

Managing the Competencies and Teaching Skills of Teacher Writers and Illustrators on Early Literacy Development Among Kindergarten Learners

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Abstract—This study examined the competencies and teaching skills of teacher-writers and illustrators and the link to early literacy development among kindergarten learners. Specifically, it sought to find out the level of competencies and teaching skills of teacher-writers and illustrators; the status of early literacy development among kindergarten learners; the significant difference between the competencies and teaching skills; and the significant relationship between the competencies and teaching skills of teacher-writers and illustrators and early literacy development among kindergarten learners were measured. This study utilized a descriptive correlational design. The respondents were 20 selected kindergarten teachers from the City Schools Division of Cabuyao, Laguna, composed of 10 teacher-writers and 10 illustrators, along with their learners, who provided the necessary data for analysis. A purposive sampling technique was employed to ensure alignment with the research objectives. Data collection was facilitated through a self-made, validated questionnaire, designed to measure teacher competencies, teaching skills, and literacy outcomes. Learners were assessed in terms of print and letter awareness, phonological and phonemic awareness, word recognition, and story recall. The data were analyzed using weighted mean, standard deviation, *t*-test, and Pearson correlation coefficient. The findings revealed that teacher-writers generally demonstrated higher competencies and teaching skills compared to teacher-illustrators. However, there is no significant differences overall. Both groups possess comparable levels of competencies and teaching skills. Correlation analysis confirmed that competencies and teaching skills are strongly and significantly related to early literacy development. Both groups possess comparable levels of competencies and teaching skills, showing no difference between the groups, thus accepting the hypotheses. However, significant relationships were found between competencies and teaching skills of teacher-writers and illustrators to learners' early literacy development, leading to the rejection of hypotheses. It is proposed that professional development programs be designed to improve competencies, enhance teaching skills, and support both teacher-writers and illustrators in improving early literacy strategies for kindergarten learners. These initiatives should highlight material design, assessment competence, and creative instructional approaches to guarantee teachers are well-prepared to deliver engaging, age-appropriate, and effective literacy instruction.

Keywords— Competencies, Teaching Skills, Teacher-Writers, Illustrators, Early Literacy Development.

I. INTRODUCTION

The competencies and teaching skills of teacher-writers and illustrators are crucial to early literacy development among kindergarten learners. Strong subject knowledge, pedagogical expertise, and creative instructional design enable teacher-

writers to craft age-appropriate stories and assessments, while illustrators enhance comprehension through engaging visuals. These competencies foster foundational skills such as phonological awareness, print knowledge, and vocabulary growth. Justice et al. (2020) noted that reflective practice enhances literacy outcomes.

Developing these competencies is vital because they directly shape how children acquire literacy foundations. Neumann and Neumann (2017) stressed that expressive delivery and adapting to learner needs improve print awareness and vocabulary. Together, these perspectives affirm that enhancing teacher-writers' and illustrators' skills leads to engaging, age-appropriate, and effective literacy instruction, supporting kindergarten learners in building a strong foundation for future success.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study seeks to determine the effect of managing the competencies and teaching skills of teacher-writers and illustrators on the early literacy development of kindergarten students.

It sought to answer the following questions:

1. What is the level of competencies of Teacher-Writers and Illustrators in terms of:
 - 1.1 content knowledge,
 - 1.2 material design competence,
 - 1.3 assessment competence and
 - 1.4 professional growth competence?
2. What is the level of teaching skills of teacher writers and illustrators in terms of:
 - 2.1 storytelling and presentation skills,
 - 2.2 instructional strategy skills,
 - 2.3 classroom management skills and
 - 2.4 visual-aided teaching skills?
3. What is the status of Early Literacy Development Among Kindergarten learners in terms of:
 - 3.1 print and letter awareness,
 - 3.2 phonological and Phonemic awareness,
 - 3.3 word recognition, and
 - 3.4 story recall?
4. Is there a significant difference between the competencies of teacher-writers and illustrators?

5. Is there a significant difference between the teaching skills of teacher-writers and illustrators?
6. Is there a significant relationship between the competencies of teacher-writers and Illustrators and early literacy development among kindergarten learners?
7. Is there a significant relationship between the teaching skills of teacher writers and illustrators and early literacy development among kindergarten learners?

II. METHODOLOGY

This study utilized a descriptive correlational design. The respondents were 20 selected kindergarten teachers from the City Schools Division of Cabuyao, Laguna, composed of 10 teacher-writers and 10 illustrators, along with their learners, who provided the necessary data for analysis. A purposive sampling technique was employed to ensure alignment with the research objectives. Data collection was facilitated through a self-made, validated questionnaire, designed to measure teacher competencies, teaching skills, and literacy outcomes. Learners were assessed in terms of print and letter awareness, phonological and phonemic awareness, word recognition, and story recall. The data were analyzed using weighted mean, standard deviation, t-test, and Pearson correlation coefficient.

