

INTERVENTION MEASURES FOR A MORE EFFECTIVE IMPLEMENTATION OF KINDERGARTEN PROGRAM AT POBCARAN DISTRICT

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CHAPTER 1

THE PROBLEM

Rationale

The international community demanded that the Philippines catch up with the rest of the world in basic education. Regardless of competence of the Philippine college graduates in professional fields such as architecture, engineering and nursing, they were disadvantaged in remuneration and access to scholarships necessary for advancement. Relative to the rest of the world, the Philippines only had ten years of basic education. Other countries had twelve.

The Philippines had a two-year educational deficit. If two years had to be added to the tertiary level. This solution would have solved the immediate problems of discrimination against our professionals abroad. It would also have been some ten times less expensive than adding them to the basic education cycle. This solution, however, would have turned the country away from the widely recognized deficiencies of our basic education cycle-an-over-clogged curriculum, an unacceptably high drop-out rate, and widely-perceived inefficiency in educational have performance.

Here we are trying our best to be a par with the rest of our Southeast Asian neighbors by implementing the K-12 program, yet, we are not hitting the nail. We need to start the strengthening the spirit of every child, making him realize his true identity as a Filipino. Our learners may know who Mabini is but do they know why he is a hero? Do they understand his role and significance in Philippine history?

Doesn't the president realize that the problem is deeply rooted in our soul? We are confused as Filipinos. We don't know who we are and what we want. We need to cultivate deeper into our being to discover our true identity. We are misled if not totally ignorant our history. The youth in our neighboring countries like China, Thailand, Japan and Vietnam undergo intensive history and cultural programs for nation building.

Our case, is the very opposite. We continue to abuse and exploit our country and people. Worst of all, establishing our loyalty and commitment with other countries. Susmariosep! Indeed, we have a troubled spirit.

This is the right time to strengthen the foundation of this nation. We need to build and nurture a sense of social commitment, nationalism and love for country.

The paramount importance of education of education can never be overlooked by anyone who holds close to his heart the welfare of our people and the future of this country. Schools are much more than a process of imparting to boys and girls information or knowledge that will give them personal material advantages over others and that will merely prepare the individual to make a livelihood.

Education, Mr. President has to do with the whole man, with all his faculties, his mind body and soul. It affects him decisively as an individual, as well as in his relations to others, to the Nation and to God.

We are living in an age characterized by violent conflict among opposing political, economic and moral forces. We experience war in different corners of the world including a guerilla warfare, the ISIS, between militias-guerillas, separatist groups and anarchic groups, the Muslim-Christian conflict, the NPA, and the Abu Sayaff, I our own country. When we analyze these and trace them to their causes, we are confronted by the startling discovery that these tremendous conflicts, this earth-shaking struggle, were in their origins essentially of an educational nature; and we are amazed to find that eventual fate of nations is determined not in the battlefields but in the classrooms. This is where seeds of social disorder are sewn.

Whether we like it or not we must fully accept that education is bound up with the life of the nation. It is not about meeting the needs of private entities it is about building the nation. Therefore, we need to help the government and the nation carry on that vital work of giving the right kind of training to our growing generations, as education that will serve as the foundation of our national life, the first step of our national defense and the guarantee of enduring prosperity and the future greatness of our country.

Education plays an important role in the country's progress. It helps people to become better and productive citizens. Education helps to decide whom to vote in order to make a difference in the country. Education helps solve the unemployment problem which poses a hindrance to the growth of the nation. Education can help raise our moral and social standards to help our government in the maintenance of social discipline and of law and order.

This country is sorely in need of a body of men and women who will consider and find a solution for our school problems in the light of the highest and soundest educational principles; who understand the nature and purpose of true education; who are neither faddist nor servile imitators of imported systems and yet know how to profit from the best experience of other countries; who will uphold the Constitution and maintain the democracy of education, and who will resist through lawful means educational despotism and dictatorship; who will be progressive and scientific in their views; whose object will be to develop the whole man, physically, intellectually and spiritually, making him a good man and consequently, a good citizen.

Many of us dream of becoming an archipelago united in spirit for the love of country. It is our duty to be loyal and be devoted to our country. Like every individual who has duties to his family, he has duties equally to his country. A nation is so constituted that it affords the individual the means to develop his innate capabilities, to enable him to provide for his rights and the rights and the rights of his family. In turn he acquires obligations towards the community and the nation of which he is a member and is in duty bound to serve the state of which he owes legitimate allegiance.

The fate of our future generation is indeed in the hands of our leaders. If we continue to ignore the importance of education then ours will be a country full of wars, horrors, destruction, suffering and woe. We need to defend our democracy and our sovereignty by educating our spirit. (Philippine Star, October 5, 2015)

The Philippines has become the only country that has institutionalized kindergarten as part of the formal basic education. In other countries, kindergarten is part of preschool, or a program prior to basic formal education. By virtue of the Kindergarten Act of 2012 and K to 12 Law, our basic education has actually been stretched to thirteen years from previous ten. Not only by twelve, Thus: $K + 12 = 13$ years of basic education.

The Kindergarten Education Act of 2012 made kindergarten a mandatory and compulsory requirement for Grade 1 starting school year 2017-2018.

For school years 2017-2018 and 2024-2025, however the completion of the Kindergarten Summer Program or the early Childhood experiences in Grade 1 Program shall be deemed sufficient compliance with the requirement of kindergarten education for entrance to Grade 1

The Kindergarten Summer Program refers to the eight-week kindergarten program of the DepEd given during summer for prospective Grade 1 enrollees. Children six to eleven years old who have not undergone any kindergarten program may be admitted to Grade 1, provided that they pass the School readiness Assessment (SReA). In case of the child fails the SReA, the child shall undergo the existing eight week-curriculum, otherwise known as the Early Childhood Experience in Grade 1 Program prescribed by the DepEd.

Children who completed the Kindergarten Summer Program or have undergone the Early Childhood Experiences in Grade 1 are deemed to have complied with the mandatory requirement of kindergarten education for entrance to Grade 1; however this rule is only for transition purpose during the first two years of the implementation of the Kindergarten Act of 2012. As such, it is only applicable in school years 2017-2018 and 2024-2025.

