VIDEO-BASED PHONICS HOME READING STRATEGIES FOR KINDERGARTEN LEARNERS

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Abstract

This study explored how video-based letter-sound recognition strategies can support kindergarten learners in developing early literacy skills during home reading sessions in San Benito District, Siargao Division. Twelve learners from San Juan Elementary School participated in a one-group pretest–posttest design, using researcher-developed video lessons aligned with the MATATAG Curriculum and guided by parental support. Data were collected through the BMPT Tool/Tracker and analyzed using mean, standard deviation, and paired sample t-test. Findings revealed marked improvement in learners' ability to identify letters and produce sounds, with scores rising from beginning to highly proficient levels. The video-based lessons were also rated highly acceptable by evaluators. Overall, the results affirm that video-based strategies are an effective and engaging way to strengthen early literacy among young learners.

Keywords: early literacy, home-based learning, kindergarten learners, letter-sound recognition, video-based instruction

Introduction

Reading is a basic skill that children start developing early in their education. In kindergarten, children begin to learn letter-sound recognition. This skill is important because it helps them decode simple words and gain confidence in reading. When children master letter-sound recognition, they are better prepared for more advanced reading tasks.

In the Philippines, the Department of Education (DepEd) promotes early literacy through initiatives such as the Every Child a Reader Program (ECARP) under DepEd Order No. 18, s. 2017. This program provides schools with guidance to ensure that learners acquire basic literacy skills from the early grades onward.

In alignment with these efforts, the Enhanced Basic Education Act of 2013 (RA 10533) supports literacy and numeracy within the K–12 curriculum. This law emphasizes the development and the importance of foundational competencies during the early years to prepare learners for future academic challenges. Similarly, DepEd also implements more recent initiatives, including the Learning Recovery and Remediation Program under DepEd Order No. 14, s. 2023, and the ARAL Program Act of 2024 (RA 12028). These programs focus on strengthening reading support in partnership with families and communities.

Studies, such as those by Tinapay et al. (2021), show that young children benefit academically when parents or guardians participate in home reading activities. However, many families still need clear, simple, and practical strategies to guide them in supporting letter-sound recognition at home.

Finally, this study will be conducted at *San Juan Elementary School in San Benito District, Schools Division of Siargao. Furthermore, this study* aims to develop video-based letter-sound recognition strategies for parent-child home reading sessions. The project will strengthen early literacy by offering engaging, easy-to-follow materials that support both school instruction and home learning. Through this initiative, the study will contribute to DepEd's ongoing efforts to help every Filipino child become a confident and successful reader

Review of Literature

This part presents varied reviews of related literatures and studies culled out from books, journals, articles, and internet data that contributed to the present study which are organized thematically.

Relevance of Teaching Phonics to Early Grades

Phonics instruction has always been seen as a key part of learning to read, especially for young children. Research shows that teaching phonics in an organized way helps kids match letters to sounds, which is important for sounding out words and recognizing them. The study by Ehri (2020) found that kids who get clear phonics lessons read more accurately and smoothly than those who only memorize whole words. This shows that phonics helps learners become better and more independent readers.

In addition, research from other countries also shows that phonics makes a big difference in how well young students learn to read. The National Reading Panel (NRP) found that teaching phonics directly helps students sound out new words, which is very important when learning to read (phonics.org, 2025). The study also emphasized that phonics works best when taught early, especially in Kindergarten and Grade 1, when kids are just starting to learn how sounds and letters go together. This means that learning phonics early helps kids become better readers faster.

Studies in the Philippines also show how important phonics is. As cited in the study of Tinapay et al. (2021), it was found that students who had trouble reading often did not know how to connect sounds with letters. Their research showed that using phonics helps students read simple words more accurately and feel more confident when reading aloud. This means that regular phonics lessons can help solve reading problems that many young Filipino students face.

` Another study by De la Cruz and Cabello (2019) showed that students who participated in phonics reading programs improved significantly at sounding out words, putting sounds together, and breaking words apart. The researchers said that phonics is not just for beginners, but also helps students who find reading hard and need extra practice. Their study supports the use of phonics to help students in schools where many kids have trouble reading.

Recent research also shows that it helps when parents get involved in teaching phonics at home. Studies show that when parents or guardians use easy phonics strategies regularly, kids improve their reading skills more quickly. Tinapay et al. (2021) also said that when families help with reading at home, along with what is taught at school, children get even better at matching sounds to letters. This means that phonics is important not only at school but also at home, with families' help.

Phonics

Phonics is a way of teaching reading that helps children connect letters with the sounds they make. According to the National Center on Improving Literacy (2025), it teaches learners to look at the parts of a word, recognize each sound, and blend the sounds together to read the whole word. This approach helps young readers understand how written language works and makes reading easier for beginners.

Research shows that phonics is very important because it helps young children understand how letters and sounds work together. Instead of just memorizing whole words, phonics teaches children to break words into smaller sounds. In a study by Clayton et al. (2019), results revealed that when children learn letter-sound patterns early, they can read new words on their own, which helps them become smoother and more confident readers.

Many studies also say that phonics helps children recognize words faster. As children practice common sound patterns, they can read more quickly and with less effort. Research from different countries shows that regular phonics practice helps children find and blend sounds to form words. In fact, in a study by William et al. (2025) explained that this practice gives children a strong base for learning more difficult reading skills.

In the Philippines, studies show that phonics is very helpful for students who struggle with reading. The results from the study of Adhe et al. (2023) found that many learners who have difficulty reading cannot match letters to sounds, making it hard for them to read even simple words. Their study showed that regular phonics lessons help children feel more confident in recognizing basic sounds, so they can take part in classroom reading activities more easily.

Other studies also looked at how phonics helps children who need extra support. For instance, the insights from the study of IRIS Center (2020) gives emphasis on the that students who practiced breaking words into sounds and putting the sounds together were found to have improved their reading performance. The study highlighted that phonics offers a simple and steady method of teaching, which is helpful for learners who need more practice and guidance.

Letter-sound Recognition Skills

Letter-sound recognition is a foundational component of early literacy development, serving as the bridge between print and spoken language. According to Milankov et al. (2021) on their study about the impact of phonological awareness in reading acquisition, the process of connecting letters to their corresponding sounds allows children to decode unfamiliar words and supports the development of phonemic awareness. This type of skill forms the groundwork for reading fluency, spelling accuracy, and comprehension. Accordingly, those learners who can automatically recognize letter-sound correspondences are more capable of reading independently and understanding text meaningfully, as they do not rely solely on memorization of words (Manoharan et al., 2022).

Furthermore, early mastery of letter-sound relationships predicts future reading achievement. In a longitudinal study, Hatague (2023) found that children who demonstrated strong letter-sound recognition in kindergarten were significantly more likely to achieve grade-level reading proficiency by the following grades to come. The researcher emphasized that explicit and systematic phonics instruction should begin early to ensure that learners acquire the necessary decoding skills. Without these foundational skills, children are more prone to reading difficulties and delayed literacy development, which can affect their academic performance in later grades.

Moreover, letter-sound recognition is not only a cognitive skill but also a perceptual one. Learners must distinguish subtle sound differences in spoken language and associate them accurately with visual symbols. According to nabuet al. (2025), auditory discrimination exercises and multisensory learning activities enhance learners' capacity to internalize these sound-symbol relationships. Their study on the multisensory approach to literacy instruction found that children exposed to engaging and repetitive phonics activities, such as songs, chants, and sound games, demonstrated faster mastery of letter-sound correspondence than those taught through rote memorization alone.

In recent years, the use of technology has reshaped how letter-sound recognition is taught. Digital tools and multimedia resources such as interactive videos and educational apps have been shown to make phonics instruction more dynamic and enjoyable. In the study of William et al. (2025) about digital literacy in the classroom, it was reported that interactive digital activities combining animation, sound, and visual cues significantly improved children's letter-sound accuracy and engagement levels. These findings suggest that technology can effectively supplement traditional phonics instruction when properly integrated into early literacy programs.

Moreover, the home environment plays a crucial role in reinforcing letter-sound recognition skills. Parental or guardian involvement provides children with meaningful opportunities to practice reading in supportive settings. According to Romero-González (2023), children who participated in guided home-based literacy sessions, such as reading aloud and identifying letter sounds with their parents, exhibited greater phonological awareness and retention. These results highlight the importance of extending learning beyond the classroom, particularly through structured and interactive guardian-child reading activities.

Finally, researchers continue to advocate for the integration of interactive, multimodal approaches in early literacy programs. As supported by Rosdiana et al. (2022), combining visual, auditory, and kinesthetic learning channels enables young learners to strengthen their neural connections for letter-sound mapping. The study concluded that learners exposed to video-based phonics lessons demonstrated higher motivation and improved accuracy in sound recognition compared to those in non-digital instruction.

Letter Identification

Letter identification as define by Lynch (2025) is one of the earliest literacy skills developed by young learners and serves as a strong predictor of future reading success. According to Ehri (2020), recognizing letters of the alphabet is an essential step toward understanding that written symbols represent specific sounds in spoken language. Mastery of letter identification enables children to distinguish between different letters based on their visual forms, an ability that supports reading fluency and spelling accuracy. Without a solid foundation in letter recognition, learners may struggle to connect printed text with its spoken equivalent, hindering their reading development.

Research consistently supports the importance of letter identification in early literacy programs. A study by Idulog et al. (2023) revealed that children who could accurately name and identify letters during their elementary level demonstrated significantly stronger reading comprehension skills by the higher grade levels. The researchers emphasized that letter identification not only develops visual memory but also builds confidence and familiarity with print conventions. Regular exposure to alphabetic materials, such as letter charts, flashcards, and storybooks, was found to accelerate learners' ability to differentiate letters and retain them in memory.

On the other hand, instructional strategies that promote active engagement with letters are essential in developing this skill. In the study of Cabug and Hatague (2023), results revealed that play-based learning, such as tracing letters, matching uppercase and lowercase forms, and using tactile materials like sandpaper letters, improves children's recognition and retention rates. These activities allow learners to explore letters using multiple senses, making the learning process both interactive and meaningful. The researchers also noted that combining letter identification with phonemic awareness activities reinforces children's understanding of how letters function within words.