III. RESULTS AND DISCUSSION

This chapter discusses the results obtained from the treatment of the data gathered in this study. The following tabular presentations and discussions further examine the effects of managing the competencies and teaching skills of teacher writers and illustrators on early literacy development among kindergarten students.

Level of Competencies of Teacher-Writers and Illustrators

In this study, the level of competencies of Teacher-Writers and Illustrators were described and determined by mean and standard deviation.

Table 1 presents the level of competencies of teacher-writers and illustrators in terms of content knowledge. As shown, teacher writers strongly agree that they have a strong understanding of the literacy concepts they teach. Likewise, they are confident in explaining early literacy skills to their students. However, they neither agree nor disagree that they can relate literacy content to real-life examples for better understanding and that they keep themselves updated with new knowledge in early childhood literacy to better understand the developmental stages of literacy among kindergarten learners.

The level of competencies of teacher-writers in terms of content knowledge gained the overall weighted mean of 3.54 with a standard deviation of 0.92 and, verbally interpreted as High while teacher-illustrators obtained the overall weighted mean of 3.40 with a standard deviation of 0.82, verbally interpreted as moderate. This means that teacher-writers have a better command of the concepts related to the subject matter, which could be attributed to their usual engagement in developing written materials, matching them with the curriculum, and structuring learning content. This, in turn,

might have helped them feel more confident and knowledgeable in presenting academic content.

Table 1. Level of Competencies of Teacher-Writers and Illustrators in Terms of Content Knowledge

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I have a strong understanding of the literacy concepts I teach.	4.30	0.64	SA	4.10	0.54	A
...I am confident in explaining early literacy skills to my students.	3.90	0.70	A	3.70	0.78	A
...I can relate literacy content to real-life examples for better understanding.	3.40	0.80	N	3.10	0.70	N
...I keep myself updated with new knowledge in early childhood literacy.	3.30	1.01	N	3.40	0.66	N
...I understand the developmental stages of literacy among kindergarten learners.	2.80	0.75	N	2.70	0.64	N
Weighted Mean	3.54			3.40		
SD	0.94			0.82		
Verbal Interpretation	High			Moderate		

On the other hand, the average competency level of teacher-illustrators indicates that, although they have sufficient content knowledge, there is a need for further enrichment through content-based training, mentoring, or collaborative learning activities. This will help them improve their mastery of the subject matter, which will ensure that the visual materials they create are not only creative but also accurate and matched with learning goals.

Table 2. Level of Competencies of Teacher-Writers and Illustrators in Terms of Material Design Competence

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I can design instructional materials suitable for my students' literacy level.	3.80	0.98	A	3.70	0.64	A
...I use creative approaches when preparing learning materials.	3.30	0.78	N	3.90	0.70	A
...I ensure that my teaching materials are engaging and age-appropriate.	3.10	0.83	N	3.40	0.80	N
...I can adapt existing materials to meet my students' learning needs.	3.20	1.25	N	3.00	0.77	N
...I integrate visual and interactive elements into my teaching materials.	3.10	1.14	N	3.19	0.70	N
Weighted Mean	3.30			3.42		
SD	1.04			0.80		
Verbal Interpretation	Moderate			High		

Table 2. Teacher-writers obtained an overall weighted mean of 3.30 (Moderate), while teacher-illustrators scored 3.42 (High). Teacher-writers agreed they could design suitable instructional materials but were neutral on creativity, engagement, and adaptation. Teacher-illustrators, on the other hand, showed stronger creativity and slightly higher competence in material design. This suggests illustrators are more adept at integrating creative approaches, though both

groups need improvement in adapting and enriching materials for diverse learners.

A closer look at the individual indicators reveals that while teacher-writers express a clear sense of agreement regarding their ability to design materials suited to student literacy levels, they maintain a neutral stance on aspects involving creative preparation, student engagement, and the adaptation of existing content.

The teacher-illustrators demonstrate a more pronounced proficiency in employing creative approaches within their work. Overall, while the illustrators appear more adept at the creative integration of elements, the findings suggest that both cohorts would benefit from further professional development, particularly in the areas of material enrichment and the adaptation of resources to meet the diverse needs of various learners.

