instruction. Millin (2024) emphasized that combining verbal input with visual aids, such as images and graphic organizers, enhances associative memory and improves information retrieval. Similarly, Mir (2023) and Brinegar (2023) found that multimodal instruction grounded in dual coding principles supports comprehension and learning among young children. Wooten and Cuevas (2024) reported that learners exposed to dual coding instructional strategies demonstrated significant gains in vocabulary and comprehension compared to those taught using traditional methods.

In the context of kindergarten literacy development, dual coding supports the association of sounds with letters and words through visual representation, facilitating early reading and writing acquisition. Studies indicate that integrating visual and Verbal Information improves memory retention and accelerates learning outcomes, particularly for children learning to read or acquiring a second language (Luo, 2022). Moreover, emerging research shows that dual coding principles remain effective in advanced digital learning environments, further validating Paivio's theory across educational contexts (Candido, 2025).Dual Coding Theory provides a strong theoretical foundation for the use of educational videos in early literacy instruction. By leveraging both verbal and visual modalities, educational videos enhance understanding, reduce cognitive load, and promote meaningful learning among kindergarten learners.

Social Learning Theory (Bandura, 1977) Bandura asserts that learning is a cognitive process occurring within a social framework, where individuals acquire behaviors and skills vicariously through observation rather than only through direct experience or reinforcement. Attention, memory, motor reproduction, and motivation are four important components that make observational learning work.

Bandura's hypothesis demonstrates that children can acquire reading and writing skills through videos that illustrate phoneme articulation, letter tracing, and storytelling. Educational movies are ideal for teaching because they capture kids' attention, help them remember what they saw, and make them want to practice and repeat what they learned on their own. Students learn better when they get praise or observe successful results, either directly or indirectly. This makes them desire to keep working hard and being a part of things. Social Learning Theory backs up the idea that instructional movies are good for teaching kids to read and write because they show youngsters how to do things in both social and visual ways. Videos are a fantastic approach for kindergarten kids

to learn and practice reading since they are interactive and repeat, which fits Bandura's cognitive and motivational standards also backs this study by stressing the importance of learning by watching, copying, and modeling. Children learn to read and write faster by watching and copying how other people use language, tell stories, and employ phonological signals in educational films. Bandura's theory emphasizes that video content functions as a social learning environment in which individuals gain skills through observation and interaction with modeled actions. Bandura's evolution of social learning theory into a more expansive social cognitive theory, highlighting observational learning, self-efficacy, and motivation within educational contexts. The author emphasizes the foundational role of Bandura's principles in contemporary educational practices that promote learner autonomy and motivation. It offers substantial evidence of the theory's lasting influence on education (Schunk, D. H. 2023). learning is a cognitive process intricately linked to social contexts, such as familial and educational settings, aligning with Bandura's focus on observational learning. It examines the impact of social and motivational factors on behavior modification. (de la Fuente, J., et al. 2023). It also talks about how these ideas can help with self-regulation and learning with others. It shows how to use real-life strategies in the classroom that are based on modeling behaviors and encouraging social interaction (Sara De La Torre 2025). Bandura's theory, which says that people learn behaviors by watching and copying others, with help from cognitive processes like attention and motivation. It also gives examples from both social and work settings (Jeremy Sutton 2025). About Bandura's ideas about modeling, imitation, and how environmental and cognitive factors work together to shape behavior (Saul Mcleod 2025). Bandura's motivational processes; specifically, how self-efficacy beliefs affect persistence and performance in academic contexts. It connects motivation directly to personal agency and observational learning, which are two important parts of social learning theory (DiBenedetto, M. K. 2020). the influence of social learning theory on methodologies that integrate modeling, guided practice, and peer interaction. It underscores the significance of social contexts in influencing learner behavior and attitude transformations via observational learning. The research validates the theory's relevance in modern education (Education Ebsco.com 2023). These study findings contribute to the existing literature by providing empirical evidence that the DCT provides a structured and cognitively sound framework for promoting effective vocabulary learning (Mohamed, R. A. A. 2021). study focused on dual-language learners (DLLs) in preschool, examining how dual coding theory supports learning words in a second language through educational media that provides both verbal and visual input. This study explores the importance of dual coding for young DLLs' vocabulary acquisition and the interaction with factors like child vocabulary and parental language ability (Barnes, E. M., Hadley, E. B., Lawson-Adams, J., & Dickinson, D. K. 2020). quasi-experimental study assessed the effects of dual coding theory on domain-specific vocabulary and comprehension in elementary social studies. Though focusing on slightly older children, this study found that instructional strategies incorporating dual coding were more effective than traditional methods in promoting vocabulary learning, comprehension, and motivation for the subject matter (Wooten, J. O., & Cuevas, J. A. 2024).

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, serves as the primary legal framework governing the K–12 curriculum in the Philippines. The law mandates the development of a learner-centered, developmentally appropriate, and integrated basic education system that responds to the cognitive, cultural, and social needs of Filipino learners. It aims to prepare students for employment, lifelong learning, and responsible citizenship by ensuring that education is inclusive, relevant, and research-based (Republic Act No. 10533, 2013). One of the key provisions of RA 10533 is the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in the early grades. The policy emphasizes the use of learners' native languages as the medium of instruction to facilitate effective communication, comprehension, and early literacy development. By allowing flexibility in curriculum implementation, the law enables schools to adapt instruction to the linguistic and cultural contexts of learners across different communities, thereby promoting culturally responsive and meaningful literacy instruction. RA 10533 also supports the integration of technology, multimedia, and digital tools in classroom instruction. The Department of Education has consistently encouraged the use of educational technologies to enhance teaching and learning processes, particularly in early childhood education. Digital tools such as educational videos are aligned with the goals of RA 10533, as they provide engaging, interactive, and multisensory learning experiences that support language and literacy development among young learners (DepEd, 2025). In line with this mandate, several studies have demonstrated the effectiveness of educational videos

in improving kindergarten learners' literacy skills. Navarro and Santos (2024) found that culturally and linguistically appropriate educational videos enhanced early reading and writing skills, particularly when aligned with the MTB-MLE framework. Similarly, Dela Cruz (2024) reported that multimedia instruction increased learner motivation and active participation, supporting the learner-centered objectives of RA 10533. Villanueva and Garcia (2023) emphasized that instructional videos in learners' native languages significantly improved phonological awareness and vocabulary development.

Recent studies further confirm that educational videos support foundational literacy skills such as letter recognition, phoneme identification, and vocabulary acquisition. Flores and Aquino (2025) noted that multimedia-based literacy activities reduced cognitive load and improved retention by combining auditory and visual stimuli. Teachers also reported increased learner engagement and improved literacy performance when educational videos were integrated into instruction, particularly when educators received adequate training in multimedia use (Lopez et al., 2024). Moreover, research highlights the role of educational videos in promoting inclusive and culturally relevant literacy instruction. Ramos (2023) and Salazar (2023) found that videos tailored to learners' linguistic backgrounds enhanced comprehension, communication skills, and learner motivation. (Mendoza and Santos 2023) further emphasized that video-based literacy instruction supports national education reform goals by improving attention, understanding, and engagement among kindergarten learners. (Alshaikh 2024). Likewise concluded that audiovisual learning environments aligned with cognitive learning theories significantly strengthen early literacy outcomes.

