IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

PEDAGOGICAL APPROACHES COMPETENCE OF KINDERGARTEN TEACHERS IN THE MATATAG CURRICULUM

MARILYN M. MADIA

CHAPTER 1
THE PROBLEM

Rationale

The way little ones are taught and learn has changed significantly in the last two years. Even the curriculum has changed to emphasize the most important competencies as the classrooms have changed. The methods of instruction also required adjustments from everyone. To complement this new approach to teaching and learning, various assessment formats also arose. Everyone expects a different kind of transition because there are so many changes occurring. A new setup requires teachers and pupils to acclimate once more (Seameo Innotech, 2022).

Pedagogy is the theoretical basis for the practice of teaching. This one addresses the learning of children and develops ideas, methodologies, and instructional strategies for the classroom. Yet, since not all teachers are professionally trained in teaching, the majority of them do not own a pedagogy. To shift this paradigm, educationalists and organizations that are dedicated to student success must actuate (Caduceus, 2023). The first step is learning about different teaching strategies. More so, anybody can teach better by using their knowledge of teaching. Once you are well aware of the different methods and their kinds, as a teacher, you will be better able to adjust your curriculum and material according to the needs of the students (Shah, 2023).

While educators widely use pedagogical approaches, some are more suitable and effective than others. Successful methods frequently rely on the specific subject matter to be taught as well as an awareness of the various demands of various learners (Munna & Kalam, 2021). The degree of student participation varies among teachers, and their methods of instruction consist of a sequence of interconnected and progressing actions taken to meet the lesson's goals. Methods are how educators use instructional strategies or classroom exercises to support students' learning (Learning Journals, 2021).

Education is becoming more student-centered and experiential, allowing students to become more responsible and self-directed learners as it continues its shift away from passive learning toward increased student autonomy and active tactics. (Chan

and Lee, 2021). The fundamental principles of the five primary pedagogical approaches are inquiry-based learning, reflective, constructivist, collaborative, and play-based approach, which is active and student-centered by nature (Seameo Innotech, 2022).

For teachers to meet learning goals and objectives, all of these teaching styles must include suitable teaching techniques. The key goals of the learners' holistic development are topic mastery, classroom management, and effective teaching tactics and approaches. Instructors need to be aware of each student's unique characteristics and modify their lessons accordingly (Meng, 2023). To address the diverse learning needs of young learners, the MATATAG Curriculum underscores adaptive and flexible teaching strategies (DepEd 2024). However, we do not leave out the cited inadequacies in the preparation of teachers and the need for ongoing professional development if they are expected to meet the demands of this new curriculum.

About 40% of kindergarten teachers who were part of a 2023 study by Pagtakhan and Santos in the Philippines reported feeling underprepared to implement learner-centered practices based on MATATAG guidelines. This is a sign of low-quality services that the government demands from teachers to deliver; the gap between policy and practice is glaring.

Moreover, an investigation by Ilarde (2022) sheds light on the implementation of the MATATAG Curriculum, which, though heavily and well-designed, has been implemented unevenly with difficulties experienced mostly due to varying skills among teachers. It is with this disparity that some students are better educated than others, something that influences the quality of early childhood education.

According to the arguments presented, a class would cease to exist if the teacher was unable to inspire the students. This means that the teacher can now employ a variety of methods and strategies to help the students not only learn but also take in all of the material and concepts and treat them as new information (Malgapo & Ancheta, 2020).

The New MATATAG Curriculum is heavily focused on critical thinking and learner engagement, and it expects individualized instruction that responds to the needs of a diverse set of students. Aligns instructional philosophy with principles of inclusion, ideation, integration, and innovation. Ready to serve any need that students might have anywhere they may be partaking in their education. It is anchored on vital components of the instruction designing trade processes like — context, connection, creativity, and collaboration, which in turn proffers to enriching kids with high-end motivation orientation, comprehension skills, and teaming. Assessment processes, which are curriculum in-design, lead to formative assessment and feedback approaches while encouraging the student self-reflection necessary for effective learning (Uy et al., 2024).

Constructivism describes instructional practices that support students in generating concepts, constructs, or ideas based on their social experiences or schema. Students' capacity to answer complex scientific issues is improved by this method, which is grounded in science (What Is Constructivism? 2021).

Teachers believed that they possessed a strong constructivist approach, allowing students the ability to work through circumstances on their own. Meanwhile, teachers are still working to a considerable level on encouraging students to apply their schema to solve problems (Carag, 2020). However, Tsehay et al. (2024) discovered that due to a lack of dedication, a lack of resources, the pedagogical preferences of both teachers and students, and insufficient training, teachers had a low degree of constructivism.

The use of play to stimulate many aspects of children's learning and development is highlighted in a play-based curriculum. Through inquiry, discovery, interaction, and problem-solving, play-based learning offers youngsters the chance to form an

understanding of the world around them. Play has a significant role in the holistic development of children, encompassing their cognitive, social, emotional, and physical domains (Tai et al., 2021).

Teacher educators are driven to implement a play-based approach because they see its significance as an educational strategy. Nevertheless, poor knowledge and ability to apply play-based learning in real-world scenarios hinder attempts to integrate it into their activities (Khalil et al., 2022). Furthermore, most educators avoid play-based learning because they think it will take more time and add to their workload (Tuba, 2021).

According to SplashLearn (2024), inquiry-based learning refers to methods or processes in which students are assigned topics to research or tasks requiring them to solve difficulties, draw conclusions, and pose further questions.

Teachers felt that they had a significant amount of success with their inquiry-based approach, in which students are asked questions of both their teachers and other group members and use a variety of information sources to formulate inquiries and explore concepts (Carag, 2020). However, Mohammed (2022) discovered that most teachers believed their inquiry-based approach was inadequate and strongly supported traditional instruction. These findings are detrimental to the practice of inquiry-based teaching.

Collaborative learning is the educational strategy of using groups to improve learning through cooperation. In groups of two or more, students collaborate to find solutions to issues, finish tasks, or pick up new knowledge. Rather than having students memorize facts and statistics by heart, this method actively engages them in the processing and synthesis of knowledge (Andreev, 2024).

Teachers thought they excelled at their collaborative approach, which allows them to work as a group and leverages pupils' prior knowledge to enhance understanding (Carag, 2020). On the other hand, the research conducted by Nasir and Mydin (2023) indicates that the perceived degree of teacher collaboration is at a moderately low level.

Reflective strategies or approaches use activities and situations to help learners reflect on their understanding, prior knowledge, and personal experiences. This approach is espoused by the idea that learners maneuver their learning systems by coping with reflective ideas that would help them understand their lives (Shah, 2023).

Teachers perceived themselves to have a great extent in their reflective approach, where the teacher creates situations where learners feel safe questioning and reflecting on the processes and controlling their learning process by reflecting on their personal experiences (Carag, 2020). However, Bawaneh et al. (2020) found that teachers' perception of the reflective approach was somewhat low.

The perceived degree of different educational approaches among teachers and their profile in terms of age, sex, position, civil status, and quantity of training and seminars do not significantly correlate (Carag, 2020). The respondents' profile reveals that, with a mean age of 51, they are experienced and mature. Married women make up the majority of those surveyed. They have also gone to numerous seminars to improve and expand their knowledge of teaching techniques.

However, the age, gender, and years of experience of teachers had a significant relationship with how they approached primary education (Vázquez-Cano et al., 2023). More specifically, pedagogical approaches were used less frequently by older teachers than by younger teachers. Female teachers had a more active role in creating and implementing lesson plans, while male teachers preferred to concentrate on generic pedagogical approaches. Teachers with more years of experience also showed a lower likelihood of using different instructional approaches.

Furthermore, Carulla (2024) found that there are significant relationships between the teacher's level of practice in using the different pedagogical approaches in early childhood education of the teacher respondents and the profile variables in terms of age, sex, civil status, and years in service. Moreover, Francisco (2020) found that there is a significant relationship between teacher strategy and their position or academic rank.

The study conducted by Tsehay et al. (2024) revealed several barriers that hinder the effective application of constructivist teaching. These include teachers' lack of dedication, large class sizes, insufficient time for active learning, educators' inexperience with constructivist teaching strategies, and a scarcity of educational resources.

One of the biggest issues facing educators is evaluating cooperative learning activities. It becomes impossible to distinguish between individual efforts that surpass or fall short of the whole. Furthermore, the assessment's result is heavily influenced by how well pupils compete against one another. In addition, rather than putting in independent labor, students may depend on others to complete their share of the assignment (Meijer et al., 2020).

According to Shimanza and Muleya (2021), time allocation, a big class size, and low student participation are among the issues that make it difficult to apply the reflective approach. Moreover, there are several obstacles to overcome when implementing inquiry-based techniques, such as managing classrooms, identifying areas of curriculum overlap, overcoming low engagement, and just feeling overpowered by the concept altogether (Victoria, 2022).

Furthermore, according to Nordin & Mohamed (2023), preschool teachers encounter four primary obstacles when attempting to incorporate a play-based approach, which are teacher expertise, availability of materials and instruments, scheduling of time, and absence of support from parents, administration, and the community.

There are a few programs that can be suggested to kindergarten teachers to help them better execute their pedagogical strategy and prepare them to teach content that works. Conscious discipline is one of the effective teaching practices that instructors can learn, and it is emphasized in programs that help pupils get ready for kindergarten and prepare them for it (Shorty & Jikpamu, 2021).

Parviainen et al. (2024) suggest that early childhood educators need individualized professional development (PD) based on the principles of transformative learning, including attention to their needs. A program that includes not only professional development but also operations to optimize the performance of pedagogical approaches. The program would include helping teachers arrange the required equipment to be able to differentiate instruction, as well as think innovatively and utilize digital literacy and teaching strategies that work (Buyong et al., 2020).

Although the success of implementing the MATATAG Curriculum frequently depends on the skill of the participating teachers despite offering a well-defined structure, the pedagogical strategies that kindergarten teachers use and whether these are conducive to achieving new curriculum guidelines need to be explored.

This study aimed to determine the pedagogical approach competence of Kindergarten Teachers in the MATATAG Curriculum of South District, Pasay. This study sought to ascertain the kindergarten teachers' proficiency with the MATATAG Curriculum in South District, Pasay. To identify their areas of weakness and give them suggestions on how to improve.

Moreover, the study can provide valuable insights into the effectiveness of the MATATAG Curriculum and inform policy decisions on early childhood education. Furthermore, the MATATAG Curriculum may be further refined and updated based on

effective methodologies in kinder education. In addition, the results of the study can inform tailored teacher preparation programs to equip teachers with the skills and knowledge required for effective competency-based administration of the MATATAG Curriculum.

Theoretical Framework

For the thesis "Pedagogical Approaches of Kindergarten Teachers in South District, Pasay under the MATATAG Curriculum," three key theoretical frameworks are particularly relevant: Constructivist Theory, Vygotsky's Sociocultural Theory, and Bloom's Taxonomy of Learning Domains. Constructivist theory, as developed by Jean Piaget, emphasizes that children learn best through active engagement with their environment, where they construct knowledge based on experiences. This aligns with the MATATAG Curriculum's child-centered approach, encouraging play-based and exploratory learning methods to match the developmental needs of young learners (Piaget & Inhelder, 2000). Similarly, Vygotsky's Sociocultural Theory highlights the critical role of social interaction and cultural context in learning, particularly through the Zone of Proximal Development (ZPD), where children accomplish tasks with guided support. This framework is reflected in collaborative learning activities and the integration of local culture, which are key elements of the MATATAG Curriculum (Vygotsky, 1978). Lastly, Bloom's Taxonomy of Learning Domains provides a structured approach to designing educational objectives, progressing from basic knowledge recall to higher-order thinking skills like analyzing and creating. Teachers can use this taxonomy to ensure that lessons address the cognitive, affective, and psychomotor aspects of development, fostering holistic growth in children (Anderson & Krathwohl, 2001).