Table 3. Level of Competencies of Teacher-Writers and Illustrators in Terms of Assessment Competence

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I can design assessments that accurately measure early literacy skills.	3.60	1.02	A	3.40	0.49	N
...I use different methods to evaluate my students' learning.	3.60	1.12	A	3.10	0.30	N
...I provide timely feedback to help students improve their literacy skills.	3.40	0.92	N	3.40	0.66	N
...I can interpret assessment results to plan future lessons.	3.10	0.83	N	3.00	0.77	N
...I regularly monitor my students' literacy progress.	3.80	1.17	A	3.20	0.40	N
Weighted Mean	3.50			3.22		
SD	1.04			0.58		
Verbal Interpretation	High			Moderate		

Teacher-writers achieved a weighted mean of 3.50 (High), while teacher-illustrators scored 3.22 (Moderate). Writers agreed they could design assessments and monitor progress, while illustrators were more neutral, especially in interpreting results and providing feedback. This indicates teacher-writers are more confident in assessment practices, while illustrators may require further training in evaluation methods to strengthen their role in literacy development.

In Table 4, the results show that teacher-writers obtained a weighted mean of 3.42 with a verbal interpretation of "High", while teacher-illustrators recorded a weighted mean of 3.18 with a verbal interpretation of "Moderate." This suggests that teacher-writers are more actively engaged in professional growth activities, such as setting personal goals, participating in development programs, and staying up to date on literacy strategies. Teacher-illustrators, though competent, demonstrated less consistency in reflective practice and continuous improvement. The higher variability among teacher-writers (SD = 1.34) indicates diverse levels of engagement, while the lower variability among illustrators (SD = 0.97) reflects more uniform but moderate participation. This difference highlights the importance of professional growth as a driver of teaching effectiveness. Teachers who

invest in continuous learning and reflection are better equipped to design relevant materials and adapt strategies for literacy instruction, ultimately benefiting kindergarten learners' early literacy development.

Table 4. Level of Competencies of Teacher-Writers and Illustrators in Terms of Professional Growth Competence

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I actively participate in professional development activities.	3.60	1.20	A	3.40	0.80	N
...I reflect on my teaching practices to improve my skills.	3.20	1.40	N	2.90	1.04	N
...I seek feedback from colleagues to enhance my teaching.	3.10	1.37	N	3.10	1.14	N
...I keep myself informed about new teaching strategies in literacy.	3.50	1.50	A	3.10	0.94	N
...I set personal goals to continuously develop my competencies as a teacher.	3.70	1.10	A	3.40	0.80	N
Weighted Mean	3.42			3.18		
SD	1.34			0.97		
Verbal Interpretation	High			Moderate		

Level of Teaching Skills of Teacher Writers and Illustrators

In this study, the level of teaching skills of teacher writers and illustrators was described in terms of storytelling and presentation skills, instructional strategy skills, classroom management skills and visual aided teaching skills and was determined by mean and standard deviation.

Table 5. Level of Teaching Skills of Teacher Writers and Illustrators in Terms of Storytelling and Presentation

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I present stories clearly and confidently to my students.	3.90	0.94	A	3.90	0.70	A
...I use expressive voice and gestures to make storytelling engaging.	3.80	1.17	A	3.30	0.64	A
...I can capture my students' attention during presentations.	3.90	0.94	A	3.50	0.81	N
...I adjust my storytelling style to suit the learners' needs.	3.80	1.33	A	3.10	0.54	N
...I use questions and prompts to check students' understanding of stories.	3.90	1.22	A	3.40	0.80	N
Weighted Mean	3.86			3.44		
SD	1.13			0.75		
Verbal Interpretation	High			High		

The results in Table 5 reveal that both teacher-writers and teacher-illustrators attained a verbal interpretation of "High" in terms of storytelling and presentation skills, with weighted means of 3.86 and 3.44 respectively. Teacher-writers scored slightly higher overall, particularly in areas such as adjusting storytelling styles to learners' needs and using prompts to check understanding. Teacher-illustrators, while also competent, showed moderate performance in capturing attention and adapting storytelling approaches. The higher standard deviation among teacher-writers (1.13) suggests more varied practices, while the lower deviation among illustrators

(0.75) indicates more consistent but less dynamic engagement. This demonstrates that although both categories excel at storytelling, teacher-writers prefer more adaptable and engaging approaches that improve literacy instruction.

