British Journal of Teacher Education and Pedagogy
ISSN: 2755-1482
DOI: 10.32996/bjtep
Journal Homepage: www.al-kindipublisher.com/index.php/bjtep

BJTEP
AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT

| RESEARCH ARTICLE

Exploring The Relationships Between K To 3 Matatag Curriculum Delivery and Early Literacy Outcomes

Ardelyn Glodove
Mohon Elementary School in Talisay City
Corresponding Author: Ardelyn Glodove, **E-mail**: argelynglodove@gmail.com

| ABSTRACT

This research explores the relationships between the delivery of the K to 3 MATATAG Curriculum and early literacy outcomes among primary learners in Mohon Elementary School in Talisay City for the school year 2025 – 2026, as evidence for a literacy instructional enhancement plan recommendation for teachers enhancing curriculum delivery to improve literacy outcomes. This study utilized a descriptive correlational research design and adopted a survey questionnaire. It was conducted at Mohon Elementary School, located in Talisay City, with 30 Key Stage 1 Teachers as the respondents who explored the relationship between K to 3 MATATAG Curriculum Delivery and Early Literacy Outcomes with three core areas and several indicators used to gather data. The data gathered were statistically treated using frequency count, percentage, weighted mean, standard deviation, and Pearson Correlation Coefficient (r). Findings revealed that the MATATAG Curriculum is beginning to make a positive impact on early literacy. Learners are showing growth in oral communication, writing, and reading readiness, especially when teachers are engaging in child-centered strategies. However, challenges like large class sizes, limited materials or resources, and difficulty addressing diverse literacy levels still affect learning outcomes. Some learners can read but cannot understand or comprehend what they read. These findings underscore the importance of intentional curriculum delivery in fostering early literacy, offering implications for policy refinement, teacher training, and community engagement in the MATATAG framework.

| KEYWORDS

MATATAG Curriculum, Early Literacy Instruction, Curriculum Implementation, Child-Centered Learning

| ARTICLE INFORMATION

ACCEPTED: 01 April 2026 **PUBLISHED:** 30 April 2026 **DOI:** 10.32996/bjtep.2026.5.4.4

Introduction

Early literacy plays a foundational role in children's overall development, serving as a critical building block for language acquisition, academic success, and meaningful social interaction (De Gracia et al., 2023). It encompasses essential skills such as oral language proficiency, reading comprehension, and written expression, which collectively support the development of higher-order thinking and lifelong learning (Siregar, 2025). During the early years, children rapidly acquire language and cognitive abilities, making this period especially crucial for establishing strong literacy foundations (Rehan et al., 2025). When these skills are effectively nurtured, learners are better equipped to engage with academic content, communicate ideas clearly, and participate actively in social contexts. As emphasized by Snow (2020), the development of robust early literacy skills significantly influences children's performance across various subject areas. This view is further reinforced by contemporary studies showing that children who demonstrate strong literacy competencies in the early grades are more likely to experience sustained academic achievement and positive social outcomes

In recent times, ongoing issues in early literacy have been recorded within the educational system of the Philippines, especially in public schools. National evaluations and global benchmarking research, including the Southeast Asia Primary Learning Metrics (SEA-PLM, Supplementary Report 2021) and the Programme for International Student Assessment (PISA, 2022), have uncovered considerable deficiencies in basic literacy skills among Filipino students. These concerning results have sparked fresh initiatives to improve early education. In response, the Department of Education (DepEd) launched the K to 3 MATATAG Curriculum in 2023—an initiative designed to enhance early learning outcomes by promoting developmental suitability, simplifying learning competencies, and incorporating engaging, child-focused teaching methods. An important aspect of the reform is its effort to tackle the formerly overloaded curriculum, seeking to improve student performance by concentrating on core content and fundamental skill building (DepEd, 2023).

In light of these issues, the Philippine Department of Education (DepEd) launched an updated K to 3 Curriculum as part of the MATATAG reform initiative in 2023. The MATATAG Curriculum was created to tackle previously recognized issues in the existing curriculum, especially the concern of content overload in the early grades. Its main objectives involve optimizing learning competencies, guaranteeing content suitability for different ages, and incorporating learner-focused teaching methods. The reform strongly highlights literacy as a key element of early education, aiming to strengthen foundational skills via targeted, appropriately tailored instruction (DepEd, 2023).

