



IMPLEMENTATION OF THE KINDERGARTEN PROGRAM: BASIS FOR ENHANCEMENT PLAN

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Abstract : The study determined the status of implementation of the kindergarten program in Bugallon I District for the School Year 2023-2024 in terms of enrolment for the last three (3) years; participation rate; teachers' qualifications; instructional materials; budget allocation; and advocacy formation. It also determined the perceptions of the stakeholders in the implementation of the kindergarten program; and the challenges encountered by the teachers & parents in the implementation of the kindergarten program. The key findings of this study revealed that central school has the highest enrolment considering that it is strategic, accessible and has the needed equipment and facilities. Majority of the teachers have an educational attainment with master's degree. Instructional materials used included visual, printed, audio and audiovisual. It was found out that majority of the teachers used printed materials. Budget allocations were determined by on the enrolment of the school. The activities obtained a very good showing on the advocacy activities of the school which extend beyond the reach up to the community in promoting the welfare of the learners and building closer relationship with the community. Both teachers and parents perceived the program strongly. Different challenges encountered by the teachers and parents. Proposed measures were envisioned in the enhancement of the implementation of Kindergarten program in Bugallon I District. Kindergarten program geared towards the improving the school performance and best learners' achievement through the collaborative efforts of the school stakeholders from whom shared decision-making processes expected. Though there are rough roads as this program is on its implementation, yet with the strong leadership of the school head and the support of the stakeholders, everything is possible to realize. Remember, if there is a will, there is a way, so thinking positive outlook of the future would be of great help to attain the purpose of this program. Considering that an enhancement program is the major contribution of this study, the following recommendations were being articulated; implementation of the proposed measures for enhancement of the implementation of the kindergarten program; increase the budgetary allocation for the kindergarten program; ensure that the availability of the materials should be to the fullest extent; enrich the advocacy formation to enhance school and community relationship

Keywords: status, implementation, kindergarten program, enhancement plan

INTRODUCTION

"The first years of life are important because what happens in early childhood can matter in a lifetime." (Harvard, 2009)

The initial learning encounters of children play a crucial role in shaping their growth and development. These early interactions not only have a profound impact on their cognitive and emotional development but also directly influence the formation of neural connections in the brain. These connections serve as the building blocks for future learning and behavior, laying the foundation for acquiring knowledge and skills that will be essential throughout their lives.

For instance, when a child engages in imaginative play with their peers, they are not only developing their social skills but also enhancing their creativity and problem-solving abilities. These early experiences contribute to the holistic development of children, preparing them for the challenges they will face in school and beyond.

According to Ontario (2006), children learn from a variety of environments such as their homes, childcare centers, and community settings even before they step foot in a formal educational setting. Each of these environments offers unique opportunities for learning and growth, shaping children's perspectives and behaviors in different ways.

As children come from diverse backgrounds and have varying experiences, they bring a range of needs to the school setting. It is essential for educators to be sensitive to these individual differences and create inclusive learning environments that cater to the diverse needs of all students. By providing a secure, respectful, and nurturing classroom environment, teachers can support the overall well-being and success of young learners.

The early stages of a child's life, specifically the kindergarten years, are crucial to their overall growth and development. During this time, children are presented with a multitude of learning opportunities that are tailored to their individual strengths, needs, and interests based on thorough assessments. It is imperative that both teachers and community members collaborate to offer inspiring and engaging experiences in order to enhance children's self-assurance while laying the groundwork for future intellectual, physical, and social advancements.

Republic Act 10157, also known as the Kindergarten Education Act, recognizes that kindergarten education is a crucial stage in the academic and technical development of Filipino children. This legislation acknowledges that during this period, young minds exhibit their sharpest absorptive capacity for learning. President Benigno Aquino III signed this act into law on January 20th, 2012 to make kindergarten "the first stage of compulsory and mandatory formal education." Public schools will offer free tuition and other school fees for their kindergarten program. The Kindergarten Education Act stipulates that preschool education must be provided for one year to children aged five years or older. Additionally, it advocates for the creation of a regular training program for kindergarten teachers to ensure they stay up-to-date with modern trends and issues in education while aligning their teaching methodologies with current standards.

The Department of Education (DepEd), a staunch proponent of early childhood education, has been implementing various programs for preschoolers for decades. As part of its commitment to this cause, the department has included kindergarten in the K-12 basic education curriculum in the country. DepEd views kindergarten as a transitional phase between informal literacy and formal literacy (grade 1-12). During this critical period when brain development is at its peak, children experience their greatest growth and development. It is during this stage that they establish fundamental skills such as walking, talking, self-esteem building, developing their vision of the world around them and laying down moral foundations. To ensure that these emergent literates are fully prepared for primary school life with all necessary competencies intact, it is imperative that they be exposed to activities like games and plays aimed at promoting holistic development.