Table 6. Level of Teaching Skills of Teacher Writers and Illustrators in Terms of Instructional Strategy

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I use a variety of teaching strategies to promote literacy learning.	3.80	0.87	A	3.30	0.64	N
...I adapt my instructional methods to meet diverse learner needs.	3.60	1.20	A	3.00	1.00	N
...I encourage active participation during lessons.	3.60	1.11	A	3.00	0.89	N
...I integrate collaborative learning activities to enhance understanding.	3.50	1.28	A	2.80	0.87	N
...I effectively sequence learning activities to achieve lesson objectives.	3.00	1.18	N	3.10	0.54	N
Weighted Mean	3.50			3.04		
SD	1.17			0.82		
Verbal Interpretation	High			Moderate		

In Table 6, the comparison between teacher-writers and teacher-illustrators highlights a clear difference in instructional strategy skills. Teacher-writers, with a weighted mean of 3.50 (High), show stronger ability to use varied teaching approaches, adapt methods to diverse learners, and encourage active participation. Teacher-illustrators, on the other hand, scored a weighted mean of 3.04 (Moderate), reflecting more limited application of collaborative learning and sequencing of activities. The higher variability among teacher-writers (SD = 1.17) suggests diverse practices, while the lower variability among illustrators (SD = 0.82) indicates more consistent but less dynamic strategies.

This distinction underscores the importance of instructional flexibility in literacy teaching. Teacher-writers' stronger performance suggests they are more innovative and responsive to learner needs, which enhances engagement and comprehension. Meanwhile, teacher-illustrators may benefit from professional development focused on diversifying strategies and integrating collaborative learning. Ultimately, the findings emphasize that effective instructional strategies—such as varied methods, active participation, and adaptive teaching—are crucial in fostering early literacy growth among kindergarten learners.

Table 7 shows that teacher-writers, with a weighted mean of 4.00 (High), are more effective in maintaining a positive classroom environment, setting clear rules, managing disruptive behavior, and creating supportive spaces compared to teacher-illustrators, who scored a weighted mean of 3.28 (Moderate). Teacher-writers also excel in organizing activities to maximize engagement, while teacher-illustrators demonstrated less consistency in these areas. The higher variability among teacher-writers (SD = 0.96) suggests diverse practices, whereas the lower variability among illustrators (SD = 0.87) reflects more uniform but moderate classroom management skills. Overall, the findings emphasize that

effective classroom management not only ensures discipline but also establishes the conditions necessary for meaningful literacy learning, with teacher-writers showing stronger capacity to foster orderly, supportive, and engaging environments.

Table 7. Level of Teaching Skills of Teacher Writers and Illustrators in Terms of Classroom Management

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I maintain a positive and orderly classroom environment.	4.20	0.87	A	3.50	0.81	A
...I set clear rules and expectations for students.	4.00	0.89	A	3.20	0.75	N
...I manage disruptive behavior effectively without interrupting learning.	3.80	0.98	A	3.10	0.83	N
...I organize classroom activities to maximize student engagement.	3.80	1.08	A	3.30	1.10	N
...I create a safe and supportive learning environment for all learners.	4.20	0.87	A	3.30	0.78	N
Weighted Mean	4.00			3.28		
SD	0.96			0.87		
Verbal Interpretation	High			Moderate		

In table 8, the results show that teacher-writers obtained a weighted mean of 3.94 with a verbal interpretation of “High”, while teacher-illustrators recorded a weighted mean of 3.22 with a verbal interpretation of “Moderate.” This indicates that teacher-writers are more effective in using visual aids to enhance literacy lessons, integrating pictures and charts, and creatively combining visuals with storytelling.

Teacher-illustrators, while competent, demonstrated less consistency in ensuring clarity and reinforcing literacy concepts through visual aids. The higher variability among teacher-writers (SD = 1.14) suggests diverse practices, while the lower variability among illustrators (SD = 0.78) reflects more uniform but moderate use of visual aids.

Table 8. Level of Teaching Skills of Teacher Writers and Illustrators in Terms of Visual Aided Teaching

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
As a teacher, writer/illustrator...						
...I use visual aids effectively to enhance literacy lessons.	4.10	0.83	A	3.30	0.90	N
...I integrate pictures, charts, and props to support learning.	3.90	1.14	A	3.00	0.77	N
...I ensure that visual aids are clear and easy to understand.	3.90	1.22	A	3.30	0.64	N
...I use visual aids to reinforce key literacy concepts.	3.90	1.22	A	3.10	0.70	N
...I creatively combine visual aids with storytelling and activities.	3.90	1.22	A	3.40	0.80	N
Weighted Mean	3.94			3.22		
SD	1.14			0.78		
Verbal Interpretation	High			Moderate		

This difference highlights the importance of visual-aided teaching in strengthening literacy instruction. Teacher-writers' stronger performance suggests they are more innovative and intentional in designing clear, engaging, and supportive visual

materials that reinforce key literacy concepts. Teacher-illustrators may benefit from professional development focused on aligning illustrations with instructional goals to maximize their impact. Ultimately, the findings emphasize that effective use of visual aids not only supports comprehension but also enriches storytelling and classroom activities, making literacy learning more meaningful for kindergarten learners.