Conceptual Framework

The conceptual framework for the study titled "Pedagogical Approaches of Kindergarten Teachers in South District, Pasay under the MATATAG Curriculum" establishes a structured relationship between the variables under investigation. The framework identifies the independent variable as the profile of respondents, which includes demographic and professional factors such as age, sex, marital status, years in service, position, and the number of relevant training sessions attended. These elements are presumed to influence the dependent variable, which is the pedagogical approaches and competence of kindergarten teachers in implementing the MATATAG Curriculum. The dependent variable specifically encompasses pedagogical approaches characterized by being constructivist, play-based, inquiry-based, reflective, and collaborative.

The framework suggests that the respondents' profiles serve as critical determinants of their effectiveness and adaptability in employing these teaching strategies under the MATATAG Curriculum. For example, years of service and relevant training may enhance teachers' familiarity with innovative, child-centered approaches. At the same time, personal attributes like age and marital status may impact their perspectives and classroom management styles.

Data collection and analysis processes are outlined as essential components of the framework, with the gathered information analyzed using statistical tools such as SPSS. This enables the interpretation of relationships between variables and the

identification of significant patterns or trends. Through this systematic approach, the study aims to draw evidence-based conclusions about how teachers' profiles influence their pedagogical approaches and, by extension, their competence in nurturing holistic, developmentally appropriate learning experiences for kindergarten students.

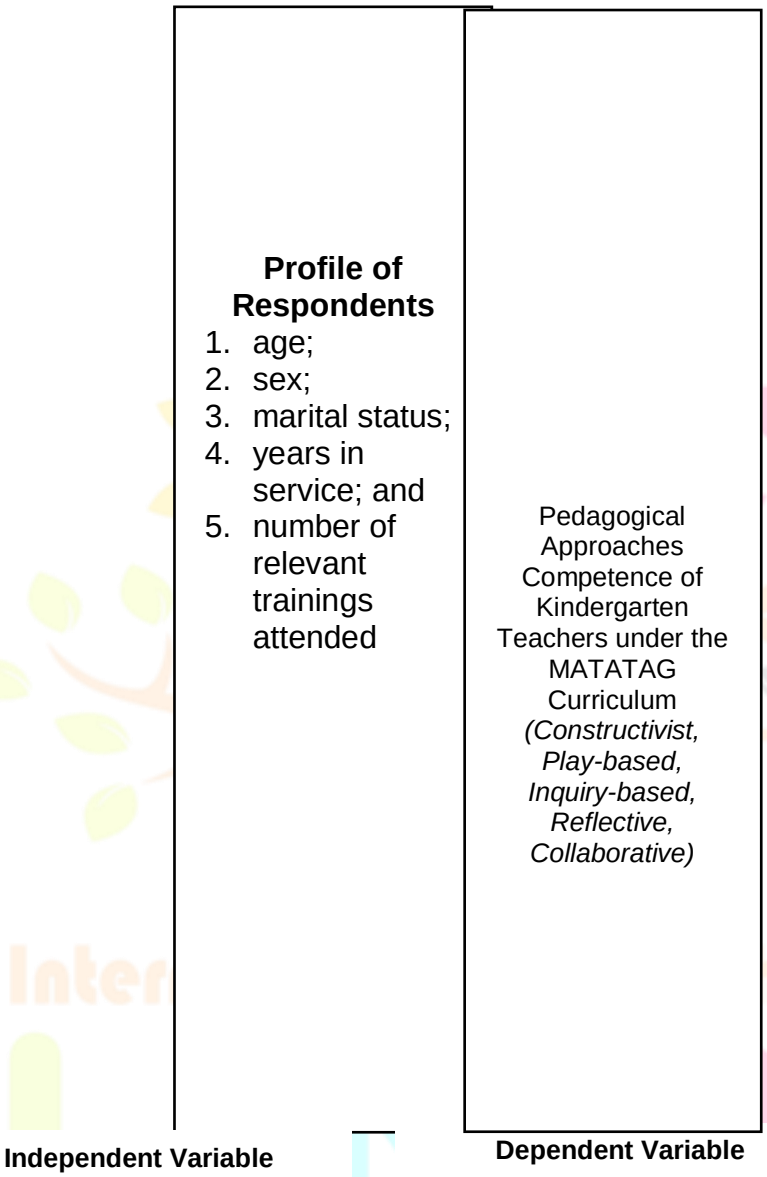

Figure 1. Paradigm of the Study

Statement of the Problem

This study aimed to determine the pedagogical approach competence of Kindergarten Teachers in the MATATAG Curriculum of South District, Pasay. Specifically, it sought to answer the following questions:

What is the profile of the respondents in terms of:

1.1 Age

1.2 Sex;

1.3 Marital Status;

1.4 Years in Service; and

1.5 Number of Relevant Training?

1. What is the respondents' perceived level of pedagogical approaches competence in terms of?
   1.1 Constructivist Approach;
   1.2 Play-based Approach;
   1.3 Inquiry-based Approach;
   1.4 Collaborative Approach; and
   1.5 Reflective Approach?
2. Is there a significant relationship between the perceived level of pedagogical approaches and the profile of respondents?
3. What do teachers encounter in the implementation of these pedagogical approaches?
4. What program can be proposed for the Kindergarten teachers based on the findings of the study?

Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at alpha level 0.05.

1. There is no significant relationship between the perceived level of pedagogical approaches and the profile variables of respondents.

Scope and Delimitation of the Study

he scope and delimitations of this study define its boundaries, focusing on the pedagogical approach competence of kindergarten teachers under the MATATAG Curriculum in South District, Pasay. The study was conducted from the first semester of 2024-2025 to the summer 2024–2025. Its primary objective is to determine the competence of kindergarten teachers in employing various pedagogical approaches in alignment with the MATATAG Curriculum. Specifically, the study seeks to answer key questions related to the respondents' demographic and professional profiles, their perceived competence in specific pedagogical approaches, the relationship between their profiles and their competence, the challenges they encounter in implementing these approaches, and the development of a proposed program based on the findings.

The study is delimited to kindergarten teachers within South District, Pasay, ensuring that the findings are contextually relevant and specific to this geographic and educational setting. It examines six aspects of the teachers' profiles: age, sex, marital status, years in service, position, and number of relevant training sessions attended. Furthermore, it evaluates their perceived competence in five pedagogical approaches central to the MATATAG Curriculum: constructivist, play-based, inquiry-based, collaborative, and reflective approaches. These teaching strategies are critical to fostering a holistic and child-centered learning experience for young learners.

This research is also limited to identifying the challenges teachers face in implementing these approaches, providing a foundation for designing a program to address gaps and enhance their pedagogical competence. While the study focuses on the relationship between teachers' profiles and their perceived competence, it does not include direct classroom observations or measure student outcomes, as the emphasis is on the teachers' self-assessment and experiences.

Significance of the Study

© 2025 IJNRD | Volume 10, Issue 7 July 2025 | ISSN: 2456-4184 | IJNRD.ORG

The following shows how the results of the study are beneficial to the participants and the stakeholders.

School Administrators. The result of the study provides valuable insights into the pedagogical approaches employed by kindergarten teachers under the MATATAG Curriculum. By identifying teachers' levels of competence and the challenges they face, school administrators can design targeted training programs, implement supportive policies, and allocate appropriate resources to improve instructional practices. This, in turn, enhances the overall quality of education in South District, Pasay.

Teachers. The result of the study highlights the strengths and areas for development in the pedagogical practices of kindergarten teachers. It allows them to reflect on their use of constructivist, play-based, inquiry-based, reflective, and collaborative approaches, providing opportunities for professional growth. The findings serve as a guide for refining teaching strategies and aligning practices with the MATATAG Curriculum to meet the needs of their learners better.

Learners. The result of the study emphasizes the importance of improving instructional quality, ensuring that learners benefit from meaningful and developmentally appropriate learning experiences. Through the enhancement of teachers' pedagogical competence, young learners are provided with a nurturing environment that fosters their holistic development, including critical thinking, creativity, collaboration, and foundational skills essential for lifelong learning.

Researchers. The result of the study contributes to the existing body of knowledge on early childhood education and the implementation of the MATATAG Curriculum. It provides empirical data that future researchers can build upon to explore similar contexts, conduct comparative studies, or investigate related topics in other regions or educational settings.

Stakeholders. The result of the study underscores the importance of collaborative efforts among stakeholders, such as policymakers, local government units, and community leaders, in enhancing kindergarten education. The findings can inform decision-making and support programs aimed at addressing the needs of teachers and learners, ensuring the successful implementation of the MATATAG Curriculum.

Parents. The result of the study reassures parents that competent and well-equipped teachers are teaching their children. By addressing the challenges in teaching approaches, the study contributes to fostering a positive and supportive learning environment for young learners. It also encourages parents to become more actively involved in their children's education, strengthening the partnership between home and school.

Future Researchers. The result of the study provides a solid foundation for future research on related topics. The findings, methodology, and recommendations can guide subsequent studies aimed at further evaluating and improving pedagogical practices in early childhood education. Additionally, it opens avenues for examining the long-term effects of the MATATAG Curriculum on learners' development and educational outcomes.

Definition of Terms

Pedagogical Approaches. It refers to the methods and strategies that teachers use to facilitate learning, which are based on educational theories and tailored to meet the developmental needs of students (Loughran, 2019). In this study, it refers to the specific teaching methods employed by kindergarten teachers in South District, Pasay, including constructivist, play-based, inquiry-based, reflective, and collaborative approaches, as mandated by the MATATAG Curriculum.

Competence. It refers to the ability to effectively perform a specific task or role, often encompassing knowledge, skills, and attitudes required for successful execution (Schleicher, 2019). In this study, it refers to the kindergarten teachers' perceived ability to implement pedagogical approaches effectively under the MATATAG Curriculum, ensuring the holistic development of their learners.

Connection. It refers to the relationship or link between two or more things that allow for mutual interaction or understanding (Cambridge Dictionary, 2019). In this study, it refers to the ability of teachers to establish meaningful links between concepts, subjects, and real-world applications in their instructional design.

Collaboration. It refers to the act of working together with others to achieve a common goal or complete a task (Merriam-Webster, 2019). In this study, it refers to the practice of engaging learners in group activities or cooperative tasks that promote teamwork and shared responsibility in the learning process.

Kindergarten. It refers to an early childhood educational program designed for children typically aged four to six, aimed at preparing them for primary school through structured play, social interaction, and foundational learning activities (National Association for the Education of Young Children [NAEYC], 2019). In this study, it refers to the educational setting within South District, Pasay where the MATATAG Curriculum is implemented for young learners to foster their cognitive, emotional, and social development..

Kindergarten Teacher. It refers to an educator trained to teach young children in kindergarten, focusing on their foundational learning and holistic development (Shonkoff & Fisher, 2019). In this study, it refers to teachers in South District, Pasay responsible for delivering lessons using the pedagogical approaches prescribed in the MATATAG Curriculum and fostering well-rounded education for kindergarten learners.

Promote. It refers to the act of encouraging or advancing a cause, practice, or idea, often through active support or implementation (Cambridge Dictionary, 2021). In this study, it refers to the efforts of kindergarten teachers in South District, Pasay to advocate for and implement effective pedagogical approaches to improve the quality of early childhood education.

Well-rounded Education. It refers to an educational approach that addresses multiple aspects of a child's development, including cognitive, emotional, social, and physical growth, to prepare them for lifelong learning (World Bank, 2019). In this study, it refers to the goal of the MATATAG Curriculum in kindergarten classrooms to develop learners holistically by integrating diverse and interactive pedagogical approaches.