Also, parental involvement has greatly contributed to the significance and the development of letter identification skills. According to Gino (2023), children whose parents regularly engage them in home-based alphabet activitie such as reading alphabet books or identifying letters on household objects have shown greater letter recognition accuracy. These informal yet consistent interactions strengthen the connection between school-based instruction and home learning, reinforcing the importance of parent's participation in early literacy development. Parent-child reading sessions, when combined with structured materials like interactive videos, further enhance familiarity with letters through guided practice and repetition.

Lastly, recent studies emphasize that the integration of interactive and multimodal strategies provides the most effective approach to improving letter identification. The study of Galendez and Ong (2024) concluded that learners who participated in video-based alphabet lessons demonstrated higher engagement and faster letter recall compared to those exposed to non-digital instruction. The researchers highlighted that interactive video-based learning allows for repeated exposure to letter forms in a visually and auditorily rich context, promoting better memory retention.

Letter-sound Production

Letter-sound production is the learner's ability to say the correct sound that each letter makes (Perea et al., 2023). It is a key skill in early reading because it helps children connect spoken sounds with written letters. In an article by Hidalgo (2025), it was explained that when children practice producing letter sounds often, they become faster and more confident in recognizing and reading words. This shows that sound production is not only about speaking but also about building strong reading habits.

Consequently, studies have shown that letter-sound production improves most when children receive direct phonics instruction. Prasongngern and Soontornwipast (2023) found that learners who practiced listening strategy about sounds under the guidance of their teachers performed better than those who learned on their own. Likewise, de Haas et al. (2020) on their study about the effects of feedback in children's learning acquisition have discovered that giving children feedback while they say each sound helps them fix their pronunciation right away. These studies show that guided and structured practice is very important in learning to say letter sounds correctly.

Other researchers have focused on using different senses in learning. The study about the eye-tracking strategy conducted by Park et al. (2023) shared that children learned faster when they combined actions like tracing letters, saying their sounds, and looking at pictures. This method, called multisensory learning, helps children remember because they use their eyes, hands, and voices all at once. It also makes learning more fun and meaningful for young learners.

Technology has also become helpful in improving letter-sound production. In the article of Herwegen (2024) about the impact of digital technology to the learners' acquisition of knowledge and skills, it was emphasized that interactive videos that show how the mouth moves when saying each sound helped learners pronounce sounds more clearly. Children also enjoyed learning with videos because they could watch, listen, and repeat as many times as needed. This kind of digital learning is useful, especially when teachers and learners cannot meet face-to-face.

Family support also plays a big role in improving sound production. The study of Bennett et al. (2023) on the effects of the parent-implemented phonological practices , it was noted that when parents practiced letter sounds at home with their children, learners improved faster. Activities such as watching phonics videos, using flashcards, or reading aloud together made learning more consistent. This shows that learning continues beyond the classroom when parents and teachers work together.

In general, recent studies show that letter-sound production can be improved through teacher guidance, multisensory activities, technology-based tools, and parent involvement (Fujita, 2024). These strategies help children become confident readers and better at saying letter sounds clearly. Strengthening this skill at the kindergarten level builds a strong foundation for reading and language development.

Letter-Sound Recognition Strategies

Letter-sound recognition strategies are teaching methods that help young learners connect letters with their corresponding sounds. These strategies are the foundation of phonics instruction, which supports children's ability to read and spell words. According to Harmey and Bodman (2020), recognizing letter-sound relationships is one of the earliest and most important skills in reading development. When children can quickly identify the sound a letter makes, they find it easier to decode new words and read fluently.

Recent studies emphasize that fun and interactive activities strengthen letter-sound learning. For example, Alotaibi (2024) found that games, songs, and storytelling improve children's engagement and make phonics lessons more memorable. When learners participate in playful activities, they are more motivated to repeat and practice letter sounds. This makes learning less stressful and more natural, especially for kindergarten children who learn best through play.

Technology has also become a strong support for letter-sound recognition. Interactive videos, digital flashcards, and phonics apps have been shown to improve children's sound recognition accuracy. In the study of Naeem and Khan (2024) on enhancing phonological awareness through digital tools, it was revealed that digital tools offering visual cues and pronunciation models helped children recognize and recall letter sounds faster. Similarly, results from the study of Sari (2021) about the effects of utilizing animated video in teaching reading revealed that the use of animated videos and sound repetition in class made learners more confident in matching sounds with corresponding letters and words, thereby improving their phonemic awareness and overall reading skills. Teacher-guided strategies also remain very important. Studies by Manoharan et al. (2022) showed that when teachers model sounds and provide guided practice, children perform better in identifying and pronouncing letter sounds. Accordingly, teachers who used structured routines like introducing one letter sound at a time, followed by drills and feedback have observed steady improvement in their pupils' phonemic awareness. This shows that consistent teacher support is a key part of successful sound recognition learning.

Parental involvement is another effective strategy. In the article by naee Global Inc (2024) it was emphasized that when parents join reading activities at home, such as letter-sound games or watching phonics videos together, children show greater progress. Guardian-child reading sessions provide additional exposure to letter sounds outside the classroom and create a positive learning environment that supports early literacy development.

Video-Based Letter-Sound Recognition Strategy

In recent years, the use of interactive videos in early literacy instruction has gained wide attention for its ability to make learning more engaging and effective. Interactive video-based learning presents a combination of sound, motion, and visual elements that help children connect letters with their corresponding sounds. According to Main (2021), children learn more efficiently when lessons involve both seeing and hearing, as it helps strengthen their phonological awareness—a critical foundation for reading development.

Researchers have observed that interactive videos support better retention and comprehension compared to traditional instruction. The study of Sasam and Arazo(2023) found that learners exposed to video-based phonics lessons showed improved letter-sound recognition and could apply these skills in decoding unfamiliar words. This suggests that videos not only enhance engagement but also promote meaningful learning by linking sounds, symbols, and words in a multisensory way.

Furthermore, interactive videos promote learner autonomy, allowing children to learn at their own pace. Abdul Samat and Abdul Aziz (2020) emphasized that being able to pause, repeat, or replay sections gives learners control over their learning process. This flexibility is especially beneficial for kindergarten learners who require more time and repetition to master letter-sound relationships. It also creates a stress-free learning environment that accommodates individual differences.

Aside from classroom instruction, interactive videos have shown promise as a home-based reading support tool. Results from the study Gino et al. (2021) about the children's digital media used, it was noted that when parents or guardians watch educational videos with their children, learning becomes more meaningful and consistent. These shared activities help reinforce classroom instruction and build stronger reading habits, especially in communities where reading materials are limited.

Finally, the motivational impact of interactive videos has also been widely reported. It was highlighted in the study of Zolkwer et al. (2023) on educational videos that children become more attentive and excited to learn when videos include songs, stories, and playful animations. These enjoyable experiences encourage children to participate actively, turning reading practice into a fun and rewarding routine rather than a demanding task.

Home-School Partnership

In recent years, the use of interactive videos in early literacy instruction has gained wide attention for its ability to make learning more engaging and effective. Interactive video-based learning presents a combination of sound, motion, and visual elements that help children connect letters with their corresponding sounds (Dahlan et al., 2023). According to Massachusetts Department of Elementary and Secondary Education (2021), children learn more efficiently when lessons involve both seeing and hearing, as it helps strengthen their phonological awareness—a critical foundation for reading development.

Researchers have observed that interactive videos support better retention and comprehension compared to traditional instruction. Sasam and Arazo(2023) found out in their study on the effectiveness of downloaded videos to the reading literacy that those learners who are exposed to video-based phonics lessons showed improved letter-sound recognition and could apply these skills in decoding unfamiliar words. This suggests that videos not only enhance engagement but also promote meaningful learning by linking sounds, symbols, and words in a multisensory way.

Aside from classroom instruction, interactive videos have shown promise as a home-based reading support tool. Results from the study Quimsing and Ortega-Dela Cruz (2024) about the technology-based reading application, it was noted that when parents or guardians watch educational videos with their children, learning becomes more meaningful and consistent. These shared activities

help reinforce classroom instruction and build stronger reading habits, especially in communities where reading materials are limited.

Furthermore, the motivational impact of interactive videos has also been widely reported. Results from the study of Swider-Cios et al. (2023) highlighted that children become more attentive and excited to learn when videos include songs, stories, and playful animations. These enjoyable experiences encourage children to participate actively, turning reading practice into a fun and rewarding routine rather than a demanding task.

Finally, interactive video-based letter-sound recognition strategies have proven to be effective in developing early literacy skills (Naeem & Khan, 2024). Through the use of engaging visuals, sounds, and interactive features, these videos provide learners with multiple ways to understand and remember letter-sound connections. The integration of such strategies not only supports school-based reading instruction but also extends learning to the home, fostering collaboration between teachers, learners, and guardians in promoting reading readiness.

Synthesis: The above-reviewed literature generally agrees that letter–sound recognition is a crucial factor in early reading skills. Most studies highlight that children who can connect letters to their corresponding sounds develop stronger decoding abilities and improved reading fluency in the beginning years of practice. The studies also agree that interactive and engaging methods, such as multimedia tools, songs, and visuals, make phonics learning more effective by capturing young learners' attention and supporting the diverse learning needs of the kindergarten pupils.

In contrast, the studies differ in the strategies they emphasize and the roles assigned to home and school environments. Some of the studies focus on classroom-based interventions and structured phonics instruction, while others highlight the importance of family involvement and learning beyond school. Also, there is also an emphasis on the variation in the types of multimedia tools recommended, with some favoring videos and animations and others suggesting hands-on or play-based approaches. These similarities and differences guide the present study in examining how interactive materials support kindergarten learners in mastering letter–sound relationships.

Theoretical and Conceptual Framework

This study is guided by Mayer and Moreno's Cognitive Theory of Multimedia Learning (1999). The theory explains that children learn better when lessons use both visual and auditory information. According to this idea, the mind processes what it sees through the visual channel and what it hears through the auditory channel. When these two work together, learning becomes stronger and more meaningful for young learners.

The theory also states that children remember information better when visuals and sounds are combined. In this study, the recorded teacher model video lessons follow this idea by showing letters, pictures, and mouth movements while the teacher pronounces the sounds. This combination helps kindergarten learners connect what they see and what they hear, making letter sound recognition easier for them.