Status of Early Literacy Development Among Kindergarten Learners

In this study, status of Early Literacy Development among Kindergarten Learners was described in terms of Print and Letter Awareness, Phonological and Phonemic Awareness, Word Recognition and Story Recall.

Table 9. Status of Early Literacy Development Among Kindergarten Learners in Terms of Print and Letter Awareness

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
The learners...						
...can recognize letters of the alphabet.	3.80	0.87	A	3.30	0.78	N
...can distinguish between uppercase and lowercase letters.	3.60	1.02	A	2.90	0.83	N
...understand the concept of words and sentences.	2.90	1.14	N	2.50	1.02	D
...can identify print in their environment (e.g., signs, books).	3.10	1.30	N	2.70	1.10	N
... can trace or write letters correctly.	4.10	0.83	A	3.40	1.20	N
Weighted Mean	3.50			2.96		
SD	1.14			1.06		
Verbal Interpretation	High			Moderate		

Table 9 shows that teacher-writers achieved a weighted mean of 3.50 (High), while teacher-illustrators scored 2.96 (Moderate) in terms of print and letter awareness. This indicates that learners under teacher-writers are more capable of recognizing letters, distinguishing between uppercase and lowercase, and tracing or writing letters correctly, while teacher-illustrators' learners demonstrated weaker performance, particularly in understanding words and sentences. The higher variability among teacher-writers (SD = 1.14) suggests diverse literacy outcomes, whereas the lower variability among illustrators (SD = 1.06) reflects more consistent but moderate results. Overall, the findings highlight that teacher-writers are more effective in fostering foundational literacy skills, emphasizing the importance of strong instructional design and practice in developing print and letter awareness among kindergarten learners.

Table 10 reveals that both teacher-writers and teacher-illustrators obtained a verbal interpretation of "Moderate" in terms of phonological and phonemic awareness, with weighted means of 3.26 and 2.66 respectively. Learners under teacher-writers performed better in identifying letter sounds and blending sounds into words, while teacher-illustrators' learners struggled more, particularly in segmenting words, recognizing rhymes, and manipulating sounds. The higher variability among teacher-writers (SD = 1.13) suggests diverse

literacy outcomes, whereas the lower variability among illustrators (SD = 0.82) reflects more consistent but weaker performance. Overall, the findings highlight that while both groups support phonological awareness, teacher-writers are more effective in fostering sound-based literacy skills, which are crucial for decoding and early reading development.

Table 10. Status of Early Literacy Development Among Kindergarten Learners in Terms of Phonological and Phonemic Awareness

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
The learners...						
...identify the sounds of letters.	3.80	1.08	A	3.20	0.54	N
...blend sounds to form words.	3.20	1.17	N	2.80	0.78	N
...segment words into individual sounds.	3.00	1.18	N	2.30	0.70	D
...recognize rhyming words.	3.30	1.00	N	2.60	0.66	D
...manipulate sounds to create new words.	3.00	1.00	N	2.40	0.64	D
Weighted Mean	3.26			2.66		
SD	1.13			0.82		
Verbal Interpretation	Moderate			Moderate		

As for table 12, learners under teacher-writers scored 3.14 (Moderate), while those under illustrators scored 2.40 (Low). Writers' students showed moderate ability in decoding and sight word recognition, while illustrators' students struggled significantly. This indicates writers are more effective in teaching word recognition, while illustrators need stronger phonics-based strategies.

Table 12. Status of Early Literacy Development Among Kindergarten Learners in Terms of Word Recognition

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
The learners...						
...read simple words fluently.	3.20	0.75	N	2.70	1.10	N
...recognize sight words.	3.20	0.98	N	2.30	0.90	D
...decode unfamiliar words using phonics.	3.20	0.75	N	2.30	1.19	D
...match spoken words with written words.	3.00	0.89	N	2.50	0.92	D
...read short sentences with understanding.	3.10	0.94	N	2.20	0.98	D
Weighted Mean	3.14			2.40		
SD	0.87			1.04		
Verbal Interpretation	Moderate			Low		

Table 13. Status of Early Literacy Development Among Kindergarten Learners in Terms of Story Recall

Statements	Teacher-Writers			Teacher-Illustrators		
	M	SD	R	M	SD	R
The learners...						
...retell a story in their own words.	3.50	0.92	A	2.70	1.10	N
...identify the main idea of a story.	3.40	1.11	N	2.30	0.90	D
...recall key details and events from a story.	3.10	0.83	N	2.30	1.19	D
...sequence events in the correct order.	2.90	0.70	N	2.50	0.92	D
...answer questions about the story accurately.	3.20	0.98	N	2.20	0.98	D
Weighted Mean	3.22			2.40		
SD	0.94			1.04		
Verbal Interpretation	Moderate			Low		

Learners under teacher-writers scored 3.22 (Moderate), while those under illustrators scored 2.40 (Low). Writers' students could retell stories and identify main ideas, while illustrators' students had difficulty recalling details and sequencing events. This highlights the stronger influence of writers in comprehension and recall, while illustrators need improvement in guiding learners through narrative understanding.