MATATAG Curriculum. It refers to a structured educational program introduced by the Department of Education in the Philippines, focusing on the mastery of foundational skills, character formation, and resilience in learners (Department of Education, 2022). In this study, it refers to the curriculum implemented in kindergarten classrooms in South District, Pasay that emphasizes child-centered teaching approaches, aiming to develop competent, collaborative, and reflective learners.

CHAPTER 2

METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

Research Design

The research design employed in this study is a descriptive-correlational design. This design involves two key aspects: describing the characteristics of variables and determining the relationships between them. In the context of this research, the descriptive aspect focuses on presenting the profiles of kindergarten teachers, including their age, sex, marital status, years in service, position, and relevant training. Additionally, it examines their perceived competence in utilizing pedagogical approaches such as constructivist, play-based, inquiry-based, reflective, and collaborative methods. The correlational aspect investigates whether there is a significant relationship between the teachers' profiles and their pedagogical competence.

The descriptive-correlational design is appropriate for this study because it aligns with the research objectives and questions. This design allows the researchers to capture a comprehensive understanding of the variables under study without manipulating them, making it suitable for examining natural occurrences within the educational context (Creswell & Creswell, 2021). It provides a systematic way of analyzing whether specific teacher characteristics influence their competence in implementing the MATATAG Curriculum. For instance, the design helps identify patterns or trends, such as whether years of teaching experience or the number of relevant training sessions attended correlate with higher levels of competence in pedagogical approaches. This knowledge is crucial in understanding the factors that contribute to effective teaching and in crafting targeted interventions.

Moreover, the descriptive-correlational design does not seek to establish causation but rather identifies relationships that may guide future studies or inform policy-making. This makes it a practical choice for addressing the research questions, particularly in exploring challenges teachers face in implementing pedagogical approaches and proposing solutions based on findings. According to Loeb et al. (2019), correlational studies are especially useful in education as they help researchers identify variables that may predict or contribute to desired outcomes, such as improved teaching competence or learner development.

By employing this design, the study provides valuable insights into the interplay between teachers' profiles and their pedagogical approaches, offering evidence-based recommendations for school administrators, policymakers, and stakeholders to enhance the implementation of the MATATAG Curriculum.

Sources of Data

Locale of the Study

The location of this study is Bolinao, a municipality located in the province of Pangasinan, Philippines. Bolinao is known for its rich cultural heritage, scenic landscapes, and growing educational infrastructure. Specifically, the study focuses on the kindergarten teachers within South District, Pasay, which is one of the clusters under the jurisdiction of the local education office. The locality is characterized by a mix of urban and rural areas, with varying access to educational resources, which makes it a significant area of focus for educational research.

South District, Pasay encompasses several schools that serve a diverse population of young learners. The region is home to a large number of public elementary schools, where the MATATAG Curriculum is being implemented at the kindergarten level. This curriculum, launched by the Department of Education (DepEd), aims to provide a solid foundation for early childhood education, focusing on developing key competencies in children through a child-centered approach. The locality of Bolinao is particularly relevant for the study because it offers a unique context where educators must adapt their teaching methods to the specific needs of their students, many of whom may come from varying socio-economic backgrounds.

The implementation of the MATATAG Curriculum in this locality reflects a significant effort by the Department of Education to improve early childhood education in the region. Given Bolinao's rural and semi-urban setting, teachers in the area may face unique challenges in terms of access to professional development opportunities, teaching materials, and support structures. Understanding these challenges is crucial to the research, as it helps to explore the factors influencing the pedagogical competence of kindergarten teachers. Furthermore, the diversity of the students in this area—ranging from urban to rural backgrounds—provides an interesting lens through which to examine how teachers adjust their pedagogical strategies to meet the varied needs of their learners under the MATATAG framework.

Population Sampling

The sampling technique used in this study is cluster sampling. Cluster sampling is a probability sampling method where the population is divided into smaller groups or clusters, and a random selection of these clusters is studied instead of surveying the entire population (Etikan & Bala, 2019). In this study, the clusters represent the schools within South District, Pasay, which are geographically grouped and managed under the local educational framework.

Cluster sampling is suitable for this research due to its practicality and efficiency in studying a population distributed across multiple schools in South District, Pasay. Conducting a census of all kindergarten teachers in the district would require extensive resources and time. By focusing on randomly selected schools (clusters) within the district, this technique ensures that the sample remains representative of the population while reducing logistical challenges. As Taherdoost (2020) notes, cluster sampling is particularly advantageous in educational research when the population is naturally divided into groups, such as schools or districts, and when these clusters are similar in characteristics related to the research focus.

In the context of the thesis, the clusters chosen are composed of kindergarten teachers who implement the MATATAG Curriculum in their respective schools. This approach allows the study to capture insights into the teaching practices and competence of teachers within these clusters while maintaining representativeness. Moreover, since all schools in South District, Pasay are bound by the same curriculum framework and educational policies, the homogeneity of the clusters strengthens the reliability of the findings. This ensures that variations observed in the study are likely due to differences in teacher profiles or pedagogical approaches rather than systemic disparities between schools.

Furthermore, cluster sampling aligns with the goal of this research, which aims to examine the relationship between teacher profiles and their pedagogical competence while also identifying challenges in implementing the MATATAG Curriculum. By leveraging this sampling technique, the study can efficiently gather data from a manageable number of schools and teachers without

compromising the depth or quality of the analysis. As highlighted by Sharma (2021), cluster sampling is ideal for studies that require an in-depth understanding of specific groups within a larger population, making it highly appropriate for this thesis.

Instrumentation and Data Collection

In this study, the data collection process utilized a self-made questionnaire specifically designed to align with the MATATAG Curriculum framework, as outlined in the MATATAG Shaping Paper. The decision to employ a self-constructed instrument was guided by the need to address the specific objectives of the research, particularly in assessing the pedagogical competence of kindergarten teachers under the curriculum's unique parameters. The questionnaire was carefully crafted to reflect the critical components of the pedagogical approaches emphasized in the MATATAG Curriculum, such as constructivist, play-based, inquiry-based, reflective, and collaborative strategies. This alignment ensured that the instrument captured the most relevant aspects of teaching practices and challenges encountered in the implementation of the curriculum.

To ensure the validity and reliability of the instrument, it underwent a rigorous validation process by a panel of three experts. These experts, who were specialists in early childhood education and curriculum implementation, evaluated the questionnaire using a 10-item validation tool.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

.

This process ensured that the questionnaire met the highest standards of academic rigor and was suitable for capturing accurate and meaningful data. The validation provided valuable feedback, leading to refinements in the instrument to improve its coherence and effectiveness. According to Taherdoost (2020), expert validation is an essential step in questionnaire development as it strengthens the credibility of the data collected and enhances the overall quality of the research.

The questionnaire was administered using Google Forms, an online platform that offers a convenient and efficient method of data collection. This approach was particularly advantageous given the geographical dispersion of the respondents in South District, Pasay. Using Google Forms allowed for easy distribution of the questionnaire and ensured accessibility for the respondents, even in remote areas. Moreover, the platform's features, such as automated data organization and response tracking, streamlined the data collection process and minimized the risk of errors during data entry. In the context of educational research, online tools like Google Forms have become increasingly popular due to their ability to facilitate quick and cost-effective data gathering (Bryman, 2021).

The questionnaire itself was structured into sections corresponding to the research questions. The first section focused on gathering the demographic profiles of the respondents, including their age, sex, marital status, years in service, position, and relevant training attended. The subsequent sections assessed the respondents' perceived competence in implementing the MATATAG Curriculum's pedagogical approaches. Items were constructed using a Likert scale to capture nuanced responses, enabling the researchers to measure the levels of competence and identify patterns or trends.

To facilitate the efficient and accessible administration of the questionnaire, it was distributed online using Google Forms. This method was chosen to overcome logistical challenges, such as the geographical dispersion of schools within South District, Pasay, and to ensure that respondents could participate conveniently. Google Forms also allowed for automated data collection and organization, reducing the risk of errors during data entry and enabling the researcher to analyze responses promptly.

In addition, an online platform should be used that is aligned with the MATATAG Agenda's focus on innovative and adaptive approaches to education. The digital administration of the questionnaire showcased the integration of technology in educational research, reflecting a modern approach consistent with the principles of the study (Creswell & Creswell, 2018). The combination of expert validation and accessible digital distribution ensured that the data collected were both reliable and representative of the respondents' experiences.

Result of research Instrument validation

Result of research Instrument validation

Indicators	Mean	Descriptive Equivalent
1. The directions are clear in all sections of the gathering instrument.	4.6	High
2. Each item is clearly stated.	4.3	High
3. Each item is readable, i.e., the items are easily read.	4.9	Very High
4. Each item is attractive; enough space is provided to avoid crowding among the items.	4.4	High
5. The data gathering instrument is comprehensive, i.e., covered all areas important to the study.	4.9	Very High
6. Each item is focused on a particular thought or idea.	4.4	High
7. The items are objective, i.e., the responses to be elicited are neither biased nor reactive.	4.2	High
8. The items are formulated per the study's explicit and implicit objectives.	4.8	Very High
9. The items are systematically arranged according to a desirable sequence.	4.6	Very High
10. The items do not overlap with each other; no duplication of items is observed.	4.9	Very High
Overall mean	**4.60**	**Very High**

Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problems 2, the perceived level of pedagogical approaches competence, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.49	Highly Competent (HC)
3	2.51 – 3.49	Competent (C)
2	1.51 – 2.49	Slightly Competent (SC)
1	1.00 – 1.49	Not Competent (NC)

To answer sub-problem 4 and to test if there is a significant relationship between the perceived level of pedagogical approaches and the profile of respondents, Pearson-R, Point Biserial, and Spearman-rho were utilized.

To answer sub-problem number 5, the encounter in the implementation of pedagogical approaches, the weighted mean was computed; Mean and Rank are described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Serious (ES)
4	3.51 – 4.50	Very Serious (VS)
3	2.51 – 3.50	Serious (SoS)
2	1.51 – 2.50	Slightly Serious (SlS)
1	1.00 – 1.50	Not Serious (NS)

To answer sub-problem number 6, recommendations and a plan of action were proposed.

Ethical Consideration

Ethical considerations are a critical component of this study, ensuring that all aspects of the research adhere to established ethical principles and respect the rights and dignity of the participants. In the context of the thesis entitled "Pedagogical Approaches of Kindergarten Teachers in South District, Pasay under the MATATAG Curriculum," the researchers prioritized ethical standards to maintain the integrity of the study and protect the welfare of the respondents. Given the involvement of human participants, specifically kindergarten teachers, the study adhered to ethical guidelines focused on informed consent, confidentiality, and transparency throughout the research process.

First and foremost, informed consent was a foundational ethical principle upheld in this study. All respondents were provided with clear and comprehensive information about the research objectives, procedures, potential risks, and benefits before participating. This information was shared through an informed consent form, which the respondents were required to read and acknowledge. Participation in the study was entirely voluntary, with teachers given the freedom to withdraw at any stage without any repercussions. By ensuring that respondents fully understood their role in the study and willingly consented to participate, the researchers upheld their right to autonomy, as emphasized by Creswell and Creswell (2021).

Confidentiality and privacy were also prioritized throughout the research process. The questionnaire, administered through Google Forms, was designed to ensure that the personal information provided by the respondents was kept anonymous and secure. No identifying details were included in the analysis or presentation of the data, and responses were stored in a secure, password-protected database accessible only to the researchers. This commitment to confidentiality helped foster trust between the researchers and respondents, encouraging honest and accurate responses while safeguarding the participants' privacy.