Another important idea from the theory is the need for active learning. Children should not only watch or listen. They should take part in the activity. The video lessons support this by showing clear pronunciation and asking learners to repeat the sounds. When children imitate the teacher and practice the sounds, they become more engaged and build stronger reading skills.

The use of multimedia in this study also fits with the MATATAG Curriculum, which supports learning through play, hands on activities, and technology. The recorded teacher model video lessons provide a simple and child friendly tool for learning sounds. Learners can watch, listen, and practice as many times as they need, which supports different learning styles inside the kindergarten classroom.

This framework is connected to the work of Tamanu (2021), whose study showed that video based teacher modeling helps young children learn letter sounds. Tamanu found that recorded lessons give learners more chances to practice and allow them to learn at their own pace. The present study uses similar strategies by providing videos that guide pronunciation, promote repetition, and encourage learners to participate with the help of their parents. This approach is expected to strengthen phonemic awareness.

Based on both the theory and previous research, this study followed a simple process. Figure 1 presented the research process. First, a pre-test checked the learners' starting level in letter-sound recognition. Next, the interactive video lessons were used to help children practice and improve. Lastly, a post-test measured the progress of the kindergarten learners. This structure showed how multimedia concepts and video-based modeling worked together to help young children develop the basic skills needed for early reading.

Statement of the Problem

This study aimed to assess the effectiveness of video-based letter-sound recognition strategies for home reading sessions in enhancing the early literacy skills of learners in San Benito District, Schools Division of Siargao.

Specifically, it sought answers to the following questions:

1. What is the level of letter-sound recognition skills of the kindergarten learners based on their pre-test and post test results in terms of the following:
   1.1. Letter identification; and
   1.2. Letter-sound production?
2. What video-based lessons can be designed and developed?
3. What is the level of acceptability of the video-based in terms of:
   3.1 Content;
   3.2 Format and Technical Design;
   3.3 Presentation and Organization; and

3.4 Accuracy and Recency of Information
4. How is the video-based reading strategies be implemented?
5. Are the video-based lessons effective in improving the letter recognition skills of the kindergarten learners?

Scope and Limitations of the Study

Focus. This study assessed the effectiveness of video-based letter-sound recognition strategies during home reading sessions in improving kindergarten learners' early literacy skills. Specifically, it focused on learners' letter-sound recognition skills in terms of letter identification, and letter-sound production, as measured through pre-test and post-test assessments. The study also examined improvements in learners' ratings using the assessment provided by the Division Office.

Participants. The participants of the study included all kindergarten learners of San Juan Elementary School and their respective parents. Kindergarten learners were chosen because they were at the beginning stage of literacy development, where mastery of letter-sound relationships was essential. Parents participated in home reading sessions to guide, support, and reinforce the learners' practice of letter-sound skills.

Place and Time. The study was conducted in San Juan Elementary School, a public school in San Benito District, Schools Division of Siargao, during the School Year 2025–2026. Research activities included pre-testing, implementation of interactive video-based lessons during home reading sessions, and post-testing to determine the effectiveness of the strategies in improving learners' letter-sound recognition skills.

Limitations. This study was limited to kindergarten learners and their parents, focusing solely on letter-name and letter-sound recognition skills. The findings were not generalizable to higher grade levels or other reading skills such as vocabulary or comprehension. The effectiveness of the video-based strategies may have varied depending on the level of parents' participation during home reading sessions. Additionally, the study used video-based lessons specifically developed for this research, so the results may not have applied to other reading programs or materials.

METHODS

Research Design

This study employed a quasi-experimental, one-group pretest–posttest design to determine the effect of video-based letter–sound recognition strategies on the letter–sound recognition skills of kindergarten learners in San Benito District. According to SAGE Publications (2019), a one-group pretest–posttest design involves measuring a single group of participants before and after the implementation of an intervention to determine changes attributable to the treatment. This design was appropriate for assessing learning gains within the same group when random assignment and a control group were not feasible.

A group of kindergarten learners from a section at San Juan Elementary School participated in home reading sessions using video-based activities developed by the researcher. These videos guided both learners and their parents through visual and audio exercises focusing on letter identification, and letter-sound production. An individual weekly monitoring plan for parents was used to track their implementation of the activities, and regular follow-ups ensured that the lessons were carried out as intended.

Before the intervention began, the teacher conducted an orientation for parents to explain the purpose of the program, the proper use of the video-based lessons, and their role in supporting their children's learning at home. During this session, parents received instructions on how to implement each activity, how to monitor their child's progress, and how to address potential challenges. This orientation ensured that parents were well-prepared and confident in facilitating the lessons.

To improve accessibility, the teacher uploaded all video lessons to her YouTube account, allowing parents to easily view or download the materials at any time. In addition, the videos were also sent through Messenger and shared via Bluetooth to accommodate parents who had no internet load, ensuring that all learners could access the materials regardless of connectivity constraints.

A pre-test was administered at the start of the third quarter to determine learners' initial letter-sound recognition skills. After several sessions of home-based instruction using the video lessons, a post-test was conducted to measure improvements in learner performance. The comparison of pre-test and post-test results showed the extent to which the video-based strategy supported the development of letter-sound recognition.

This research design enabled the researcher to evaluate the effectiveness of the intervention within one group while controlling for individual differences. Continuous monitoring of lesson implementation and parental involvement supported the consistent and effective application of the instructional strategies, providing meaningful insights into the impact of multimedia-assisted learning on early literacy development.

Research Environment

This study took place in San Benito District, particularly in San Juan Elementary School. This place is a coastal and agricultural area in Surigao del Norte. San Benito District comprised several barangays, wherein most of the residents living in the area relied on farming and fishing as their primary source of income. Despite facing both geographical and economic challenges, people in this community valued education and actively took part in school activities. The Department of Education, Schools Division of Siargao oversaw the district and supported programs that helped young children develop literacy and numeracy skills.

Within this district, San Juan Elementary School, which is a public school, served as one of the key institutions providing quality basic education to children in the community. The school offered a safe, inclusive, and nurturing environment that fostered the development of competent learners. Furthermore, the school implemented various literacy programs such as the recently implemented ARAL Program. Despite limited access to technological resources, teachers remained creative and dedicated, using engaging and contextualized learning approaches to enhance reading readiness. This made the school an ideal setting for the implementation of video-

based letter-sound recognition strategies, which aimed to strengthen kindergarten learners' reading foundation through enjoyable and meaningful parent-child reading sessions.

Participants

This study involved 12 kindergarten pupils from San Juan Elementary School in the San Benito District, Schools Division of Siargao. Participants were chosen since they were just starting to learn how to read, particularly in recognizing letters and connecting them to their sounds. Selection depended on availability, parental consent, and readiness to join the reading sessions.

Kindergarten pupils were chosen because the study aimed to test whether letter-sound recognition activities with their parents could help them read better. This allowed the research to measure whether these strategies improved how well young children connected letters to sounds. In total, there were 12 participants, including 6 boys and 6 girls.

Research Instrument

This study used researcher-developed instructional materials to evaluate the effectiveness of interactive video-based strategies in improving kindergarten learners' letter-sound recognition skills. The primary materials were video lessons aligned with the MATATAG Kindergarten Curriculum, specifically the Fourth Quarter Learning Competencies in beginning reading. These videos were used by parents or guardians during home reading sessions to guide learners in practicing letter identification, and letter-sound production.

Each video lesson featured explicit teacher modeling supported by clear visual cues and repeated sound exposure to promote multisensory learning. The lessons presented letters together with their corresponding sounds and names, accompanied by familiar, colorful images and simple animations to maintain the attention of kindergarten learners while reinforcing sound recognition. Repeated singing of letter sounds and letter names was a central component of the videos, helping learners internalize correct pronunciation in an engaging manner. The teacher also incorporated intentional pauses, allowing learners time to sing on their own, practice independently, and build confidence. Guided practice was embedded through interactive segments where learners were encouraged to sing along, repeat sounds, and identify letters. This structured and participatory approach aimed to strengthen phonemic awareness, a fundamental component of the MATATAG Curriculum's early literacy framework.

To ensure consistency of instruction, all participating learners were taught the same set of skills each week. Each home learning session followed a structured reading session plan prepared by the researcher, outlining the objectives, materials, learning activities, and assessment procedures. Prior to implementation, the teacher conducted a parent orientation to explain the proper use of the video lessons and how parents could support their children effectively during home reading. This orientation helped parents understand their role in facilitating practice, monitoring progress, and ensuring consistent implementation of each activity.

For accessibility, the teacher uploaded all video lessons to her YouTube account, allowing parents to easily stream or download the lessons for home use. In addition to YouTube access, parents also received the videos through Facebook Messenger or a private Facebook group. For families with limited or unstable internet connection, offline options such as flash drive sharing or direct phone-to-phone transfer were provided. These multiple distribution methods ensured that every household could access the materials without difficulty.

To measure learners' progress, the study used the Bata Mo, Pabasahaon Ta (BMPT) Tool/Tracker, adapted by the researcher from the BMPT program developed by Luz Sandra R. Fernandez. This instrument was administered as both the pre-test and post-test to assess learners' abilities in letter identification and letter-sound production before and after the intervention.

Learners' performance was evaluated using clear scoring rubrics to maintain accuracy and consistency in data collection. Scores were recorded using the NYL (Not Yet Learned) and L (Learned) indicators, allowing the researcher to identify improvements in each component of letter-sound recognition and determine changes in mastery following the implementation of the interactive video lessons.

These parameters were used to interpret students' proficiency levels and to measure how much they improved after using the interactive video-based strategy.

Finally, to ensure the effectiveness of the home reading sessions and the video lessons, a multi-step validation process was conducted. The instructional and assessment materials, including the video-based lessons, home reading session plans, weekly monitoring sheet, and the adapted BMPT Tool/Tracker for pre-test and post-test, underwent Quality Assurance validation. Four validators, composed of two Kindergarten Master Teachers, one Campus Head for Research, and one Education Program Supervisor/LRMS Manager from the Siargao Division, evaluated the videos using the video lesson evaluation template rubric provided by the division. The validators checked whether the videos were appropriate for kindergarten learners, aligned with MATATAG Kindergarten Curriculum competencies, and clear in demonstrating letter-sound relationships.