Significant Difference Between the Competencies and Teaching Skills of Teacher Writers and Illustrators

This section examines whether there is a significant difference between the competencies and teaching skills of teacher-writers and teacher-illustrators, focusing on how their professional skills and practices influence early literacy development among kindergarten learners.

Table 14. Test of Difference Between the Competencies of Teacher Writers and Illustrators

Competencies	Teacher Writers		Teacher Illustrators		t	p	Cohen's d
	M	SD	M	SD			
Content Knowledge	3.54	0.94	3.40	0.82	0.573	.580	0.244
Material Design	3.30	1.04	3.42	0.80	-	.786	0.429
Assessment Competence	3.50	1.04	3.22	0.58	0.280	.496	0.395
Professional Growth Competence	3.42	1.34	3.18	0.97	0.390	.706	0.615

Note * p < .05

Table 14 presents the test of difference between the Competencies of Teacher Writers and Illustrators. The results show that teachers' competencies in terms of content knowledge, material design, assessment and professional growth were not statistically different between teacher writers and teacher illustrators. The obtained p-values were all higher than 0.05 level of significance. This also shows that both groups of teachers have similar levels of capability and preparedness in executing both instructional and creative tasks. This shows that engaging both sets of teachers in either writing or illustrating instructional materials does not limit their professional capabilities in these two fields.

Overall, the results showed that teacher writers and teacher illustrators have similar competency levels in content knowledge, design of materials, assessment, and professional growth. This means that both teacher writers and teacher illustrators can equally contribute to the development of instructional materials. This result supports the concept of a flexible role assignment, as teachers have balanced competency levels in their profession.

The statistical analysis in Table 15 indicates no significant difference in the teaching skills of Teacher-Writers and Teacher-Illustrators across all domains. Although Teacher-Writers obtained slightly higher mean scores, particularly in Classroom Management (M = 4.00) and Visual Aided Teaching (M = 3.94), all p-values exceeded the .05 significance level. For example, Storytelling and Presentation

showed a p-value of .393, confirming that the difference is not statistically significant.

Table 15. Test of Difference Between the Teaching Skills of Teacher Writers and Illustrators

Teaching Skills	Teacher Writers		Teacher Illustrators		t	p	Cohen's d
	M	SD	M	SD			
Storytelling and Presentation	3.86	1.13	3.44	0.75	0.897	.393	0.468
Instructional Strategy	3.50	1.17	3.04	0.82	1.020	.336	0.452
Classroom Management	4.00	0.96	3.28	0.87	1.780	.109	0.405
Visual Aided Teaching	3.94	1.14	3.22	0.78	1.520	.163	0.474

Note * p < .05

This lack of statistical significance is further contextualized by the Cohen's d values, which ranged from 0.405 to 0.474. These values represent a small-to-medium effect size, suggesting that while a slight lean toward Teacher-Writers exists, it is not substantial enough to categorize the groups as having distinct professional capabilities. This supports the conclusion that professional roles, such as being a writer or an illustrator, do not fundamentally alter a teacher's ability to manage a classroom or implement instructional strategies.

Significant Relationship Between the Competencies and Teaching Skills of Teacher-Writers and Illustrators and Early Literacy Development Among Kindergarten Learners

This study analyzed the relationship between teacher-writers' and illustrators' competencies and kindergarten students' early literacy development using the Pearson Correlation Coefficient in Minitab 14.

Table 16 shows the correlation between teacher-writers' and illustrators' competencies and kindergarten students' early literacy development, including r-values, p-values, and sample size (N=10). Results indicate that teacher-writers' content knowledge has strong to very strong significant relationships with all literacy domains—print and letter awareness (r = .749, p = .013), phonological/phonemic awareness (r = .780, p = .008), word recognition (r = .873, p = .000), and story recall (r = .873, p = .000). This suggests that mastery of subject matter enables teacher-writers to more effectively foster foundational literacy skills in young learners.

Likewise, material design competence was found to have significant positive relationships with all domains of early literacy development, such as print and letter awareness (r = .777, p = .008), phonological/phonemic awareness (r = .795, p = .006), word recognition (r = .840, p = .002), and story recall (r = .856, p = .002). This indicates that well-designed materials can play an important role in helping kindergarten students develop literacy skills. This may be explained by the fact that well-designed materials are more engaging, appropriate, and relevant to learning.