Although the MATATAG Curriculum signifies a hopeful change in policy, the achievement of these reforms ultimately relies on their effective implementation in everyday classroom activities. Educators, particularly in early childhood education, are essential to this process. Their comprehension, viewpoints, and execution tactics can greatly influence how the curriculum is presented and grasped by students. Nonetheless, there is still insufficient empirical evidence on how teachers view the MATATAG Curriculum, especially regarding its literacy elements, and what particular obstacles they face while trying to implement it in actual classroom environments.This research seeks to address that gap by exploring the views and experiences of early childhood educators in applying the MATATAG Curriculum, emphasizing literacy teaching. It aims to examine how well the curriculum meets children's developmental requirements, the sufficiency and applicability of the provided instructional resources, and the real implementation of child-centered methods in classroom settings. Additionally, the study will evaluate the perceived impacts of the curriculum on children's development in oral communication, reading, and writing.

Grasping these factors is crucial for assessing the practical effectiveness of the MATATAG reforms and for recognizing areas where additional support or modifications might be required. The results will provide important perspectives for policymakers, curriculum designers, and school leaders by illuminating the actual experiences of teachers responsible for applying new educational standards. Additionally, by emphasizing the experiences of teachers in Cebu, this study offers a regional viewpoint that can guide area-specific enhancement strategies and professional training initiatives. Ultimately, the significance of this study lies in its contribution to bridging the often-noted gap between policy intent and instructional execution. As DepEd continues to refine the MATATAG Curriculum in pursuit of improved learning outcomes, a better understanding of on-the-ground challenges and successes will be crucial. Through this research, it is hoped that more responsive and effective strategies can be developed to ensure that early literacy education in the Philippines is both equitable and impactful.

In conclusion, this study hopes to make a meaningful difference in nurturing the foundations of early literacy in the Philippines. By highlighting strategies and practices that truly respond to the needs of young learners, it offers teachers and schools practical ways to make reading and writing more engaging, relevant, and achievable for every child. More than just addressing literacy gaps, this research emphasizes the importance of creating supportive and child-centered learning environments where every learner is given the chance to grow with confidence and curiosity. In this way, the study becomes part of the bigger effort to ensure that Filipino children are not only able to read and write, but are also inspired to love learning an important step toward building brighter futures for them and for the nation.

Literature Review

Early literacy remains a critical foundation for children's academic and lifelong learning success, particularly in the early grades where language, reading, and writing skills rapidly develop. Contemporary research highlights that well-designed early literacy instruction significantly enhances children's oral language development, phonological awareness, and reading comprehension, which are essential predictors of later academic achievement (Murdoch et al., 2021; Martin, 2025). The effective implementation of structured curricula, such as early literacy frameworks, has also been found to directly influence learners' acquisition of core competencies, including communication, reading, and writing skills (Alot & Andal, 2023). Furthermore, recent studies emphasize that the success of curriculum implementation is not solely dependent on content but also on contextual factors such as teacher preparedness, instructional support, and access to appropriate teaching resources (Mihai et al., 2017). These findings suggest that aligning curriculum goals with classroom realities is crucial to ensuring that literacy instruction effectively meets the needs of young learners.

Equally important is the alignment of literacy instruction with learners' developmental readiness and the use of child-centered approaches that promote active engagement and meaningful learning experiences. Recent literature underscores that developmentally appropriate practices, including play-based and interactive learning, significantly enhance children's literacy development by addressing their cognitive, social, and emotional needs (Cade et al., 2022; Bhoi & Patra, 2025). However, teachers often face challenges in balancing structured curriculum requirements with flexible, child-centered instruction, particularly when resources, training, and instructional materials are limited (Martin, 2025). Evidence also shows that professional development, coaching, and access to literacy-rich materials significantly improve teachers' instructional practices and learners' outcomes (Murdoch et al., 2021). Overall, these studies highlight that effective early literacy instruction requires a balance of curriculum alignment, teacher competence, and supportive learning environments to ensure meaningful literacy development among young learners.