Additionally, the videos were tested with kindergarten pupils from another school who were not part of the main study. This pilot viewing helped determine whether the materials were understandable, engaging, and effective for the intended learners. Feedback and recommendations from the Quality Assurance team were then implemented to improve lesson clarity, adjust activities, and ensure the videos were suitable for home-based use. This process established both content and construct validity.

Ethics and Data Gathering Procedure

This study followed the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) to systematically design, implement, and assess the video-based letter-sound recognition strategies, while maintaining ethical standards throughout the process.

During the Analysis phase, the literacy needs of the kindergarten learners were assessed through pre-tests to determine their initial level of letter-sound recognition. Parents were fully informed about the objectives and procedures of the study. Parental consent was obtained to ensure voluntary participation, and learners' identities remained confidential. Participation in the study did not affect the students' academic standing.

In the Design phase, lesson plans and video-based instructional materials were created in alignment with the MATATAG Curriculum. The videos focused on letter identification and letter-sound production, using visuals, sounds, and interactive activities appropriate for kindergarten learners. Ethical considerations, such as ensuring no harm to students and age-appropriateness, were observed in the design.

During the Development phase, the materials were reviewed by experienced teachers and quality assurance validators, including master teachers, the Campus Head for Research, and the Education Program Supervisor/LRMS Manager. Recommendations were used to improve the videos, lesson plans, and assessments to ensure they were engaging, effective, and safe for learners.

In the Implementation phase, parents conducted guided home reading sessions using the video lessons. An individualized home reading session plan was provided to help parents monitor their child's progress. A monitoring sheet was used to track participation, engagement, and improvement in letter-sound recognition. Pre-tests and post-tests were administered to evaluate learning gains. Ethical practices, such as fairness, respect for learners, and voluntary participation, continued to be observed.

Finally, in the Evaluation phase, all results from pre-tests, post-tests, and monitoring sheets were collected and analyzed to determine the effectiveness of the video-based lessons. Confidentiality, fairness, and adherence to ethical standards as set by the school and the Department of Education were maintained. The findings guided recommendations for improving home-based literacy interventions.

Data Analysis

The collected data were analyzed to determine the effectiveness of the video-based letter-sound recognition strategies implemented during home reading sessions by parents and guardians.

Mean and Standard Deviation. The mean and standard deviation were used to calculate the pre-test and post-test scores. The scores were then used to describe learners' performance in letter identification and letter-sound production. The mean indicated the average performance level, while the standard deviation showed the variability among learners. Comparing pre-test and post-test results provided an overview of learning gains after the intervention.

Paired Sample T-Test. A paired sample t-test was conducted to determine whether there was a significant difference in learners' performance before and after the video-based lessons. This showed whether the interactive videos effectively improved letter-sound recognition skills.

Bata Mo, Pabasahon Ta (BMPT) Tool/Tracker. This tool was used to track learners' performance according to the NYL (Not Yet Learned) and L (Learned) indicators. The number of learners rated as NYL before the intervention and as L after the intervention was tabulated to determine improvements in letter-sound competencies. This clearly showed how many learners progressed and which letter-sound skills were most impacted by the home reading sessions.

These analyses provided clear evidence of the effectiveness of video-based reading strategies in enhancing early literacy skills and improving letter-sound recognition among kindergarten learners under guided home reading sessions.

RESULTS AND DISCUSSION

Level of Letter Recognition Skills of Kindergarten Learners

Table 1
Pretest and Posttest Performance of Kindergarten Learners

Test	Skill	Mean	SD	Percentage	Interpretation
Pretest	Letter Name	10.92	6.33	38.99	Beginning
	Letter Sound	5.08	4.66	18.15	Beginning
Posttest	Letter Name	27.50	1.24	98.21	Highly Proficient
	Letter Sound	27.50	1.73	98.21	Highly Proficient

Table 1 presents the pretest and posttest performance of kindergarten learners in letter name and letter sound recognition. Overall, the results showed a significant improvement from the pretest to the posttest, with learners moving from the Beginning level to Highly Proficient in both skills. This means that the video-based letter-sound recognition strategies were effective in enhancing learners' early literacy skills, particularly in helping them accurately identify letters and associate them with their corresponding sounds, which are essential prerequisites for reading. This indicates that learners were able to develop strong foundational decoding abilities after the intervention, as evidenced by their improved capacity to recognize sound-symbol relationships and apply these in reading tasks. This further indicates that the intervention supported cognitive processes such as sound discrimination, memory retention, and symbol recognition, which are critical in early literacy development. This implies that integrating multimedia-supported instruction and guided home reading sessions can significantly improve letter-sound mastery among young learners, especially when learning is reinforced both in school and at home. It also implies that structured and consistent exposure to phonics instruction can accelerate literacy development even among learners who initially demonstrate low proficiency. This is supported by Milankov et al. (2021), who

emphasized that letter-sound recognition is essential in developing phonemic awareness and decoding skills. This finding explains the improvement observed in the study because learners who develop phonemic awareness are better able to segment and blend sounds, which are necessary processes in reading. In addition, Manoharan et al. (2022) noted that learners who can automatically recognize letter-sound correspondences perform better in reading. This suggests that the high posttest performance reflects not only familiarity but also automaticity, allowing learners to decode words more efficiently and with less cognitive effort. Furthermore, Hatague (2023) found that early mastery of letter-sound skills predicts future reading success. This indicates that the gains observed in this study may extend beyond immediate outcomes and contribute to sustained literacy development as learners progress to higher grade levels.

In terms of the highest mean, both letter name and letter sound recognition in the posttest obtained a mean score of 27.50, interpreted as Highly Proficient. This means that learners were able to correctly identify letters and produce their corresponding sounds with a high level of accuracy after the intervention, demonstrating mastery of basic phonics skills. This indicates that the video-based strategies, combined with guided home reading sessions, effectively reinforced learners' understanding of letter-sound relationships by providing repeated exposure, clear modeling, and opportunities for practice. This further indicates that learners were not only able to recall information but also apply their knowledge consistently across tasks, reflecting a deeper level of learning. This implies that consistent exposure to interactive and multisensory learning materials strengthens learners' retention and application of phonics skills, as multiple sensory inputs help encode information more effectively in memory. It also implies that the integration of engaging instructional tools can sustain learners' attention and motivation, which are important factors in achieving high levels of proficiency. This is supported by Nabu et al. (2025), who highlighted that multisensory learning activities enhance learners' ability to internalize sound-symbol relationships. This explains the result because the use of video integrates visual and auditory elements, allowing learners to process and remember information more effectively. In addition, William et al. (2025) found that digital tools significantly improve learners' engagement and accuracy in letter-sound recognition. This suggests that the learners' high performance may be linked to increased attention and active participation during the intervention. Furthermore, Rosdiana et al. (2022) concluded that video-based phonics instruction increases motivation and improves sound recognition accuracy among young learners. This indicates that the engaging nature of video-based instruction encouraged repeated exposure and practice, which strengthened learners' mastery of letter-sound relationships.

On the other hand, the lowest mean was observed in the pretest for letter sound recognition, with a mean of 5.08, interpreted as Beginning. This means that prior to the intervention, learners had limited ability to associate letters with their corresponding sounds, indicating minimal prior knowledge of phonics concepts. This indicates that learners lacked sufficient phonological awareness and decoding skills at the start of the study, which are necessary for identifying and processing sounds within words. This further indicates that learners may have had limited exposure to structured phonics instruction or guided reading experiences before the intervention. This implies that without structured instruction and guided practice, learners may struggle to develop essential reading skills, particularly in decoding and word recognition. It also implies that early intervention is crucial to address gaps in foundational literacy skills and prevent long-term reading difficulties. This is supported by Milankov et al. (2021), who stated that difficulty in letter-sound recognition hinders decoding ability. This explains the low pretest performance because learners who cannot connect sounds to letters are unable to read unfamiliar words independently. In addition, Hatague (2023) emphasized that lack of early phonics skills can lead to delayed reading development. This suggests that the learners were at risk of experiencing continued reading difficulties without appropriate intervention. Furthermore, Romero-González (2023) found that learners with limited exposure to guided reading at home show lower phonological awareness and retention. This indicates that the initial low performance may also be influenced by limited practice and support outside the classroom, highlighting the importance of home-based reinforcement.

In conclusion, the findings clearly demonstrate that the implementation of video-based letter-sound recognition strategies significantly improved the literacy skills of kindergarten learners. The transition from beginning to highly proficient levels highlights the effectiveness of integrating technology and parental involvement in early reading instruction. These results affirm that interactive and guided home-based learning approaches play a crucial role in strengthening foundational literacy skills among young learners.

Developed Video-based Lessons

The developed video-based lessons were designed to support kindergarten learners in mastering letter-sound recognition through engaging, interactive, and child-friendly instructional materials. The videos followed the MATATAG Kindergarten Curriculum competencies, particularly focusing on letter identification and letter-sound production. Each lesson incorporated clear teacher modeling, where the teacher demonstrated the correct pronunciation of letter sounds while presenting the corresponding uppercase and lowercase letters. This means that the lessons provided explicit and structured guidance, enabling learners to clearly see and hear how each letter is formed and pronounced. This indicates that the instructional design supported accurate sound production and minimized misconceptions, as learners were given clear and consistent examples to follow. This further indicates that learners were guided step by step in connecting visual symbols with their corresponding sounds, which is essential in early reading development. This implies that structured and explicit modeling is crucial in helping young learners build strong foundational literacy skills, particularly in phonics. It also implies that when instruction is clear and systematic, learners are more likely to develop confidence and accuracy in recognizing letter-sound relationships. This approach is aligned with the findings of Ehri (2020), which emphasized that explicit and systematic phonics instruction improves learners' reading accuracy and fluency. This suggests that the inclusion of teacher modeling in the videos contributed to learners' ability to recognize and produce sounds correctly, leading to improved reading readiness.