The secretary of education shall have the authority to regulate the organization, operation, and/or implementation of the kindergarten education program in both public and private schools. Private institutions may offer kindergarten education only when so authorized by the DepEd.

The regional director, on the other hand, shall have the authority, responsibility and accountability in approving the establishments to provide kindergarten institutions and ensuring their compliance to the national educational policies, plans and standards. The DepEd shall prescribe the guidelines on the issuance of permit to and/or recognition of kindergarten schools, and the revocation thereof through the Revised Manual of Regulations for Private Schools in Basic Education.

Kindergarten teachers shall have at least eighteen units of Early Childhood education (ECE) or its equivalent units as determined by the appropriate agency.

With the above-cited thoughts the researcher as kindergarten teacher was motivated to conduct this study in line with the implementation of the kindergarten program in Moncada North District as basis for a proposed intervention measures.

Theoretical Framework

Salandanan (2009) theory on technology-aided teaching strategy claimed that the continuing quest for updated information and knowledge is now assisted by state-of-the-art information and communication technologies ushered by emerging trend toward modernization. It is upon the teacher's initiative to keep oneself skilled using new equipment, tools and devices to ensure an unhampered procedure in presenting clear and accurate lesson episodes.

Technology-aided strategies are aimed at providing valuable experiences through instructional devices that can be viewed and heard. Updated information such as recent discoveries and inventions, improved procedures in doing things and better products are communicated and learned through pictures, films, tapes and television. Oral communication lesson could be presented through broadcasts and instructional tapes. Television episodes serialize concepts in Science, English and Mathematics. Three dimensional presentations could be in the form of models such as the human body systems, globe and miniatures.

Simple investigations, special reports and research findings are accomplished through the help of computers, other multimedia facilities and the internet. Electronically-operated gadgets facilitate the classroom operations, thus saving on time and effort.

Such recommendations are hereby presented by Salandanan when using technology-aided teaching strategies:

(1) The information and activities that will be presented through these technologies must be well-selected considering the age, mental ability and emotional maturity of the learners. Educational media exert a tremendous influence on attitude and values of the young; (2) Assistance from a technician can simplify and speed up all operations; (3) historic events and monumental landmarks can also help in appreciating and understanding new happenings in the country; (4) make sure that the materials that will be viewed and

discussed through these instructional media are closely related to the lesson if not the lesson itself; (5) the class must be briefed clearly about the objectives of the lesson to guide them in focusing their observation on relevant scenes and dialogues.

Conceptual Framework

The Philippines has well-developed and comprehensive national language-in-education policies. The 1987 Philippine Constitution, the Education Act of 1982, the Bilingual Education Policies and R.A. 10533 K-12 Curriculum the Department of Education issuances and policies provide support to multilingual education in formal, informal and non-formal education. Recently, the institutionalization of the mother tongue-based education as a bridge to learning in early childhood, primary and in non-formal education programs was implemented under DepEd Order No. 74, series of 2009. The 1987 Philippine Constitution states that the language should be made “auxiliary official languages” in the regions but no regional languages had been used until now as “auxiliary official languages” in official documents proceeding or communications. A “national language commission” was mandated and given form through the establishment of the Commission on language, which is authorized to “develop, promote, and preserve Filipino and other languages”. In July 2009 the Department of Education (DepEd) recognized the multilingual reality in Philippine education.

The battle cry of the educational system more particularly in the lowest educational ladder and the attainment of the objectives is enhanced through the enactment of RA 9155 better known as the “Governance of Basic Education Act of 2001. “ Section 2 of the aforesaid Act explicitly states that “the state shall protect and promote the right of all citizens to quality education at all levels and shall take steps to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level, and provide them with the skills knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.”

Consistent with the 1987 Constitutional Mandate and a declared policy of the National Board of Education (NBE) in bilingualism in the schools (NBE resolutions No. 73-7, S. 1973, the Department of Education, Culture and Sports (DECS) promulgated its language policy. The policy was first implemented in 1974 when DECS issued Dept. Order No. 25, Series 1974 titled “Implementing Guidelines for the Policy on Bilingual Education.”

Figure 1 in the next page presents the conceptual paradigm of the study using the “Input-Process-Output” model. Included in the input are the professional profile of the Kindergarten teachers in terms of their highest educational attainment, number of years of experience as kindergarten teachers, relevant in-service trainings attended in the K-12 curriculum; the status of the Kindergarten program in the implementation of

the k-12 curriculum in terms of adequacy of the instructional materials and the use of appropriate teaching strategies and other teaching needs of the kindergarten teachers in the public elementary schools in Pobcaran District as perceived by themselves. The output of this study is a proposed intervention measures to address the needs identified for a more effective implementation of the K-12 program in Pobcaran District.

**Assessment Of The Implementation Of The Kindergarten Program
 In The K-12 Curriculum In Pobcaran District
 As Basis For An Intervention Measures**