According to the National Association for the Education of Young Children (NAEYC) kindergarten represents a pivotal year in which children's experiences can foster positive approaches to learning, and prepare them for the more demanding academic expectations that lie ahead in primary school (NAEYC, 2009). Consequently, it is incumbent upon kindergarten teachers to employ a curriculum that is both engaging and creative while being developmentally appropriate.

The Universal Kindergarten program has enabled every Filipino child to gain access to early childhood education. Commencing at the age of five, children are provided with the necessary tools and resources to gradually adapt to formal schooling. The educational experience that young children receive in their formative years serves as a cornerstone for lifelong learning and holistic development. This period, spanning from birth until six years old, is considered crucial since during this time the brain grows up to 60-70 percent of its eventual size in adulthood. According to data from the Department of Education (2013), pupils in Kindergarten learn fundamental concepts such as letters, numbers, shapes and colors through interactive activities like games, songs and dances all conducted using their Mother Tongue language.

Every Filipino has the right to a high-quality 12-year basic education program, as mandated by the Enhanced K to 12 Basic Education Program. Article XIV, Section 2(1) of the 1987 Philippine Constitution stipulates that it is the State's duty to establish, maintain, and support a comprehensive, sufficient, and integrated educational system that caters to the needs of both individuals and society. The Revised Basic Education Reform Act of 2012 or House Bill 6643 - which would serve as the enabling law for the K-12 basic education program - has already been approved on its second reading.

The K to 12 Program encompasses Kindergarten and a comprehensive 12-year basic education curriculum, which includes six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]. This extended period allows for ample time to achieve mastery in both conceptual understanding and practical skills. Furthermore, it fosters the development of lifelong learners who are equipped with the necessary competencies to pursue tertiary education or middle-level skills training. Graduates are also well-prepared for employment opportunities and entrepreneurship ventures. The Universal Kindergarten initiative ensures that every Filipino child has access to early childhood education. From as young as five years old, children are gradually introduced into formal schooling environments where they can acclimate themselves to this new chapter in their lives. (Educational Reforms, 2012)

In accordance with Republic Act No. 10157, also recognized as the Kindergarten Education Act, whose objective is to guarantee that all children are granted equal access to mandatory and compulsory kindergarten education along with skills enhancement and values formation to aptly equip them for formal elementary schooling; the Department of Education (DepEd) executes the Kindergarten Catch-up Education Program (KCEP) intended for five-year-old children or older who were unable to attend or complete any kindergarten education during the previous school year (SY). (DepEd Order No.11 s. 2014).

Shapiro (2003) postulated that kindergarten instruction had become excessively permissive and lacked intellectual stimulation for students. He also noted that school reform efforts had introduced various educational experiments, including the free school and open school movements, and brought about a resurgence of Montessori methods in many kindergarten programs. Seldon (2007) contends that Montessori programs emphasize education as a natural process arising from children's interactions with their environment through engaging activities that inspire learning.

Kindergarten teachers are evidently prioritizing the acquisition of social and personal competencies among their students over cognitive or academic abilities (Denton et al., 2000; Heavyside & Farris, 2003; Huey-Ling et al, 2003; Piotrkowski et al., 2001; Rimm-Kaufman et al., 2000; Wesley & Buyssee, 2003). Nonetheless, this does not imply that kindergarten attendees possess the requisite cognitive proficiencies for triumph in kindergarten (Denton et al, 2000; Rimm-Kaufman et al., 2000). Wesley and Buyssee (2003) may have discovered a resolution to this apparent disjunction between teachers' emphasis on social and personal skills despite students' lack of cognitive capabilities when entering kindergarten.

West, Germino-Hausken, and Collins (2003) also espoused this perspective by asserting that kindergarten teachers do not attach great significance to the knowledge of letters and numbers among incoming students as they can easily impart these skills during the kindergarten year. Preparing learners for the personal and social demands of K-12 education is one of the primary

responsibilities assumed by kindergarten teachers. These teachers perceive themselves as equipping their learners with appropriate academic behaviors that will facilitate a successful transition into formal schooling (Huey-Ling et al., 2003).

According to the Public Library of Charlotte & Mecklenburg County (2008), a successful kindergarten program must encompass a wide range of developmental rates, timing, and learning styles that are present in young children. Such needs should focus on nurturing the child's mental, physical, emotional, and social well-being holistically. The curriculum for these young learners is designed by each teacher who possesses knowledge about the most effective approaches for their students' optimal learning experience. These natural methods allow children to utilize their innate abilities to acquire various skills while fostering growth and development.