The videos utilized colorful and visually appealing elements such as animated objects such as apple for /a/ and boat for /b/, bold letter displays, and phonetic cues to strengthen learners' understanding of sound-symbol relationships. The lessons also included repetitive sound exposure and guided practice, allowing learners to listen, repeat, and associate letters with their corresponding sounds effectively. This means that the videos provided multiple opportunities for learners to practice and reinforce their understanding of letter-sound relationships. This indicates that repeated exposure helped learners retain information and develop familiarity with the

sounds of letters. This further indicates that learners were actively engaged in the learning process through listening and repetition, which are essential for skill acquisition at an early age. This implies that consistent and repeated practice is necessary for mastering phonics skills, especially for young learners who require reinforcement to retain new information. It also implies that the use of visual and auditory cues enhances learners' ability to connect sounds with symbols, making learning more meaningful and effective. This supports the idea of the National Center on Improving Literacy (2025), which stated that phonics instruction helps learners recognize sounds and blend them to read words. This indicates that the repetitive and guided structure of the videos contributed to learners' ability to decode simple words. Similarly, Clayton et al. (2019) found that early exposure to letter-sound patterns enables learners to decode unfamiliar words independently. This suggests that the strategies used in the videos helped learners build the necessary skills to read beyond familiar words.

Furthermore, the videos were structured in a progressive and engaging format. Each lesson began with the introduction of the target letter and sound, followed by examples and visual associations. Interactive segments such as "Let's sing together" and "It's your turn to sing!" were incorporated to encourage active participation and reinforce learning through music and movement. Positive reinforcement such as "Good Job Kids!" messages was also included to motivate learners and build confidence. This means that the lessons were not only instructional but also interactive, allowing learners to actively participate rather than passively watch. This indicates that the integration of music, movement, and feedback supported engagement and sustained attention throughout the lesson. This further indicates that learners were encouraged to practice and respond, which helped strengthen their understanding and retention of the concepts being taught. This implies that interactive and engaging strategies are essential in early childhood education, as they promote active learning and increase learners' motivation. It also implies that positive reinforcement plays a significant role in building learners' confidence, which can lead to better performance in literacy tasks. These strategies are supported by William et al. (2025), who explained that engaging and interactive phonics activities improve learners' motivation and accuracy in reading. This suggests that the interactive components of the videos contributed to both improved engagement and learning outcomes. In addition, Tinapay et al. (2021) highlighted that consistent phonics practice, especially when supported at home, enhances learners' confidence and reading skills. This indicates that the combination of video instruction and home support strengthened learners' overall literacy development.

In terms of design, the videos featured a classroom-like background to simulate a familiar learning environment, combined with multimedia elements such as sound effects, animations, and simple transitions to maintain learners' attention. The use of multisensory strategies including visual, auditory, and verbal approaches helped cater to different learning styles and enhanced retention of letter-sound relationships. This means that the videos were intentionally designed to create a comfortable and engaging learning atmosphere that resembles the classroom setting. This indicates that familiarity in the learning environment may have helped learners feel more at ease and focused during the lessons. This further indicates that the integration of multiple sensory inputs supported different types of learners, allowing them to process and retain information more effectively. This implies that multisensory instruction is essential in addressing diverse learning needs and improving overall learning outcomes. It also implies that combining visual, auditory, and verbal elements strengthens memory retention and facilitates deeper understanding of phonics concepts. This is supported by IRIS Center (2020), which emphasized that structured and guided phonics instruction improves learners' reading performance. This suggests that the organized and multisensory nature of the videos contributed to improved literacy outcomes. Moreover, Adhe et al. (2023) found that learners who receive consistent phonics instruction develop better sound recognition skills and participate more actively in reading activities. This indicates that the consistent exposure provided by the videos helped enhance both learners' skills and engagement.

Overall, the developed video-based lessons provided a structured, engaging, and effective approach to early literacy instruction, making them suitable for guided home reading sessions with the support of parents or guardians. This means that the lessons can be effectively used beyond the classroom, allowing continuous learning at home. This indicates that parental involvement can reinforce the skills learned through the videos, leading to better retention and mastery. This further indicates that the accessibility of the videos supports flexible learning opportunities for learners with varying needs and contexts. This implies that combining school-based instruction with home support creates a more holistic approach to literacy development. It also implies that consistent practice across different environments enhances learners' reading abilities and confidence. This is further supported by De la Cruz and Cabello (2019), who concluded that phonics-based programs significantly improve learners' ability to decode and read words, especially when implemented consistently and supported both in school and at home

Acceptability of Video-based Lessons

Table 2
Level of Acceptability of video-based Lessons in terms of Content

Statement	f(n=8)	Percent
1. The content of the SLR is age and development-appropriate.	8	100

2. SLR contributes to the achievement of specific learning competencies of the learning area and grade level for which it is intended.	8	100
3. SLR provides for the development of higher cognitive skills of the learning area and grade level for which it is intended.	8	100
4. The SLR is consistent with the DepEd social content guidelines.	8	100
5. 5. SLR enhances the development of desirable values and traits	8	100
6. SLR sustains the interest of the target reader.	8	100
7. Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern.	7	87.5

Table 2 presents the level of acceptability of the video-based lessons in terms of content. Overall, the results showed that the video-based lessons were highly acceptable, as all indicators received a 100% rating except for one item. This means that the content of the lessons met the expected standards in terms of appropriateness, alignment with competencies, and learner engagement, indicating that the materials were suitable for the developmental level and learning needs of kindergarten learners. This further means that the lessons were able to present concepts in a clear, organized, and understandable manner, which is essential in early literacy instruction. This indicates that the developed materials were effective in supporting early literacy instruction among kindergarten learners, particularly in helping them understand and apply letter-sound relationships. This further indicates that the content was not only accurate but also meaningful and relevant, allowing learners to connect new knowledge with prior experiences. This implies that well-designed, curriculum-aligned phonics-based video lessons can significantly enhance teaching and learning processes, especially when they are structured to meet learners' needs. It also implies that aligning instructional materials with curriculum standards ensures consistency in learning outcomes and supports the achievement of literacy goals. This is supported by Linnea C. Ehri (2020), who emphasized that structured phonics instruction improves reading accuracy and fluency. This suggests that the strong acceptability of the content may be attributed to its alignment with systematic phonics principles that promote effective reading development. In addition, National Reading Panel (as cited in phonics.org, 2025) highlighted that early phonics instruction helps learners decode words effectively. This indicates that the lesson content supported learners in acquiring essential decoding skills, which contributed to its high acceptability. Furthermore, Tinapay et al. (2021) found that phonics instruction enhances learners' confidence and reading ability, especially when integrated into regular learning activities. This suggests that the content not only supported skill development but also contributed to building learners' confidence in reading tasks.

Meanwhile, the highest mean showed that six indicators obtained a perfect rating of 100%, particularly those related to age appropriateness, alignment with competencies, development of higher-order thinking skills, adherence to DepEd guidelines, value formation, and learner engagement. This means that the video-based lessons were well-designed to meet the developmental needs of kindergarten learners, ensuring that the content was neither too difficult nor too simple for their level. This further means that the lessons were able to balance foundational skill development with opportunities for thinking and participation. This indicates that the materials were effective in promoting both cognitive and affective learning outcomes, as learners were not only acquiring knowledge but also developing interest and positive attitudes toward learning. This further indicates that the lessons supported holistic development by integrating values and meaningful learning experiences. This implies that integrating structured phonics instruction into engaging multimedia formats can improve learners' literacy skills and sustain their interest over time. It also implies that when learners are engaged and motivated, they are more likely to actively participate and retain what they have learned. This is supported by the National Center on Improving Literacy (2025), which stated that phonics helps learners understand how words are formed through sound-symbol relationships. This indicates that the content effectively guided learners in understanding the structure of words, contributing to their literacy development. In addition, Clayton et al. (2019) found that early exposure to letter-sound patterns enables learners to read independently. This suggests that the well-designed content supported the development of independence in reading. Furthermore, William et al. (2025) explained that regular phonics practice strengthens foundational reading skills and supports more advanced literacy development. This indicates that the consistent and engaging content of the lessons contributed to building strong literacy foundations.

In contrast, the lowest mean was observed in the item on providing adequate warning or cautionary notes, which received 87.5%. This means that while most validators agreed that safety and health considerations were present, a small portion found them

insufficient, indicating that some aspects of safety guidance may not have been clearly emphasized. This further means that although the materials were generally acceptable, there were minor areas that required refinement to fully meet all expectations. This indicates that minor improvements may still be needed in ensuring that all instructional materials clearly address safety concerns where applicable. This further indicates that attention to detail in all components of instructional design, including non-academic aspects, is important in achieving full acceptability. This implies that even well-developed materials should continuously be refined to fully meet all quality assurance standards. It also implies that incorporating clear and comprehensive safety reminders can enhance the overall effectiveness and usability of instructional materials. This is supported by Adhe et al. (2023), who emphasized that structured and well-guided instruction is necessary for effective literacy development. This suggests that all components of instruction, including guidance and precautions, contribute to overall effectiveness. In addition, IRIS Center (2020) highlighted that clear and guided instruction improves learners' understanding and performance. This indicates that clarity in all aspects of the lesson, including safety instructions, is essential for optimal learning. Furthermore, De la Cruz and Cabello (2019) noted that carefully designed phonics programs contribute to better reading outcomes, especially when instructional components are complete and well-implemented. This suggests that addressing even minor gaps can further strengthen the quality of the materials.

Finally, the findings revealed that the video-based lessons were highly acceptable in terms of content, demonstrating strong alignment with curriculum standards, learner needs, and instructional goals. This means that the materials were effective in delivering appropriate and meaningful content for early literacy instruction. This indicates that the lessons successfully supported both teaching objectives and learner outcomes. This implies that the use of well-designed, curriculum-based video lessons can serve as an effective tool in enhancing early reading instruction. The high ratings across most indicators confirm the effectiveness of the materials in supporting phonics instruction and early literacy development. However, slight improvements in specific areas, such as safety considerations, may further enhance the overall quality and acceptability of the video-based lessons.