Methodology

This study utilized a quantitative, descriptive-correlational research design to examine early childhood educators' perceptions of the implementation of the K to 3 MATATAG Curriculum and its perceived impact on early literacy instruction. The descriptive approach determined the extent of curriculum implementation in terms of alignment with learners' developmental readiness, appropriateness of instructional materials, and integration of child-centered literacy practices. Meanwhile, the correlational design identified the relationship between curriculum implementation and its perceived impact on learners' oral communication, reading, and writing skills. This design is appropriate as it allows for systematic collection and analysis of measurable data reflecting teachers' experiences and observations. The study was conducted at Mohon Elementary School in Talisay City during the School Year 2025–2026, involving 30 Key Stage 1 teachers selected through complete enumeration. A researcher-made survey questionnaire served as the primary data-gathering instrument. The questionnaire was developed based on DepEd Order No. 013, s. 2023 (MATATAG Curriculum), Republic Act No. 10533 (Enhanced Basic Education Act of 2013), and Republic Act No. 10410 (Early Years Act of 2013). It was also anchored on established learning theories such as Piaget's Cognitive Development Theory (1936), Vygotsky's Sociocultural Theory (1978), and Bronfenbrenner's Ecological Systems Theory (1977), as well as related literature on early literacy and child-centered instruction. The instrument consisted of three parts: implementation, perceived impact, and challenges, measured using a five-point Likert scale. It underwent content validation and pilot testing. Data were analyzed using frequency, percentage, mean, standard deviation, and Pearson's r to determine relationships and trends, providing a basis for an instructional enhancement plan.

Results

Table 1. The Extent of the Implementation of the K to 3 MATATAG Curriculum in terms of Alignment of Literacy Competencies with Learners' Developmental Readiness

S/N	Indicators	WM	Verbal Description
1	Literacy tasks are developmentally appropriate for learners' age and abilities.	4.20	Frequently Implemented
2	Activities align with expected literacy milestones (e.g., phonemic awareness, vocabulary).	4.10	Frequently Implemented
3	Lessons build on learners' prior knowledge and readiness.	4.17	Frequently Implemented
4	Reading and writing tasks are progressively structured	4.10	Frequently Implemented
5	Teachers adapt literacy instruction to suit diverse developmental needs.	4.30	Extensively Implemented
	Aggregate Weighted Mean	4.17	Frequently Implemented
	Standard Deviation	0.08	

The data indicate that the implementation of the K to 3 MATATAG Curriculum in terms of alignment of literacy competencies with learners' developmental readiness is generally frequently implemented, as reflected by an aggregate weighted mean of 4.17. All indicators fall within this level, showing consistency in practice. Notably, teachers' ability to adapt instruction to diverse developmental needs was rated highest (WM = 4.30), suggesting strong responsiveness. Meanwhile, structured tasks and

milestone alignment also received high ratings, indicating that literacy instruction is appropriately designed for learners' developmental levels.

Table 2. The Extent of the Implementation of the K to 3 MATATAG Curriculum in terms of Appropriateness of Instructional Materials for Early Literacy

S/N	Indicators	WM	Verbal Description
1	Instructional materials support early reading and writing skills.	4.03	Frequently Implemented
2	Learning resources are culturally relevant and language-appropriate.	4.03	Frequently Implemented
3	Supplementary literacy tools (e.g., big books, flashcards) are available.	3.77	Frequently Implemented
4	Materials reflect the use of the Mother Tongue in literacy instruction.	3.73	Frequently Implemented
5	Print-rich materials are accessible and used regularly.	4.13	Frequently Implemented
	Aggregate Weighted Mean	3.94	Frequently Implemented
	Standard Deviation	0.18	

The data reveal that the implementation of the K to 3 MATATAG Curriculum in terms of the appropriateness of instructional materials for early literacy is frequently implemented, with an aggregate weighted mean of 3.94. All indicators fall within this level, indicating consistent use of suitable materials. Print-rich materials were rated highest (WM = 4.13), suggesting regular exposure to literacy resources. However, the availability of supplementary tools and mother tongue-based materials received slightly lower ratings, implying areas for improvement in resource provision and localization of materials.