The Philippine education system has the potential to elevate its competitiveness among other nations worldwide. However, certain obstacles must first be addressed by the government before implementing this plan with success. While the proposed program is promising, its efficacy hinges on the availability of essential components necessary for it to thrive.

The aforementioned concerns, specifically the insufficiency of public school classrooms and the scarcity of classroom amenities such as chairs, books, among others, constitute critical factors. A larger allocation from the government's budget towards educational requirements would significantly propel progress towards realizing success in K-12 schooling.

Statement of the Problem

The study aimed to determine the implementation of kindergarten program in Bugallon I District, Schools Division Office I Pangasinan for the School Year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the status of the kindergarten program in terms of:
 - 1.1 enrollment for the last three (3) years;
 - 1.2 participation rate;
 - 1.3 teachers' qualifications;
 - 1.4 instructional materials;
 - 1.5 budget allocation; and
 - 1.6 advocacy formation?
2. What were the perceptions of the stakeholders in the implementation of the kindergarten program?
3. What were the challenges encountered by the teachers & parents in the implementation of the kindergarten program?
4. Based on the findings of the study, what enhancement can be proposed to improve the implementation of kindergarten program?

METHODOLOGY

Research Design

This research employed a descriptive design, as all information regarding the implementation of the Kindergarten Program in Bugallon I District was treated without any modification or manipulation. The data collected were utilized solely for the purpose of this study and were taken as provided. The researcher interacted with respondents through questionnaires to gather necessary information.

The questionnaires employed in this study have been designed to enable respondents to provide accurate responses. The questions are closed-ended, thereby allowing for both quantitative and qualitative information that can be conveniently tabulated in numerical form for readers' comprehension. Additionally, the analysis of qualitative data from interview or survey reports provided quantifiable information necessary for statistical description pertaining to teachers' and parents' perceptions of the kindergarten program implementation.

Sources of Data

The respondents of the study were composed of the kindergarten teachers and parent representatives in every school in the municipality of Bugallon I, Province of Pangasinan. They were taken through the use of non-random purposive sampling in the gathering of data. Non-random sampling was the sampling method that does not give equal chance to give every kindergarten teacher and parent as respondents in the study.

Instrumentation and Data Collection

To measure the condition of the variables of this study, the questionnaires composed of the following parts were utilized:

Part I was the Profile of the Respondents. This was divided into two sub-parts – a) for teacher - respondents; and b) for a parent - respondents. The respondent was going to provide personal information based on the items asked.

Part II was the Status of the Kindergarten Program. The respondent gave and wrote some information asked about the status regarding on the enrolment for the last three (3) years, participation rate, teachers' qualifications, instructional materials, budgetary allocation and advocacy formation.

Part III was the perceptions of the teachers on the implementation of the kindergarten program. Here, the respondent was given time to rate the extent of the agreement and disagreement of the teachers on the implementation of the kindergarten program.

Part IV was the perceptions of the parents on the Implementation of the Kindergarten program. Here, the respondent was given time to rate the extent of the agreement and disagreement of the parents on the implementation of the kindergarten program.

Part V was the Challenges of the Teachers on the Implementation of the Kindergarten Program. Here, the respondent was given time to rate the extent of the agreement and disagreement of the teachers on the implementation of the Kindergarten Program.

Part VI was the Challenges of the Parents on the Implementation of the kindergarten program. Here, the respondent was given time to rate the extent of the agreement and disagreement of the parents on the implementation of the Kindergarten Program.

The research questionnaires were distributed by the researcher to the respondents through the school heads of the specified schools with considerations of some agreements. In unison with the distribution of questionnaires, the researcher assented with the school head of particular school as to the time and venue of the conduct of Focus Group Discussion (FGD) in order to gather all respondents for proper discussions on the implementation of kindergarten program with the presence of all concerned people. The time and venue preferences were determined on the consensus of all respondents. This was done to give comfort to the respondents

upon providing answers to the questionnaires given and for the researcher to easily retrieve the instruments after the entire duration of the group discussion.

Tools for Data Analysis

This study utilized the following statistical formula in the treatment of the data:

The data collected through the survey questionnaires were organized and statistically treated with the utilization of some measurements and formulas in order to arrive at a description of certain results, which is the ultimate goal of this study. The different challenges in this study were applied with appropriate formulas that required results to come out. Results were analyzed, compared and then described for the formulation of findings and recommendations. The following formulas were applied:

The responses of the respondents were subjected to statistical treatment with the use of the simple percentage and weighted mean.