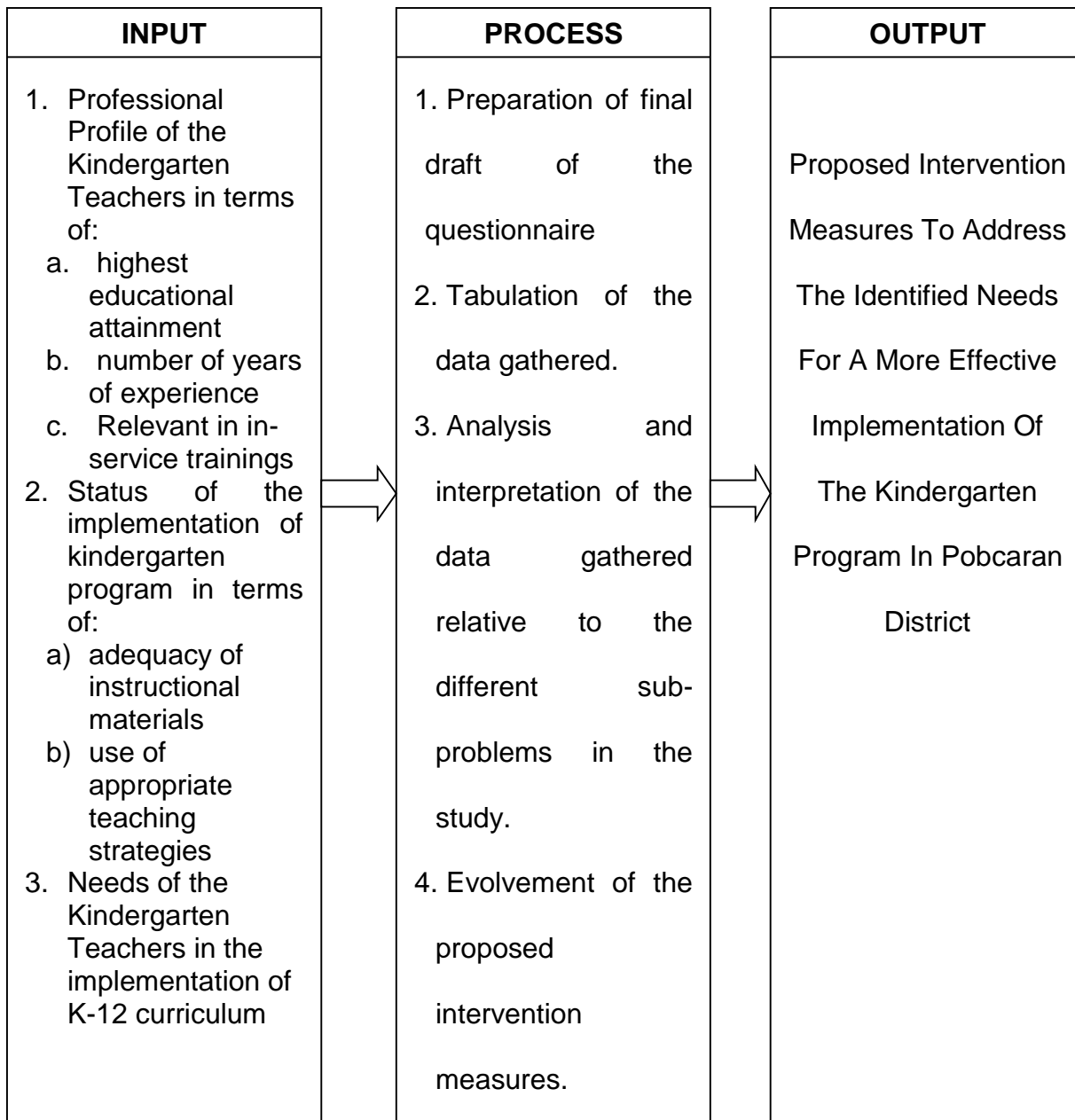


Figure 1

The Paradigm of the Conceptual Framework of the Study

Statement of the Problem

This study sought to assess the implementation of the Kindergarten programs as basis for a proposed intervention measures to address the identified needs for a more effective implementation of the program during the school year 2024-2025.

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

1. What is the professional profile of the Kindergarten Teachers in the public elementary schools in Pobcaran District in terms of the following:
 - a. highest educational attainment
 - b. number of years of experience as Kindergarten teachers
 - c. Relevant in in-service trainings attended in K-12 curriculum
2. What is the status of the implementation of the Kindergarten programs in the k-12 curriculum in terms of:
 - a. adequacy of instructional materials
 - b. use of appropriate teaching strategies
3. What are other trainings needs of the Kindergarten teachers in the public elementary schools in Pobcaran District as perceived by the teachers?
4. Based on the findings, what intervention measures can be proposed to address the identified needs for a more effective implementation of the Kindergarten program in Pobcaran District?

Significance of the Study

With the Kindergarten Act of 2012, Kindergarten is now offered for free in all public schools by the Department of Education. All children regardless of social status, are given equal opportunity to have Kindergarten Education.

The Kindergarten Act of 2012, declares that it is the policy of the state to provide equal opportunities for children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical and sufficiently prepare them for formal elementary schooling.

It is just among the components of the Philippines' thrust to push for serious education reforms. This should be propelled by strong political will and commitment to help the school children reach their potential

through a variety of carefully selected and meaningful experiences just like what is expected of a premium kindergarten education program.

And so this study will benefit the following:

School Administrator. Results of this study will help them improve their supervisor and administrative skills in the implementation of Kindergarten program in the K-12 Curriculum.

Kindergarten Learners. The result of this study will benefit the kindergarten learners who are the end beneficiaries of the Kindergarten Program.

Kindergarten Teachers. Aside for providing the necessary data in the conduct of this research, they will be benefited particularly in the implementation of the proposed output – the intervention measures.

Researcher Herself. As kindergarten teacher the result of this study will serve as an eye-opener to improve his teaching skills and competencies in the implementation of the Kindergarten program.

Other Researchers. Results of this study will serve as frame of reference in the conduct of other research of the mother tongue as a subject in private schools.

Definition of Terms

The following terms used in the study were operationally defined as used in the study.

Kindergarten Program. It refers to an additional program in the K-12 Curriculum as a requirement for entering Grade 1 and integrates it to the basic education system.

Kindergarten Teachers. They are the respondents of the study who provided the necessary data needed by the researcher and presently teaching Kindergarten in Pobcaran District during the conduct of the study.

Professional Profile. These are the professional profile of the teacher respondents in terms of their highest educational attainment, number of years of experience and relevant in-service trainings attended.

Intervention Measures. This refers to the output of the study to address the needs identified for the implementation of the Kindergarten program.

Implementation. It refers to on how to carry out the Kindergarten program in terms of its goals and objectives as mandated in R.A. 10533.