Table 3

Level of Acceptability of video-based Lessons in terms of Format/Technical Design

Statement	f(n=8)	Percent
1. The volume and quality of sound are appropriate.	8	100
2. Pacing is effective and appropriate for instructional purposes	8	100
3. Audio-visual effects (music, sounds, graphics, etc.) are appropriate and effective for instructional purposes.	8	100

Table 3 presents the level of acceptability of the video-based lessons in terms of format or technical design. The data indicates that the video-based lessons were rated highly acceptable in terms of format and technical design, with all indicators obtaining a perfect score of 100%. This means that the validators unanimously agreed that the sound quality, pacing, and audio-visual elements were appropriate and effective for instructional purposes, reflecting that the technical components were carefully planned and executed to support learning. This further means that the videos were free from distractions such as unclear audio, poor timing, or confusing visuals, which could otherwise hinder comprehension. This indicates that the technical features of the videos supported clear delivery of phonics instruction, enabling learners to focus on the lesson content without difficulty. This further indicates that the clarity and quality of the multimedia elements contributed to better understanding of letter-sound relationships. This implies that well-designed multimedia materials enhance the teaching of letter-sound recognition by combining visual and auditory inputs in a way that supports learning. It also implies that high-quality technical design is essential in ensuring that instructional materials are both accessible and effective for young learners. This is supported by Main (2021), who emphasized that children learn more effectively when lessons involve both seeing and hearing. This suggests that the integration of audio-visual elements in the videos strengthened learners' ability to process and retain information. In addition, Sasam and Arazo (2023) found that video-based phonics instruction improves learners' ability to recognize and apply letter-sound relationships. This indicates that the technical quality of the videos contributed to learners' improved performance in phonics tasks. Furthermore, Zolkwer et al. (2023) highlighted that videos with engaging elements such as sounds and animations increase learners' attention and participation. This suggests that the well-designed features of the videos helped maintain learners' focus and active involvement throughout the lesson.

Examining the individual indicators, all three aspects including sound quality, pacing, and audio-visual effects received the highest possible rating. This indicates that the videos were carefully designed to ensure clarity of instruction and sustained learner engagement, reflecting a balanced integration of technical elements that support effective teaching. This also means that learners were provided with a well-structured learning experience where they could easily hear, see, and follow the lesson without confusion, allowing them to focus on understanding the content rather than struggling with the format. This further means that the pacing of the lessons was appropriate for kindergarten learners, giving them sufficient time to process information and respond to tasks. This implies that combining appropriate pacing with effective multimedia elements supports better comprehension and retention of phonics skills. It also implies that when instructional materials are presented in a clear and organized manner, learners are more likely to engage actively and achieve better learning outcomes. These findings are consistent with Abdul Samat and Abdul Aziz (2020), who noted that video-based learning allows learners to control the pace of instruction, leading to better understanding. This suggests that the pacing of the videos

contributed to learners' ability to grasp letter-sound concepts effectively. Similarly, Naeem and Khan (2024) found that digital tools with clear visual and sound cues improve learners' accuracy in recognizing letter sounds. This indicates that the clarity of audio-visual elements in the videos supported accurate learning. Moreover, Swider-Cios et al. (2023) emphasized that engaging audio-visual features make learning more enjoyable and meaningful for young learners. This suggests that the design of the videos not only supported understanding but also enhanced learners' overall learning experience.

Since all indicators received equal ratings, no lowest mean was identified in this category. This means that there were no observed weaknesses in the technical design of the video-based lessons, indicating that all aspects met or exceeded the validators' expectations. This further means that the videos consistently maintained high quality across all evaluated components, without any identified areas needing improvement. This indicates that the materials fully met the expected standards for instructional quality and usability, ensuring that they can be effectively used in teaching contexts. This further indicates that the design was reliable and consistent, which is important in maintaining the effectiveness of instructional materials. This implies that thorough planning and validation contributed to the effectiveness of the videos as learning tools. It also implies that investing time and effort in the technical design of instructional materials can lead to better learning outcomes and higher acceptability. This is supported by Dahlan et al. (2023), who stated that multimedia learning enhances phonological awareness through combined sensory inputs. This suggests that the integration of multiple sensory elements in the videos contributed to learners' improved phonics skills. In addition, Quimsing and Ortega-Dela Cruz (2024) found that technology-based learning materials strengthen reading engagement and comprehension. This indicates that the high-quality design of the videos supported both engagement and understanding. Furthermore, Gino et al. (2021) emphasized that video-supported learning, especially when used consistently, improves learners' literacy development. This suggests that the consistent quality of the videos contributed to their effectiveness as instructional tools.

In summary, the findings affirm that the video-based lessons were highly acceptable in terms of format and technical design. This means that the videos successfully met the required standards for quality, clarity, and usability in instructional delivery. This indicates that the materials were effective in presenting phonics content in a clear, engaging, and accessible manner for kindergarten learners. This implies that high-quality multimedia design plays a significant role in enhancing early literacy instruction and supporting learners' development of letter-sound recognition skills. The perfect ratings across all indicators demonstrate that the videos were well-constructed, engaging, and effective in delivering phonics instruction. These results highlight the importance of high-quality multimedia design in supporting early literacy development and enhancing learners' letter-sound recognition skills.

Table 4

Level of Acceptability of video-based Lessons in terms of Presentation and Organization

Statement	f(n=8)	Percent
1. The presentation is engaging, interesting, and understandable.	8	100
2. There is a logical and smooth flow of ideas.	8	100
3. Vocabulary level is adapted to the target learners experience and understanding.	8	100
4. The length of the video/audio recording is appropriate to the attention span of the target learner.	8	100

Table 4 presents the level of acceptability of video-based lessons in terms of presentation and organization. The findings reveal that all indicators obtained a perfect rating of 100 percent, reflecting a very high level of acceptability. This means that the lessons were clearly presented, systematically organized, and aligned with the learning needs and abilities of kindergarten learners. This further means that the flow of the lessons allowed learners to easily follow and understand each part of the instruction without confusion. This indicates that the videos effectively facilitated comprehension and sustained learners' attention, as the structure of the lessons supported gradual learning and maintained focus throughout the activities. This further indicates that learners were able to process information more effectively because the content was arranged in a logical and meaningful sequence. This implies that well-structured and organized instruction significantly enhances learning, particularly in early literacy where clarity and sequencing are essential. It also implies that when lessons are presented in an orderly and coherent manner, learners are more likely to engage actively and retain what they have learned. This is supported by Linnea Ehri (2020), who emphasized the importance of structured phonics instruction. This suggests that the organized presentation of the lessons contributed to learners' improved ability to recognize and apply letter-sound relationships. Similarly, the National Reading Panel (phonics.org, 2025) highlighted that systematic instruction contributes to improved reading skills. This indicates that the clear structure of the videos supported effective literacy development. Moreover, Clayton et al. (2019) found that clear and coherent presentation promotes independent reading among learners. This suggests that the organized format of the lessons helped learners build confidence in applying their reading skills independently.

The highest-rated indicators include engagement, logical flow of ideas, appropriate vocabulary, and suitable lesson length, all of which received 100 percent. These results suggest that the lessons were aligned with the learners' developmental level and attention span. This means that the content and delivery were carefully designed to match the cognitive abilities and interests of kindergarten learners, ensuring that the lessons were neither too complex nor too lengthy. This further means that learners were able to stay focused and actively participate throughout the lesson. This indicates that the instructional design was pedagogically sound and developmentally appropriate, as it considered both the learners' abilities and their capacity to sustain attention. This further indicates that the use of simple

language and well-sequenced ideas supported better understanding of the lesson content. Furthermore, the findings imply that clear sequencing and the use of simplified language enhance comprehension, especially for young learners who are still developing their literacy skills. It also implies that when lessons are concise and engaging, learners are more likely to remain interested and achieve better learning outcomes. This is supported by Adhe et al. (2023), who noted that simplified instructional approaches improve learner performance. This suggests that the use of appropriate vocabulary in the videos contributed to learners' understanding. In addition, the IRIS Center (2020) emphasized that structured pacing facilitates effective learning. This indicates that the appropriate length and pacing of the lessons supported learners' ability to absorb information. Likewise, William et al. (2025) explained that well-designed instructional materials strengthen reading competencies. This suggests that the overall design of the lessons contributed to the development of learners' literacy skills.

In addition, no lowest mean was identified since all indicators received identical ratings. This means that all aspects of presentation and organization were consistently evaluated as highly acceptable, with no identified weaknesses across the indicators. This further means that the lessons maintained a high level of quality in all components, including structure, clarity, and delivery. This indicates a consistent level of effectiveness across all aspects of presentation and organization, demonstrating that the instructional design was well-balanced and reliable. This further indicates that the materials were uniformly effective in supporting learners' understanding and engagement. The uniformity of responses suggests that no specific area required improvement, reflecting a well-executed instructional design. This implies that consistency in instructional design is essential in achieving effective learning outcomes, as it ensures that all elements of the lesson contribute positively to the learning process. It also implies that maintaining high standards across all components of instruction leads to greater acceptability and usability of learning materials. These findings are supported by Tinapay et al. (2021), who emphasized the value of consistency in phonics instruction. This suggests that consistent presentation and organization contributed to learners' improved literacy skills. Similarly, De la Cruz and Cabello (2019) highlighted the importance of structured instructional programs. This indicates that the organized nature of the lessons supported effective reading instruction. Furthermore, the National Center on Improving Literacy (2025) underscored the role of clear and systematic instruction in enhancing literacy outcomes. This suggests that the structured presentation of the videos contributed to their overall effectiveness.

In conclusion, the video-based lessons were highly acceptable in terms of presentation and organization. This means that the lessons successfully met the standards for clarity, structure, and appropriateness for kindergarten learners. This indicates that the materials were effective in delivering content in an organized and engaging manner. This implies that clarity of structure, appropriateness of language, and engaging delivery collectively contribute to effective learning among kindergarten learners. The findings demonstrate that these elements worked together to support learners' comprehension and development of early literacy skills.