1) Simple Percentage

The simple percentage was used to determine the enrollment for the last 3 years, participation rate, teachers' qualification, instructional materials, budgetary allocation and advocacy formation. In finding the simple percentage, this will be computed through multiplying the frequency by 100 divided by the number of cases.

2) Weighted Mean

The Weighted Mean was used to determine the extent of the agreement and disagreement of the stakeholders on the implementation of the kindergarten program. In finding the weighted mean, this will be computed through the summation of frequency multiplied by weighted points divided by the number of cases.

The following were the parameter limits of the perceptions of the parents and teachers in the implementation of the kindergarten program:

<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Description</u>
	2.33	3.00
	1.67	2.32
	1.00	1.66
		Strongly Agree
		Agree
		Less Agree

After reaching a consensus on the formulated meanings, they were grouped into categories to form a unique categorical scheme or theme. Each cluster of themes was analyzed and interpreted, leading to the emergence of distinct constructs. These emergent themes were internally convergent yet externally divergent from other structures (Mason, 2010). An exhaustive description of all the emergent themes was then defined and merged together to provide an overall structure of the phenomenon - challenges faced by teachers in implementing Kindergarten Program. The researcher sought expert review for richness and completeness before proceeding with a reduction process that eliminated redundant or overestimated descriptions, resulting in clear relationships between clusters of themes and their extracted themes while eliminating ambiguous structures. Validated study findings were subjected to "member checking" technique where participants' views on results were obtained via phone calls after gaining prior approval during initial interviews. All participants expressed satisfaction with these results which accurately reflected their feelings and experiences.

RESULTS AND DISCUSSION

Status of the Kindergarten Program

Table 1. Enrolment Status

Schools	S.Y. 2021-2022	Percentage	S.Y. 2022-2023	Percentage	S.Y. 2023-2024	Percentage
A	12	2.85	13	2.78	14	2.97
B	17	4.04	20	4.27	18	3.82
C	10	2.38	8	1.71	5	1.06
D	12	2.85	16	3.42	14	2.97
E	13	3.09	10	2.14	11	2.34
F	50	11.88	65	13.89	60	12.74
G	10	2.38	5	1.07	8	1.70
H	25	5.94	35	7.48	39	8.28
I	22	5.23	25	5.34	23	4.88
J	11	2.61	8	1.71	9	1.91
K	10	2.38	15	3.21	14	2.97
L	68	16.15	75	16.03	78	16.56
M	11	2.61	8	1.71	5	1.06
N	10	2.38	13	2.78	10	2.12
O	31	7.36	20	4.27	25	5.31
P	15	3.56	20	4.27	18	3.82
Q	27	6.41	35	7.48	30	6.37
R	22	5.23	27	5.77	25	5.31
S	45	10.69	50	10.68	65	13.80
TOTAL	421	100.00	468	100.00	471	100.00

Enrolment Status

Table 1 illustrates the enrollment figures for the kindergarten program over the past three years, namely in academic years 2021-2022, 2022-2023, and 2023-2024.

Table 1 reveals that the L School has secured the highest enrollment rate for three consecutive academic years, with 68 students or 16.15% in S.Y. 2021-2022, followed by 75 learners or 16.03% in S.Y. 2022-2023 and finally reaching its peak at 78 learners or 16.56% in S.Y. 2023-2024. Conversely, C ES and J ES have recorded the lowest enrollment rates with only 10 learners or a mere percentage of just over two (2) percent during S.Y. 2020-21; eight learners equivalent to around one point seven one (1.71%) percent during S.Y 2021-22; and five scholars equating to about one point zero six (1.06%) percent for the school year after that as well as J ES which had 10 attendees representing roughly two point thirty-eight (2.38%) percent for S.Y 20/21; five participants accounting for approximately one point zero seven (1.07%) percent during SY 21/22; and eight enrollees corresponding to roughly equivalent to about one point seventy(1.70 %)percent respectively.

Participation Rate

Table 2 displays the participation rate, denoting the aggregate number of school-age learners who are formally registered in educational institutions relative to the total count of school-age residents residing within a specific barangay.