Table 3. The Extent of the Implementation of the K to 3 MATATAG Curriculum in terms of Integration of Child-Centered Literacy Instruction

S/N	Indicators	WM	Verbal Description
1	Learners engage in play-based literacy activities.	4.23	Extensively Implemented
2	Literacy tasks encourage learner autonomy and expression.	4.03	Frequently Implemented
3	Storytelling, role-play, and interactive reading are used in instruction.	4.23	Extensively Implemented
4	The classroom environment supports exploration and creativity in literacy.	4.03	Frequently Implemented
5	Children are given choices in their literacy tasks.	4.00	Frequently Implemented
	Aggregate Weighted Mean	4.11	Frequently Implemented
	Standard Deviation	0.12	

The data show that the integration of child-centered literacy instruction under the K to 3 MATATAG Curriculum is frequently implemented, with an aggregate weighted mean of 4.11. Indicators such as play-based activities and the use of storytelling and role-play were rated as extensively implemented (WM = 4.23), highlighting strong engagement strategies. However, aspects like learner autonomy, classroom environment, and choice in tasks were slightly lower, though still frequently practiced. This suggests that while interactive methods are well applied, opportunities for learner independence can still be enhanced.

Table 4. The Extent of Impact of the MATATAG-aligned Early Literacy Instruction on Learners in Terms of Developing in terms of Oral Communication Skills

S/N	Indicators	WM	Verbal Description
1	Learners can express ideas clearly using age-appropriate vocabulary.	3.90	Agree
2	Learners participate actively in classroom discussions and storytelling.	3.97	Agree
3	Learners demonstrate improved listening and turn-taking skills.	3.67	Agree
4	Learners show confidence in speaking in front of peers.	3.63	Agree
5	Learners respond appropriately to questions and verbal prompts.	3.43	Agree
	Aggregate Weighted Mean	3.72	Agree
	Standard Deviation	0.22	

The data indicate that the perceived impact of MATATAG-aligned early literacy instruction on learners' oral communication skills is generally agreed upon, with an aggregate weighted mean of 3.72. All indicators fall within the "Agree" level, suggesting that teachers observe positive development in learners' communication abilities. Active participation in discussions and storytelling received the highest rating (WM = 3.97), while responding to questions was rated lowest (WM = 3.43). This implies that while learners are engaged, further improvement in responsive communication skills is needed.

Table 5. The Extent of Impact of the MATATAG-aligned Early Literacy Instruction on Learners in Terms of Developing in terms of Writing Skills

S/N	Indicators	WM	Verbal Description
1	Learners can write letters and words legibly.	3.47	Agree
2	Learners can compose simple sentences related to personal experiences.	3.27	Neutral
3	Learners use punctuation and capitalization correctly at their level.	3.03	Neutral
4	Learners show creativity in drawing and labeling their work	3.43	Agree
5	Learners can copy and write dictated sentences with minimal assistance.	3.17	Neutral
	Aggregate Weighted Mean	3.27	Neutral
	Standard Deviation	0.18	

The data show that the perceived impact of MATATAG-aligned early literacy instruction on learners' writing skills is neutral, with an aggregate weighted mean of 3.27. While learners demonstrate strengths in writing letters legibly (WM = 3.47) and showing creativity in drawing and labeling (WM = 3.43), other indicators such as composing simple sentences, using correct punctuation, and writing dictated sentences received neutral ratings. This suggests that although basic writing skills are developing, more support is needed to enhance learners' writing proficiency and accuracy.

The data in table 6 reveal that the perceived impact of MATATAG-aligned early literacy instruction on learners' reading skills is generally agreed upon, with an aggregate weighted mean of 3.48. Learners show strengths in recognizing letters (WM = 3.77), reading simple words (WM = 3.53), and matching pictures with words (WM = 3.63), indicating progress in basic reading skills. However, comprehension of texts (WM = 3.17) and the ability to retell stories (WM = 3.30) were rated neutral, suggesting that higher-order reading skills still need improvement.

Table 6. The Extent of Impact of the MATATAG-aligned Early Literacy Instruction on Learners in Terms of Developing in terms of Reading Skills

S/N	Indicators	WM	Verbal Description
1	Learners recognize and name letters of the alphabet.	3.77	Agree
2	Learners can read simple words and short sentences.	3.53	Agree
3	Learners demonstrate comprehension of read-aloud texts.	3.17	Neutral

4	Learners can match pictures with printed words.	3.63	Agree
5	Learners can retell stories using their own words.	3.30	Neutral
	Aggregate Weighted Mean	3.48	Agree
	Standard Deviation	0.24	

Table 7. The Level of the Challenges Encountered by Early Childhood Teachers in Implementing Early Literacy Instruction under the K to 3 MATATAG Curriculum