Table 5
Level of Acceptability of video-based Lessons in terms of Accuracy and Recency of Information

Statement	f(n=8)	Percent
1. The SLR is free from conceptual errors.	7	87.5
2. The SLR is free from factual errors.	8	100
3. The SLR is free from grammatical errors.	8	100
4. The SLR is free from computational errors.	5	62.5
5. The SLR is free from obsolete information	8	100
6. The SLR is free from substantial mechanical errors.	7	87.5

Table 5 presents the level of acceptability of video-based lessons in terms of accuracy and recency of information. The results show that most indicators received high ratings, with three items obtaining 100 percent, two items at 87.5 percent, and one item at 62.5 percent. This means that the video-based lessons were generally accurate, up-to-date, and free from major errors, indicating that the content presented to learners was reliable and aligned with current instructional standards. This further means that learners were exposed to correct information, which is essential in building foundational literacy skills. This indicates that the instructional materials were reliable and appropriate for supporting early literacy development, as they provided learners with correct models of letter-sound relationships. This further indicates that the consistency and correctness of the content contributed to learners' ability to understand and apply phonics concepts effectively. This implies that accurate and updated phonics materials contribute to effective learning outcomes, particularly in helping learners develop correct reading habits from an early stage. It also implies that when instructional materials are free from major errors, learners are less likely to develop misconceptions that may hinder future learning.

The findings above is supported by Ehri (2020), who emphasized that accurate phonics instruction improves reading accuracy. This suggests that the overall accuracy of the video-based lessons contributed to learners' ability to correctly recognize and produce letter sounds. In addition, the National Reading Panel (phonics.org, 2025) highlighted that correct and systematic instruction strengthens decoding skills. This indicates that the structured and accurate content of the lessons supported the development of learners' decoding abilities. Furthermore, Clayton et al. (2019) found that clear and accurate presentation of letter-sound patterns helps learners read independently. This suggests that the reliability of the content contributed to learners' growing independence in reading tasks.

In addition, the highest-rated indicators include being free from factual errors, grammatical errors, and obsolete information, all receiving 100 percent. This means that the content of the videos was correct, clearly written, and updated, ensuring that learners received accurate and relevant information throughout the lessons. This further means that the instructional materials maintained a high

level of quality in terms of language use and content accuracy. This indicates that the materials effectively delivered correct phonics concepts to learners, allowing them to build a strong and accurate understanding of letter-sound relationships. This further indicates that the absence of errors supported smooth learning, as learners were not confused by incorrect or outdated information. This implies that accuracy in content supports better understanding of letter-sound relationships, which is essential for developing reading skills. It also implies that well-prepared instructional materials can enhance learners' confidence, as they are able to trust the information presented to them.

Moreover, the results are supported by Milankov et al. (2021), who emphasized that correct sound-symbol relationships are essential for decoding. This suggests that the accuracy of the video content contributed to learners' ability to decode words correctly. In addition, Manoharan et al. (2022) noted that accurate recognition of letter-sound correspondence supports independent reading. This indicates that the correctness of the materials helped learners apply their knowledge in reading tasks. Furthermore, Hatague (2023) found that early mastery of correct phonics skills predicts future reading success. This suggests that the accurate content of the lessons may have long-term benefits for learners' literacy development.

On the other hand, the lowest-rated indicator is being free from computational errors, which obtained 62.5 percent. This means that some minor inconsistencies or technical errors may have been observed in the materials, although these did not significantly affect the overall quality of the lessons. This further means that while the lessons were generally accurate, there were specific areas that required refinement to achieve complete accuracy. This indicates that there is a need for improvement in ensuring complete accuracy in all aspects of the videos, particularly in technical or detailed components. This further indicates that even minor inaccuracies can be noticed by validators and may affect the perceived quality of instructional materials. This implies that even small errors can affect the clarity of instruction if not addressed, especially for young learners who rely heavily on clear and correct examples. It also implies that continuous review and revision of instructional materials are necessary to maintain high standards of quality. This is supported by Adhe et al. (2023), who emphasized that clear and accurate instruction is necessary for struggling readers. This suggests that eliminating even minor errors is important in supporting all learners, particularly those who may have difficulty understanding concepts. In addition, IRIS Center (2020) highlighted that consistent and error-free phonics instruction improves learning outcomes. This indicates that improving accuracy in all aspects of the videos can further enhance their effectiveness. Furthermore, Tinapay et al. (2021) noted that well-supported and accurate phonics activities enhance learners' confidence in reading. This suggests that ensuring complete accuracy can help build learners' confidence and competence in literacy tasks.

In summary, the video-based lessons were generally highly acceptable in terms of accuracy and recency of information, although minor improvements are needed in eliminating computational errors. This means that the lessons were effective in delivering accurate and relevant content for early literacy instruction. This indicates that the materials successfully supported learners' understanding of phonics concepts while maintaining overall quality. This implies that maintaining accuracy, clarity, and updated content is essential in ensuring the effectiveness of video-based phonics instruction for kindergarten learners. Overall, the findings suggest that continuous refinement and attention to detail will further strengthen the quality and impact of the instructional materials.

Implementation of Video-based Lessons

The implementation of the video-based lessons as a home reading material showed positive changes in the learners' attitude and engagement during the sessions. The kindergarten learners displayed interest and enthusiasm while watching the videos at home. The combination of colorful visuals, sounds, and teacher modeling helped capture their attention, making the learning experience more enjoyable and meaningful even outside the classroom setting. This means that the learners were not only exposed to the lessons but were also emotionally and cognitively engaged during the learning process. This further means that the materials were able to transform home-based learning into an interactive and stimulating experience rather than a passive activity. This indicates that the use of multimedia elements effectively supported learners' attention and interest, which are essential factors in early childhood learning. This further indicates that learners were more likely to focus on and participate in the activities because the presentation matched their developmental preferences. This implies that incorporating multimedia features in instructional materials enhances learner engagement and promotes meaningful learning, especially in non-classroom settings. It also implies that when learners are engaged, they are more likely to retain information and develop positive attitudes toward learning.

Moreover, this supports the idea that multimedia learning enhances engagement and understanding among young learners (Main, 2021). This suggests that the increased enthusiasm observed among the learners can be attributed to the effective integration of visual and auditory elements in the video lessons. This is further supported by Zolkwer et al. (2023), who emphasized that engaging video elements increase learners' attention and participation, indicating that the design of the materials contributed to sustained engagement. In addition, William et al. (2025) found that interactive digital materials improve learners' motivation and involvement, suggesting that the multimedia features of the videos played a significant role in enhancing learners' interest.

In terms of participation, the learners became more active during the home reading sessions. They followed the instructions in the videos, such as repeating letter sounds, identifying letters, and participating in guided activities like singing and sound drills. With the support of their parents or guardians, learners were encouraged to respond, practice, and complete the activities. Some learners who were initially shy showed improvement in confidence as they became more familiar with the routine and content of the videos. This means that the learners were able to actively engage with the instructional tasks rather than simply watching the videos. This further means that the structured activities in the videos encouraged learners to respond and practice, which are essential for skill development. This indicates that the video-based lessons promoted active participation and interaction, even in a home-based setting. This further indicates that repeated exposure and guided practice helped learners become more confident in performing the tasks. This implies that interactive and repetitive learning activities can enhance learners' participation and build their confidence over time. It also implies that consistent routines and familiar content can help reduce learners' anxiety and encourage them to engage more actively in learning.

Furthermore, this finding aligns with the study of Sasam and Arazo (2023), which found that video-based phonics lessons improve learner participation and engagement. This suggests that the increase in learners' participation observed in the study was influenced by the interactive nature of the video lessons. This is further supported by Tinapay et al. (2021), who emphasized that consistent phonics practice enhances learners' confidence, indicating that repeated activities in the videos contributed to improved participation. Moreover, Adhe et al. (2023) noted that structured instructional approaches encourage active learner involvement, suggesting that the organized format of the lessons supported learners' engagement.

Based on the interviews with parents, one parent shared, *"Bisan kon busy ko, ako lang ibilin sa bata magtan-aw sa video. Malingaw ra siya ug dali ra kaayo siya makafollow."* Another parent mentioned, *"Mas sayon nila sundon ang lesson kay familiar ang kanta."* These statements indicate that learners were able to engage with the video lessons independently and that the use of familiar songs helped them follow the activities more easily. This means that the design of the video lessons allowed learners to understand and participate in the activities even with minimal supervision. This further means that the use of familiar elements such as songs made the lessons more accessible and easier to follow for young learners. This indicates that incorporating music and familiar patterns supported comprehension and participation, especially in a home setting. This further indicates that learners were able to connect prior knowledge, such as known songs, with new learning content, making the lessons more meaningful. This implies that the use of familiar and engaging elements can enhance independent learning and improve learners' ability to follow instructions. It also implies that instructional materials that incorporate play-based and musical components can increase learners' motivation and enjoyment.

This supports the findings of Zolkwer et al. (2023), which emphasized that songs and playful elements in videos increase children's attention and motivation to learn. This suggests that the integration of songs in the video lessons contributed to learners' ability to engage with and follow the activities effectively. This is further supported by Main (2021), who highlighted that combining visual and auditory elements enhances understanding, indicating that music supported comprehension. In addition, Clayton et al. (2019) found that meaningful and engaging learning experiences help learners connect new knowledge with prior knowledge, suggesting that familiar songs improved learning transfer.

Additionally, another parent shared, "Jaon mag higdaay kami Ma'am, human pangita sa video or bisan pagkasunod adlaw mokanta ako 'What is the sound of letter B,' musumpay sab dayon si Dane pagkanta '/b/'." This response shows that learners were able to recall and apply what they learned even beyond the viewing time, demonstrating retention of letter sounds and continued engagement in a natural home setting. This means that learning extended beyond the actual viewing of the videos and became part of the learners' daily routines. This further means that the learners were able to internalize the letter sounds and recall them when prompted, even outside structured learning time. This indicates that the video-based lessons were effective in promoting retention of phonics skills, as learners could remember and apply what they learned. This further indicates that repeated exposure and meaningful engagement contributed to long-term memory of the concepts. This implies that learning materials that encourage repetition and real-life application can strengthen retention and transfer of skills. It also implies that when learners continue to engage with the content beyond formal instruction, deeper learning is achieved.

This is consistent with the study of Milankov et al. (2021), which found that video-based phonics instruction enhances retention and application of letter-sound recognition skills. This suggests that the learners' ability to recall and apply letter sounds was influenced by the effectiveness of the video-based instruction. This is further supported by Manoharan et al. (2022), who noted that automatic recognition of letter-sound correspondence improves retention, indicating that repeated exposure strengthened memory. In addition, Hatague (2023) found that early mastery of phonics skills supports long-term reading development, suggesting that retention observed in the study may contribute to future literacy success.