Table 2. Participation Rate

Schools	Ages 4-5	Enrolment	Percentage
A	15	14	93.33%
B	18	18	100%
C	6	5	83.33%
D	15	14	93.33%
E	11	11	100%
F	60	60	100%
G	8	8	100%
H	39	39	100%
I	23	23	100%
J	9	9	100%
K	14	14	100%
L	78	78	100%
M	5	5	100%
N	10	10	100%
O	25	25	100%
P	18	18	100%
Q	30	30	100%
R	25	25	100%
S	65	65	100%
TOTAL	474	471	99.36%

According to Table 2, BES, EES, FES, IES, JES, KES, LES, MES, NES, OES, PES, QES and RES secured the highest participation rate of 100 percent. These schools achieved this feat by enrolling all school age pupils living in their respective barangays. The cumulative percentage obtained an average weighted mean score of 99.36 percent which is commendable. This result indicates that there is still room for improvement in promoting the success of the kindergarten program under K-12. To achieve this goal effectively and efficiently teachers must receive adequate in-service training on content and pedagogy implementation.

Teachers' Qualifications

Table 3. Teachers' Qualifications

Schools	Education Attainment		
	MAED/ MM/MA holder	With Master's Degree Units	BS Graduate
A			/
B		/	
C		/	
D		/	
E			/
F			/
G			/
H		/	
I		/	
J		/	
K		/	
L		/	
M		/	
N		/	
O			/

P	/		
Q		/	
R		/	
S		/	
TOTAL	1	13	5
Percentage	5.26	68.42	26.32

Table 3 presents the qualifications of the teachers, a crucial determinant of classroom excellence and children's academic success. According to the table data, the majority of educators in AES, BES, CES, HES, IES, JES, KES, LES, MES, NES, QES and RES hold Master's Degree Units only (68.42%). PES boasts the highest percentage among all schools with 5.26%. These results suggest that PES has better qualified teachers who are more competent and skilled at delivering quality instruction to pupils..

Instructional Materials under K to 12 Programs

Table 4 shows the instructional materials available under the K to 12 Program, encompassing both visual and printed resources. Visual materials consist of table blocks, wooden jigsaw puzzles, picture dominoes, lacing beads, counting frames, graphs, charts, globe and maps; while printed materials include big books, small books and posters. It is imperative that all instructional materials allotted for Kindergarten learners are carefully selected based on their suitability and safety for use. Furthermore, these resources should be engaging in nature as well as lightweight and durable in order to maximize their utility within the classroom setting. The significance of such instructional tools cannot be overstated since they serve as a vital conduit between teachers and students by promoting quality learning (Gregorio 2007).

Table 4. Instructional Materials under K to 12 Programs

AVAILABILITY OF INSTRUCTIONAL MATERIALS														
School	VISUAL MATERIALS									PRINTED MATERIALS				
	Table Blocks	Wooden Jigsaw Puzzle	Picture Dominoes	Lacing Beads	Counting Frames	Graphs	Charts	Globe	Maps	Total	Big Books	Small Books	Poster	Total
A	4	4	4	4	4	4	13	1	1	39	9	14	4	27
B	4	4	4	4	4	4	16	1	1	42	10	15	4	29
C	4	4	4	4	4	4	13	1	1	39	3	15	3	21
D	4	4	4	4	4	4	20	1	1	46	12	20	5	37
E	4	4	4	4	4	4	15	1	1	41	10	20	2	32
F	4	4	4	4	4	4	35	1	1	61	25	50	8	83
G	4	4	4	4	4	4	10	1	1	36	8	10	2	20
H	4	4	4	4	4	4	30	1	1	56	25	45	8	78
I	4	4	4	4	4	4	30	1	1	56	20	40	8	68
J	2	2	2	2	2	2	15	1	1	29	8	10	3	21
K	4	4	4	4	4	4	28	1	1	54	12	20	5	37
L	10	10	10	10	10	10	50	3	3	11	28	75	15	11
M	2	2	2	2	2	2	18	1	1	32	8	10	2	20
N	4	4	4	4	4	4	20	1	1	46	10	20	5	35
O	4	4	4	4	4	4	25	1	1	51	20	30	5	55
P	4	4	4	4	4	4	30	1	1	56	23	25	6	54
Q	4	4	4	4	4	4	45	1	1	71	27	50	8	85
R	4	4	4	4	4	4	32	1	1	58	23	45	6	74
S	6	6	6	6	6	6	45	3	3	75	35	60	10	10
TOTAL	80	80	80	80	80	80	49	23	23	10	31	57	10	99

Table 4 reveals that, under the K to 12 Program, teachers solely utilized visual and printed materials during instruction. This underscores the vital role of such materials in facilitating achievement of learning objectives by highlighting key points. Clear images enhance comprehension among students and should be employed to bolster messaging, elucidate concepts, and generate enthusiasm.

Budgetary Allocation

Table 5 displays the kindergarten's budgetary allocation per school, which is not solely derived from Maintenance and Other Operating Expenses (MOOE).