Republic Act No. 10533 provides a strong legal foundation for the integration of educational videos in early literacy instruction. Supported by empirical research, the use of multimedia tools aligns with the law's emphasis on learner-centered, inclusive, and developmentally appropriate education, making educational videos effective and legally supported tools for enhancing kindergarten learners' reading and writing skills. **Republic Act No. 10533**, also known as the Enhanced Basic Education Act of 2013, serves as the primary legal framework governing the K–12 curriculum in the Philippines. The law mandates the development of a learner-centered, developmentally appropriate, and integrated basic education system that responds to the cognitive, cultural, and social needs of Filipino learners. It aims to prepare students for employment, lifelong learning, and responsible citizenship by ensuring that education is inclusive, relevant, and research-based (Republic Act No. 10533, 2013). One of the key provisions of RA 10533 is the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in the early grades. The policy emphasizes the use of learners' native languages as the medium of instruction to facilitate effective communication, comprehension, and early literacy development. By allowing flexibility in curriculum implementation, the law enables schools to adapt instruction to the linguistic and cultural contexts of learners across different communities, thereby promoting culturally responsive and meaningful literacy instruction.

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DepEd Order No. 16, s. 2012 is a key policy that mandates the integration of Information and Communications Technology (ICT) in the basic education curriculum to enhance the effectiveness of teaching and learning. The policy recognizes multimedia resources-such as educational videos, digital games, and online learning materials-as essential tools for increasing learner engagement and promoting meaningful learning experiences (Department of Education, 2012). This directive supports the use of technology-driven instruction that is responsive to the needs of 21st-century learners, particularly in early childhood education. Aligned with the Mother Tongue-Based Multilingual Education (MTB-MLE) framework, DepEd Order No. 16 emphasizes the use of learners' native languages to strengthen early literacy development. Educational videos delivered in the mother tongue help kindergarten learners recognize letters, understand phonemes, and develop oral vocabulary more effectively. Research indicates that video-based instruction enhances learner motivation and supports child-centered pedagogies by presenting content in culturally relevant and developmentally appropriate ways (Bautista & Del Rosario, 2024; Cruz & Santos, 2023). Several studies provide empirical support for the effectiveness of educational videos under this policy. (Villanueva and Reyes 2025) found that video lessons significantly improved vocabulary development and letter–sound correspondence among kindergarten learners, as multimedia instruction reduced cognitive load and facilitated comprehension. Teachers likewise reported that educational videos increased learners' attention and accelerated the acquisition of literacy skills, particularly when educators received adequate training in multimedia integration (Delos Santos & Mercado, 2024). These findings underscore the importance of teacher readiness, which is also emphasized in DepEd's ICT integration initiatives. Further research highlights the role of educational videos in promoting holistic learner development. (Mendoza and Pulido 2023) noted that multimedia instruction strengthened phonological awareness and oral vocabulary while bridging language practices between home and school. Similarly, (Reyes and Garcia 2025) reported that bilingual, video-based programs improved learners' readiness for reading and writing in linguistically diverse classrooms. Digital storytelling videos were also found to enhance print awareness and comprehension by combining narrative and visual elements, consistent with developmentally appropriate practices outlined in DepEd Order No. 16 (Santos & Aquino, 2023). Studies also emphasize the inclusivity of video-based instruction. (Alvarado and Cruz 2024) observed increased learner engagement and faster development of phonics and letter recognition skills when videos were used in literacy lessons. (Garcia and Torres 2023) further demonstrated that culturally relevant video content supported literacy development among indigenous learners, reflecting the inclusive goals of the MTB-MLE policy. (Delgado and Banerjee 2025) confirmed that educational videos reduce cognitive overload through integrated auditory and visual stimuli, leading to better retention of literacy concepts among young learners. Research discovered that multimedia-assisted instruction, especially educational movies, markedly enhanced kindergarten students' letter-sound correspondence, phonemic awareness, and foundational vocabulary. Their research shown that brief, age-appropriate films enhanced learner attention and engagement, thereby reinforcing the MATATAG Curriculum's focus on fortifying core abilities through developmentally suitable and learner centered pedagogy. (Flores and Aquino 2025) **DepEd Order No. 16, s. 2012** provides a strong policy foundation for the integration of educational videos in early literacy instruction. Supported by recent empirical studies, the use of multimedia aligns with the Department of Education's vision of child-centered, inclusive, and research-based education. Educational videos therefore serve as effective and policy-supported tools for enhancing literacy development among kindergarten learners.

DepEd Order No. 10, s. 2024 provides the official policy guidelines for the implementation of the MATATAG Curriculum in the Philippines. The MATATAG Curriculum aims to equip Filipino learners with essential skills needed to succeed in the 21st century, both locally and globally. It emphasizes inclusivity, global citizenship, and respect for

diversity while promoting a future-oriented mindset grounded in core Filipino values: Maka-Diyos, Makatao, Makakalikasan, and Makabansa (Department of Education, 2024). In support of these goals, educational videos are recognized as effective instructional tools for strengthening literacy skills. Studies show that video-based instruction enhances reading and writing by providing authentic, real-world literacy experiences through the integration of narration, visuals, and interactive elements (Winton et al., 2024). Educational videos have also been found to improve comprehension, vocabulary acquisition, and higher-order literacy skills such as inference when learners are exposed to content across varied contexts. Research further indicates that short, well-designed educational videos are more effective than longer ones, as they sustain learner attention and reduce cognitive overload, resulting in better retention and learning outcomes (Christenson et al., 2024). (Similarly, Nafilah and Sakti 2022) reported that video platforms offering combined auditory and visual content increased learners' literacy performance and engagement. Studies involving younger learners confirm that interactive digital media significantly enhance phonemic awareness and vocabulary development through media-rich learning experiences (Smith et al., 2025). Consistent with the MATATAG Curriculum's learner-centered and inclusive framework, the effective use of educational videos requires teachers to be adequately trained in multimodal instructional strategies. (Janer and Herrera 2021) emphasized the importance of continuous professional development, teacher competence in multimedia integration, and adequate access to digital infrastructure to maximize learning outcomes.A study financed by the Department of Education revealed that using digital and multimedia tools in kindergarten literacy education helped kids recognize letters and sounds better and made them more interested in early reading activities. (Santos and Lim 2022) A DepEd regional study found that educational videos in the students' native language greatly improved their phonological awareness and vocabulary, which supports inclusive and student-centered teaching. (Rivera and Tolentino 2023) During the MATATAG transition period, it was discovered that brief instructional films enhanced learners' engagement and involvement in early reading classes, while simultaneously alleviating cognitive load through developmentally suitable training. (De la Cruz and Mendoza 2024) A recent study commissioned by the Department of Education (DepEd) found that using multimedia to teach reading and writing helped kindergarten students improve their letter-sound correspondence, vocabulary, and readiness to read. This supports the idea that educational films work well with the MATATAG Curriculum. (Navarro and Reyes 2025) **DepEd Order No. 10, s. 2024** reinforces the relevance of educational videos as developmentally appropriate and cognitively sound tools that support the MATATAG Curriculum's focus on foundational literacy, learner engagement, and inclusive education. This chapter established the theoretical, legal, and empirical foundations of the study. Anchored on the Cognitive Theory of Multimedia Learning, Dual Coding Theory, and Social Learning Theory, and supported by national policies such as Republic Act Nos. 10533 and 10157 and DepEd Orders No. 16, s. 2012 and No. 10, s. 2024, the review demonstrates that educational videos are pedagogically sound and legally supported tools for early literacy instruction. Related studies consistently show that well-designed educational videos enhance kindergarten learners' literacy skills, learner engagement, and motivation, thereby justifying the conduct of the present study.

THE PROBLEM

Statement of the Problem

This study aims to assess the effectiveness of educational videos in enhancing the literacy skills of kindergarten pupils in Academia de San Jose, Mandaue City, Cebu, during the 2025–2026 school year, as a basis for proposing an action plan to support multimedia-assisted literacy instruction in early childhood education. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
1.1. Age and gender;
1.2. Years of teaching experience; and
1.3. Teaching styles commonly used in literacy instruction?