S/N	Indicators	WM	Verbal Description
1	Lack of developmentally appropriate learning materials	3.67	Agree
2	Inadequate training or professional development related to MATATAG early literacy strategies.	3.57	Agree
3	Insufficient time to focus on individualized literacy instruction.	3.60	Agree
4	Limited parental involvement and support in literacy development	3.77	Agree
5	Difficulty addressing diverse literacy levels within one class.	3.80	Agree
6	Challenges in implementing MTB-MLE due to learners' varied language backgrounds.	3.80	Agree
7	Lack of access to technology and literacy-enhancing resources.	3.60	Agree
8	Difficulty in assessing literacy progress due to limited tools.	3.67	Agree
9	Large class sizes affect literacy instruction effectiveness.	3.83	Agree
10	Lack of administrative or supervisory support for literacy-focused instruction.	3.60	Agree
	Aggregate Weighted Mean	3.69	Agree
	Standard Deviation	0.10	

The data indicate that early childhood teachers agree that they encounter challenges in implementing early literacy instruction under the K to 3 MATATAG Curriculum, with an aggregate weighted mean of 3.69. The most pressing challenges include large class sizes (WM = 3.83), difficulty addressing diverse literacy levels (WM = 3.80), and issues with MTB-MLE implementation due to varied language backgrounds (WM = 3.80). Other concerns such as limited parental involvement, lack of materials, and insufficient training were also rated high. These findings suggest that while implementation is ongoing, systemic and instructional constraints continue to affect effectiveness.

Table 8. Test of the relationship between the extent of MATATAG Curriculum implementation and the perceived impact on early literacy outcomes among learners

Variable	r-value	Strength of Correlation	p - value	Decision	Remarks
MATATAG Curriculum and Early Literacy Outcomes	0.521	Moderate Positive	0.003	Reject Ho	Significant

*Significant at $p<0.05$ (two-tailed)

The results reveal a moderate positive relationship between the extent of MATATAG Curriculum implementation and the perceived impact on early literacy outcomes, as indicated by an r-value of 0.521. This suggests that as the level of curriculum implementation increases, improvements in learners' literacy skills such as reading, writing, and oral communication also tend to increase. The computed p-value of 0.003 is lower than the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). Therefore, the relationship is statistically significant. This implies that effective implementation of the MATATAG Curriculum plays an important role in enhancing early literacy development among learners.

Table 9. Test of the relationship between the perceived impact on early literacy outcomes and the level of challenges encountered

Variable	r-value	Strength of Correlation	p - value	Decision	Remarks
Level of Challenges and Oral Skills	-.563	Moderate Negative	.002	Reject Ho	Significant
Level of Challenges and Writing Skills	.504	Moderate Positive	.055	Do Not Reject Ho	Not Significant
Level of Challenges and Reading Skills	-.064	Negligible Negative	.795	Do Not Reject Ho	Not Significant

*significant at $p<0.05$ (two-tailed)

The results show varying relationships between the level of challenges encountered and early literacy outcomes. A moderate negative and significant relationship was found between challenges and oral communication skills ($r = -0.563$, $p = 0.002$), indicating that as challenges increase, learners' oral skills tend to decrease. In contrast, writing skills showed a moderate positive but not significant relationship ($r = 0.504$, $p = 0.055$), suggesting no meaningful association. Similarly, reading skills revealed a negligible negative and non-significant relationship ($r = -0.064$, $p = 0.795$). Overall, only oral communication is significantly affected by the challenges encountered.

Discussion

The findings of the study reveal that the implementation of the K to 3 MATATAG Curriculum in early literacy instruction is generally at a frequently implemented level across key areas such as alignment with learners' developmental readiness, appropriateness of instructional materials, and integration of child-centered practices. Teachers demonstrated strong capability in adapting instruction to diverse learner needs and in utilizing interactive strategies like play-based activities and storytelling, which are essential in early childhood education. However, despite these strengths, certain aspects such as learner autonomy, availability of supplementary materials, and localization through mother tongue instruction require further enhancement. These findings suggest that while the curriculum is being implemented consistently, there are still gaps in fully maximizing its intended child-centered and developmentally appropriate approach. This implies a need for continuous support in terms of resources, training, and contextualized materials to ensure more effective delivery of early literacy instruction.