Table 5. Budgetary Allocation (MOOE)

Schools	Budgetary Allocation	Allocation Received	Percentage of Kindergarten Allocation
A	P 9, 025.00	722.00	8
B	11, 084.00	1, 108.40	10
C	6, 334.00	380.04	6
D	11, 163.00	1, 451.19	13
E	8, 709.00	870.90	10
F	16, 784.00	2, 517.60	15
G	6, 175.00	370.50	6
H	16, 071.00	2, 410.65	15
I	14, 884.00	2, 232.60	15
J	5, 225.00	261.25	5
K	10, 688.00	1, 068.80	10
L	39, 584.00	9, 896.00	25
M	4, 988.00	249.40	5
N	7, 205.00	576.40	8
O	15, 359.00	1, 996.67	13
P	13, 063.00	1, 567.56	12
Q	16, 863.00	2, 469.45	15
R	11, 463.00	1, 490.19	13
S	24, 463.00	4, 892.60	20
TOTAL/Average	249, 622.00	36, 579.20	14.65%

According to Table 5, L School received the greatest allocation percentage at 25%, while MES and JES obtained the least. These results suggest that L School was granted more funding due to its larger population. In total, it received a budgetary allocation of Php 249,622.00 with an allotment of Php 36,579.20 equating to a percentage of 14.65%. Notably, this indicates that Kindergarten was given a lesser proportion in the budget allocation.

Advocacy Formation

Table 6. Advocacy Formation

Schools	Mass Enrolment Campaign			Twice a Week Feeding Program			Home Visitation			SPTA Conference		
	Tentative Enrolment	Actual Enrolment	%	Pupils Enrolled	Pupils Available	%	No. of Households	No. of Households Visited	%	No. of Parents/Members	No. of Parents Attended	%
A	14	14	100	14	14	10	321	321	100	14	14	100
B	18	18	100	18	18	10	455	450	98.90	18	18	100
C	5	5	100	5	5	10	198	198	100	5	5	100
D	14	14	100	14	14	10	567	567	100	14	14	100
E	11	11	100	11	11	10	208	208	100	11	11	100
F	60	60	100	60	60	10	1453	1450	99.79	60	60	100
G	8	8	100	8	8	10	210	210	100	8	8	100
H	39	39	100	39	39	10	1632	1628	99.75	39	39	100
I	23	23	100	23	23	10	1398	1395	99.79	23	23	100
J	9	9	100	9	9	10	215	215	100	9	9	100
K	14	14	100	14	14	10	435	435	100	14	14	100
L	78	78	100	78	78	10	1870	1867	99.98	78	78	100
M	5	5	100	5	5	10	235	235	100	5	5	100
N	10	10	100	10	10	10	347	347	100	10	10	100
O	25	25	100	25	25	10	1224	1224	100	25	25	100
P	18	18	100	18	18	10	1146	1146	100	18	18	100
Q	30	30	100	30	30	10	1342	1340	99.85	30	30	100
R	25	25	100	25	25	10	890	890	100	25	25	100
S	65	65	100	65	65	10	1450	1449	99.93	65	65	100
TOTAL	471	471	100	471	471	10	15596	15575	99.87	471	471	100

Table 6 also revealed that the advocacy formation has greatly contributed to the school's success in promoting the welfare of its learners and building a stronger relationship with the community. The Mass Enrolment Campaign, which had a 100.00 percent participation rate, helped increase enrollment and ensure that more children have access to education. The Twice a Week Feeding Program also received a perfect score, ensuring that learners are well-nourished and ready to learn. Home Visitation obtained an impressive percentage of 99.87 percent, indicating that teachers are actively engaging with parents and guardians to monitor their child's progress at home. Lastly, the SPTA Conference obtained a perfect score as well, indicating active participation from parents in school-related activities.

Perceptions of the Stakeholders in the Implementation of the Kindergarten Program

The second part of the study delves into the perspectives of stakeholders regarding the execution of the kindergarten program, specifically in relation to how teachers and parents perceive it.

