TEACHING MODALITIES OF KINDERGARTEN TEACHERS

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MASTER OF ARTS IN EDUCATION

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A B S T R A C T

Teaching Modalities are ways in which teachers teach the pupils with the use of their senses throughout the learning process to acquire new skills. These are the teaching modalities adapted by the teachers in teaching. This assessment focused on the extent of utilization of the teaching modalities of Kindergarten teachers along verbal-linguistic, mathematical-logical, visual-spatial, Intra-personal, bodily-kinesthetic, Interpersonal, Naturalist, and musical-rhythmic. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that the level of implementation of the LCP as assessed by the school administrator-respondents was "highly implemented" in terms of planning, organizing, and networking, highly implemented; curriculum implementation and evaluation; instructional supervision; monitoring and evaluation; and technical assistance. It was "extremely implemented in terms of human resource development and management; and special task/other assignment.

Key Words: Auditory, Linguistic, Spatial, Rhythmic, Kinesthetic, Logical, Naturalist, Interpersonal, Intrapersonal

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THE PROBLEM AND ITS BACKGROUND

Introduction

Becoming a teacher can be an exciting and challenging experience for anyone. It can be quite difficult to put four years of knowledge into their teaching and into a classroom environment. While it may seem challenging at first, it does not easier over time. A kindergarten teacher must have a passion, patience, creativity, flexibility, respect and high energy in teaching kindergarten pupils.

In the Republic Act no. 10157, an act institutionalizing the kindergarten education into the basic education. This shall refer to the ten-month program provided to children who are at least 5 years old in regular elementary schools that using the thematic and integrative curriculum to ensure the development of foundational skills among children to prepare for Grade 1.

While the Republic Act 8980, this an act that promulgating a comprehensive policy and a National System for Early Childhood Care and Development (ECCD) that provided the funds and therefore for other purposes. This support the rights of the children which are indivisible through survival (name and identity), development (cognitive and emotional), protection and participation (respect for their views). The objectives

of the National ECCD system was to enhance the physical, social, emotional, cognitive, psychological, spiritual and language development of young children and to ensure that young children are prepared for the formal learning system that both public and private schools are responsive to the development need of the students.

The ECCD Curriculum refers to the age-appropriate and developmentally appropriate educational objectives, program of activities, organized learning experiences and recommended learning materials for children that are implemented by the service providers through center and home-based programs.

The kindergarten curriculum focus on the child's total development according to the individual needs and socio-cultural background. This curriculum shall take into account the distinctive features of children's physical, social, emotional and cognitive functioning appropriate to their age, developmental stage and the culture and the values of their environment like family, school and community.

Also the Kindergarten curriculum shall consist of readiness skills and developmentally appropriate practices to develop the social, motor and other skills that the child would have learned and acquired new skills.

That's why the kindergarten teachers used the ECCD Checklist to determine if a child is developing adequately or is at risk for developmental delays. The ECCD checklist

consists of a child's record and the items in the checklist that grouped into seven domains, such as the gross motor, fine motor, self-help, receptive language, expressive language, cognitive and socio-emotional. This will be utilized by the Department of Education to utilize the child record of kindergarten learners.

A teacher is not only someone who teaches, but he is a symbol of learning and a person who plays the most important role in the development of learners. The future of the toddlers depends on the qualities and the dedication of the teacher. It is the teacher who creates an interest in the toddlers' development to progress. It is the teacher who helps the toddlers achieve whatever aims they set for themselves (http/www.bartleby.com, June 16, 2020).

According to Glickman (1991:6), effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice.

Furthermore, Koksal (2007:357) averred that it is fairly obvious that teachers' pedagogical styles must adapt as well. Teachers must quickly recognize that each pupil is a unique individual that what works for one may not work for

all. More than ever, the present-day schools contain pupils with diverse backgrounds, interests and strengths, hence; educators are faced with the task of motivating them toward curriculum appreciation.

Moreover, Hunter (2005:146) emphasized that teacher is the most important element in a successful program. He should be capable of introducing new knowledge deep understanding and appreciation of all learning areas to be able to communicate enthusiasm of the subject. This teaching enthusiasm is best manifested in teaching devices, whether visual or audio-visual, that is used to stimulate interest and enrich the student experience. In fact, educators agree that effective teaching can never be captured on paper alone.