LITERATURE

Mother Tongue-Based

Multilingual Education

Bilingual and multilingual refers of the use of two or more languages as medium of instruction, in much of the specialized literature, the two types are subsumed under the term bilingual education. However, UNESCO adopted the term ‘multilingual education’ in 2003 in the General Conference Resolution 12 to refer to the use of at least languages, L1, a regional or national language and an international language in education. The resolution supported the view that the requirements of global and national participation and the specific needs of particular, culturally and linguistically distinct communities can only be addressed by multilingual education. In regions where the language of the learner is not the official or national language of the country, bilingual and multilingual education can make mother tongue instruction possible while providing at the same time the acquisition of languages used in larger areas of the country and the world. This additive approach to bilingualism is different from the so-called subtractive bilingualism which aims to move children on to a second language as a language of instruction. The current review examines research evidence that can be inform policies on how best to support children’s maintenance and developing competence in L1, through parent education, preschool, and primary school programs, while they are also acquiring one or more additional languages; that is, other tongue-based bi/multilingual education or developmental bilingual education.

Benson (2002) a leading scholar in the field of bi/multilingual education, claims that worldwide, children’s L1 has been established as the most efficient language for early literacy and content area instruction. Late transition to education in L2 is more effective than early transition. Furthermore, while the effectiveness of ‘early exit’ programs is not well supported by research, children in these programs have better outcomes than children in submersion programs.

Distinctive Challenges in Implementing

Mother Tongue-Based Multilingual

Education Program

While heritage mother tongue programs share many challenges with other mother tongue educational programs, indigenous language education initiatives face several distinct issues. UNESCO (2008) stressed that predominant challenges include: (1) Lack of research on effective approaches of heritage mother tongue transmission: Research on bilingual education with other cultural groups is not readily generalized to the indigenous language context. Most often, bi/multilingual programs involved two or more relatively vibrant languages. Indigenous languages, however, are under severe threat in many communities around the world. Systematic investigation of the effectiveness of indigenous language transmission approaches is necessary to guide program choices. Innovative pedagogies and resources need to be created and tested to ensure that the programs are motivating and relevant for each new generation of learners; (2) Absence (or loss) of written versions of many indigenous languages: Many indigenous language groups have developed or are working to refine existing writing systems. These efforts also involve modernizing indigenous languages to incorporate contemporary expressions and without reverting to the majority language; (3) Dearth of speakers of endangered indigenous languages: While many linguistic groups can turn to a homeland for support in language transmission efforts, indigenous people have only themselves to count on as linguistic and cultural resources. However, in many communities, there are few if any highly proficient speakers of the heritage language, limiting opportunities to practice the language in normative communicative contexts, to recruit effective teachers, and to develop a full range of age appropriate resources, (4) practical challenges associated with teaching children with mixed languages or vernaculars.

Using the L1-L2-L1 Method

Teachers and learners review that they have already learned about the concept (use L2, if possible). If the learners do not understand, teachers use L2 and then translate into L1 so the learners hear both languages used to discuss the concepts. Teacher may use L1 to introduce the new concept that will be taught in the lesson, using objects and examples from the learners own lines as much as possible. Teachers may use L1 to introduce and explain the meaning of new L2 vocabulary terms that the learners will encounter in the textbook lesson. After each explanation, learners practice the new term in an L2 sentence to show they understand it.

Teacher may then write the new term in the word chart for that subject and learners write a sentence with the word on their paper. Teacher and student may look at the lesson in the L2 textbook. Learners may use L2 to talk about the thing they understand from the illustration about ask 1-2 easy comprehension questions. Teachers and learners may then use L1 to review the main concept taught in the lesson to make sure that the learners understand the concept. Teacher can ask more complex questions and also encourage the learners to ask question about the concepts that they learned in that lesson, the purpose of this is to ensure that the learners understand and can build on that concept (DepEd MTB-MLE Resource Book, 2012).

Language Policy

Language policy is a relatively new academic field that has evolved immensely since the 1990s. it began with a philosophy of modernization through national development and focused more on linguistic homogeneity than language preservation. Since then, it has moved toward a critical perspective that considers issues of equality and justice through language rights (Ricento, 2000). The MTB-MLE policy in the Philippines is indicative of this shift in perspective at a national level, yet the local-level perspective is notably absent from the discussion.

Spolsky's theory proposed three components of language policy (beliefs, practices, and management), while ricento and Hornberger's model (2001) suggested three layers of policy (national, institutional, and interpersonal). These frameworks complement one another to provide a holistic way of understanding MTB-MLE implementation. They are related to MTB-MLE, language beliefs and ideology, language management, and language practices.

Language Management

Language policy is often implemented from a top-down approach in which a national governing body makes decisions to be implemented at a local level. These top-down approaches are typically prescriptive and generalized across multiple contexts.

As Kaplan and Baldauf (2005) stated, top-down policies come from people of power and authority to make decisions for a certain group without consulting the end-users of the language. They are appealing

because of their ability to reach out broadly through legislation or executive orders, as well as the political strength associated with their messages.

Globally and regionally, there is increased interest in the use of the mother tongue as a language of instruction in education. International organization such as UNESCO, intergovernmental agencies such as SEAMEO, and various donor agencies advocate for this policy shift. In addition, organizations such as SIL International and Save the Children have actively promoted MTB-MLE through their work in the Philippines, as well as in many countries around the world.

In many instances MTB-MLE reforms start as small pilot projects through the supports of an international organization. The intent is to build political and national support for the program's expansion by sharing the success stories of the pilot programs. This was the case in the Philippines with the Lubuagan MTB-MLE program described earlier, but has occurred in hundreds of other communities around the world. Experimental programs are helpful for understanding on a small-scale how a multilingual approach can be implemented within a local context and considering the availability of resources and technical support (Benson, 2004).

However, scholars acknowledge that moving from experimental pilot phases to more widespread implementation is one of the most difficult aspects of language planning and policy (Benson, 2004; Dutcher, 2001). Programs may find success at community levels, but their national implantation is detracted by larger systematic issues. Political, economic and social issues often collide at the national policy making level around language of instruction in schools.