Another key ethical consideration was avoiding harm to participants. The study ensured that all questions in the self-made questionnaire were neutral, non-intrusive, and designed to gather data relevant to the research objectives. The validation process by

experts further ensured that the questions were appropriate and would not cause discomfort or stress to the respondents. Additionally, the researchers-maintained transparency by openly communicating the purpose of the study and the intended use of the data, aligning with ethical standards for fairness and honesty in research.

Lastly, the researchers sought approval from relevant authorities, such as the district education office, before conducting the study. This step ensured that the research complied with institutional policies and gained support from local stakeholders. By involving these authorities, the study demonstrated its commitment to ethical research practices and gained credibility within the educational community.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Profile of the Respondents

Table 1 presents the age distribution of the respondents, revealing that a majority (61.1%) of the Grade 3 teachers in South District, Pasay are aged 26 to 35 years old. Teachers aged 36 to 45 years old constitute 33.3% of the population, while the smallest group, comprising 5.6%, falls within the 46 to 55 years age bracket. This distribution indicates that the teaching workforce is predominantly composed of young to mid-career educators.

The predominance of younger teachers in the district suggests a workforce likely to be more open to adopting innovative pedagogical approaches, aligning with findings from Vázquez-Cano et al. (2023), which suggest that younger teachers tend to use a greater variety of instructional strategies. The presence of a smaller proportion of older teachers could reflect challenges in recruiting or retaining more experienced educators or perhaps a trend toward younger entrants into the teaching profession.

Studies highlight that age is a critical factor in the adoption of modern pedagogical approaches, with younger educators often showing greater enthusiasm for learner-centered methods, such as inquiry-based and collaborative learning (Francisco, 2020). In contrast, older teachers, who may have more traditional training, might require additional professional development to adapt effectively to the MATATAG Curriculum's demands (Carulla, 2024).

The MATATAG Curriculum's emphasis on adaptive and student-centered learning strategies requires teachers to be flexible and proactive. According to DepEd (2024), professional development programs tailored to diverse age groups and experience levels are essential to ensure that all educators, regardless of age, can implement the curriculum effectively. Therefore, the data in Table 1 underscores the importance of creating age-appropriate and competency-focused training to bridge gaps in pedagogical practices.

These findings align with the broader rationale of the study, which seeks to identify how teacher demographics, such as age, influence their pedagogical approaches and proficiency within the MATATAG Curriculum framework. They also emphasize

the need for continuous professional development that respects the diversity in teachers' experience levels and readiness for pedagogical innovation.

Table 1. Profile of the respondents in terms of Age

Age	Frequency	Percent
26 to 35 years old	**11**	**61.1**
36 to 45 years old	6	33.3
46 to 55 years old	1	5.6
Total	**18**	**100.0**

Table 2 illustrates the profile of respondents in terms of sex, revealing that the majority of the respondents in the study were female, constituting 83.3% of the population (15 out of 18). In comparison, male respondents accounted for only 16.7% (3 out of 18). This data underscores the dominance of female educators in the teaching profession, particularly in the context of Grade 3 teachers within the South District, Pasay under the MATATAG Curriculum.

The prevalence of female teachers aligns with broader trends observed in early childhood and primary education, where the teaching workforce is predominantly female. According to research by Carag (2020), this gender imbalance often reflects societal norms and expectations, as women are traditionally associated with nurturing and caregiving roles, which are valued in educational settings. Moreover, studies by Vázquez-Cano et al. (2023) and Francisco (2020) suggest that female teachers often play a more active role in developing and implementing lesson plans compared to their male counterparts, who may lean toward broader pedagogical strategies.

The predominance of women in teaching roles can significantly influence the instructional dynamics and approaches used in classrooms. For instance, research by Meng (2023) highlights that female teachers tend to be more attuned to the diverse needs of learners and are likely to adopt student-centered approaches, which are essential in the MATATAG Curriculum's emphasis on inclusivity and adaptability. Additionally, Khalil et al. (2022) note that female educators often excel in applying play-based and inquiry-based learning methods, which are foundational to promoting critical thinking and learner engagement.

However, the underrepresentation of male teachers, as evidenced in this study, might suggest a missed opportunity for gender-diverse perspectives in teaching strategies. Studies by Tsehay et al. (2024) and Ilarde (2022) emphasize that diversity in teaching teams can enrich pedagogical practices by incorporating varied viewpoints and approaches. Addressing this imbalance may contribute to a more holistic and inclusive educational environment for students.

In conclusion, the gender profile of respondents in this study reflects existing trends in primary education and highlights the significant role of female educators in implementing the MATATAG Curriculum. These findings reinforce the need to support all teachers through professional development tailored to their strengths and challenges, ensuring effective curriculum delivery and fostering equitable learning experiences for diverse learners.

Table 2. Profile of the respondents in terms of Sex

Sex	Frequency	Percent
Male	3	16.7
Female	**15**	**83.3**
Total	**18**	**100.0**

Table 3 presents the respondents' marital status profiles. It shows that among the 18 participants, the majority (14, or 77.8%) are married, while a smaller proportion (4, or 22.2%) are single. This finding indicates that most respondents are likely to have established family responsibilities alongside their professional obligations.

The predominance of married teachers in the study aligns with findings from Carag (2020), which suggest that married educators often bring a balanced perspective to classroom management and curriculum implementation. Married teachers, particularly in community-based school settings, tend to possess a broader understanding of students' sociocultural needs due to their familial experiences (Carulla, 2024). However, it is crucial to note that marital status itself does not significantly correlate with the degree of pedagogical competence, as highlighted in studies by Tsehay et al. (2024), where barriers such as inadequate resources and training were found to have a greater impact.

In the context of the MATATAG curriculum, which emphasizes inclusivity and adaptability, the marital status of teachers might indirectly influence their approach to professional development and classroom strategies. Married teachers might exhibit heightened empathy and patience, traits essential in fostering the constructivist and reflective approaches central to the MATATAG framework (Shah, 2023; Uy et al., 2024). Conversely, single teachers, often characterized as having fewer external responsibilities, may be more inclined to invest time in advanced training and experimentation with innovative teaching strategies (Meng, 2023).

These findings reinforce the need for professional development programs tailored to the diverse profiles of teachers. As Francisco (2020) emphasizes, acknowledging the unique circumstances and challenges faced by educators based on demographic factors, including marital status, can lead to better-targeted support and improved instructional outcomes. With the MATATAG curriculum's demands for teacher adaptability, leveraging the strengths of teachers from varied personal backgrounds becomes vital for addressing the holistic needs of learners in diverse settings.

Table 3. Profile of the respondents in terms of Marital Status

Civil Status	Frequency	Percent
Single	4	22.2
Married	**14**	**77.8**
Total	**18**	**100.0**

Table 4 illustrates the profile of the respondents in terms of their length of service as Grade 3 teachers under the MATATAG Curriculum in South District, Pasay. The data shows that the majority of the respondents (38.9%) have been teaching for 4 to 8 years, followed by those with 9 to 14 years of teaching experience (33.3%). A smaller proportion, 16.7%, have less than three years of teaching experience, while only 11.1% have been teaching for 15 years or more. This distribution indicates a predominantly mid-level experience group among the respondents, with fewer highly experienced or novice teachers.

The variation in length of service among the respondents is significant as teaching experience often influences the ability to implement instructional strategies effectively. According to Vázquez-Cano et al. (2023), years of teaching experience significantly affect the use of different pedagogical approaches. Teachers with fewer years of service may demonstrate a greater openness to innovative methodologies, as noted in the findings of Francisco (2020), while more experienced educators may rely on established practices. This aligns with findings by Tsehay et al. (2024), which reveal that novice teachers often face challenges related to resource availability but may have higher levels of adaptability to newer curricula, such as the MATATAG framework.

The MATATAG Curriculum, emphasizing adaptive and flexible teaching methods, requires teachers to continuously develop their skills and modify instructional approaches to meet diverse learner needs (DepEd, 2024). However, the study by Ilarde (2022) highlights that varying teacher competencies often result in unequal curriculum implementation, with mid-career educators possibly finding a balance between adopting new strategies and utilizing their accumulated experience.

The predominance of mid-level experience within the sample suggests an opportunity for targeted professional development interventions. Programs designed to address gaps identified in teachers' pedagogical competencies—such as inquiry-based or constructivist approaches, which some educators may struggle to implement effectively (Tsehay et al., 2024; Mohammed, 2022)—can benefit this group. Furthermore, studies like those by Buyong et al. (2020) and Parviainen et al. (2024) emphasize the need for individualized and transformative professional development programs to enhance instructional alignment with curriculum goals.

Finally, given the critical role of teaching experience in shaping instructional delivery, the Bolinao District's teacher profile suggests the need to bridge the disparity between policy and practice in implementing the MATATAG Curriculum (Pagtakhan & Santos, 2023). By leveraging the collective strengths of mid-career teachers and addressing the needs of both novice and seasoned educators, the district can further enhance educational outcomes.

Table 4. Profile of the respondents in terms of Length of Service

Length of Service	Frequency	Percent
3 years and below	3	16.7
4 to 8 years	7	38.9
9 to 14 years	6	33.3
15 years and above	2	11.1
Total	**18**	**100.0**

Table 5 presents the profile of the respondents based on their relevant training, highlighting the frequency and percentage distribution of training sessions attended. The data reveals that half of the respondents (50.0%) had attended 10 or fewer training sessions, indicating a limited exposure to professional development opportunities. This is followed by 27.8% of respondents who participated in 11 to 20 training sessions. Notably, only 11.0% of the respondents underwent more than 40 training sessions, with smaller proportions (5.6% each) falling into the ranges of 21 to 30 and 31 to 40 training sessions. Overall, the total respondents numbered 18, emphasizing varying levels of training exposure among the group.

The limited number of teachers with extensive training aligns with findings from Ilarde (2022), who noted disparities in teacher preparation as a challenge in implementing the MATATAG Curriculum. These disparities often result in uneven teaching

quality, potentially affecting the curriculum's effectiveness in addressing diverse learner needs. Furthermore, Pagtakhan and Santos (2023) observed that a significant percentage of educators felt underprepared to implement learner-centered strategies, underscoring the critical role of continuous professional development.

This data suggests a gap in sustained training opportunities, which is essential for fostering competency in adaptive and flexible instructional methods, as emphasized in the MATATAG Curriculum (DepEd, 2024). Studies by Tsehay et al. (2024) and Khalil et al. (2022) further corroborate that inadequate training and lack of resources hinder the effective application of advanced pedagogical approaches, such as constructivist and play-based learning.

Addressing this issue requires targeted interventions, such as individualized professional development programs tailored to teachers' specific needs (Parviainen et al., 2024). Such programs could bridge the gap between policy expectations and practical implementation, ensuring that teachers are better equipped to deliver quality education and meet the demands of a dynamic curriculum.

Table 5. Profile of the respondents in terms of Relevant Training

Relevant Training	Frequency	Percent
10 and below	**9**	**50.0**
11 to 20	5	27.8
21 to 30	1	5.6
31 to 40	1	5.6
41 to 50	2	11.0
Total	**18**	**100.0**

Pedagogical Approaches Competence of Kindergarten Teachers under the MATATAG Curriculum

Table 6 presents the perceived level of Kindergarten teachers' competence in terms of constructivist indicators under the MATATAG Curriculum. The data reflects that teachers are highly competent in several key areas, with average scores consistently showing strong proficiency. The indicators focus on practices that allow students to build their own understanding through experiences, engage in critical thinking, provide scaffolding, relate lessons to real-life situations, and use formative assessments.

The first indicator, "Design lessons that allow students to construct their own understanding and knowledge through experiences," received a weighted mean of 4.28, signifying a "Highly Competent" level. This suggests that teachers are skilled at creating opportunities for students to learn through hands-on, experiential activities, which aligns with constructivist principles. According to Chan and Lee (2021), this approach supports active student engagement and autonomy, allowing learners to build knowledge based on their personal experiences.