2. What is the level of integration of educational videos in literacy instruction as perceived by the teacher-respondents in terms of:
2.1. Alignment with literacy learning competencies;
2.2. Frequency of usage in instructional delivery;
2.3. Presence of teacher-guided interaction during or after viewing;
2.4. Appropriateness of video length and content for kindergarten learners.

3. What is the level of literacy development of kindergarten pupils in terms of:
3.1. Letter recognition;
3.2. Vocabulary acquisition;
3.3. Listening comprehension;
3.4. Reading readiness.

4. What is the level of the challenges do teachers encounter in integrating educational videos into literacy instruction?
5. Is there a significant relationship between the level of educational video integration and the literacy development of kindergarten pupils?
6. Based on the findings, what action plan may be proposed to enhance the use of educational videos in improving literacy instruction in kindergarten?

Statement of the Null Hypotheses

There is no a significant relationship between the level of educational video integration and the literacy development of kindergarten pupils.

Significance of the Study

The findings of this study on the effectiveness of educational videos in enhancing literacy among kindergarten learners hold great significance for various stakeholders in the field of education. This study is significant to the following:

Department of Education (DepEd). The findings of this study provide empirical data that may assist the Department of Education in policy formulation, curriculum enhancement, and resource allocation related to early childhood education. By presenting statistical evidence on the effectiveness of educational videos in enhancing kindergarten learners' literacy skills, the study supports data-driven decision-making aligned with the MATATAG Curriculum and technology integration initiatives.

School Administrators. This study offers school administrators evidence-based insights that may guide the development of school policies, instructional programs, and professional development plans. The results help administrators evaluate the effectiveness of multimedia resources in literacy instruction and support informed decisions regarding the provision of technological resources and teacher training.

Teachers. The study benefits teachers by providing concrete evidence on the effectiveness of educational videos in improving kindergarten learners' literacy skills, such as letter recognition, phonological awareness, and vocabulary development. The findings may help teachers refine their instructional strategies, select appropriate multimedia materials, and enhance classroom practices based on statistically supported outcomes. Learners. Kindergarten learners benefit indirectly from this study as its findings support the use of engaging, age-appropriate educational videos that enhance literacy development. Improved instructional strategies based on the results may lead to better learning experiences, increased motivation, and improved reading readiness.

Parents. The results enable parents to better understand the role of educational videos in supporting their children's literacy development. The study encourages stronger collaboration between parents and teachers by providing evidence-based information on effective instructional practices in early childhood education.

School Community. The study contributes to the school community by promoting a shared understanding of the value of multimedia-assisted literacy instruction. It supports the development of a cohesive and collaborative approach among stakeholders in enhancing literacy outcomes for kindergarten learners.

The Researcher. For the researcher, the study provides a comprehensive analysis of the effectiveness of educational videos in enhancing literacy skills among kindergarten learners. It strengthens research competence and contributes to professional growth while offering insights that may inform future educational initiatives.

Parents. Parents can use the findings to better understand the challenges in ECE and collaborate more effectively with teachers to support their children's education.

Future Researchers. This study serves as a reference for future researchers interested in early childhood education, multimedia learning, and literacy development. The clearly defined variables aligned statistical treatments, and research findings may be replicated or extended in other contexts to further explore technology-based interventions in early literacy instruction.

RESEARCH METHODOLOGY

This chapter presents the research methodology of the study, including the research design, the profile of the respondents, the research instruments, data gathering procedures, and the statistical tools used for data analysis.

Research Design

This study employed a descriptive research design, which was appropriate for obtaining a detailed understanding of the current challenges and interventions in early childhood education. Descriptive research was used to systematically gather and analyze data from various stakeholders, including teachers, parents, and school administrators, in order to describe prevailing issues without manipulating variables. This design allowed the researcher to capture participants' perceptions of the effectiveness of educational videos in enhancing the literacy skills of kindergarten learners. By focusing on existing conditions, the study aimed to establish a

factual basis that guided the formulation of appropriate strategies and future interventions Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (7th ed.). SAGE Publications. (Creswell & Creswell, 2018).

Flow of the Study

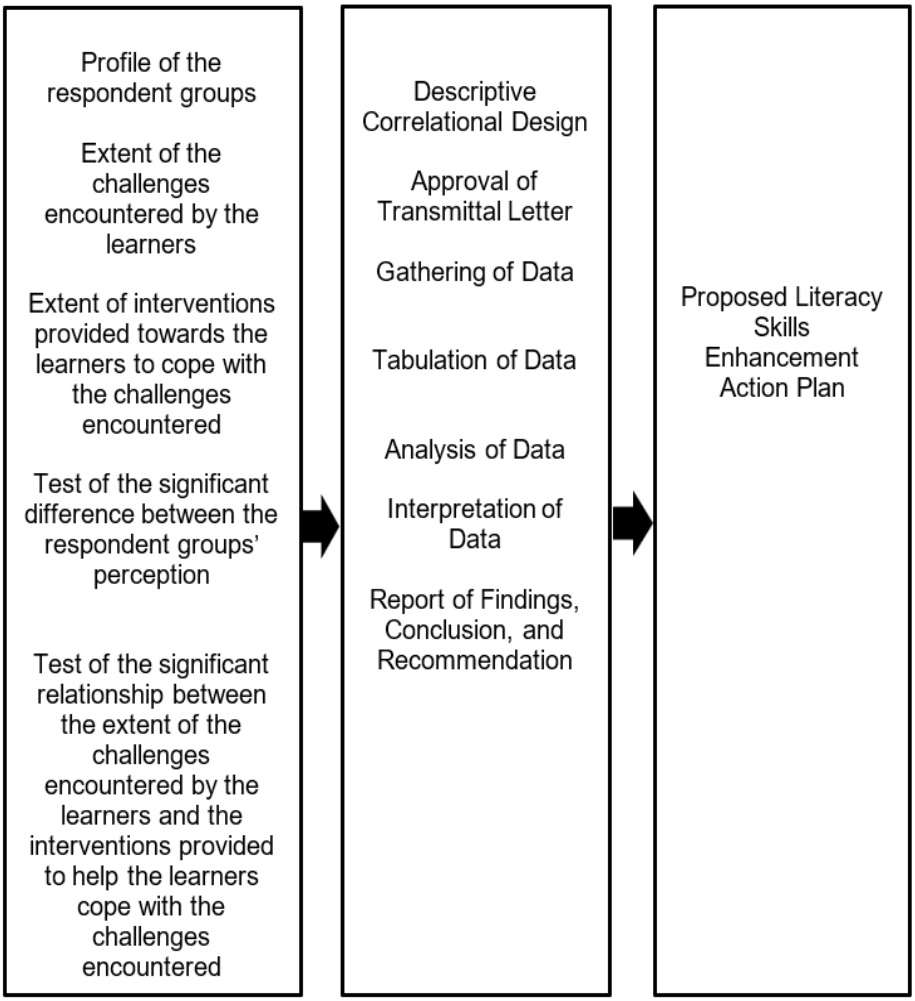

Figure 2. Flow of the Study

The study followed an Input-Process-Output (IPO) system model in gathering the essential data needed for the study. Figure 2 illustrates the process of data gathering. The first stage involves inputting data that determines the profiles of the respondent groups, level of integration of educational videos in Literacy instruction as perceived by the teacher-respondents, the level of literacy development of kindergarten pupils, is the level of the challenges do teachers encounter in integrating educational videos into literacy instruction and is there a significant relationship between the level of educational video integration and the literacy. The second stage is the process of the study. It includes the following tasks: prior to collecting data, the researcher transmits the required paperwork, such as the consent form from respondents and the letter authorizing the study's conduct. After approval, the researcher will start sending out the questionnaire to the participants to make sure each section is filled out. After that, the researcher will count, arrange, condense, interpret, and evaluate the data findings. Data processing will be done using the proper statistical techniques. The data results. Appropriate statistical tools will be used in the treatment of data. The last stage will be the formulation of the output of the study. A behavior modification guide would be made and proposed to address the challenges encountered by the learners. The third stage, the output phase of the study, culminated in the development of a well-structured intervention plan design to address the findings and bridge gaps identified during the analysis. This intervention plan was tailored to align directly with the specific needs of both the learners and their parents, as revealed by the relationship between the effectiveness of educational videos in enhancing literacy skills. Its goal was to enhance the literacy skills to foster the development of kindergarten pupils in letter recognition, vocabulary acquisition, listening comprehension, and reading readiness. The intervention plan included a 4range of strategies and programs aimed at improving literacy skills. For instance, it proposed organizing regular remediation for literacy to educate the pupils on the importance of their role in literacy skills. These workshops

could help the pupils to improve their literacy skills, such as letter recognition, vocabulary acquisition, listening comprehension, and reading readiness.