MTB-MLE has rarely been contested on pedagogical ground, but structural challenges can impede proper implementation of a program. Amidst of success with MTB-MLE, Ducher (2003) admitted that it is ultimately ineffective when there is a lack of materials, poor teacher training, and inadequate language development. Ambatchew (2010) argued that unless a rich environment of books, posters, television and radio programmers is created in the medium of instruction, the learners are doomed to failure. While materials development has been supported by many non-profit or non-governmental organizations, the capacity is limited to only certain communities. Even still, these organizations have provided stronger material support for mother tongue initiatives than the national government in many circumstances.

It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium. (UNESCO, 2000)

A 1999 UNICEF statement similarly acknowledged the value of tongue instruction: There is ample research showing that learners are quicker to learn to read and acquire other academic skills when first taught in their mother tongue. They also learn a second language more quickly than those initially taught to read in an unfamiliar language (UNICEF, 1999). Ten years later UNESCO (2003) reiterated these points and stated that essentially all research since 2000 has confirmed the value of education in the mother tongue.

Another major benefit of mother tongue instruction is the foundation it builds for gaining literacy in additional languages (Cummins, 2000). Two hypotheses relate to this desired outcome: the threshold level hypothesis and the interdependence hypothesis. The threshold level hypothesis which suggests that only when children have attained a threshold of competence in their first language can they successfully gain competence in a second language. This hypothesis was formed as a result of research with Finnish children who had migrated to Sweden. It was found that children who migrated before they had gained literacy in their first language did not develop second language literacy as successfully as those who migrated after they developed first language literacy.

Cummins (1984) devised the widely cited interdependency hypothesis, which asserts that the level of second language (L2) proficiency acquired by a child is a function of a child's level of proficiency in the first language (L1) at a point when intensive (L2) instruction begins. He distinguished between two kinds of literacy: interpersonal communication and cognitive academic language proficiency (CALP). Interpersonal communication refers to oral communication skills use in conversational settings, while CALP signifies the point at which the speaker can use language in decontextualized ways, such as a through writing where language is a cognitive tool. Cummins concluded that L1 competence would be more easily transferred to L2 competence when CALP has been mastered.

Akinnaso (1993) reviewed literature on mother tongue based programs in developing countries and claimed that most projects report positive correlations between the development of literacy in the mother tongue and development of literacy in the second language. However, use of mother tongue alone does not guarantee positive results. Consideration must be given to the way in which the policy is implemented, both from a national and local standpoint.

History provide us complete package of factual information on how societies have flaunted to enlighten their people to create goods and services, to answer the call of everyday life in the most convenient and successful way, to satisfy their curiosity and artistic inclination, in the pursuit of their dreams to hit these intentions, people must persevere to gather reliable information systematically in order to have more of what they have following a set of standard.

In the Philippines, a longitudinal study was conducted with grade one through three learners in Lubuagan, a rural community in a Cordillera Mountains. The mother tongue pilot project began in one school in 1999, and the study was formally launched in 2005 with three schools in the experimental group and three in the control group. After three years of the study, consistent advantages were noted for the children in mother tongue schools. They scored significantly higher than learners in the control schools in math, reading, Filipino, and English (Walter & Dekker, 2011).

Nolasco (2008) suggests that national educational policy with respect to language(s) of instruction additionally constrains educational effectiveness for many Philippine children, especially those living in the rural areas and in regions of the country where neither English nor Filipino – the official languages of instruction is widely known.

The Lubuagan Kalinga Mother Tongue-Based Multilingual Education (MLE) Program is a response to the late Secretary Andrew Gonzalez' call for piloting innovative approaches to literacy and education in minority language communities. The municipality of Lubuagan lies in the province of Kalinga in the Cordillera Mountains of the northern Philippines with a population of around 12,000. Lubuagan and its barrios host one school district with 13 elementary schools. There are two private high schools and one public high school. Lubuagan is a monolingual, almost homogenous community in which those who move to the area for business purposes or through marriage learn and use the local language, Lilubuagen (Lubuagan is the spelling of the

town, Lubuagen are the people and Lilubuagen is the name of the language). Ilocano, the regional language of wider communication, is primarily used when one travels outside Lubuagan. Consequently, the children in Lubuagan typically begin school speaking Lilubuagen but no other language (Dekker and Young 2005).

The Lubuagan MLE program teaches the Filipino and English languages through the mother tongue rather than through immersion in these languages. Using two the learners' first language to teach them Filipino and English provides the comprehensible input necessary for learning second languages. After oral proficiency is developed in Filipino and English, literacy in these second languages is introduced bridging from literacy in the first language (Dekker and Young 2005).

Additionally the program does not change any of the standard governmental competencies for all subjects. Rather the focus is on using the first language as the medium of instruction to ensure comprehension of curriculum content for mastery. Reading and writing are taught first in the learners' mother tongue. Basic fluency in reading is developed in the first language first, while Filipino and English language lessons develop oral communication skills before reading in those languages is introduced. Teachers had to learn to read and write their own language first before they were competent to teach first language literacy. This was done in a series of writer's workshops where teachers were bridged from reading and writing the national language to their own language. Because their own language has only recently been standardized to written form, spelling is often difficult. This will change as more and more print literature is made available in the language and people become accustomed to seeing their language in written form. In the traditional classroom, curriculum content is taught through Filipino for social studies and Filipino language and English for Math, Science and English. This creates scenario in which young learners a must learn a language at the same time they are learning new concepts taught in that language.

The Lubuagan MLE Program incorporates cultural content in order to optimize learning of the curriculum content. This is done by beginning each lesson with what is familiar to the learner, related to this or her everyday experiences, and building on that to introduce the new content. All beginners' reading material consists of stories familiar in content to the learners so that the focus is on the process of reading rather than distracting him or her with new situations and unfamiliar people and e places. Teachers incorporate oral literature, local history, local arts, craft and music in the curriculum.

STUDIES

Local

Limos (2004) proposed early learning materials in reading in English for Grade 1 learners in Aguilar District, Division of Pangasinan I. It used the descriptive method of research in the assessment of the oral reading skills of the Grade 1 learners during the school year 2016-2017 using the Philippine Informal Reading Inventory (PHIL-IRI) word list and sentences. The result of the assessment were used as basis for the development of early learning materials in reading in English for Grade 1. The acceptability of the proposed materials was determined with their evaluation in terms of certain criteria by the Grade 1 teachers who responded to a questionnaire. The research subjects in this study were the 40 Grade 1 learners of this researcher to whom the PHIL-IRI component in Grade 1 was administered. Also employed as respondents to a questionnaire were the 28 to Grade 1 teachers in Aguilar District frequency count, percentage and average weighted mean were the statistical tools used to treat the data.