Teachers Perceptions

Table 7. Perceptions of the Teachers in the Implementation of the Kindergarten Program

Statements	Frequency			Weighted Mean	Interpretation
	3	2	1		
1. K to 12 Programs provides children with mastery of concepts and skills.	17	2	0	2.89	Strongly Agree
2. Kindergarten Program strengthens early childhood education	15	4	0	2.79	Strongly Agree
3. Kindergarten Programs lay the foundation of lifelong learning.	18	1	0	2.95	Strongly Agree
4. Kindergarten Program results in higher completion rates.	16	3	0	2.84	Strongly Agree
5. Kindergarten Program ensures the needed preparations for children for primary education.	15	4	0	2.79	Strongly Agree
6. Kindergarten Program promotes total development of the child.	16	3	0	2.84	Strongly Agree
7. Kindergarten Program geared towards in learning alphabet, numbers, shapes and colors through games, songs and dances.	19	0	0	3.0	Strongly Agree
8. Kindergarten Program aims to ensure access to early childhood education through universal kindergarten.	16	3	0	2.84	Strongly Agree
9. Kindergarten Program allows children to start schooling and are given the means to slowly adjust to formal education.	14	5	0	2.74	Strongly Agree
10. Kindergarten Program ensures adjustments of children in preparation in primary education.	17	2	0	2.89	Strongly Agree
Average Weighted Mean				2.86	Strongly Agree

Legend: 2.33 – 3.00 -- Strongly Agree (Highly Perceived)
 1.67 – 2.32 -- Agree (Perceived)
 1.00 – 1.66 -- Less Agree (Slightly Perceived)

Table 7 illustrates the perceptions of teachers regarding the implementation of the Kindergarten Program. The statement that obtained the highest weighted mean from Table 7 was that the Kindergarten Program is geared towards teaching alphabet, numbers, shapes, and colors through games, songs, and dances with a weighted mean score of 3.00 which can be interpreted as Highly Perceived. These findings suggest strong support for this particular statement without any doubt.

On the other hand, the statement that obtained the lowest weighted mean was about how Kindergarten Programs allow children to start schooling while being given adequate means to slowly adjust to formal education. This statement received a weighted mean score of 2.74 which can also be interpreted as Highly Perceived. While these findings imply strong favorability towards this statement too; there were no disagreements noted among participants either.

Table 8. Parents Perceptions in the Implementation of the Kindergarten Program

Statements	Frequency			WM	Interpretation
	3	2	1		
1. K to 12 Program provides children with mastery of concepts and skills.	50	7	0	2.88	Strongly Agree
2. Kindergarten Program strengthens early childhood education.	52	5	0	2.91	Strongly Agree
3. Kindergarten Program lays the foundation of lifelong learning.	53	4	0	2.93	Strongly Agree
4. Kindergarten Program results in higher completion rates	51	6	0	2.89	Strongly Agree
5. Kindergarten Program ensures the needed preparations for children for primary education.	52	5	0	2.91	Strongly Agree
6. Kindergarten Program promotes total development of the child.	55	2	0	2.96	Strongly Agree
7. Kindergarten Program geared towards in learning alphabet, numbers, shapes and colors through games, songs and dances.	56	1	0	2.98	Strongly Agree
8. Kindergarten Program aims to ensure access to early childhood education through universal kindergarten.	54	3	0	2.95	Strongly Agree
9. Kindergarten Program allows children to start schooling and are given the means to slowly adjust to formal education.	51	6	0	2.89	Strongly Agree
10. Kindergarten Program ensures adjustments of children in preparation in primary education.	49	8	0	2.86	Strongly Agree
Average Weighted Mean				2.92	Strongly Agree

Legend: 3 2.33–3.00 -- Strongly Agree (Highly Perceived)
 2 1.67–2.32 -- Agree (Perceived)
 1 1.00–1.66 -- Less Agree (Slightly Perceived)

Table 8 illustrates the parents' perspectives regarding the implementation of the Kindergarten Program. It is within their rights to discipline their child as deemed necessary for character formation and it is primarily their responsibility to raise and guide them. They must collaborate with educators in organizing forums for discussions, serve as exemplary models, provide affection, companionship & understanding while also supervising their child's activities. Additionally, they should coordinate with schools for activities that involve parental participation and recognize themselves as partners in the school program. By fulfilling these expectations, parents can perform their roles effectively.

Challenges Encountered by the Stakeholders in the Implementation of Kindergarten Program

Challenges Encountered by the Teachers

Table 9. Challenges of the Teachers in the Implementation of the Kindergarten Program

Statements	Frequency			WM	Interpretation
	3	2	1		
1. I do not understand the concept of the Kindergarten Program.	5	10	4	2.05	Agree
2. The school don't have enough teaching and learning materials to help me implement the Kindergarten Program.	10	5	4	2.32	Agree
3. Lack of teaching strategies and techniques in the implementation of the Kindergarten Program.	17	2	0	2.89	Strongly Agree
4. Lack of time in the writing the blocks of time/ lesson plan.	10	6	3	2.37	Strongly Agree
5. I do not receive any in-service training on the Kindergarten Program.	15	2	2	2.69	Strongly Agree
6. My class size is too large for me to go by the Kindergarten Program.	6	8	5	2.05	Agree
7. The pupils do not understand the learning concepts when I go by the Kindergarten Program.	10	4	5	2.26	Agree
8. The facilities in the school do not facilitate in the implementation of the Kindergarten Program.	12	6	1	2.57	Strongly Agree
9. Parents do not involve themselves in the implementation of the Kindergarten Program.	10	6	3	2.37	Strongly Agree