Environment of the Study

One of the large multigrade schools in the City of Cebu, Cebu, Philippines, serve as the study's settings. This educational institution offers a diverse and inclusive setting for assessment of the effectiveness of educational videos in enhancing literacy skills.

Mabolo Elementary School. Mabolo Elementary School is a part of North District 4 of the Division of Cebu City. The school is located on M. J. Cuenco Avenue, a significant thoroughfare in Cebu City, and is therefore highly accessible. Additionally, it is situated near C. Mina Street and is bordered by Juan Luna Avenue to the north. It has 88 teachers, with seven (7) master teachers, a school principal, an assistant principal and three (3) admin staff. It is a complete elementary school with 75 monograde classes. This school is fitting to be the locale of this research because of the large number of enrollees. The school is equipped with instructional technologies such as televisions, projectors, and a computer laboratory, which facilitates the integration of multimedia resources in classroom teaching. In addition, the school implements the MATATAG Curriculum and ensures the equitable and accessible provision of learning resources. These conditions made the institution a suitable setting for examining the effectiveness of educational videos in enhancing the literacy skills of kindergarten learners.

Figure 3. Location Map of the Research Environment

Respondents

In this study, the Kindergarten leaners play a crucial role as research respondents. Parents' involvement is crucial for understanding the effectiveness of educational vedios in enhancing their literacy skills. Their responses can shed light on different factors and potential underlying reasons enhancing their literacy skills using education videos. By understanding parental perspectives, researchers can develop more comprehensive interventions that address not only the child's behavior but also the broader family dynamics and home environment. The table below is the distribution of the respondents.

Table 1 Distribution of Respondents

Mabolo Elementary School		
	TOTAL	
	f	%
Respondents		
Teachers of the Learners	0	30.00
Grand Total	30	30.00

The kindergarten learners' teachers are selected to offer a wide-ranging viewpoint on the enhancing literacy skills of the learners.

The participants will be chosen using a stratified random selection technique, which will guarantee a particular representation of the grade one populations. This method made it easier to gather data that accurately reflected in the city of Cebu wide range of demographic traits, which is essential to the study's ability to inform the development of strategic educational intervention plans.

Instrument

The researcher utilized a survey questionnaire to gather the information that helped achieve the study's aims questionnaire and adopted by Creswell, J. W., & Creswell, J. D. (2018). There were two research instruments used: a survey questionnaire for parents and a questionnaire for teachers who assessed the extent of the challenges encountered by the learners and the extent of interventions provided towards the learners to cope with the challenges encountered.

The survey questionnaire for parents and teachers considers the following:

Part I. The demographic profile of the respondents. This section gathers essential demographic and professional background information on both kindergarten pupils and teachers. Capturing variables such as pupil age and gender, as well as teacher age, gender teaching experience, and preferred instructional styles, supports comprehensive subgroup analysis and enhances internal validity of the study.

Part II. The level of integration of educational videos in literacy instruction. These items evaluate curriculum alignment by asking whether videos reinforce specific literacy objectives, match curriculum maps, and support vocabulary and content accuracy.

Part III. The level of literacy development of kindergarten pupils. Items in this section focuses on how routinely videos are used, for example, whether They're used to introduce lessons, reinforce concepts, or support differentiated learning.

Part IV. The level of the challenges that teachers encounter in integrating educational videos into literacy instruction. This segment examines developmental suitability, whether videos are short enough to maintain attention, use simple language, and employ engaging and appropriate visuals. Research in multimedia learning supports using short, segmented videos to match young learners' attention spans and cognitive processing.

Data Gathering Procedures

The data gathering process is crucial as it transforms the research plan into execution and acquires the empirical evidence necessary to address the research inquiries. This section delineates the systematic methodology employed to get the requisite data, ensuring that the approach was rigorous, ethical, and replicable. The process was meticulously designed to adhere to the quantitative research framework and to maintain the integrity and validity of the study.

Preliminary Stage.

The researchers sought all necessary approvals and prepared the instruments prior to actual data collection. A formal transmittal letter was sent to the principal of Mabolo Elementary School to request permission to conduct

the study. Upon approval, informed consent was secured from parents/guardians of the kindergarten pupils, while assent was obtained from the children in simple, age-appropriate language. The teachers who participated in the survey were also asked to sign consent forms. The research instruments, survey questionnaires for teachers and the literacy assessment for pupils were subjected to expert validation and a pilot test to ensure clarity, reliability, and appropriateness for the target respondents. Teachers were oriented towards the implementation of the educational video intervention and the procedures for fidelity checking.

Data Gathering Stage. The actual collection of data was undertaken. The process began with the administration of the pretest literacy assessment to the kindergarten pupils to establish their baseline level in letter recognition, vocabulary, listening comprehension, and reading readiness. Simultaneously, teachers were asked to complete the survey questionnaire regarding their teaching profiles and their current practices in integrating educational videos. Following the pretest, the intervention was implemented. Educational videos focusing on foundational literacy skills were shown to pupils three times a week for four consecutive weeks. Each video session lasted for 15–20 minutes and was accompanied by teacher-guided interaction, including questioning, repetition, and short follow-up activities. Fidelity logs and classroom observations were used to monitor the consistency of video integration. After the intervention, the posttest literacy assessment was administered to the pupils using the same instrument to measure any improvements in their literacy skills. Teacher-respondents then answered the second part of the survey on their perceptions of video integration and the challenges they encountered. Short interviews or focus group discussions with selected teachers and parents were also conducted to triangulate the data.

Post Data Gathering Stage

The researchers carefully reviewed and checked the accomplished survey questionnaires, observation logs, and literacy assessment results for completeness and accuracy. The data gathered were then encoded, tallied, and organized into spreadsheets for statistical treatment. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the respondents' profiles and the level of integration of educational videos. Inferential statistics such as the paired t-test, correlation analysis, and ANOVA were applied to test the hypotheses on the relationship between video integration and literacy skills development. All data were stored securely following ethical protocols under the Data Privacy Act of 2012. Identifying information of pupils, teachers, and parents was kept confidential and reported only in aggregate form. Finally, the analyzed results were interpreted and discussed in line with the study's objectives, serving as the basis for the formulation of a proposed action plan to enhance literacy instruction through educational videos.

Ethical Considerations

The ethical considerations of this study were carefully addressed to ensure the protection of the respondents' rights, uphold research integrity, and maintain the credibility of the findings. The researcher adhered to established ethical guidelines throughout the study, particularly focusing on informed consent, confidentiality, voluntary participation, and respect for the dignity and well-being of all participants. Informed Consent. Prior to the commencement of the study, the researchers sought approval from the principal of Mabolo Elementary School Overall, this step was necessary to comply with institutional protocols and to demonstrate respect for the authority governing the research site. The approval process ensured that the study was aligned with the ethical standards required by the Department of Education and the host institution. Confidentiality and Anonymity. The principle of informed consent was strictly observed. Respondents were provided with detailed information about the study's purpose, objectives, procedures, and potential benefits. This was communicated during an orientation session where the researcher explained the nature of the research, the data collection process, and how the collected information would be used. Respondents were given an opportunity to ask questions and seek clarification before providing their consent. Only those who voluntarily agreed to participate were included in the study.