In terms of outcomes, the perceived impact of MATATAG-aligned instruction shows positive effects on oral communication and reading skills, while writing skills remain moderately developed. Learners are observed to actively participate in discussions and demonstrate basic reading abilities; however, higher-order skills such as comprehension, sentence construction, and correct writing conventions still need improvement. Moreover, the study highlights that teachers encounter several challenges, including large class sizes, diverse learner abilities, limited parental involvement, and insufficient training. The significant moderate positive relationship between curriculum implementation and literacy outcomes indicates that better implementation leads to improved learner performance. Conversely, the significant negative relationship between challenges and oral skills suggests that increasing difficulties hinder learners' communication development. These results emphasize the importance of addressing systemic and instructional challenges to strengthen the effectiveness of the MATATAG Curriculum and improve overall literacy outcomes.

Conclusion

Based on the findings, the K to 3 MATATAG curriculum is able to support early literacy development by providing children with developmentally appropriate lessons, relevant materials, and child-centered teaching and learning strategies. All children grow in the areas of listening, speaking, writing, and reading, even though some children face ongoing challenges related to their ability to speak confidently, follow appropriate writing conventions, and understand what they read. The teachers in this research noted many barriers, including large class sizes, a variety of different literacy levels in one classroom, and inadequate resources, which made it difficult for teachers to effectively teach their students.

Funding: This research received no external funding.
Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1]. Alot, P. P., & Andal, E. Z. (2023). Implementation of kindergarten curriculum and the pupils' acquisition of basic competencies. *International Journal of Social Science, Humanity & Management Research*.

[2]. Armstrong, K., Cusumano, D., Todd, M., & Cohen, R. (2008). Literacy training for early childhood providers: Changes in knowledge, beliefs, and instructional practices. *Journal of Early Childhood Teacher Education*, 29(4), 297–308.

[3]. Bhoi, C., & Patra, B. (2025). Early learning redefined: Analyzing the pedagogical shifts in pre-primary education. *Journal of Education Method and Learning Strategy*.

[4]. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.

[5]. Cade, J., Wardle, F., & Otter, J. (2022). Quality early care and learning: Exploring child-centered pedagogy. *Cogent Education*, 9(1).

[6]. De Gracia, A. M., Canubas, A. L., Suba-An, J., Alfar, J., Kilag, O. K., & Abendan, C. F. (2023). Understanding early literacy development in emerging readers: Insights from Dorothy Strickland. *Excellencia: International Multi-disciplinary Journal of Education*, 1(5), 171–182.

[7]. Department of Education (DepEd). (2023). *DepEd Order No. 013, s. 2023: Adoption of the MATATAG K to 10 Curriculum*. Department of Education, Philippines.

[8]. Fantuzzo, J., Gadsden, V. L., & McDermott, P. (2011). An integrated curriculum to improve mathematics, language, and literacy for Head Start children. *American Educational Research Journal*, 48(3), 763–793.

[9]. Martin, A. (2025). Examining teachers' ratings and perspectives on literacy acquisition in early childhood classrooms. *European Journal of Education and Pedagogy*.

[10]. Mihai, A., Butera, G., & Friesen, A. (2017). Examining the use of curriculum to support early literacy instruction. *Early Education and Development*, 28(3), 323–342.

[11]. Murdoch, A., Warburg, R., Corbo, E., & Strickler, W. (2021). Project Ready! An early language and literacy program to close the readiness gap. *Reading & Writing Quarterly*, 38(4), 340–358.

[12]. Piaget, J. (1936). *The origins of intelligence in children*. International Universities Press.

[13]. Programme for International Student Assessment (PISA). (2022). *Results in focus*. OECD Publishing.

[14]. Rehan, F., Zaidi, S. S., Imran, M., Akhtar, S., Shah, A., & Hameed, S. (2024). Exploring the efficacy of music-based pedagogies in developing communication skills: Perspectives of early childhood educators. *Al-Qanṭara*.

[15]. Republic Act No. 10410. (2013). *Early Years Act of 2013*. Official Gazette of the Republic of the Philippines.

[16]. Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. Official Gazette of the Republic of the Philippines.

[17]. Siregar, T. (2025). An analysis of lecturers' pedagogical practices: Balancing higher- and lower-order thinking skills in higher education. *Preprint*. https://doi.org/10.20944/preprints2025101231.v1

[18]. Snow, C. E. (2020). Early literacy development and instruction. *Handbook of Reading Research*.

[19]. Southeast Asia Primary Learning Metrics (SEA-PLM). (2021). *SEA-PLM 2019 main regional report*. UNICEF & SEAMEO.

[20]. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.