Apparently, it is versatile and diverse to provide for the other developmental needs of learners. Especially those who possess multiple potentials that need to be nurtured in order for them to emerge as more productive members of society.

Meanwhile, teaching and learning in early childhood education, as the coordination of perspectives held by children and teachers through engaging different sensory modalities in the learning process. It takes a sociocultural theoretical perspective. This notion of teaching is useful to clarify how teachers can support children’s learning in the collective arena of Kindergarten.

Price (2016:33-40) emphasized that many children are more tactual and kinesthetic in the primary grades. He finds that as learners become second or third graders, their ability to remember visually becomes stronger.

One explanation for the inability of the learners in the classroom to learn the acquired modality is that the teaching strategies utilized by the teachers of the kindergarten not matched the learner's preference modalities. One question, which arises from this idea is that one dominant modality appears with more frequency than the three modalities in learners' preferential skills.

Thus, the study is conceived to determine the teaching modalities of Kindergarten teachers in the District of Wright I during School Year 2020-2021. It is hoped therefore, that this study will serve as input for some policy redirection in the delivery of basic education during the so-called new normal.

Statement of the Problem

This study will determine the teaching modalities of Kindergarten teachers in the District of Wright I and II, Schools Division of Samar during the School Year 2020-2021.

Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following personal characteristics, namely:

1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 teaching position;

1.5 gross monthly family income;

1.6 number of years as a kindergarten teacher;

1.7 performance rating based on the latest IPCRF;

1.8 relevant in-service training attended; and

1.9 attitude toward the modalities in teaching?

2. What is the extent of utilization of the teaching modalities of kindergarten teachers along the following terms:

2.1 verbal-linguistic;

2.2. mathematical-logical;

2.3 visual-spatial;

2.4 Intrapersonal;

2.5 bodily-kinesthetic;

2.6 Interpersonal;

2.7 Naturalist; and

2.8 musical-rhythmic?

3. Is there a significant relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their profile variates?

4. What is the academic performance of the Kindergarten based on the mean grade during the Beginning of the School year (BOSY) and the End of the School Year (EOSY)?

5. Is there a significant relationship between the academic performance of the Kindergarten and the extent of utilization of the teaching modalities by kindergarten teachers?

6. What are the difficulties encountered in teaching the Kindergarten?

7. What intervention program may be evolved from the findings of the study?

Hypotheses

From the afore-listed specific questions, the following hypotheses will be tested in this study:

1. There is no significant relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their profile variates.

2. There is no significant relationship between the academic performance of the Kindergarten and the extent of utilization of the teaching modalities by Kindergarten teachers.

Theoretical Framework

This study is anchored on the following theories, namely: Social Learning Theory by Bandura, Cognitive Development Comprehensive Theory by Piaget and the Cognitive Learning Theory by Brunner.

Bandura (https://www.simply psychology. Org/ bandura. html, June 12, 2019), on the Social Learning Theory asserts that children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school which are called models.

This theory justifies that the different teaching modalities are highly influential to the pupils, which lead them to learn from their teachers and classmates and collaborative assimilation and accommodation of new information.

Furthermore, Piaget's (http//www.simplypsychology.org/ piaget.htm,education, 12 September 2019) Theory on Cognitive Development was a comprehensive theory about the nature and development of human intelligence. This development is a progressive reorganization of mental processes resulting from biological maturation and environmental experience. Piaget believes that students construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, and

then adjust their ideas accordingly. Moreover, cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development.

Moreover, Piaget noted that reality is a dynamic system of continuous change and, as such, is defined in reference to the two conditions that define dynamic systems. Specifically, he argued that reality involves transformations and states.

This theory confirms, that this is a pupil-centered classroom activity and open education are direct applications to the different teaching modalities of preschool teachers and in return the pupils will learn these modalities up to their college studies.

Gardner (http// www. Simplypyschology. Org/multi intelligence, 13 March 2019) on the Multiple Intelligence Theory proposed that people are not born with all of the intelligence be will ever have. This theory challenged that traditional notion that there is one single type of intelligence, sometimes known as “g” for general intelligence that only focuses on cognitive abilities.

This theory justifies that when pupils are given the opportunities to learn in their own way and at their own pace would results to a greater learning outcomes because they are motivated of doing it. Likewise, this allows pupils to develop new learning such how to speak fluently that must be exposed

to a credible role model or persuasive arguments by means of speaking fluently which a part of teaching modalities by teachers is.