Voluntary Participation. Confidentiality and anonymity were prioritized throughout the research process. Respondents were assured that their identities would remain anonymous and that their responses would be treated with strict confidentiality. To safeguard this, no identifying information was included in the survey questionnaires, and the data was coded and stored securely to prevent unauthorized access. This measure ensured that the respondents felt secure in sharing honest and accurate information without fear of being identified or judged.

Non-Coercive Environment. Participation in the study was entirely voluntary, and respondents were informed of their right to withdraw at any point without any repercussions. This provision respected the autonomy of the participants and ensured that their involvement was based on free will. Additionally, care was taken to create a

non-coercive environment during the orientation and data collection stages, allowing respondents to make independent decisions about their participation.

Protection from Harm. The researcher also ensured that the study would not cause any harm or discomfort to the respondents. The survey questions were designed to be non-invasive and appropriate for the context of the study. The researcher remained available to address any concerns or issues raised by the respondents, reinforcing a sense of safety and respect.

Integrity in Data Reporting. In the analysis and reporting phases, the researcher continued to uphold ethical standards by presenting the data objectively and ensuring that the findings were accurate and free from bias. Any recommendations derived from the study were based solely on the data collected, maintaining the integrity of the research. Overall, the ethical considerations implemented in this study demonstrated the researcher's commitment to protecting the rights and welfare of the respondents while ensuring the credibility and validity of the research findings. These measures reflected the high ethical standards required for conducting research within an educational setting.

Confidentiality. All information collected throughout the survey was handled with the utmost confidentiality. Using codes instead of real names kept the names of the participants and the name of the institution secret. The researchers only used the data they collected for study and kept it safe. The data was only available to the research team, and all records would be properly disposed of after the study is over to safeguard privacy and data.

Informed consent. Before the data collection began, all participants received a comprehensive description of the study's objectives, methodologies, potential advantages, and minimal dangers. There was no pressure or force to join; it was fully up to them. The parents or guardians of the kindergarten pupils signed consent papers to confirm that they were okay with their child being in the study. They also promised the people in the study that they may leave at any time without any hassles.

Statistical Treatment of Data

After data collection, the data gathered had undergone different statistical treatments with the aid of statisticians. To arrive at reliable results, the following statistical tools were used:

Frequency Count and Simple Percentage. Were used to describe the demographic profile of the respondents such as the age and gender of the pupils, the years of teaching experience of the teachers, and the teaching styles commonly used in literacy instruction. These tools helped in presenting the distribution of responses in an organized manner.

Weighted Mean. It was employed to determine the level of integration of educational videos in literacy instruction as perceived by the teachers, as well as the challenges they encountered in using videos. Responses were measured through a Likert scale, and the computed mean scores were interpreted using descriptive verbal equivalents such as strongly, agree, undecided, disagree and strongly disagree.

Pearson Correlation Coefficient (r). was used to assess the relationship between the level of integration of educational videos and the literacy development of kindergarten pupils. The degree of correlation was interpreted strongly, agree, undecided, disagree and strongly disagree. Depending on the computed value of r. Using these statistical tools, the study was able to provide both a descriptive and analytical understanding of the data, leading to reliable findings, conclusions, and recommendations.

Scoring Procedure

The scoring procedure for the instrument use in this study is meticulously designed to accurately capture and quantify the effectiveness of educational videos in enhancing literacy skills of kindergarten learners. A 5-point Likert scale is used in this study to collect input from respondents, offering a formal framework for expressing attitudes and opinions. This scale provides respondents with a methodical framework to indicate how much they agree or disagree with statements or questions. Because it allows respondents to indicate whether they are unsure or whether the statement does not relate to their current situation, the 5-point Likert scale is preferred over other scale systems. The difficulties are scored using the 5-point Likert scale, as indicated by the legend below:

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.21 - 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agree with the situation
4	3.41 - 4.20	Agree	This justifies that the respondent agrees with the situation
3	2.61 – 3.40	Undecided	This justifies that the respondent is undecided about the situation
2	1.81 – 2.60	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.80	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

To determine the level of integration of Educational Videos. This Table was used.

To determine the level of literacy skills of Kindergarten Pupils. This Table was used.

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.21 - 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agrees with the situation
4	3.41 - 4.20	Agree	This justifies that the respondent agrees with the situation
3	2.61 – 3.40	Undecided	This justifies that the respondent is undecided about the situation
2	1.81 – 2.60	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.80	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

To determine the level of challenges in using Educational Videos. This Table was used.

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.21 - 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agree with the situation
4	3.41 - 4.20	Agree	This justifies that the respondent agrees with the situation
3	2.61 – 3.40	Undecided	This justifies that the respondent is undecided about the situation
2	1.81 – 2.60	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.80	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

DEFINITION OF TERMS

To provide clarity and avoid ambiguity in the discussion of the study, the following terms are defined as they are specifically used in this research:

Educational Videos. In this study, educational videos refer to teacher selected and age-appropriate audiovisual materials designed to support the literacy instruction of kindergarten pupils. These include animated clips, songs, and short instructional lessons that present letters, sounds, words, and stories in an engaging and developmentally appropriate format.

Integration of Educational Videos. Integration refers to the deliberate and purposeful incorporation of educational videos into classroom literacy instruction. This includes not only the presentation of video content but also the teacher's facilitation, questioning, and follow-up activities that link the video to specific literacy learning objectives.

Alignment with Literacy Learning Competencies. Alignment with literacy learning competencies refers to the extent to which the content of educational videos corresponds with the prescribed kindergarten literacy competencies, such as letter knowledge, vocabulary development, listening skills, and reading readiness, as outlined in the curriculum.

Frequency of Usage in Instructional Delivery. Frequency of usage refers to how often educational videos are used during literacy instruction, including daily, weekly, or occasional integration within classroom lessons.

Teacher-Guided Interaction. Teacher-guided interaction refers to the instructional support provided by teachers during or after video viewing, such as asking questions, giving explanations, facilitating discussions, and conducting follow-up activities to reinforce learning.

Appropriateness of Video Length and Content. This refers to the suitability of the duration, language, visuals, and instructional content of educational videos for kindergarten learners, considering their attention span, developmental level, and learning needs.

Literacy Skills. Literacy skills, as used in this study, refer to the foundational literacy competencies expected of kindergarten pupils. These include letter recognition, vocabulary acquisition, listening comprehension, and reading readiness.

Letter Recognition. Letter recognition refers to the ability of kindergarten pupils to identify and name letters of the alphabet and associate them with their corresponding sounds. Vocabulary Acquisition. Vocabulary acquisition refers to the pupils' ability to understand and use new words encountered during literacy instruction, including words presented through educational videos. Listening Comprehension. Listening comprehension refers to the ability of pupils to understand, recall, and respond to spoken language presented in stories, instructions, or video-based lessons.

Reading Readiness. Reading readiness refers to the early skills that prepare kindergarten pupils for formal reading, including print awareness, understanding of story sequence, and basic comprehension skills. Kindergarten Pupils. Kindergarten pupils are the young learners enrolled at Mabolo Elementary in Cebu City who served as the primary participants of the study. They were purposively selected due to their developmental stage, during which foundational literacy skills are formed.

Teachers. Teachers refer to the kindergarten teachers of Mabolo Elementary School who participated by responding to the survey questionnaire, implementing the educational video intervention, and providing feedback regarding its effectiveness.