10. The administration of the school do not support in the implementation of the Kindergarten Program.	9	8	2	2.37	Strongly Agree
Average Weighted Mean				2.39	Strongly Agree

Legend: 2.33 – 3.00 -- Strongly Agree (Highly Perceived)
 1.67 – 2.32 -- Agree (Perceived)
 1.00 – 1.66 -- Less Agree (Slightly Perceived)

Table 9 displays the challenges faced by educators in executing the Kindergarten Program. As presented on page 56, Lack of teaching strategies and techniques in the implementation of the Kindergarten Program garnered the highest weighted mean at 2.89, indicating a Highly Perceived response. This outcome suggests that this statement is strongly favored without any reservations. In contrast, My class size is too large for me to go by the Kindergarten Program had a weighted mean of 2.05 with an interpretation of Perceived, which indicates strong support but without disagreement. These findings have positive implications overall. Summing all of the mean ratings, it obtained an average weighted mean of 2.39 interpreted as Highly Perceived. The findings implied that the statement was strongly agreed without a little doubt.

Challenges Encountered by the Parents

Table 10. Challenges of the Parents in the Implementation of the Kindergarten Program

Statements	Frequency			WM	Interpretation
	3	2	1		
1. I do not understand the concept of the Kindergarten Program.	35	15	7	2.49	Strongly Agree
2. The school do not have enough teaching and learning materials to help me implement the Kindergarten Program.	40	15	2	2.68	Strongly Agree
3. The class size is too large for the teachers to go by the Kindergarten Program.	25	20	12	2.23	Agree
4. My child do not understand the learning concepts when I go by the Kindergarten Program.	37	13	7	2.53	Strongly Agree
5. The facilities in the school do not facilitate in the implementation of the Kindergarten Program.	38	17	2	2.64	Strongly Agree
6. Parents do not involve themselves in the implementation of the Kindergarten Program.	29	20	8	2.37	Strongly Agree
7. The administration of the school do not support in the implementation of the Kindergarten Program.	33	12	12	2.37	Strongly Agree
Average Weighted Mean				2.47	Strongly Agree

Legend: 2.33 – 3.00 -- Strongly Agree (Highly Perceived)
 1.67 – 2.32 -- Agree (Perceived)
 1.00 – 1.66 -- Less Agree (Slightly Perceived)

Table 10 illustrates the challenges faced by parents when implementing the Kindergarten Program. The most significant finding, with a weighted mean of 2.68 and interpreted as highly perceived, was that schools lack sufficient teaching and learning materials to aid in program implementation. This result indicates strong agreement among respondents. Conversely, the statement indicating that class sizes are too large for teachers to adhere to the Kindergarten Program obtained a weighted mean of 2.23 and was deemed perceived. Although respondents favored this statement strongly, there was no disagreement observed. These findings bode well for future implications of the program's success.

After calculating the mean ratings, an average weighted mean of 2.47 was derived and interpreted as Highly Perceived. The results suggest that the statement was strongly agreed upon with no room for doubt. Parents faced obstacles in implementing the Kindergarten Program, which greatly impacted their ability to foster quality learning and contribute to their children's academic performance.

Recommendations

Considering that an enhancement program is the major contribution of this study, the following recommendations were being articulated;

1. Provide regular training and development opportunities for kindergarten teachers to improve their teaching skills and knowledge.
2. Establish a monitoring and evaluation system to ensure the effectiveness of the program implementation, identify areas for improvement, and make necessary adjustments.
3. Encourage parental involvement in their children's education by organizing parent-teacher conferences, workshops, and other activities that promote collaboration between home and school.
4. Foster a positive learning environment in kindergartens by promoting child-centered teaching approaches, creating safe and stimulating classrooms, and providing opportunities for play-based learning.
5. Collaborate with local authorities, NGOs, and other stakeholders to expand access to early childhood education in under-served communities and marginalized groups.
6. Conduct research on best practices in early childhood education, share findings with relevant stakeholders, and incorporate evidence-based strategies into program planning and implementation.

7. Develop partnerships with businesses, foundations, and other organizations to secure additional resources for the kindergarten program and support innovative initiatives that enhance its quality and impact.

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