The second indicator, "Engage students in activities that require critical thinking and problem-solving," garnered the highest score at 4.33, again indicating a "Highly Competent" level. This emphasizes that teachers are successfully incorporating methods that challenge students to think critically and solve problems, key tenets of the constructivist approach. As Carag (2020) points out, inquiry-based teaching, which encourages such cognitive engagement, is an effective method that enables students to generate questions and explore solutions.

In the third indicator, "Provide support structures (scaffolding) to help students progress in their learning," the weighted mean was 4.28, and it was also rated "Highly Competent." Scaffolding is a fundamental strategy in constructivist teaching, as it helps learners bridge gaps between their current understanding and new concepts. This aligns with the views of What Is Constructivism? (2021), which stress the importance of tailored support to facilitate learning progression.

The fourth indicator, "Connect lessons to real-life situations to make learning more relevant," received a score of 4.22, further indicating a "Highly Competent" performance. This practice enhances the relevance of education by linking abstract concepts to tangible, real-world scenarios. As Meng (2023) emphasizes, connecting lessons to students' lived experiences fosters deeper understanding and retention.

Lastly, the "Use formative assessments to guide and improve student learning" scored 4.11, indicating a slightly lower but still strong level of competence. Formative assessments are integral in constructivist teaching as they provide ongoing feedback to adjust teaching strategies and support student progress (Uy et al., 2024). This approach encourages teachers to assess students continuously, making it easier to cater to individual learning needs.

The average mean of 4.24, categorized as "Highly Competent," highlights that the Kindergarten teachers of South District, Pasay demonstrate significant proficiency in implementing constructivist approaches under the MATATAG Curriculum. This finding supports the emphasis of the curriculum on adaptive, student-centered teaching practices (DepEd, 2024). However, it also resonates with findings from Pagtakhan & Santos (2023), who noted that some teachers still feel underprepared for fully adopting these learner-centered strategies, suggesting areas where professional development may be necessary. This discrepancy calls for ongoing support to ensure teachers have the tools and training to effectively implement these strategies, addressing gaps in both skills and resources as identified by Tsehay et al. (2024).

Table 6. Perceived Level of Kindergarten Teachers in terms of Constructivist

Indicators	Weighted Mean	Descriptive Equivalent
1. Design lessons that allow students to construct their own understanding and knowledge through experiences.	4.28	Highly Competent
2. Engage students in activities that require critical thinking and problem-solving.	**4.33**	**Highly Competent**
3. Provide support structures (scaffolding) to help students progress in their learning.	4.28	Highly Competent
4. Connect lessons to real-life situations to make learning more relevant.	4.22	Highly Competent
5. Use formative assessments to guide and improve student learning.	4.11	Highly Competent
Average Mean	**4.24**	**Highly Competent**

Table 7 presents the perceived level of competence among kindergarten teachers in terms of their implementation of play-based indicators under the MATATAG Curriculum. The table indicates that kindergarten teachers consistently demonstrate a high level of competence across the five play-based indicators, with the average mean score of 4.34, categorized as "Highly Competent." The highest mean score of 4.50 was recorded for the indicator "Observe and document play to understand students' learning and development," emphasizing the teachers' ability to keenly observe and assess the developmental progress of students through their play activities. The other indicators, such as "Guide and support play without dominating it" (4.44), "Tailor activities to the developmental stages of the students" (4.22), and "Incorporate play as a central component of the learning process" (4.28), also

reflect a high degree of competence. The indicator "Design play activities to foster creativity and imagination" similarly scored 4.28, suggesting that teachers effectively utilize play to nurture creativity in young learners.

This high level of competence aligns with the findings from various studies and literature on play-based learning. For instance, Tai et al. (2021) emphasize that play-based learning plays a pivotal role in the holistic development of children, encompassing cognitive, social, emotional, and physical domains. The ability of teachers to observe and document play directly correlates with the notion that through inquiry, discovery, and interaction, children can form a deeper understanding of their world. Furthermore, the high competency in guiding play without dominating it echoes the principles of a student-centered, active learning approach, where the teacher facilitates learning rather than dictating it (Seameo Innotech, 2022).

Teachers' awareness of the developmental stages of their students and their efforts to tailor activities accordingly reflects a constructivist approach, which is crucial for meeting the diverse needs of young learners (Meng, 2023). This is consistent with the MATATAG Curriculum's emphasis on adaptive and flexible teaching strategies to cater to the varied learning requirements of children (DepEd, 2024). Moreover, the integration of creativity and imagination in play activities, as noted in the table, aligns with the goal of fostering a child's curiosity and critical thinking, fundamental aspects of the MATATAG Curriculum's focus on learner engagement and individualized instruction (Uy et al., 2024).

Thus, the data in Table 7 highlights the proficiency of kindergarten teachers in incorporating play as an educational tool and aligning their teaching strategies with the principles of the MATATAG Curriculum. However, it also indicates the importance of continued professional development and support to ensure that teachers can consistently apply these strategies to meet the diverse needs of their students and further strengthen the implementation of the curriculum.

Table 7. Perceived Level of Kindergarten Teachers in terms of Play-based

Indicators	Weighted Mean	Descriptive Equivalent
1. Incorporate play as a central component of the learning process.	4.28	Highly Competent
2. Tailor activities to the developmental stages of the students.	4.22	Highly Competent
3. Guide and support play without dominating it.	4.44	Highly Competent
4. Observe and document play to understand students' learning and development.	**4.50**	**Highly Competent**
5. Design play activities to foster creativity and imagination.	4.28	Highly Competent
Average Mean	**4.34**	**Highly Competent**

Table 8 presents the perceived level of competency among Kindergarten Teachers in terms of their use of inquiry-based instructional strategies under the MATATAG Curriculum. The data reveals that all five indicators, ranging from using open-ended questions to stimulating curiosity, to encouraging student reflection, are rated as "Highly Competent" with weighted means ranging from 4.00 to 4.44. The average mean of 4.24 further confirms that the teachers in this study perceive themselves as highly competent in these practices. These results reflect the growing emphasis on inquiry-based learning in contemporary educational strategies, aligning with the shift towards student-centered and experiential learning as outlined in various studies (Seameo Innotech, 2022; Chan & Lee, 2021).

The inquiry-based methods identified in the table—such as stimulating curiosity through open-ended questions and structuring lessons around real-world problems—are key elements of effective teaching, especially in the context of the MATATAG Curriculum. This curriculum calls for adaptive, flexible teaching strategies that cater to the diverse needs of young learners (DepEd, 2024). The teachers' competence in employing inquiry-based techniques supports the development of critical thinking, autonomy, and active engagement among students, which are all central components of the MATATAG approach (Uy et al., 2024).

The findings are consistent with the work of Carag (2020), who highlighted the success of inquiry-based teaching methods in promoting active participation and fostering deeper learning. Additionally, the use of inquiry methods encourages students to take ownership of their learning, a characteristic feature of the constructivist pedagogical approach (What is Constructivism?, 2021). This approach is grounded in the belief that children learn best when they construct their knowledge through experiences and social interaction, and the high competency ratings in Table 8 suggest that these practices are being effectively integrated into the classroom.

However, as noted in the literature, even though the teachers report high competency in these practices, challenges still persist in fully realizing the potential of inquiry-based learning. Researchers like Mohammed (2022) and Victoria (2022) have identified barriers such as classroom management issues and low student engagement that can undermine the full implementation of inquiry-based approaches. Furthermore, despite the teachers' self-perception of high competence, a lack of resources and professional development opportunities could hinder the sustained application of these strategies (Tsehay et al., 2024; Nordin & Mohamed, 2023).

In conclusion, Table 8 suggests that Kindergarten teachers in South District, Pasay have a strong grasp of inquiry-based teaching methods that align well with the principles of the MATATAG Curriculum. However, ongoing professional development and addressing logistical barriers remain essential to enhance the effectiveness and sustainability of these practices in diverse classroom settings.

Table 8. Perceived Level of Kindergarten Teachers in terms of Inquiry-Based

Indicators	Weighted Mean	Descriptive Equivalent
1. Use open-ended questions to stimulate curiosity and inquiry.	4.33	Highly Competent
2. Teach students how to conduct research and gather information.	**4.44**	**Highly Competent**
3. Structure lessons around solving real-world problems.	4.00	Highly Competent
4. Give students the freedom to explore topics of interest.	4.11	Highly Competent
5. Encourage students to reflect on their learning and engage in discussions.	4.33	Highly Competent
Average Mean	**4.24**	**Highly Competent**

Table 9 presents the perceived level of competence among Kindergarten teachers in South District, Pasay concerning several key reflective practices. The table shows that the teachers are highly competent in utilizing various instructional strategies aimed at fostering collaboration and enhancing student learning. These strategies include using group work to facilitate learning (mean: 4.17), teaching effective communication and teamwork skills (mean: 4.22), designing lessons that promote collaboration

(mean: 4.17), implementing peer assessment for feedback (mean: 4.33), and helping students develop conflict-resolution skills (mean: 4.28). With an overall average mean of 4.23, the teachers are deemed "Highly Competent" in these reflective practices.

The findings from this table align with the emphasis in the MATATAG Curriculum on adaptive and flexible teaching strategies, which are key for meeting the diverse needs of learners (DepEd, 2024). These practices reflect a significant move towards more student-centered, active learning strategies, which are consistent with the ongoing shift in pedagogy towards approaches like inquiry-based, constructivist, and collaborative learning (Seameo Innotech, 2022). Teachers' competencies in reflective practices, particularly those involving group work and collaboration, are crucial for fostering an inclusive, learner-driven environment that is fundamental to the MATATAG framework.

Furthermore, these results corroborate the importance of teachers' professional growth in the successful implementation of modern curricula. Despite the high competency shown in reflective practices, as noted by studies such as those by Ilarde (2022) and Pagtakhan & Santos (2023), there is a gap in the preparedness of many teachers to fully adopt learner-centered practices, suggesting that ongoing professional development is necessary. The positive feedback on these reflective practices could indicate that teachers are adapting well to the collaborative and interactive methods promoted by the MATATAG Curriculum, although further training in specific pedagogical approaches remains essential for addressing any disparities in teachers' skills and ensuring consistent, high-quality learning outcomes for all students (Meng, 2023; Parviainen et al., 2024). Thus, while the current high competency levels are encouraging, continued support and training are essential for maintaining and enhancing these practices.

Table 9. Perceived Level of Kindergarten Teachers in terms of Reflective

Indicators	Weighted Mean	Descriptive Equivalent
1. Utilize group work to facilitate learning.	4.17	Highly Competent
2. Teach effective communication and teamwork skills.	4.22	Highly Competent
3. Design lessons with shared goals that require collaboration to achieve.	4.17	Highly Competent
4. Implement peer assessment to provide feedback and improve learning.	**4.33**	**Highly Competent**
5. Help students develop skills to resolve conflicts within groups.	4.28	Highly Competent
Average Mean	**4.23**	**Highly Competent**

Table 10 presents the perceived level of Kindergarten Teachers in terms of their competence in implementing collaborative indicators under the MATATAG Curriculum. The teachers' responses indicate a high level of proficiency in each of the five indicators, with all items receiving ratings that fall under the "Highly Competent" descriptive equivalent. The average mean score of 4.34 suggests that the teachers in South District, Pasay are highly skilled in fostering collaboration and reflection within their classrooms. Specifically, the indicator "Provide regular feedback and encourage students to reflect on it" received the highest weighted mean score of 4.44, emphasizing the teachers' strong commitment to creating a reflective learning environment. This aligns with the findings of Chan and Lee (2021), who note that an experiential, student-centered approach promotes active learning and self-reflection, key components of the MATATAG Curriculum. Furthermore, the indicators related to encouraging students'

self-assessment and maintaining journals also garnered strong ratings, further reinforcing the importance of continuous feedback and reflective practices in promoting student autonomy and critical thinking.