Parents. Parents refer to the mothers, fathers, or legal guardians of the kindergarten pupils who participated by granting consent, answering the survey questionnaire, and sharing insights on the use of educational videos to support learning at home.

Challenges. Challenges refer to the difficulties or barriers encountered by teachers in integrating educational videos into literacy instruction. These include issues related to time constraints, availability of resources, curriculum alignment, pupils' attention span, and technical concerns.

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered from Mabolo Elementary School. It discusses the respondents' profile, the level of integration of educational videos in literacy instruction, the level of literacy development of kindergarten learners, the challenges encountered by teachers, and the relationship between educational video integration and literacy development. The interpretations are based on responses obtained from the survey questionnaires administered.

RELEVANT INFORMATION OF THE RESPONDENTS

This section presents the profile of the teacher-respondents whose characteristics may influence the integration of educational videos and literacy instruction among kindergarten learners.

Profile of the Teachers

Teachers Gender. The gender of the teachers' respondents is essential for understanding variations in the effect of educational videos on letter recognition among kindergarten learners

Table 2 Gender of the Teachers

Gender	f	%	f	%
Female	26	0	26	86.67
Male	0	4	4	13.33
Total	**0**	**0**	**30**	**100.00**

The predominance of female teachers reflects a common trend in early childhood education, where teaching is traditionally viewed as a female-oriented profession. Recent studies suggest that although female teachers often report heavier instructional and administrative workloads, their teaching effectiveness and classroom performance remain comparable to their male counterparts (Gan et al., 2025). This gender distribution implies that literacy instruction and the integration of educational videos in the classroom are largely influenced by female educators, highlighting the need for gender-inclusive professional development programs that **Length of Service**

Table 3 presented the distribution of the length of service among the teachers respondents, offering views into their experience levels within the educational setting.

Table 3 Years of Teaching Experience

Years of Teaching Experience	f	%
1-5	4	13.33
6-10	12	40
11-15	8	26.67
16-20	0	0
20 and beyond	6	20
Total	**30**	**100.00**

Table 3 shows the distribution of teaching experience among the 30 respondents. Teachers with 6–10 years of experience comprise the largest group at 40% (n = 12), followed by those with 11–15 years of experience at 26.67% (n = 8). Teachers with 1–5 years of experience account for 13.33% (n = 4), while 20% (n = 6) have been teaching for 20 years or more. Notably, no respondents fall within the 16–20 years category.

This distribution indicates that most teachers are in their mid-career stage, combining professional maturity with adaptability to new instructional strategies such as educational videos. Lin (2025) found that teaching experience is a significant positive predictor of teachers' emotional and instructional competence, suggesting that experienced teachers are more capable of creating supportive learning environments. The presence of both experienced and novice teachers implies opportunities for mentoring and collaborative learning in strengthening multimedia-based literacy instruction.

Teaching Styles

Table 4 shows the most common ways that teachers teach literacy. The findings show that most of the people who answered use technology-based methods the most. This indicates that educators are progressively incorporating digital tools and technology-enhanced methodologies into their literacy instruction, signifying a transition towards contemporary, interactive, and student-centered pedagogical approaches.

Table 4 Teaching Styles Commonly Used in Literacy Instruction

Teaching Styles	f	%
Storytelling and read-aloud	6	20
Phonics-based instruction	2	6.67
Play-based learning	2	6.67
Music and rhymes	2	6.67
Visual aids and picture books	6	20
Worksheets and drills	3	10
Small group instruction	0	0
One-on-one tutoring	1	3.33
Technology-assisted learning	8	26.67
Total	**30**	**100.00**

Table 4 shows how often and what percentage of the time 30 respondents used different teaching styles in literacy instruction. "Storytelling and read-aloud" and "Visual aids and picture books" are the two most common ways that teachers teach. Each of these styles is used by 20% (n=6) of the teachers. "Phonics-based instruction," "Play-based learning," and "Music and rhymes" are other methods that are used by smaller but equal groups of 6.67% (n=2) each. Only 10% (n=3) of people use "worksheets and drills," and only 3.33% (n=1) use "one-on-one tutoring." "Small group instruction" is not used at all, and "Technology-assisted learning" is used more often, at 26.67% (n=8), making it the most common method in the sample. This distribution shows that there are different teaching styles, with a strong emphasis on using technology and interactive literacy activities. The study examined kindergarten teachers' perspectives on various methods of reading instruction. He found that they strongly supported multisensory and play-based methods, such as whole-word and language experience strategies. which improve literacy through balanced, interactive training in the Philippines (Diaz, 2024).

Level of Integration of Educational Videos in Literacy Instruction

Table 5 illustrates the level of integration of educational videos utilized by instructors in kindergarten reading classes. The teachers' responses were consistently applied inside the classroom, aiding learners in developing reading skills.

Table 5 The Level of Integration of Educational Videos in Literacy Instruction in terms of:

S/N	Indicators	WM	Verbal Description
Alignment with Literacy Learning Competencies			
1	I select educational videos that match the specific literacy learning competencies in the curriculum	4.70	Strongly Agree
2	The videos I use support the development of early literacy domains such as phonemic awareness and vocabulary.	4.37	Strongly Agree
3	The content of the videos reinforces the target skills indicated in my daily lesson plan.	4.63	Strongly Agree
4	Educational videos are aligned with the learning standards set by the Department of Education for kindergarten.	4.33	Strongly Agree
5	I ensure that the objectives of each video complement the literacy goals for the week or unit.	4.60	Strongly Agree
Frequency of Usage in Instructional Delivery			
6	I regularly use educational videos as part of my literacy instruction.	4.43	Strongly Agree
7	Videos are integrated into different parts of my lesson (motivation, discussion, enrichment, evaluation).	4.60	Strongly Agree
8	I schedule the use of videos at least once a week to reinforce literacy skills.	4.17	Agree
9	Educational videos are used as instructional tools during both face-to-face and blended learning sessions.	4.60	Strongly Agree
10	I frequently update or change the videos I use to maintain pupil engagement and relevance.	4.30	Strongly Agree
Presence of Teacher-Guided Interaction During or After Viewing			
11	I facilitate discussions before, during, and after video viewing to enhance comprehension.	3.23	Neutral
12	I ask guiding questions that link video content to literacy lessons.	3.07	Neutral
13	I provide follow-up activities (e.g., word recognition games, storytelling) after viewing.	3.23	Neutral
14	I encourage learners to express what they learned or understood from the video.	3.05	Neutral
15	I assess pupils' learning outcomes related to the viewed video through observation or simple tasks.	3.23	Neutral

Appropriateness of Video Length and Content for Kindergarten Learners			
16	The length of the educational videos is appropriate for young learners' attention span.	4.33	Strongly Agree
17	The language and visuals used in the videos are developmentally appropriate.	4.57	Strongly Agree
18	The videos contain positive values and age-suitable themes.	4.37	Strongly Agree
19	The pacing and transitions in the videos match the cognitive level of kindergarten pupils.	4.57	Strongly Agree
20	The overall content of the videos is culturally relevant and familiar to Filipino learners.	4.37	Strongly Agree
Aggregate Weighted Mean		**4.22**	**Agree**
Standard Deviation		**0.61**	

Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00-2.74-Disagree; 1.00-1.99-Strongly Disagree

Table 5 presents the extent of educational video integration in literacy instruction across four dimensions: alignment with literacy competencies, frequency of usage, teacher-guided interaction, and appropriateness of video content.

The aggregate weighted mean of 4.22 indicates an overall **"Agree"** level of integration. Teachers strongly agreed that educational videos are aligned with literacy learning competencies (WM = 4.53) and are appropriate in length and content for kindergarten learners (WM = 4.44). The highest ratings were given to selecting videos aligned with curriculum standards and ensuring developmental appropriateness.