Vallo (2014) assessed the problems being met in the implementation of the k-12 curriculum by the Grade 1 teachers in District II, Dagupan City during the school year 2024-2025. The assessment focused on the profile of the implementation of Mother Tongue in the k to 12 Curriculum by the Grade 1 teachers in District II, Dagupan City in terms of the first language of the teachers and learners in proficiency of the Grade 1 learners in the Mother Tongue as a subject and as a medium of instruction in the teaching of other subjects, and the problems met by the Grade 1 teachers in the implementation of Mother Tongue in the K to 12 curriculum by the Grade 1 teachers as a language subject and medium of instruction in the teaching of other subjects and instructional materials. The output of this study is a proposed intervention measures to address the identified problems of the Grade 1 teachers in the implementation of Mother Tongue-Based education in the k to 12 Curriculum as a language subject and medium of instruction in the teaching of other subjects. In this study, the Grade 1 teachers' first language are English, Pangasinan and Filipino. The Grade 1 learners predominantly used Filipino as their first language and followed by Pangasinan. The Grade 1 teachers proficiency in Mother Tongue as a subject revealed that Grade 1 teachers are "proficient" in Filipino with 4.20 AWM, in Pangasinan with 3.30 AWM with descriptive equivalent of "Moderately Proficient". Majority of the Grade 1 teachers are "very proficient" in the three subjects, using Mother Tongue as a medium of

instruction. Generally, Grade 11 teachers revealed that they have a problem on how to “appreciate the subject” and the “Difficulty of using Code Switching”.

Contribution of the Reviewed

Literature and Studies to

The Present Study

Through the literature and studies reviewed, this researcher was able to draw rich insights on the multilingual education, language instruction and concepts, instructional materials and other related ideas and underlying principles. The aforementioned studies revealed similarities as well as differences in terms of respondents, methodology, instruments and statistical measures used but presented the same types of problem encountered and observed, specifically about the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE). The researcher can be guided in the identification of problems of this study and in the various concepts to where she can apply to conduct her study.

CHAPTER 2

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis to treat the data needed in the study.

Research Design

This study used the descriptive method of research with the use of questionnaire as the data gathering instrument in the assessment in the implementation of the Kindergarten program in the K-12 curriculum as basis for a proposed intervention measures during the school year 2024-2025. In the assessment included the professional profile of the Kindergarten teachers in terms of their highest educational attainment, number of years of experience and the relevant in-service trainings attended in the K-12 curriculum; the status of the implementation of the Kindergarten program in the K-12 curriculum; the other training needs of the Kindergarten teachers. The output of this study is a proposed intervention measures to address the identified needs in the implementation of the Kindergarten program in the K-12 curriculum.

Sources of Data

The twenty (20) Kindergarten teachers in Pobcaran District served as respondents of the study and presently teaching Kindergarten program in Pobcaran District. Table 1 presents the distribution of the respondents.

Table 1
Distribution of Respondents
N=20

Schools	Number of Kindergarten Teachers
1. A. Bonifacio Elementary School	2
2. Bagong Silang Elementary School	1
3. Caloocan ES-Central	4
4. Caloocan Elementary School-Unit/Annex	1
5. Cayetano Arellano ES	2

6.	Cecilio Apostol Elementary School	2
7.	E. Rodriguez Elementary School	1
8.	Gomburza ES	2
9.	Gregoria De Jesus ES	2
10.	San Jose ES	2
11.	Tandang Sora Integrated School	1
TOTAL		20

Instrumentation and Data Collection

This study used the questionnaire as the data gathering instrument in the assessment of the implementation of the Kindergarten program in the K-12 curriculum. There are three parts of the questionnaire. Part I – deals on the professional profile of the Kindergarten teachers which included their highest educational attainment, number of years of experience and relevant in-service trainings. Part II – focused on the status of the implementation of the Kindergarten program in the K-12 curriculum in terms of the adequacy of instructional materials and the use of appropriate teaching strategies. Part III – focused on the other needs of the Kindergarten teachers in the implementation of the K-12 curriculum. The output of this study is a proposed intervention measures to address the needs identified in the implementation of the Kindergarten program in Pobcaran District.

The researcher asked permission from the Schools Division Superintendent to administer her questionnaire to the identified respondents through the assistance of their respective school heads. The questionnaire was distributed personally by the researcher to the respondents, and at the same time she personally retrieved to ensure 100 % retrieval.

Tools for Data Analysis

The different sub-problems were statistically treated, tabulated and analyzed.

To answer sub-problem was statistically treated. For sub-problem 1 – On the professional profile of the Kindergarten teacher, percentage, frequency was used.

For sub-problem 2 and 3 – On the status of the implementation of the Kindergarten program and the needs of the Kindergarten teachers in the implementation of the Kindergarten program, average weighted mean was used. The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where:

AWM = Average Weighted Mean

fx = Distribution of frequencies

N = Total number of respondents

Below is the interpretation of Adequacy and Needs

Scale	Range	Descriptive Equipment
5	4.50-5.00	Very Adequate (VA)
4	3.50-4.49	Adequate (A)
3	2.50-3.49	Moderately Adequate (MA)
2	1.50-2.49	Slightly Adequate (SA)
1	1.00-1.49	Not Adequate (NA)

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data to answer the sub- problem raised in the study.

Professional Profile of the Kindergarten Teacher In Pobcaran District

This section presents the professional profile of the kindergarten teachers in Pobcaran District, Division of Pangasinan I in terms of the identified variables. The data is presented in Table 2 in answer to sub-problem 1.