The theories cited here clearly explains that the teaching modalities of teachers teaching kindergarten are highly influential to the pupils that come either from nature or from nurture, from the teachers, from the schools or from the pupils themselves.

Conceptual Framework

Figure 1 illustrates the conceptual framework of the study.

As it is shown the bottom frame reflects the locale of the study, which is the District of Wright I and the respondents of the study, the kindergarten teachers. The base frame is connected to the bigger frame enclosing three smaller boxes, which indicates the dependent and independent variables by an upward one-headed arrow.

The left frame in the bigger frame reflects the independent variable of the study, the profile of preschool teachers, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years as a preschool teacher, performance rating based on the latest IPCRF, relevant in-service training attended and attitude toward the modalities

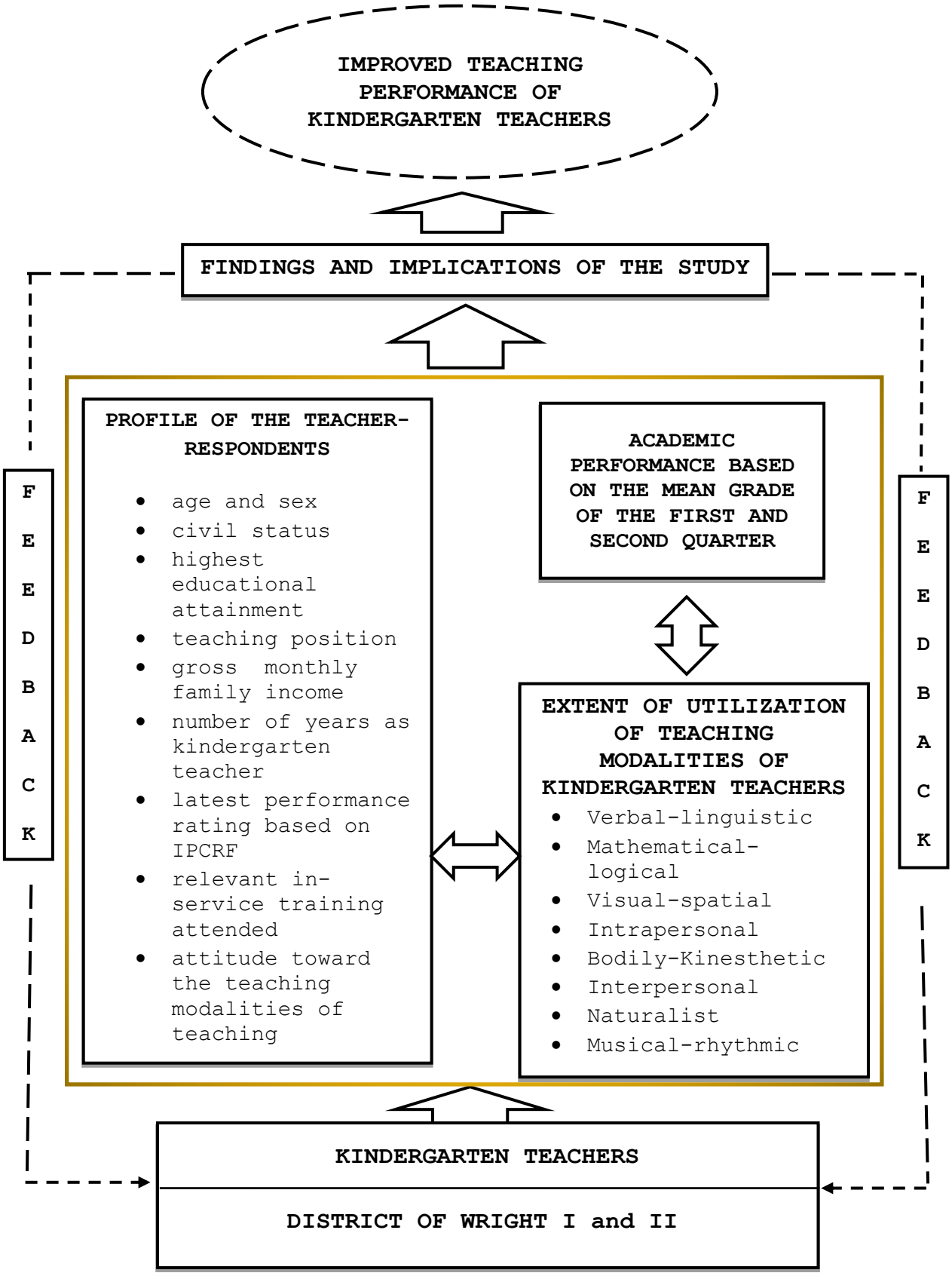

Figure 1. The Conceptual Framework of the Study

in teaching.