In contrast, teacher-guided interaction during or after video viewing received a neutral rating (WM = 3.16), suggesting limited facilitation, questioning, and follow-up activities. This finding implies that while videos are frequently used, their instructional potential may not be fully maximized without active teacher mediation. Christensen et al. (2024) emphasized that video effectiveness in early literacy depends heavily on guided interaction and language-rich engagement rather than passive viewing alone. Strengthening teacher facilitation is therefore essential to deepen comprehension and learner engagement.

Level of Literacy Development of Kindergarten Leaners

Table 6 illustrates that the level of literacy development of kindergarten learners, most of them can recognize and read the letters.

Table 6 Level of Literacy Development of Kindergarten Pupils in terms of:

S/N	Indicators	WM	Verbal Description
Letter Recognition			
1	Pupils can identify uppercase and lowercase letters of the alphabet.	4.30	Strongly Agree
2	Pupils can recognize letters presented in different fonts or styles	4.33	Strongly Agree
3	Pupils can name letters when shown in random order.	4.50	Strongly Agree
4	Pupils can match letters with their corresponding sounds.	4.27	Strongly Agree
5	Pupils can differentiate visually similar letters (e.g., b/d, p/q).	4.43	Strongly Agree
Vocabulary Acquisition			
6	Pupils can identify and name common objects in their surroundings.	4.30	Strongly Agree
7	Pupils use newly learned words in classroom conversations.	4.43	Strongly Agree
8	Pupils understand and follow one- to two-step verbal instructions.	4.27	Strongly Agree
9	Pupils respond appropriately to questions that check word meaning or usage.	4.47	Strongly Agree
10	Pupils can associate pictures or actions with the correct vocabulary words.	4.37	Strongly Agree

Listening Comprehension			
11	Pupils can recall key details or characters after listening to a short story.	4.50	Strongly Agree
12	Pupils can answer simple "who," "what," "where," and "when" questions after a story.	4.23	Agree
13	Pupils can retell or sequence events from a story in the correct order.	4.40	Strongly Agree
14	Pupils maintain attention while listening to short stories or rhymes.	4.27	Strongly Agree
15	Pupils can make simple predictions or connections while listening to stories.	4.43	Strongly Agree
Alignment with Curriculum Standards			
16	Pupils demonstrate awareness that print carries meaning.	4.27	Strongly Agree
17	Pupils can identify their own names and familiar words in print.	4.37	Strongly Agree
18	Pupils can follow print from left to right and top to bottom.	4.30	Strongly Agree
19	Pupils can recognize rhyming words and beginning letter sounds.	4.50	Strongly Agree
20	Pupils attempt to read simple words or phrases using picture clues and phonics.	4.17	Agree
Aggregate Weighted Mean		**4.45**	**Strongly Agree**
Standard Deviation		**0.09**	

Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00-2.74-Disagree; 1.00-1.99-Strongly Disagree

Table 6 presents the level of literacy development of kindergarten pupils across letter recognition, vocabulary acquisition, listening comprehension, and curriculum alignment. The overall weighted mean of 4.45 indicates a **"Strongly Agree"** level, with a very low standard deviation (SD = 0.09), suggesting consistent literacy performance among learners.

Letter recognition obtained the highest ratings, particularly naming letters in random order and recognizing rhyming sounds (WM = 4.50). Vocabulary acquisition and listening comprehension also demonstrated strong performance, though answering WH-questions (WM = 4.23) and attempting to read simple words (WM = 4.17) showed slightly lower scores.

These results suggest that foundational literacy skills are well developed, while higher-order comprehension and decoding skills require further reinforcement. Abrigo (2024) emphasized that early literacy instruction significantly improves letter recognition and functional reading, but sustained teacher support is necessary to strengthen comprehension and decoding abilities. This highlights the importance of integrating videos with guided discussions and reading activities.

Level of the Challenges Teachers Encounter in Integrating Educational Videos into Literacy Instruction

Table 7 presents the level of challenges encountered by teachers in integrating educational videos into literacy instruction. The findings reveal that teachers generally experience low to moderate levels of difficulty in the use of educational videos during literacy lessons. Challenges related to the availability of technological devices, teachers' technical competence, and the time required for lesson preparation were reported as occurring occasionally rather than frequently. These results indicate that, although certain constraints are present, they do not substantially impede the instructional use of educational videos. Teachers appear capable of adapting to these challenges and maintaining effective multimedia integration in the classroom. In relation to the objectives of the study, the findings suggest that the successful use of educational videos in kindergarten literacy instruction is achievable despite existing challenges, highlighting the importance of continued institutional support and professional development to further enhance teachers' capacity for multimedia-based instruction.

Table 7 Level of the Challenges Teachers Encounter in Integrating Educational Videos into Literacy Instruction

S/N	Indicators	WM	Verbal Description
Letter Recognition			
1	Limited availability of reliable technological devices (e.g., TV, projector, laptop) for classroom use.	4.67	Strongly Agree
2	Poor internet connectivity affects the smooth playback of educational videos.	4.17	Strongly Agree
3	Insufficient technical skills or confidence in operating multimedia equipment.	4.40	Strongly Agree
4	Lack of time to preview, select, and prepare suitable educational videos.	3.97	Strongly Agree
5	Difficulty finding age-appropriate and curriculum-aligned video materials for literacy lessons.	4.40	Strongly Agree
6	Limited school support or budget for procuring multimedia resources and software.	4.27	Strongly Agree
7	Short attention span of pupils when watching longer or repetitive video content.	4.33	Strongly Agree
8	Classroom management challenges during or after video viewing sessions.	3.97	Strongly Agree
9	Difficulty assessing pupils' learning outcomes after viewing the videos.	4.23	Strongly Agree
10	Inadequate professional development or training on effective integration of educational videos in literacy instruction.	4.23	Strongly Agree
Aggregate Weighted Mean		**4.26**	**Strongly Agree**
Standard Deviation		**0.21**	

Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00-2.74-Disagree; 1.00-1.99-Strongly Disagree

Table 7 presents the challenges teachers encounter in integrating educational videos into literacy instruction. The aggregate weighted mean of 4.26 indicates a **"Strongly Agree"** level, reflecting substantial challenges.

The most serious issues include limited access to technological devices (WM = 4.67), insufficient technical skills (WM = 4.40), and difficulty sourcing age-appropriate, curriculum-aligned videos (WM = 4.40). Challenges related to pupil attention span, classroom management, and assessment were also rated highly.

These findings indicate that while teachers value educational videos, structural and technical constraints hinder effective implementation. Silverman et al. (2024) concluded that technology-based literacy instruction yields positive outcomes only when adequate infrastructure, training, and instructional support are provided. Addressing these challenges is crucial to maximizing the benefits of multimedia instruction.

Test of relationship between the Level of Educational Video Integration and the Literacy Development of Kindergarten Pupils

To assess the efficacy of technology-enhanced instruction in early childhood education, it is crucial to comprehend the correlation between the integration of educational videos and literacy development in kindergarten students. As digital media becomes more common in the classroom, many teachers think that using educational videos will naturally lead to better literacy outcomes. But the effect of these tools depends on a number of things, such as how well they are used, how well the teacher helps, and whether there are enough technological resources available. A statistical test was performed to assess the correlation between the integration of educational videos and students' literacy skills, aiming to ascertain any measurable impact. This analysis offers empirical evidence that either corroborates or contests the hypothesis that the frequent and effective utilization of educational videos is directly linked to enhanced literacy development in young learners.