Moreover, the home-based nature of the intervention allowed learners to learn at their own pace. They were able to pause, replay, and review the videos as needed, which helped reinforce their understanding of letter-sound relationships. The active involvement of parents or guardians, even through minimal supervision, contributed to consistent practice. This means that learners were given control over their learning process, allowing them to revisit lessons based on their individual needs. This further means that learners could spend more time on challenging parts and review content until they achieved understanding. This indicates that the flexibility of video-based learning supported individualized learning and accommodated differences in learners' pace and ability. This further indicates that parental involvement, even at a minimal level, helped ensure that learners practiced consistently. This implies that self-paced learning environments, combined with parental support, enhance the effectiveness of home-based instruction. It also implies that providing learners with flexible learning tools can promote independence and responsibility in their learning.

Thus, this supports the findings of Abdul Samat and Abdul Aziz (2020), which highlighted that flexible video-based learning promotes independent and self-paced learning among young learners. This suggests that the ability to control the pace of learning contributed to the learners' improved understanding and engagement. This is further supported by IRIS Center (2020), which emphasized that guided practice improves learning outcomes, indicating that parental involvement reinforced learning. Moreover, De la Cruz and Cabello (2019) found that home-supported phonics instruction strengthens reading skills, suggesting that the home-based implementation contributed to learners' progress.

Overall, the video-based lessons proved to be an effective and engaging home reading material that supported active participation, improved learner confidence, and strengthened early literacy skills. This means that the intervention successfully addressed both cognitive and affective aspects of learning. This indicates that the materials were not only effective in teaching phonics concepts but also in motivating learners to participate and learn. This implies that well-designed video-based materials can serve as powerful tools in supporting early literacy development, particularly when implemented in both school and home settings. This is supported by Ehri (2020), who emphasized that systematic phonics instruction improves reading outcomes, indicating that the structured lessons contributed to literacy development. In addition, National Center on Improving Literacy (2025) highlighted that consistent phonics instruction enhances decoding skills, suggesting that the intervention supported foundational reading abilities. Furthermore, Tinapay et

al. (2021) found that phonics-based programs improve learners' confidence and performance, reinforcing the effectiveness of the video-based lessons.

Effectiveness of Video-based Lessons

Table 6 presents the results of the test of difference on the effectiveness of video-based lessons in improving the letter recognition skills of kindergarten learners.

Table 6

Effectiveness of Video-based Lessons in Improving Letter Recognition of Kindergarten Learners

Skill	Z	P	Decision on Ho	Interpretation
Letter Name	3.07	0.002	Rejected	Significant
Letter Sound	3.06	0.002	Rejected	Significant

The data in table 6 show that both Letter Name and Letter Sound skills yielded statistically significant results. Specifically, Letter Name obtained a Z-value of 3.07 with a p-value of 0.002, while Letter Sound obtained a Z-value of 3.06 with a p-value of 0.002. Since both p-values are lower than the 0.05 level of significance, the null hypothesis is rejected for both variables. This indicates that the use of video-based lessons had a significant effect on improving the learners' letter recognition skills in both dimensions. This finding reflects the principles of effective phonics instruction, where learners develop accuracy in recognizing letters and sounds through systematic teaching (Ehri, 2020). From a theoretical perspective, learning becomes more meaningful when visual and auditory inputs are combined, as explained in the Cognitive Theory of Multimedia Learning (Mayer & Moreno, 1999). In the same way, improvements in sound recognition and learner engagement have been observed in video-based phonics instruction (Rosdiana et al., 2022).

The findings suggest that the intervention was effective in enhancing early literacy skills. The significant improvement in both Letter Name and Letter Sound implies that multimedia instruction, particularly video-based lessons, provided meaningful and engaging learning experiences that supported learners in recognizing letters more effectively. Evidence from recent studies highlights that digital tools integrating sound and visuals significantly enhance learners' engagement and accuracy (William et al., 2025). Alongside this, mastery of letter-sound relationships has been identified as a strong predictor of reading development and decoding ability (Milankov et al., 2021). It has also been emphasized that automatic recognition of letter-sound enables learners to read more fluently and independently (Manoharan et al., 2022).

This result is further supported by the descriptive changes presented in Table 1, which shows the pretest and posttest performance of the kindergarten learners. In the pretest, the learners were at the beginning level in both skills, with a mean score of 10.92 (38.99%) for Letter Name and 5.08 (18.15%) for Letter Sound. These results indicate that prior to the intervention, learners had limited mastery of letter recognition skills, particularly in associating letters with their corresponding sounds. Prior studies have shown that learners with reading difficulties often struggle to connect letters and sounds, which limits their ability to read simple words (Adhe et al., 2023). This condition is further linked to weak phonics foundations, resulting in low confidence and poor reading performance (Tinapay et al., 2021). Without early exposure to structured phonics instruction, learners may find it difficult to decode unfamiliar words independently (Clayton et al., 2019).

After the implementation of the video-based lessons, a substantial improvement was observed in the posttest results. Both Letter Name and Letter Sound reached a mean score of 27.50, with a percentage score of 98.21, interpreted as highly proficient. The standard deviations also became smaller (1.24 for Letter Name and 1.73 for Letter Sound), suggesting that the learners' performance became more consistent after the intervention. Studies on video-based phonics instruction have reported similar improvements in learners' ability to recognize and apply letter-sound relationships (Sasam & Arazo, 2023). Moreover, interactive digital tools have been found to strengthen recall and accuracy through repeated exposure and engagement (Naeem & Khan, 2024). Such consistency in performance is also associated with technology-supported instruction that encourages active participation and continuous practice among young learners (Schiele et al., 2024).

Summary

This study assessed the effectiveness of video-based letter-sound recognition strategies for home reading sessions in enhancing the early literacy skills of kindergarten learners in San Benito District, Schools Division of Siargao. Specifically, it determined the level of learners' letter-sound recognition skills in terms of letter identification, and letter-sound production based on pretest and posttest results; identified the video-based lessons that can be designed and developed; examined the level of acceptability of the video-based lessons in terms of content, format and technical design, presentation and organization, and accuracy and recency of information; described how the video-based reading strategies were implemented; and determined whether the video-based lessons significantly improved the learners' letter recognition skills.

This study utilized a quasi-experimental research design employing a one-group pretest–posttest approach. The study was conducted at San Juan Elementary School in San Benito District, Surigao del Norte, involving twelve (12) kindergarten learners selected based on availability, parental consent, and readiness to participate in home reading sessions. The intervention consisted of researcher-developed video-based lessons aligned with the MATATAG Kindergarten Curriculum, focusing on letter identification, and letter-sound production. These lessons were implemented through guided home reading sessions facilitated by parents or guardians, with monitoring tools provided to ensure consistency in implementation.

Data were gathered using the adapted Bata Mo, Pabasahaon Ta (BMPT) Tool/Tracker as pretest and posttest measures, along with validated video-based instructional materials and monitoring sheets. The collected data were analyzed using mean and standard deviation to describe learners' performance, and a paired sample t-test to determine significant differences between pretest and posttest scores. The findings provided evidence on the effectiveness of video-based lessons in improving letter-sound recognition skills and supported the use of multimedia-assisted and home-based learning strategies in strengthening early literacy development among kindergarten learners.

Findings

The study yielded the following findings:

1. The kindergarten learners demonstrated a significant improvement in their letter-sound recognition skills after the implementation of the video-based lessons. From the pretest results, learners were at the beginning level in letter identification and letter-sound production; however, in the posttest, their performance increased to highly proficient, indicating substantial learning gains across all areas.
2. The video-based lessons designed and developed by the researcher were found to be appropriate, engaging, and aligned with the MATATAG Kindergarten Curriculum competencies, effectively supporting the development of early literacy skills.
3. The level of acceptability of the video-based lessons was rated high across all criteria, including content, format and technical design, presentation and organization, and accuracy and recency of information, indicating that the materials were suitable for kindergarten learners and effective for home-based instruction.
4. The implementation of video-based reading strategies through guided home reading sessions was successfully carried out with the support of parents or guardians, ensuring consistent practice, active participation, and reinforcement of letter-sound recognition skills at home.
5. The test of difference revealed that there was a statistically significant improvement in both letter name and letter sound skills of the learners. Since the computed p-values were lower than the 0.05 level of significance, the null hypothesis was rejected, confirming that the video-based lessons had a significant effect on improving the learners' letter recognition skills.
6. The overall results indicated that video-based letter-sound recognition strategies were effective in enhancing early literacy skills, as evidenced by the increased mean scores, improved proficiency levels, and more consistent learner performance after the intervention.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The use of video-based letter-sound recognition strategies significantly improved the early literacy skills of kindergarten learners, particularly in letter identification, and letter-sound production.
2. The developed video-based lessons were appropriate, engaging, and aligned with curriculum standards, making them effective instructional materials for supporting beginning reading skills.
3. The video-based lessons were highly acceptable in terms of content, format and technical design, presentation and organization, and accuracy and recency of information, indicating their suitability for young learners.
4. The implementation of video-based reading strategies through guided home reading sessions, with the support of parents or guardians, contributed to consistent practice and enhanced learning outcomes.
5. The significant difference between pretest and posttest results confirmed that video-based lessons are an effective approach in improving learners' letter recognition skills.
6. Overall, integrating video-based instruction in early literacy programs is an effective and practical strategy for strengthening foundational reading skills among kindergarten learners, especially in home-based learning environments.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. **Teachers.** They may integrate video-based letter-sound recognition strategies into their daily reading instruction to enhance learners' engagement and improve early literacy skills, particularly in letter identification and letter-sound production.
2. **School Heads.** They may support the use of video-based instructional materials by providing technical assistance, encouraging innovation among teachers, and promoting programs that strengthen home-school collaboration in early literacy development.
3. **Parents/Guardians.** They are encouraged to actively participate in guided home reading sessions by consistently using video-based lessons and supporting their children in practicing letter-sound recognition skills at home.
4. **Curriculum Planners.** They may consider incorporating video-based and multimedia-assisted strategies into the early literacy curriculum to make learning more interactive, accessible, and aligned with the needs of young learners.
5. **Future Researchers.** They may conduct further studies using a larger sample size or experimental design with a control group to validate and expand the findings on the effectiveness of video-based letter-sound recognition strategies.

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