Latest performance rating based on the IPCRF, relevant in-service training attended and attitude toward the modalities in teaching. The lower frame at the right of the bigger frame depicts the extent of utilization of the teaching modalities of the kindergarten teachers along visual-spatial, verbal-linguistic, mathematical-logical, bodily kinesthetic, naturalist, interpersonal, intrapersonal, and musical-rhythmic/ which will be associated for linear relationship with their profile variates. The two-way arrow between the two above-mentioned variables elucidates the correlation process.

On the other hand, the upper frame in the bigger frame represents the academic performance of the kindergarten based on the mean grade during the first and second quarters, which will be associated for any linear association with the extent of utilization of teaching modalities of kindergarten teachers.

The findings and implications of the study will be evolved as seen in the third higher frame where the bigger frame is connected by a one-directional upward arrow. This will provide feedback mechanism to the locale and respondents of the study being represented by the downward broken arrow, which will lead to the attainment of the ultimate goal of the

study, the improved teaching modalities of kindergarten teachers.

Significance of the Study

This study will be of significance to the kindergarten, Kindergarten teachers, school administrators, parents and future researchers.

To the Kindergarten Teachers. The results of this study will enable Kindergarten teachers to teach different modalities; they are the ones who will directly benefit from the results of the study. From this study, they will be able to gain insights as to the teaching modalities of teachers teaching kindergarten. Eventually, they will be able to develop an effective teaching modalities using bodily-kinesthetic, visual, auditory and tactile.

To the Kindergarten Students. The results of the study will enable the kindergarten to have better understanding the baseline information regarding the different teaching modalities of teachers, which they are supposedly learn.

To the School Administrators. The findings of this study will be able to underscore policies and programs for the improvement of the kindergarten teachers in contingently and appropriately using teaching modalities.

To the Curriculum Planners. The result of this study will help the kindergarten teachers to develop the quality

teaching, learning and assessment programs which build kindergarten students' knowledge, skills and behaviors in the disciplines, as well as their interdisciplinary and or physical, personal and social capacities

To the DepEd Key Officials. The findings of the study will help the teachers and the whole Deped organization to perform better, the basic education sector needs to secure sustained strong support for resources necessary for good instruction, which in turn, depends on parents' and students' recognizing that good instruction of a teacher is useful for the learning of the kindergarten students.

To the Parents. The findings of the study will provide parents to measure their own pupils' learning of the different modalities in teaching. With this, they will be motivated to get tutors for their pupils to further enhance their learning in the school.

To the Future Researchers. The results of this study will provide related material for future researchers who will undertake similar studies or studies involving other groups of respondents in other schools.

Scope and Delimitation

This study will determine the extent of utilization of the teaching modalities of kindergarten teachers along verbal-linguistic, mathematical-logical, visual-spatial,

intrapersonal,bodily-kinesthetic, interpersonal, naturalist and musical-rhythmic and its influence to the academic performance of kindergarten students. This involved Kindergarten teachers in the District of Wright I and II, School Division of Samar.

This study will be conducted during the School Year 2020-2021.

Definition of Terms

To have a common frame of reference and for better understanding of this study, the following terms are hereby defined conceptually and operationally.

Auditory. Conceptually, the term refers to the act of perceiving sound (http://www.dictionary.com/thesarus.com, June 28, 2020). Operationally, this term refers to the sound to be perceived by the kindergarten in the District of Wright I and II.

Bodily-Kinesthetic. Conceptually, this term refers to the ability to control one's body movements and to handle objects skillfully (tecweb. org/ styles/ Gardner Gardner, February 12, 2020). Operationally, this term refers to the modalities to be adopted by the kindergarten teachers in the District of Wright I and II.

Interpersonal. Conceptually, the term refers existing or occurring within the self or within one's mind.

(https://www.dictionary.com/browse/intrapersonal.com, July 17, 2021) Operationally, this term refers to the individual mind or self of a kindergarten in the District of Wright I and II.