Table 8 Test of relationship between the Level of Educational Video Integration and the Literacy Development of Kindergarten Pupils

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Educational Video Integration & Literacy Development	.006	Negligible Positive	.952	Do not reject HO	Not Significant

*significant at p<0.05 (two-tailed)

Table 8 presents the correlation between the level of educational video integration and literacy development of kindergarten pupils. The computed R-value of 0.006 indicates a negligible positive correlation, with a p-value of 0.952. Since the p-value exceeds the 0.05 significance level, the null hypothesis is not rejected.

Despite high levels of video integration and literacy development, the lack of a significant relationship suggests that educational videos alone do not directly improve literacy outcomes. This finding highlights the critical role of teacher-guided interaction, instructional quality, and contextual factors. Liu et al. (2024) emphasized that multimedia tools are most effective when integrated with active teaching strategies and meaningful learner engagement. Thus, improving facilitation skills and addressing integration challenges are essential to enhancing literacy development.

3. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a comprehensive overview of the study, summarizing the research purpose, methodology, and key findings, followed by conclusions drawn from the data and recommendations to guide practice and future research. The study "The Effect of Educational Videos on Letter Recognition among Kindergarten Learners".

Investigated the impact of structured multimedia integration on emergent literacy development among kindergarten pupils at Mabolo Elementary School, Mabolo Cebu City, Cebu, during School Year 2025 2026.

SUMMARY

This study investigated the effect of educational videos on letter recognition among kindergarten learners at Mabolo Elementary School, Cebu City, during School Year 2025–2026. The study specifically examined the teachers' profile, the level of integration of educational videos in literacy instruction, the level of literacy development of kindergarten learners, the challenges encountered by teachers, and the relationship between educational video integration and literacy development. A descriptive–correlational research design was employed. The respondents consisted of 30 kindergarten teachers, selected through total enumeration. Data were gathered using a researcher-adapted questionnaire anchored on Creswell and Creswell (2018). The statistical tools used were frequency, percentage, weighted mean, standard deviation, and Pearson r correlation coefficient.

FINDINGS

The salient findings of the study, corresponding to sub-problems 1 to 5, reveal that the majority of the teacher-respondents were female and had mid-level teaching experience, indicating a relatively experienced kindergarten teaching workforce. The level of integration of educational videos in literacy instruction was found to be high, particularly in terms of alignment with curriculum competencies, frequency of use, and appropriateness of content, while teacher-guided interaction during and after video viewing was rated at a neutral level. The kindergarten learners demonstrated a high level of literacy development, especially in letter recognition, vocabulary acquisition, and listening comprehension, although comparatively lower performance was noted in higher-order literacy skills. The findings further show that teachers encountered significant challenges in integrating educational videos, particularly due to limited technological resources, insufficient professional training, and classroom management concerns. Lastly, the statistical results indicate that there was no significant relationship between the level of educational video integration and the literacy development of kindergarten learners.

CONCLUSIONS

Based on the findings, it is concluded that educational videos are widely utilized and perceived as effective tools in kindergarten literacy instruction. Anchored on the Cognitive Theory of Multimedia Learning, educational videos support learning through combined visual and auditory inputs; however, their instructional effectiveness depends on active teacher facilitation, adequate training, and sufficient technological resources. The absence of a significant relationship between video integration and literacy development indicates that educational videos alone are insufficient to guarantee literacy improvement without intentional pedagogical support.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are advanced to guide school-level implementation and support the proposed enhancement plan. Kindergarten teachers are encouraged to strengthen teacher-guided interactions during the use of educational videos by consistently implementing structured pre-viewing, during-viewing, and post-viewing literacy activities, including guided questioning and follow-up tasks. School administrators are advised to ensure the availability and maintenance of adequate technological resources, such as projectors, laptops, speakers, and stable internet connectivity, to support effective multimedia-

based instruction. In line with capacity-building initiatives, targeted professional development activities, including in-service trainings and workshops, should be conducted to enhance teachers' competence in multimedia integration and classroom management during video-based lessons. Schools are further encouraged to formally adopt and systematically implement the proposed enhancement plan as part of the school literacy program to address identified instructional, technological, and training-related challenges. Lastly, future research may be undertaken to examine other factors influencing literacy development using experimental or mixed-method research designs to further strengthen evidence-based literacy interventions.

4. OUTPUT OF THE STUDY

RATIONALE

This study shows that kindergarten teachers use a lot of tech-based methods, like educational videos, to help kids learn to read and write. The kids clearly got better at the basics of reading. But things are still moving slowly because of problems like not having enough resources, inconsistent training, and having to deal with kids during screen time. What stands out is the need for a practical multimedia literacy plan that uses videos wisely and directly addresses these problems with teacher coaching, better tools, and strong support. If done right, it could really help kindergarten reading.

Looking ahead, the first step in putting this plan into action is to start small. For example, there could be pilot programs in a few classrooms with hands-on workshops and shared video banks. Use simple pre- and post-assessments to see what works, and then get admin support to make it bigger. What's the reward? Kids who are kinder are hitting literacy goals more often, teachers feel ready, and schools are showing that technology can work when it's used correctly. It's possible to lay the groundwork for lasting change.

OBJECTIVES

This Multimedia-Based Literacy Plan focuses on improving the reading skills of kindergarteners by cleverly incorporating educational videos and digital tools into lessons. It improves phonics, word knowledge, story comprehension, and overall literacy through hands-on video activities. It also gives teachers the knowledge, strategies, and confidence they need to integrate videos into their lessons without any problems. It also deals with technical problems, lack of resources, and teaching challenges head-on and encourages real engagement, active learning, and personalized support by combining videos with strong teacher.

IMPLEMENTATION SCHEME

Phase 1: Planning & Preparation

The school principal, literacy coordinators, and kindergarten teachers kick things off by hunting down curriculum-matched educational videos, drafting lesson plans that weave in multimedia, and running a quick teacher orientation and training session. This takes about 2 weeks and needs videos, laptops or tablets, projectors, and lesson plan templates. By the end, teachers feel ready and confident rolling out multimedia for literacy lessons.

Phase 2: Classroom Implementation

Kindergarten teachers take the lead here, delivering literacy lessons boosted by videos with hands-on teacher guidance to keep kids hooked and understanding. Over 4–6 weeks, they'll rely on classroom devices, internet, worksheets, and observation tools. Kids should dive right in, staying engaged while their reading skills start picking up steam.

Phase 3: Monitoring & Assessment

Teachers and literacy coordinators keep tabs throughout by running pre- and post-assessments on student literacy, collecting teacher input on how videos are working, and spotting any snags. This runs ongoing during implementation using assessment tools, checklists, and feedback forms. The goal is a clear picture of kids' progress and how well multimedia fits in.

Phase 4: Reflection & Improvement

Once implementation wraps, the principal and teachers dig into the results, tweak lesson plans, arrange extra training or resources if needed, and jot down what worked best. This takes 1–2 weeks afterward with reports, reflections, and meeting space. It sets up ongoing tweaks to teaching approaches and stronger literacy results down the line.

Action Plan: Multimedia-Based Literacy Skills Enhancement for Kindergarten Learners

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcomes	Actual Accomplishment	Remarks
Limited teacher-guided interaction during video use	To enhance teachers' facilitation skills in multimedia-based literacy instruction	Conduct interactive workshops on guided viewing, question-ing techniques, and follow-up literacy activities	Teachers, School Administrators, Trainers	₱46,500	School MOOE, External Training Grants	1st Quarter	90% of teachers demonstrate effective guided interaction during video lessons		
Insufficient access to technological resources	To improve availability of multimedia equipment	Procurement of projectors, speakers, and laptops	School Administra-tors, ICT Coordinator	₱75,000	School MOOE	2nd Quarter	Improved access to functional multimedia tools		
Limited teacher training in video integration	To strengthen teachers' multimedia competence	In-service training and peer mentoring	Teachers, Master Teachers	₱30,000	School MOOE	3rd Quarter	Increased teacher confidence and skill in video integration		

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