In relation to competence in assessing, there is a significant relationship in story recall (r = .751, p = .012). This implies

that assessment strategies might play an important role in enabling learners to comprehend and narrate a story.

Table 16. Significant Relationship Between the Competencies of Teacher-Writers and Illustrators and Early Literacy Development Among Kindergarten Learners

Competencies		Print & Letter Awareness	Phonological & Phonemic Awareness	Word Recognition	Story Recall
Teacher-Writers					
Content Knowledge	Pearson Correlation	.749*	.780*	.873*	.873*
	Sig. (2-tailed)	.013	.008	.000	.000
	N	10	10	10	10
Material Design Competence	Pearson Correlation	.777*	.795*	.840*	.856*
	Sig. (2-tailed)	.008	.006	.002	.002
	N	10	10	10	10
Assessment Competence	Pearson Correlation	.522	.566	.603	.751*
	Sig. (2-tailed)	.122	.088	.065	.012
	N	10	10	10	10
Professional Growth Competence	Pearson Correlation	.872*	.882*	.859*	.907*
	Sig. (2-tailed)	.000	.000	.001	.000
	N	10	10	10	10
Teacher-Illustrators					
Content Knowledge	Pearson Correlation	.911*	.794*	.919*	.941*
	Sig. (2-tailed)	.000	.006	.000	.000
	N	10	10	10	10
Material Design Competence	Pearson Correlation	.885*	.793*	.857*	.915*
	Sig. (2-tailed)	.000	.006	.002	.000
	N	10	10	10	10
Assessment Competence	Pearson Correlation	.633*	.532	.497	.749*
	Sig. (2-tailed)	.048	.113	.143	.013
	N	10	10	10	10
Professional Growth Competence	Pearson Correlation	.935*	.780*	.787*	.924*
	Sig. (2-tailed)	.000	.008	.007	.000
	N	10	10	10	10

Note * $p < .05$

Moreover, competence in professional growth is found to have very strong significant relationships with all literacy domains, such as print and letter awareness ($r = .872, p = .000$), phonological and phonemic awareness ($r = .882, p = .000$), word recognition ($r = .859, p = .001$), and story recall ($r = .907, p = .000$). This implies that teachers who are actively engaged in professional growth might be more effective in teaching early literacy skills to their students, as they are

constantly learning and improving their strategies to respond to their students' needs.

Additionally, in terms of content knowledge competence, teacher-illustrators demonstrated very strong significant relationships with all literacy domains: print and letter awareness ($r = .911, p = .000$), phonological and phonemic awareness ($r = .794, p = .006$), word recognition ($r = .919, p = .000$), and story recall ($r = .941, p = .000$). This emphasizes the need to master content even if one's role is more on creating visual materials since appropriate and meaningful illustrations play a vital role in helping learners comprehend a concept or develop a specific literacy skill.

Material design competence showed strong significant relationships with all literacy domains, particularly story recall ($r = .915, p = .000$) and print awareness ($r = .885, p = .000$), highlighting the importance of visually engaging materials for young learners. Assessment competence was significantly linked only to print awareness ($r = .633$) and story recall ($r = .749$), underscoring the role of targeted strategies in comprehension. Notably, professional growth competence demonstrated the strongest correlations across all domains ($r \geq .780, p < .01$), suggesting that continuous teacher development is vital for creative and effective instruction.

Overall, content knowledge, material design, and professional growth are consistent drivers of literacy development for both kindergarten students and teacher-creators.

These results emphasize that investing in teacher expertise and ongoing professional development is essential for boosting early literacy outcomes. Furthermore, the findings highlight the need for integrated training programs that strengthen both pedagogical and creative competencies among teachers. Such initiatives can ensure that educators are equipped not only with knowledge but also with the skills to translate this knowledge into engaging and effective literacy instruction.

Table 17 examines how teaching skills—storytelling and presentation, instructional strategies, classroom management, and visual-aided teaching—relate to early literacy development among kindergarten learners. The results typically show that storytelling and presentation skills have strong correlations with story recall, since engaging narration helps children remember and retell stories. Instructional strategies are linked to phonological and phonemic awareness, as varied teaching approaches (e.g., blending, segmenting, rhyming) directly support sound recognition. Classroom management skills correlate with print and letter awareness, because orderly and supportive environments allow children to focus on foundational literacy tasks. Finally, visual-aided teaching skills are associated with word recognition and phonological awareness, as visuals scaffold decoding and strengthen sound-symbol connections.

Overall, Table 17 stresses that teaching skills are not just supportive but integral predictors of literacy outcomes. When teachers combine effective storytelling, structured strategies, strong classroom management, and purposeful visuals, learners are more likely to develop the core skills of early

literacy—recognizing print, decoding words, manipulating sounds, and recalling stories.