Table 2
Professional Profile of the Kindergarten
Teachers In Pobcaran District
In Terms of Variables
N=20

A. Highest Educational Attainment	f	percent
1. BSEED	12	60%
2. BSEED Academic Requirements in Master of Arts	6	30%
3. BSEED with Units in Master of Arts	2	10%
Total	20	100%
B. Number of Years of Experience As Kindergarten Teacher	f	percent
1. 0-5 years of experience	12	60%
2. 6-10 years of experience	8	40%
Total	20	99.99%
C. Relevant In- Service Training Attended in Kindergarten	f	percent
1. Regional Level	8	40%
2. Division Level	20	100%
3. District Level	20	100%

Note: Multiple Response

Table 2 presents the professional profile of the Kindergarten teachers in Pobcaran District in terms of their highest educational attainment, number of years of experience, and relative in-service trainings attended as Kindergarten teachers. Scrutinizing the table, majority of the Kindergarten teachers are graduated of BSEED 12 or 60 percent. It is sad to note that no one among them finished Master of Arts. Along the number

of years of experience as Kindergarten teacher, it was revealed by them that they belong to 0-5 years of experience as Kindergarten 12 or 60 percent. This is an indication that they are still young in the service. In terms of their relevant in service trainings attended, they have attended various in-service programs at the Division and District level. This implies that there is a need for Kindergarten teacher to up-date their professional growth along their educational attainment and attend more in-service training programs.

Status of the Implementation of the Kindergarten In the K-12 Curriculum

This section presents the status of the implementation of the Kindergarten in the curriculum in terms of the adequacy of instructional materials, use of appropriate teaching strategies. Table 3 presents the data in answer to sub-problem 2.

Table 3
Status of the Implementation of the Kindergarten
In the K-12 Curriculum In terms of Variables

A. Adequacy of Instructional Materials	AWM	D.E
1. Textbooks	2.40	SA
2. Charts	2.60	MA
3. Pictures	2.50	MA
4. Toys	2.40	SA
AWM	2.47	MA
B. Use of Appropriate Teaching Strategies	AWM	D.E
1. Role Play/ Dramatization	3.20	MA
2. Story telling	2.60	MA
3. Sharing	2.80	MA
4. Playing	3.20	MA
5. Group Activities	3.20	MA
AWM	3.0	MA

Legend:

Scale	Statistical Range	Descriptive Equivalent (D.E)
5	4.50-5.00	Very Adequate/Very Appropriate (VA)
4	3.50-4.49	Adequate/ Appropriate (A)
3	2.50-3.49	Moderately Adequate/ Appropriate (MA)
2	1.50-2.49	Slightly Adequate/Appropriate (SA)
1	1.00-1.49	Not Adequate/ Appropriate (NA)

Table 3 presents the status of the implementation of the Kindergarten in the K-12 curriculum in terms of adequacy of instructional materials and use of appropriate teaching strategies. Looking at the table, the Kindergarten teachers revealed that the instructional materials like, textbook, chart, picture and toys are to “Moderately Adequate” with 2.47 as the average weighted mean. On the other hand, on the use of appropriate teaching strategies, it was found out to be “Moderately Adequate” with AWM- 3.0. this implies that the Kindergarten teachers are still wanting to be reoriented in the different teaching strategies in terms with the implementation of the K-12 Curriculum.

Training Needs of the Kindergarten Teachers

In the Public Elementary Schools in Pobcaran District

This section presents the other training needs of the Kindergarten teachers in the public elementary schools in Pobcaran District. Table 4 presents the data in answer to sub-problem 3.

Table 4

Training Needs Of The Kindergarten Teachers

In The Public Elementary Schools In Pobcaran District

Needs Of The Kindergarten Teachers		AWM	D.E
1.	Procurement of instructional materials	4.60	VMN
2.	Reorientation of the different teaching strategies in the	4.80	VMN
3.	Implementation of the K-12 Curriculum		
4.	Administrative support to fully implement the Kindergarten Curriculum	4.20	M
5.	Parents involvement in the kindergarten activities	4.40	N
6.	Procurement of other facilities for Kindergarten learners	4.60	VMN
AWM		4.48	N

Legend:

Scale	Statistical Range	Descriptive Equivalent (D.E)
5	4.50-5.00	Very Much Needed (VMN)
4	3.50-4.49	Needed (N)
3	2.50-3.49	Moderately Needed (MN)
2	1.50-2.49	Slightly Needed (SN)
1	1.00-1.49	Not at all (NAA)

Table 3 presents the other training needs of the Kindergarten teachers in the public elementary schools in Pobcaran District , Division of Pangasinan I. Looking at the table, The Kindergarten Teachers included six (6) items they needed most at these are procurement of instructional materials; reorientation of the different strategies in the implementation of the K-12 curriculum; procurement of other facilities for Kindergarten learners which was rated to a “Very much needed” with AWM- 31.60 respectively. Summing up all, the overall average weighted mean was 4.48 which mean “Needed”. This implies that the kindergarten teachers

are still need of other paraphernalia in the teaching of Kindergarten for the full implementation of the Kindergarten curriculum.

Proposed Intervention Measures To Address the Needs Identified For A More Effective Implementation Of The Kindergarten Program

In Pobcaran District

This section presents the output of the study which is a proposed intervention measures to address the needs identified for a more effective implementation of the Kindergarten program in Pobcaran District.

The proposed intervention measures to address the needs identified for a more effective implementation of the Kindergarten program in Moncada North District was based on the analysis of the findings of the study. The kindergarten teachers revealed that they are still young in the service the very reasons why majority of them are BSEED graduate so they affirmed that they need more instructional materials and be oriented on the different teaching strategies in the teaching of Kindergarten program. Analyzing all these findings, it is therefore imperative that DepEd officials should address the needs of the Kindergarten teachers in order to come up with the effective implementation of the program.