Engaging in continuous professional development (with a mean of 4.50) is another critical aspect that enhances teachers' capacity to reflect on their teaching practices and improve their pedagogical strategies. This aligns with the recommendations of Parviainen et al. (2024), who advocate for individualized professional development programs for early childhood educators to optimize their teaching effectiveness and pedagogical strategies. The high competency scores in the "Collaborative" indicators suggest that teachers in the district are well-prepared to incorporate reflective practices, collaborative learning, and professional growth into their instructional approach, thereby supporting the diverse needs of their students as emphasized in the MATATAG Curriculum.

This emphasis on collaboration and self-reflection is further corroborated by the studies of Carag (2020) and Seameo Innotech (2022), which highlight that reflection and collaboration are fundamental to effective teaching and learning, especially in the context of adaptive pedagogical strategies. Teachers are encouraged to develop their skills in creating environments where students are empowered to assess and reflect on their learning, fostering both academic and personal growth. The competency displayed in these areas reflects a broader trend towards individualized instruction and student-centered learning, ensuring that the needs of diverse learners are met effectively.

Table 10. Perceived Level of Kindergarten Teachers in terms of Collaborative

Indicators	Weighted Mean	Descriptive Equivalent
1. Encourage students to assess their learning and progress.	4.28	Highly Competent
2. Maintain journals for students to reflect on their learning experiences.	4.22	Highly Competent
3. Provide regular feedback and encourage students to reflect on it.	4.44	Highly Competent
4. Engage in continuous professional development to improve reflective practices.	**4.50**	**Highly Competent**
5. Promote critical thinking and self-reflection through lesson design.	4.28	Highly Competent
Average Mean	**4.34**	**Highly Competent**

Relationship between the Pedagogical Approaches Competence of Kindergarten Teachers between the Profile Variable of Respondents

Table 11 presents the test of the relationship between the pedagogical approaches competence of kindergarten teachers and the profile variables of the respondents. The table indicates that the profile variables, such as age, sex, marital status, length of service, and relevant training, show no significant relationship with the different pedagogical approaches, namely constructivist, play-based, inquiry-based, reflective, and collaborative approaches, based on the computed correlation coefficients.

Specifically, the correlation values for age, sex, marital status, length of service, and relevant training all resulted in insignificant p-values, suggesting that these profile variables do not influence the pedagogical approaches adopted by the teachers. For instance, the age of the respondents showed weak negative correlations with all the pedagogical approaches, with none reaching statistical significance ($p > 0.05$). This is consistent with findings by Carag (2020) and Vázquez-Cano et al. (2023), who noted that while there may be differences in pedagogical approaches across age groups, these variations were not always significant.

Furthermore, the study by Vázquez-Cano et al. (2023) pointed out that older teachers often tended to use more traditional teaching strategies, while younger teachers were more inclined to implement modern methods. However, this did not result in a significant correlation.

Similarly, the variable of sex showed moderate correlations, but none of these were significant, further supporting the idea that gender does not significantly impact how teachers approach pedagogy. This aligns with Carag's (2020) conclusion that both male and female teachers, regardless of their sex, tend to apply similar pedagogical approaches. The marital status of the teachers, which is primarily comprised of married women in this study, also exhibited no significant relationship with their pedagogical approaches, a finding that concurs with similar research on the lack of impact of personal life circumstances on teaching styles.

Moreover, the length of service did not appear to influence the use of pedagogical strategies significantly. This is consistent with findings from Carulla (2024) and Ilarde (2022), who emphasized that teachers with more experience did not necessarily use more diverse or innovative methods. This could be due to the challenges faced by more seasoned teachers in adapting to new pedagogical frameworks, as indicated by Tsehay et al. (2024), who highlighted that long-standing teachers may struggle with the implementation of modern approaches, particularly if they are not adequately trained.

In terms of relevant training, the data also reveal no significant relationship between the teachers' participation in training and their use of various pedagogical approaches. This lack of correlation underscores the necessity for ongoing professional development, as suggested by Parviainen et al. (2024), who argued that individualized training programs are critical to supporting teachers in successfully applying modern pedagogical strategies. This finding is echoed in the work of Pagtakhan and Santos (2023), who identified gaps in the preparedness of teachers to effectively implement learner-centered practices despite attending multiple seminars and workshops.

In conclusion, the table's findings suggest that the teachers' profile variables, including age, sex, marital status, length of service, and relevant training, do not significantly correlate with their competence in implementing the different pedagogical approaches under the MATATAG Curriculum. This highlights the need for more comprehensive, targeted professional development programs that can help bridge these gaps and ensure that teachers are equipped to implement the desired pedagogical strategies effectively.

Table 11. Test of Relationship between the Pedagogical Approaches Competence of Kindergarten Teachers the Profile Variable of Respondents

Profile		Constructivist	Play-based	Inquiry-based	Reflective	Collaborative	Pedagogical Approach
Age[a]	r Sig.	-0.094 0.710	-0.112 0.660	-0.152 0.547	-0.120 0.634	-0.084 0.610	-0.128 0.614
Sex[b]	r Sig.	0.240 0.337	0.376 0.124	0.281 0.259	0.282 0.257	0.230 0.327	0.309 0.212
Marital Status[d]	r Sig.	0.052 0.837	-0.013 0.958	0.130 0.608	0.223 0.375	0.131 0.602	0.116 0.646
Length of Service[a]	r Sig.	-0.033 0.895	0.158 0.532	0.173 0.493	0.260 0.297	0.163 0.473	0.193 0.443
Relevant Training[a]	r Sig.	0.155 0.538	0.062 0.806	-0.041 0.872	-0.006 0.980	-0.021 0.862	0.043 0.864

*Significant at 0.05

[a]Pearson-r; [b]Point Biserial Correlation; [c]Spearman – Rho

Difficulties Encountered in the Implementation of Pedagogical Approaches Competence by Kindergarten Teacher

Table 12 presents the difficulties encountered by Kindergarten teachers in the implementation of pedagogical approaches, with the challenges ranked based on their weighted mean scores. The table shows that the most significant difficulty (ranked 1) is the lack of training opportunities and exposure to innovative methods, with a weighted mean of 4.49. This limitation makes it difficult for teachers to enhance active and engaging learning environments, a critical aspect in the context of the MATATAG Curriculum, which prioritizes student-centered, experiential learning (Seameo Innotech, 2022). As highlighted by Caduceus (2023), inadequate professional development can significantly affect the effective use of diverse teaching methods. In line with this, teachers also face challenges in executing interactive strategies due to the scarcity of essential tools and materials (ranked 2 with a weighted mean of 4.43). This issue is particularly important for play-based and collaborative learning activities, which are integral to the MATATAG approach (Nordin & Mohamed, 2023).

Another prominent difficulty (ranked 3, weighted mean 4.12) is delivering individualized instruction, especially in large classrooms where balancing the needs of diverse students is a challenge. This finding underscores the importance of differentiated instruction, a key element of the MATATAG Curriculum, aimed at addressing the diverse needs of learners (DepEd, 2024). Teachers also struggle with balancing administrative tasks and curriculum coverage, which limits their time for reflecting on and implementing innovative teaching strategies (ranked 4, weighted mean 4.10). This challenge reflects broader concerns about time management and workload that can hinder teachers' ability to focus on student-centered approaches, as discussed by Chan and Lee (2021).

Teachers also face difficulties in addressing the needs of advanced learners and those requiring additional support, particularly in implementing differentiated instruction effectively (ranked 5, weighted mean 4.05). As Meng (2023) points out, a thorough understanding of individual student needs is essential for tailoring instruction to support all learners. In addition, limited cooperation from parents who undervalue innovative methods, like play-based learning, is another challenge (ranked 6.5, weighted mean 3.93). Parental resistance can significantly undermine efforts to create a cohesive learning environment that aligns with home and school practices, as noted by Nordin & Mohamed (2023).

Furthermore, hesitation or reluctance from educators to adopt innovative methods poses another barrier (ranked 6.5, weighted mean 3.93). This reluctance can impede the transition to student-centered teaching methods that are central to the MATATAG Curriculum (Ilarde, 2022). Teachers also report struggling due to a lack of real-time guidance, which hampers their professional growth (ranked 8.5, weighted mean 3.30). This indicates a need for continuous professional development and mentorship to help teachers refine their teaching practices (Shah, 2023). Additionally, teachers face resistance from communities that uphold traditional educational expectations, which can conflict with the student-centered, activity-based approaches promoted by the MATATAG Curriculum (ranked 8.5, weighted mean 3.30). This reflects broader societal challenges in transitioning to new pedagogical models (Tsehay et al., 2024).

Lastly, overcrowded and inadequately equipped classrooms (ranked 10, weighted mean 3.28) significantly hinder the implementation of collaborative and interactive activities. This challenge is consistent with findings by Tsehay et al. (2024), who note that large class sizes and insufficient resources are key barriers to the effective application of constructivist teaching methods.

Overall, these findings highlight the need for targeted interventions, including enhanced teacher training, better resource allocation, and increased community support to effectively implement the MATATAG Curriculum and support the diverse learning needs of students.

Table 12. Difficulties Encountered in the Implementation of Pedagogical Approaches Competence by Kindergarten Teachers

INDICATORS	Weighted Mean	Rank
1. Encountering challenges in implementing diverse pedagogical approaches due to limited training opportunities and lack of exposure to innovative methods, teachers find it difficult to enhance active and engaging learning environments effectively.	**4.49**	**1**
2. Struggling with the scarcity of essential tools and materials, teachers face obstacles in executing interactive strategies, particularly in play-based and collaborative learning activities.	**4.43**	**2**
3. Experiencing difficulties in delivering individualized instruction, teachers often find it challenging to balance the needs of students in large classrooms, which diminishes personalized learning experiences.	**4.12**	**3**
4. Balancing administrative tasks, lesson planning, and curriculum coverage leaves little time for teachers to implement and reflect on innovative teaching strategies, leading to a reliance on traditional methods.	**4.10**	**4**
5. Struggling to address the diverse needs of advanced learners and those requiring additional support, teachers find it challenging to implement differentiated instruction effectively.	**4.05**	**5**
6. Facing limited cooperation from parents who undervalue innovative approaches like play-based learning, teachers encounter resistance that undermines their efforts to align home and school environments (Nordin & Mohamed, 2023).	3.93	6.5
7. Confronting hesitation or reluctance from educators to adopt innovative methods, schools face barriers to fully transitioning to student-centered approaches in line with the MATATAG Curriculum.	3.93	6.5
8. Encountering a lack of real-time guidance, teachers struggle to refine their practices and address implementation challenges, which hampers professional growth and effectiveness.	3.30	8.5
9. Dealing with traditional educational expectations in some communities, teachers face resistance to student-centered and activity-based approaches promoted by the MATATAG Curriculum.	3.30	8.5
10. Coping with overcrowded or inadequately equipped classrooms, teachers find it difficult to execute collaborative and interactive activities, limiting their effectiveness in engaging students.	3.28	10

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the gathered, analyzed, and interpreted results.

Summary

The main objective of this study is to examine the effectiveness of the pedagogical approaches employed by Kindergarten teachers within the framework of the MATATAG Curriculum. Specifically, the research aims to assess how well these approaches align with the curriculum's goals and identify any challenges that teachers may face in their implementation.

The null hypothesis for the study is that there is no significant relationship between the teachers' pedagogical approaches and their demographic factors such as age, years of experience, and level of training.

A descriptive research design was employed for this study, which focuses on gathering detailed information about the teachers' practices and experiences within the context of the MATATAG Curriculum. This design allows the researcher to observe, describe, and document the pedagogical strategies used by teachers in their classrooms without manipulating the environment.