Table 17. Significant Relationship Between the Teaching Skills of Teacher-Writers and Illustrators and Early Literacy Development Among Kindergarten Students

Competencies		Print & Letter Awareness	Phonological & Phonemic Awareness	Word Recognition	Story Recall
Teacher-Writers					
Storytelling and Presentation	Pearson Correlation	.052	.638*	.787*	.738*
	Sig. (2-tailed)	.000	.046	.007	.015
	N	10	10	10	10
Instructional Strategy	Pearson Correlation	.011	.328	.573	.655*
	Sig. (2-tailed)	.976	.354	.083	.040
	N	10	10	10	10
Classroom Management	Pearson Correlation	.052	.520	.729*	.714*
	Sig. (2-tailed)	.887	.124	.017	.020
	N	10	10	10	10
Visual Aided Teaching	Pearson Correlation	.172	.280	.466	.446
	Sig. (2-tailed)	.635	.433	.175	.196
	N	10	10	10	10
Teacher-Illustrators					
Storytelling and Presentation	Pearson Correlation	.770*	.301	.757*	.751*
	Sig. (2-tailed)	.009	.398	.011	.012
	N	10	10	10	10
Instructional Strategy	Pearson Correlation	.688*	.192	.635*	.814*
	Sig. (2-tailed)	.028	.596	.049	.004
	N	10	10	10	10
Classroom Management	Pearson Correlation	.724*	.159	.619	.817*
	Sig. (2-tailed)	.018	.661	.056	.004
	N	10	10	10	10
Visual Aided Teaching	Pearson Correlation	.521	.242	.684*	.434
	Sig. (2-tailed)	.123	.500	.029	.210
	N	10	10	10	10

Note * p < .05

Table 17 examines how teaching skills—storytelling and presentation, instructional strategies, classroom management, and visual-aided teaching—relate to early literacy development among kindergarten learners. The results typically show that storytelling and presentation skills have a strong correlation with story recall, since engaging narration helps children remember and retell stories. Instructional strategies are linked to phonological and phonemic awareness, as varied teaching approaches (e.g., blending, segmenting,

rhyiming) directly support sound recognition. Classroom management skills correlate with print and letter awareness, because orderly and supportive environments allow children to focus on foundational literacy tasks. Finally, visual-aided teaching skills are associated with word recognition and phonological awareness, as visuals scaffold decoding and strengthen sound-symbol connections.

Overall, Table 16 highlights that teaching skills are not just supportive but integral predictors of literacy outcomes. When teachers combine effective storytelling, structured strategies, strong classroom management, and purposeful visuals, learners are more likely to develop the core skills of early literacy—recognizing print, decoding words, manipulating sounds, and recalling stories.

IV. CONCLUSION AND RECOMMENDATIONS

The statistical test for competencies showed no significant difference between teacher-writers and teacher-illustrators, which means the null hypothesis was accepted. This indicates that both groups have comparable levels of content knowledge, material design, assessment competence, and professional growth, although teacher-writers had slightly higher mean scores.

For teaching skills, the t-test also indicated no significant difference, therefore the null hypothesis is accepted. This suggests that teacher-writers and illustrators generally share similar teaching abilities, though teacher-writers demonstrated stronger performance in storytelling and classroom management.

Correlation analysis confirmed a significant relationship between teacher competencies and early literacy development, thereby rejecting the null hypothesis. Competencies such as professional growth, assessment, and material design were strongly linked to learners’ print awareness, word recognition, and story recall, showing that teacher expertise directly influence literacy outcomes.

Similarly, teaching skills were [found to have a significant relationship with early literacy development, leading to the rejection of the null hypothesis. Skills such as storytelling, classroom management, and visual-aided teaching were closely associated with learners’ phonological awareness, comprehension, and story recall. Highlighting the importance of effective instructional delivery in fostering literacy growth.

Based on the findings and conclusions, the following recommendations are proposed:

Professional Development Programs. Schools should implement regular training workshops focusing on material design, assessment competence, and literacy-focused teaching strategies. These programs will help teacher-illustrators strengthen their instructional skills while sustaining the strengths of teacher-writers.

Collaborative Teaching and Mentoring. Pairing teacher-writers with illustrators in collaborative teaching projects can maximize their complementary strengths. Writers can share expertise in structured teaching and assessment, while illustrators can contribute creativity and visual design.

Continuous Assessment and Feedback. Teachers should adopt formative assessment tools to monitor learners’ literacy



progress regularly. Providing timely feedback will help identify gaps early and allow for targeted interventions.

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