Proposed Intervention Measures To Address The Needs Of The Kindergarten Teachers In Pobcaran District

Areas of Concern	Intervention Measures
A. Professional Profile	<p>A. The Kindergarten teachers should be encouraged to update their professional growth by way of taking master degree program.</p> <p>- they should attend more trainings, seminars and conferences in line with the K-12 curriculum to enrich their knowledge and skills in the teaching of Kindergarten program.</p> <p>B. The Kindergarten teachers should be provided on the following through the help of the school administrators.</p>

<p>B. Needs of the Kindergarten Teachers</p>	<ul style="list-style-type: none"> - procurement of the instructional materials which are interesting and meaningful in the life of the Kindergarten teachers - the different teaching strategies in the teaching of Kindergarten program made the implementation more effective - the administrators should show their concerns, supports to the Kindergarten teachers - invite Kindergarten parents in all activities of the Kindergarten learners to be more aware of the K-12 implementation.
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CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusion drawn based on the findings and the recommendations offered relative to the sub-problem raised in the study.

SUMMARY

Percentage and frequency and average weighted mean was used to treat statistically the different sub-problems in the study. The twenty (20) Kindergarten teachers served as respondents of the study.

Findings:

- 1.0 Professional Profile of the Kindergarten Teachers In Pobcaran District in Terms of Variables
- 1.1 In terms of highest educational attainment, the majority of the Kindergarten teachers are BSEED graduate 8 or 61.54 percent.
- 1.2 Along the number of years of experience, they belong to 0-5 years of experience 10 as of 6.92 percent.
- 1.3 Majority of the Kindergarten teachers attended Division and District level seminars in-line the K-12 curriculum.

1.4 Status In The Implementation of the Kindergarten In the K-12 Curriculum In the Public Elementary Schools in Pobcaran District In the adequacy of instructional materials, The Kindergarten revealed to a “Moderately Adequate” with 2.47 average weighted mean.

1.5 Along the use of appropriate teaching strategies, majority to them revealed to a “ Moderately Appropriate” with AWM 3.0

2.0 Needs Of The Kindergarten Teachers In The Public Elementary Schools In Pobcaran District

2.1 Majority of the Kindergarten teachers revealed that they are “ Very Much in Need” on procurement of instructional materials, reorientation of the different teaching strategies and procurement of other facilities for Kindergarten learners with an average weighted mean of 4.60

3.0 Proposed Intervention Measures To Address the Identified Needs For A More Effective Implementation Of The Kindergarten Program In Pobcaran District

3.1 The proposed intervention measures can address the identified needs for a more effective implementation of the Kindergarten program in Pobcaran District .

CONCLUSIONS

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

1. Generally the Kindergarten teachers are wanting to update their professional profile especially on their educational attainment.
2. The status of the instructional materials and teaching strategies should be given concerns by the DepEd authorities.
3. Generally, the Kindergarten teachers are in need of more instructional materials which are meaningful to the Kindergarten learners.

RECOMMENDATIONS

In the height of the conclusions made, the following recommendations are hereby offered.

1. The proposed intervention measures be forwarded to DepEd Higher authorities for implementation.
2. The school administrators should address the needs identified by the Kindergarten Teachers.

3. Similar study be conducted be it regional or division level to validate the findings of the study.

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APPENDICES

Lyceum Northwestern University
Dagupan City
Institute of Graduate And Professional Studies

Questionnaire For Kindergarten Teachers In Pobcaran District

Dear Respondents,

The undersigned is conducting a study entitled “**Intervention Measures For A More Effective Implementation Of The K-12 Program In Pobcaran District**” in partial fulfillment to the requirements for the Degree of **Master of Arts in Education** this academic year 2024-2025.

Kindly help the researcher by providing the necessary data in my questionnaire as my data gathering instruct. Thank you very much for your cooperation and rest assure all responses will be kept confidential.

Very truly yours,

MARICEL L. PABLICO

Researcher

Part I- Professional Profile of the Kindergarten Teachers In Pobcaran District In Terms of Variables

Direction: Kindly put a check (✓) mark on the space provided for each item.

A. Highest Educational Attainment

_____ BSEED

_____ BSEED Academic Requirements In MAED

_____ BSEED with Units in MAED

_____ Master of Arts in Education

_____ Others (Pls specify)

B. Number of Years of Experience For Kindergarten Teachers

- _____ 0-5 years of experience
- _____ 6-10 years of experience
- _____ 11 and above years of experience

C. Relevant in-service training attended in K-12 Curriculum

- _____ National Level
- _____ Regional Level
- _____ Division Level
- _____ District Level

Part II- Status of the Implementation Of the Kindergarten In The K-12 Curriculum In Terms Of Variables

Direction: Kindly put a check (√) mark on the space provided for each column using the scale below in terms of the status of implementation.

Scale	Statistical Ranges	Descriptive Equivalent (D.E)
5	4.50-5.00	Well Implemented (WI)
4	3.50-4.49	Implemented (I)
3	2.50-3.49	Moderately Implemented (MI)
2	1.50-2.49	Slightly Implemented (SI)
1	1.00-1.49	Not Implemented (NI)

A. Adequacy of Instructional Material	WI	I	MI	SI	NI
	5	4	3	2	1
1. Basic Textbooks					
2. Toy					
3. Pictures					
4. Chart					
5. Other (Pls. Specify)					

B. Use of Appropriate Teaching Strategies	WI	I	MI	SI	NI
	5	4	3	2	1
1. Role Play / Dramatization					
2. Story Telling					
3. Sharing/Playing					
4. Group Activities					
5. Other (Pls. Specify)					

Part III - Training Needs Of The Kindergarten Teachers

Direction: Kindly put a check (✓) mark on the space provided for each column using the scale below in terms of their needs

Scale Statistical Range Descriptive Equivalent (D.E)

5	4.50-5.00	Very Much Needed (VMN)
4	3.50-4.49	Needed (N)
3	2.50-3.49	Moderately Needed (MN)
2	1.50-2.49	Slightly Needed (SN)
1	1.00-1.49	Not at all (NAA)

Needs Of The Kindergarten Teachers	VMN 5	N 4	MN 3	SN 2	NAA 1
1. Procurement of instructional materials					
2. Reorientation of the different teaching strategies in the implementation of the K-12 Curriculum					
3. Administrative support to fully implement the Kindergarten Curriculum					
4. Parents involvement in the kindergarten activities					
5. Procurement of other physical equipment for Kindergarten learners					

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