For the sampling technique, a stratified random sampling method was used, ensuring that participants were selected from different demographic categories to provide a comprehensive view of the teaching practices across various subgroups within the South District, Pasay.

A structured questionnaire was used as the primary data collection tool. It was designed to gather quantitative data on the teachers' self-reported use of different pedagogical approaches, their challenges in implementing them, and the support they receive. The questionnaire was divided into sections covering the key pedagogical strategies highlighted in the MATATAG Curriculum, as well as factors that may influence effective implementation.

The statistical treatment of the data involved using descriptive statistics, such as mean scores and standard deviations, to analyze the responses. Additionally, inferential statistics, including correlation and regression analysis, were applied to test the null hypothesis and explore the relationships between the teachers' demographic characteristics and their use of pedagogical approaches under the MATATAG framework.

The analysis of gathered data revealed the following results:

Profile of the Learners

The profile of the respondents in the study "Pedagogical Approaches of Kindergarten Teachers in South District, Pasay under the MATATAG Curriculum" reveals key demographic details. In terms of age, the majority of the teachers are between 26 to 35 years old, comprising 61.1% of the respondents, while 33.3% fall within the 36 to 45 years age range, and only 5.6% are between 46 to 55 years old. Regarding sex, a significant majority of the respondents are female, making up 83.3%, while males account for only 16.7%. In terms of marital status, most of the respondents are married, with 77.8%, and 22.2% are single.

When considering the length of service, the majority of teachers have between 4 to 8 years of experience, representing 38.9% of the respondents. This is followed by 33.3% with 9 to 14 years of experience, 16.7% with 3 years or fewer, and 11.1% with 15 years or more. Regarding relevant training, half of the respondents (50%) have attended 10 or fewer training sessions, while 27.8% have participated in 11 to 20 sessions. A smaller proportion of respondents have attended 21 to 30 (5.6%), 31 to 40 (5.6%), or 41 to 50 (11%) training sessions. This data offers a comprehensive look at the teachers' backgrounds, highlighting their relative youth, predominance of females, long tenure in teaching, and varied levels of professional development.

Pedagogical Approaches Competence of Kindergarten Teachers under the MATATAG Curriculum

In terms of Constructivist teaching, the teachers were found to be highly competent, with an average mean of 4.24. They excel in designing lessons that allow students to construct their own understanding, engage students in critical thinking, and provide scaffolding to support learning. Additionally, they connect lessons to real-life situations and use formative assessments effectively.

Regarding Play-based learning, the teachers again showed high competence, with an average mean of 4.34. They incorporate play as a central component of the learning process, tailor activities to students' developmental stages, and provide support without dominating the play. They also excel in observing and documenting play to understand students' development and designing activities that foster creativity and imagination.

In Inquiry-Based learning, teachers were also highly competent, with an average mean of 4.24. They effectively use open-ended questions to stimulate curiosity, teach students how to conduct research, and structure lessons around solving real-world problems. They also provide students with the freedom to explore topics of interest and encourage reflection and discussion.

In terms of Reflective practices, the teachers scored highly competent, with an average mean of 4.23. They utilize group work, teach effective communication and teamwork skills, and design lessons with shared goals that require collaboration. They also implement peer assessments and help students resolve conflicts within groups.

Finally, in Collaborative learning, teachers demonstrated a high level of competence, with an average mean of 4.34. They encourage students to assess their learning, maintain journals for reflection, provide regular feedback, and engage in continuous professional development to improve reflective practices. Their lesson designs also promote critical thinking and self-reflection.

Relationship between the Pedagogical Approaches Competence of Kindergarten Teachers under the MATATAG Curriculum
between the Profile Variable of Respondents

The data analysis, using different statistical tests, revealed no significant relationships between the teachers' competencies in Constructivist, Play-based, Inquiry-based, Reflective, and Collaborative teaching methods and the profile variables such as age, sex, marital status, length of service, and relevant training.

For instance, the Pearson correlation analysis on age, length of service, and relevant training showed no significant relationships with the teachers' competencies in any of the pedagogical approaches, as indicated by the high p-values (greater than 0.05). Similarly, the point-biserial correlation for sex and Spearman’s Rho for marital status did not reveal any statistically significant associations with teaching competencies. These results suggest that the teachers’ professional characteristics, including age, sex, marital status, length of service, and relevant training, do not significantly influence their level of competence in the different pedagogical approaches assessed under the MATATAG Curriculum.

Difficulties Encountered by the Kindergarten Teachers in Pedagogical Approaches Competence of Kindergarten Teachers under the MATATAG Curriculum

The most significant difficulty ranked first, is the lack of training opportunities and exposure to innovative methods, which hinder teachers' ability to create active and engaging learning environments, with a weighted mean of 4.49. The second major obstacle involves the scarcity of essential tools and materials, particularly for play-based and collaborative learning activities, which scored a mean of 4.43.

Teachers also struggle with delivering individualized instruction in large classrooms, limiting personalized learning, as reflected by a mean score of 4.12, ranking third. The burden of administrative tasks and lesson planning further restricts the time available for innovative teaching strategies, leading to the reliance on traditional methods, ranking fourth with a mean of 4.10. Other challenges include the difficulty in addressing the needs of both advanced learners and those needing extra support (mean: 4.05), as well as limited parental cooperation in supporting innovative methods like play-based learning (mean: 3.93), which tied for sixth place.

Furthermore, some educators resist adopting new methods, contributing to barriers to transitioning to student-centered approaches as outlined in the MATATAG Curriculum (mean: 3.93). Teachers also face difficulties due to a lack of real-time guidance and limited professional growth opportunities (mean: 3.30), which ranked eighth. Traditional educational expectations in some communities and overcrowded classrooms further hinder the implementation of effective pedagogical approaches (mean: 3.30), both tying for the ninth position.

Conclusions

From the presented results, the following conclusions are drawn:

1. The study revealed that the profile variables of the teachers—such as age, sex, marital status, length of service, and relevant training—did not show a significant relationship with their use of different pedagogical approaches under the MATATAG Curriculum.
2. Despite the varied backgrounds of the teachers, including their experience and training, no significant correlations were found between their profiles and the pedagogical approaches they employed, such as constructivist, play-based, inquiry-based, reflective, and collaborative methods.
3. One of the key challenges identified was the limited access to training on innovative teaching strategies. Even though teachers had attended professional development sessions, they still felt unprepared to fully implement the modern pedagogical approaches required by the MATATAG Curriculum. This indicates a need for more specific and targeted training programs.
4. Teachers also struggled with overcrowded classrooms and insufficient resources, which hindered their ability to apply student-centered approaches effectively. The lack of adequate tools and space for activities such as play-based and collaborative learning limited the teachers' ability to create dynamic and engaging learning environments.

5. Resistance from parents and the community, particularly regarding the value of play-based learning, was another barrier identified in the study. Teachers reported difficulty in aligning home and school learning environments, as some parents undervalued the innovative pedagogical strategies being introduced in the curriculum.
6. Teachers expressed the need for more continuous support and real-time guidance to help them overcome the challenges they faced in implementing the pedagogical approaches. The lack of mentorship and professional growth opportunities made it difficult for teachers to refine their practices and improve their effectiveness in the classroom.

Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. It is recommended that the Department of Education (DepEd) and other educational institutions implement professional development programs tailored to the specific needs of kindergarten teachers. These programs should focus on providing deeper knowledge and skills related to the MATATAG Curriculum's pedagogical approaches, such as play-based, inquiry-based, and constructivist teaching methods.
2. Schools should invest in providing adequate resources, tools, and materials to support interactive and hands-on learning. This includes supplying educational tools, digital resources, and creating flexible classroom spaces conducive to collaborative activities. This would enable teachers to better implement the pedagogical strategies and engage students effectively.
3. To address the resistance from parents and the community, schools should engage parents through workshops and educational sessions that highlight the importance of innovative pedagogical approaches. By fostering a better understanding of play-based and student-centered learning, schools can create stronger partnerships between home and school to support the curriculum’s goals.
4. Schools should establish mentorship programs that pair less experienced teachers with veteran educators to offer continuous guidance, real-time feedback, and opportunities for professional reflection. This would help teachers refine their teaching practices and address challenges related to implementing the MATATAG Curriculum effectively.
5. Encouraging teachers to collaborate with their peers can help them share best practices, discuss challenges, and explore solutions. Schools should promote regular reflection sessions and peer observation to support professional growth and ensure alignment with the curriculum’s pedagogical approaches.
6. The MATATAG Curriculum should be further adapted to accommodate the diverse teaching environments and varying levels of readiness among teachers. It should offer practical guidance and be flexible enough to allow teachers to implement its pedagogical strategies according to their school contexts, resources, and experiences.

REFERENCES

Andreev, I. (2024). What Is Collaborative Learning? Theory, Examples of Activities. Retrieved from https://www.valamis.com/hub/collaborative-learning

Bawaneh, A. K., Moumeme, A. B. H., & Aldalalah, O. (2020). Gauging the Level of Reflective Teaching Practices among Science Teachers. International Journal of Instruction, 13(1). Retrieved from https://files.eric.ed.gov/fulltext/EJ1239304.pdf

Buyong, N., Mohamed, S., Satari, N., Abu Bakar, K., & Yunus, F. (2020). Kindergarten Teacher's Pedagogical Knowledge and Its Relationship with Teaching Experience. International Journal of Academic Research in Progressive Education and Development. 9. 10.6007/IJARPED/v9-i2/7832.

Caduceus. (2023). Pedagogical approaches to teaching in higher education -Caduceus International Publishing. Retrieved from https://www.cipcourses.com/blog/pedagogical-approaches-to-teaching-in-higher-education/

Carag, E. (2020). PEDAGOGICAL APPROACHES USED BY TEACHERS IN TEACHING MAPEH IN THE DIVISION OF TUGUEGARAO CITY, PHILIPPINES. Doi: 10.13140/RG.2.2.34224.58882.

Carulla, B S. (2024). Pedagogical Approaches Practiced By Early Childhood Education Teachers. INTERNATIONAL JOURNAL OF ADVANCED MULTIDISCIPLINARY STUDIES, 4(5). Retrieved from https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-766-794.pdf

Chan, K.Y. & Lee, K.W. (2021, Feb). Reflection literacy A multilevel perspective on the challenges of using reflections in higher education through a comprehensive literature review. Educational Research Review, Vol. 32. Retrieved from https:// www.sciencedirect.com/science/article/pii/ S1747938X20308368?via%3Dihuba

DepEd. (2024, July 23). DepEd Order No. 010, s. 2024. Policy Guidelines on the Implementation of the Matatag Curriculum. Department of Education. Retrieved from https://www.deped.gov.ph/wp-content/uploads/DO_s2024_010.pdf

Francisco, A. S. (2020). Teachers' Personal and Professional Demographic Characteristics as Predictors of Students' Academic Performance in English. International Journal of Management, Technology, and Social, 5(2). Doi: 10.5281/zenodo.3997430.

Ilarde, J. (2022). The Implementation of the MATATAG Curriculum in Philippine Kindergarten Schools: A Mixed-Methods Study. Philippine Journal of Early Childhood Education, 6(3), 45-59. retrieved from https://ejournals.ph/article.php

Khalil, N., Aljanazrah, A., Hamed, G., Murtagh, E. (2022). Exploring Teacher Educators' Perspectives of Play-Based Learning: A Mixed Method Approach. Educ. Sci., 12, 95. Doi: 10.3390/educsci12020095

Learning Journals. (2021). What Are the Different Pedagogical Approaches to Learning? retrieved from https://learningjournals.co.uk/what-are-the-different-pedagogical-approaches-to-learning/

Malgapo, C. R. & Ancheta, C. (2020). Pedagogical Approaches and Techniques of Non-Education Graduates Teaching General Mathematics in the Senior High School. International Journal of Advanced Engineering, Management and Science. 6. 468-475. 10.22161/ijaems.611.2.

Meijer, H., Hoekstra, R., Brouwer, J., & Strijbos, J. (2020). Unfolding collaborative learning assessment literacy: a reflection on current assessment methods in higher education, Assessment & Evaluation in Higher Education, 45:8, 1222-1240. DOI: 10.1080/02602938.2020.1729696

Meng, S. (2023). Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards. Paradigm Academic Press, 2(7). Doi: 10.56397/RAE.2023.07.04

Mohammed, S. M. (2022). Teachers' Beliefs: Positive or Negative Indicators of Inquiry-Based Science Teaching? World Journal of Education, 12(1). Doi: 10.5430/wje.v12n1p17

Munna, A. S. & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. International Journal of Humanities and Innovation, 4(1). Retrieved from https://files.eric.ed.gov/fulltext/ED610428.pdf

Nasir, M. & Mydin, A.. (2023). The influence of teacher collaboration on the teaching effectiveness in the Maldives. International Journal of Academic Research in Business and Social Sciences. 9. 86-100. Doi: 10.55573/JISED.085609.

Nordin, N. B. & Mohamed, S. B. (2023). The Challenge of Implementing Free Play in Preschool: Concept Paper. INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION AND DEVELOPMENT, 12(1). Doi:10.6007/IJARPED/v12-i1/15714

Pagtakhan, M., & Santos, G. (2023). Challenges in Implementing Learner-Centered Approaches among Kindergarten Teachers under the MATATAG Curriculum. Journal of Education and Development, 4(2), 102-117. Retrieved fromhttp://journal.julypress.com/index.php/jed

Parviainen, P., Eklund, K., Koivula, M., Liinamaa, T., & Rutanen, N. (2024). Enhancing Teachers' Pedagogical Awareness of Teaching Early Mathematical Skills – A Mixed Methods Study of Tailored Professional Development Program. Early Education and Development, 35(5), 1103–1125. https://doi.org/10.1080/10409289.2024.2336661

Seameo Innotech. (2022). Pedagogical Approaches in Education Theories, Practices, and Applications in the Classrooms. Retrieved from https://www.seameo-innotech.org/wp-content/uploads/2022/12/WPA-Special Publication-2022-October.pdf

Shah, D. (2023). Reflective Teaching: Master the Art of Self-Reflection. Suraasa. Retrieved from https://www.suraasa.com/blog/reflective-teaching?var=as1

Shah, D. (2023). Significance of Pedagogical Skills for Teachers. Retrieved from https://www.suraasa.com/blog/significance-of-pedagogical-skills-for-teachers?var=as2

Shimanza, P. & Muleya, G. (2021). Challenges of using reflective teaching approaches in Civic Education lessons in secondary schools in Lusaka, Zambia. International Journal of Research and Innovation in Social Science, 5(3). Doi: 10.47772/IJRISS.2021.5326

Shorty, M. & Jikpamu, B. (2021). Re-imagining Pedagogy for Early Childhood Education Pre-service Curriculum in the Face of the COVID 19 Pandemic. Journal of Interdisciplinary Studies in Education, 10(1). Retrieved from https://files.eric.ed.gov/fulltext/EJ1315221.pdf

SplashLearn. (2024). What Is "Inquiry-Based Learning"?: Types, Benefits, Examples. SplashLearn Blog – Educational Resources for Parents, Teachers & Kids. Retrieved from https://www.splashlearn.com/blog/what-is-inquiry-based learning-a-complete-overview/

Tai, Heang & Mohamed Shah, Norela & Hashim, Nabilla & Mustafa, Nurul Aliah. (2021). Play-based Learning: A Qualitative Report on How Teachers Integrate Play in the Classroom. Retrieved from https://www.researchgate.net/publication/355200860_Play-based_Learning_A_Qualitative_Report_on_How_Teachers_Integrate_Play_in_the_Classroom

Tsehay, S., Belay, M., & Seifu, A. (2024). Challenges in constructivist teaching: Insights from social studies teachers in middle-level schools, West Gojjam Zone, Ethiopia. Cogent Education, 11(1). Doi: 10.1080/2331186X.2024.2372198

Tuba, F. (2021). Teachers' Perception on Play Based Learning for Early Primary Grade Children. Brac Institute of Educational Development. Retrieved from https://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/16333/19155014_BIED.pdf?sequence=1&isAllowed=y

Uy, F., Kilag, O. K., Sasan, J. M., Dela Cerna, Y. M., Doroy, E., & Gier, R. A. (2024). Student-Centered Learning: Examining the New MATATAG Curriculum. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1(6), 967-973. Retrieved from https://risejournals.org/index.php/imjrise/article/view/540

Vázquez-Cano, E., Sáez-López, J., Grimaldo-Santamaría, R., & Quicios-García, M. (2023). Influence of Age, Gender and Years of Experience on Teachers in Promoting Strategies for Digital Sustainability and Data Protection. Journal of New Approaches in Educational Research, 12(2). Doi: 10.7821/naer.2023.7.1467

Victoria. (2022). How to Overcome Challenges with Inquiry Based Learning - Learning by Inquiry. Retrieved from https://www.learningbyinquiry.com/how-to-overcome-challenges-with-inquiry-based-learning/#google_vignette

What Is Constructivism? (2021). Western Governors. MyWGU. Retrieved from https://www.wgu.edu/blog/what-constructivism2005.html

APPENDIX A

REQUEST LETTER FOR PERMISSION TO CONDUCT STUDY

Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION I
SCHOOLS DIVISION OFFICE PASAY

JOEL T. TORRECAMPO, Ed. D.
Schools Division Superintendent
Schools Division Office Pasay
Pasay City

Madam:

The undersigned is presently conducting a research study entitled "**PEDAGOGICAL APPROACHES COMPETENCE OF KINDERGARTEN TEACHERS IN THE MATATAG CURRICULUM"** in partial fulfillment of the requirements for the degree Master of Arts in Education at Lyceum North-western University, Institute of Graduate and Professional Studies, Dagupan City.

In line with this, the researcher I would like to request permission from your good office to administers a questionnaire duly approved by the Dean of Institute of Graduate and Professional Studies of the Lyceum-Northwestern University, Dagupan City and the panel members during the proposal defense. The intended respondents of the study are the Kindergarten teachers in South District Pasay City.

Your kind consideration and approval of the above cited request is very much appreciated.

Very truly yours,

(Sgd.) **MARILYN M. MADIA**
Researcher

Noted:
(Sgd) **CHRISTOPHER A. DE VERA, Ed.D.**
Thesis Adviser

APPROVED:
(Sgd) **JOEL L. TORRECAMPO, Ed.D**
Schools Division Superintendent

APPENDIX B

LETTER TO RESPONDENTS

Republic of the Philippines
LYCEUM NORTHWESTERN UNIVERSITY
Institute of Graduate and Professional Studies
Dagupan City, Philippines

Sir/Madam:

Greetings!

The undersigned Is presently conducting research entitled "**Pedagogical Approaches of Kindergarten Teachers under the Matatag Curriculum"** in the requirements for Master of Education Major in School Administration..

In line with this, may I request your full participation to take part in this study as a chosen. Rest assured that the data will be kept confidential and will be used solely for this study.

Thank you and God bless!

Very truly yours,

MARILYN M. MADIA
Researcher

APPENDIX C
QUESTIONNAIRE

Pedagogical Approaches of Kindergarten Teachers under the MATATAG Curriculum

Part I. Profile of Respondents

Name of School Head: (Optional) _____

Age: _____ Sex: ____ Male ____ Female

Marital Status:

_____ Single _____ Widow / er

_____ Married _____ Separated

Years in Service: _____

Number of Relevant Training and Seminars Attended: _____

Part II. Pedagogical Approaches Competence of Kindergarten Teachers under the MATATAG Curriculum

Direction: Rate the perceived level of competence of pedagogical approaches. Please be guided by the legend given below.

Score	Descriptive Equivalents
5	Very Highly Competent (VHC)
4	Highly Competent (HC)
3	Somewhat Competent (SoC)
2	Slightly Competent (SlC)
1	Not Competent (NC)

INDICATORS	5	4	3	2	1
Constructivist	**VHC**	**HC**	**SoC**	**SlC**	**NC**
Design lessons that allow students to construct their own understanding and knowledge through experiences.					
Engage students in activities that require critical thinking and problem-solving.					
Provide support structures (scaffolding) to help students progress in their learning.					

Connect lessons to real-life situations to make learning more relevant.					
Use formative assessments to guide and improve student learning.					
Play-based					
Incorporate play as a central component of the learning process.					
Tailor activities to the developmental stages of the students.					
Guide and support play without dominating it.					
Observe and document play to understand students' learning and development.					
Design play activities to foster creativity and imagination.					
Inquiry-based					
Use open-ended questions to stimulate curiosity and inquiry.					
Teach students how to conduct research and gather information.					
Structure lessons around solving real-world problems.					
Give students the freedom to explore topics of interest.					
Encourage students to reflect on their learning and engage in discussions.					
Reflective					
Utilize group work to facilitate learning.					
Teach effective communication and teamwork skills.					
Design lessons with shared goals that require collaboration to achieve.					
Implement peer assessment to provide feedback and improve learning.					
Help students develop skills to resolve conflicts within groups.					
Collaborative					
Encourage students to assess their learning and progress.					
Maintain journals for students to reflect on their learning experiences.					
Provide regular feedback and encourage students to reflect on it.					
Engage in continuous professional development to improve reflective practices.					
Promote critical thinking and self-reflection through lesson design.					

Part III. Difficulties Encountered in the Implementation of Pedagogical Approaches Competence by Kindergarten Teachers

Direction: Rate the perceived level of seriousness of challenges in the implementation of **Pedagogical Approaches Competence by Kindergarten Teachers**. Be guided by the legend below.

Score	Descriptive Equivalents
5	Very Highly Serious (VHS)
4	Highly Serious (HS)
3	Serious (S)
2	Slightly Serious (SS)
1	Not Serious (NS)

INDICATORS	5 VHS	4 HS	3 S	2 SS	1 NS
Encountering challenges in implementing diverse pedagogical approaches due to limited training opportunities and lack of exposure to innovative methods, teachers find it difficult to enhance active and engaging learning environments effectively.					
Struggling with the scarcity of essential tools and materials, teachers face obstacles in executing interactive strategies, particularly in play-based and collaborative learning activities.					
Experiencing difficulties in delivering individualized instruction, teachers often find it challenging to balance the needs of students in					

large classrooms, which diminishes personalized learning experiences.					
Balancing administrative tasks, lesson planning, and curriculum coverage leaves little time for teachers to implement and reflect on innovative teaching strategies, leading to a reliance on traditional methods.					
Struggling to address the diverse needs of advanced learners and those requiring additional support, teachers find it challenging to implement differentiated instruction effectively.					
Facing limited cooperation from parents who undervalue innovative approaches like play-based learning, teachers encounter resistance that undermines their efforts to align home and school environments (Nordin & Mohamed, 2023).					
Confronting hesitation or reluctance from educators to adopt innovative methods, schools face barriers to fully transitioning to student-centered approaches in line with the MATATAG Curriculum.					
Encountering a lack of real-time guidance, teachers struggle to refine their practices and address implementation challenges, which hampers professional growth and effectiveness.					
Dealing with traditional educational expectations in some communities, teachers face resistance to student-centered and activity-based approaches promoted by the MATATAG Curriculum.					
Coping with overcrowded or inadequately equipped classrooms, teachers find it difficult to execute collaborative and interactive activities, limiting their effectiveness in engaging students.					