Intervention Scheme. Conceptually, this term refers to an educational programs, new or stronger policies, improvements in the environment, or a health promotion campaign.(https://health.mo.gov/data/interventionmica/index 4.html.com) this term refers to measure the progress of a students in teaching modalities of a kindergarten in the District of Wright I and II.

Intrapersonal. Conceptually, the term refers to relating the relationships or communication between people. (https://resumegenius.com/blog/resume-help/interpersonal-skills.com, June 6, 2019) Operationally, this term refers to get along with other people by the kindergarten in the District of Wright I and II.

IPCRF. Conceptually, this term refers to an assessment tool for government employees' to rate the task a teacher accomplished for a year. (https://depedtambayan.org/ipcrf-automated-tool-for-teachers/com, April 5, 2019) this term refers to the assessment tool of a kindergarten teachers this will be used in teaching modalities of kindergarten in the District of Wright I and II.

Kindergarten Student. Conceptually, this term refers to a child who is not old enough to go to school (http:// www. education.com/resource, July 23, 2020). Operationally, this term refers to the kindergarten in the District of Wright I and II.

Kindergarten Teacher. Conceptually, this term refers to all persons who engaged to teach in the kindergarten, whether on full-time or a part-time basis (Sarmiento, 1995:756). Operationally, this term refers to a kindergarten teacher in the District of Wright I and II.

Mathematical-logical. Conceptually, the term refers the ability to analyze situations or problems logically, to identify solutions, to conduct scientific research, and to solve logical/mathematical operations easily (https://www.mentalup.co/blog/logical-mathematical-intelligence.com, April 30, 2021) operationally, this term refers to the thinking style by the kindergarten in the District of Wright I and II.

Modality. Conceptually, the term refers to a tendency to conform to a general pattern or belong to a particular group or category (Webster's American Dictionary, 1999:238). Operationally, this term refers to a teaching modality of teachers teaching kindergarten in the District of Wright I and II.

Tactile. Conceptually, this term refers to the sense of touch or tangible (http//:www.zapmeta.ws/ada/tactile, June 28, 2020). As used in this study, this term refers to the one modality to be use by kindergarten teachers in the District of Wright I and II.

Teaching Modality. Conceptually, this term refers to the way in which teachers teach pupils with the use of their senses throughout the learning process to acquire new skills (http://www.ldpride.net/learning style.html, July 12, 2020). Operationally, this term refers to the four main modalities that teachers often consider: kinesthetic, visual, auditory, and tactile to use in the teaching learning activities in the classroom.

Verbal-linguistic. Conceptually, the term refers to a person's ability to reason, solve problems, and learn using language (https://www.verywellfamily.com/verbal-linguistic-learning-style.com, April 17, 2020) operationally, this term refers to the learning style by the kindergarten in the District of Wright I and II.

Visual. Conceptually, this term refers to a relating or employing visual aids (http://www.dictionary. com/ thesarus.com, June 28, 2020). As used in this study, this term refers to a modality used by teachers in teaching modalities of kindergarten in the District of Wright I and II.

Visual-Spatial. Conceptually, the term refers to a person's ability to perceive, analyze, and understand visual information in the world around them. (https://www.verywellfamily.com/understanding-visual-spatial-learning-styles.com, May 7, 2020) Operationally, this term refers to perceive the visual by the kindergarten in the Intrapersonal. Conceptually, the term refers existing or occurring within the self or within one's mind. (https://www.dictionary.com/browse/intrapersonal.com, July 17, 2021) Operationally, this term refers to the individual mind or self of a kindergarten in the District of Wright I and II. District of Wright I and II.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses the related literature taken from published materials such as books, journals, magazines, and newspapers that are related to the present study. This also includes excerpts from previous studies taken from the electronic sources which are seen as significant to this research.

Related Literature

The following are citations taken from published materials that are deemed relevant to the study at hand.

Many educators interested in their efforts at educational reform have focus on the learners acquiring new skills. It is clarifying to have such a focus but any efforts at reform are doomed to fail unless they concentrate on the potentials of the individual learner. This suggested that teachers should work on a range of intellectual strengths of the learners (cityu.edu.hk, 23 July 2020).

Educators and teachers had been concerned with assessing what children learn instead of focusing on how children learn. Focusing on how children learn gave the child a comprehensive approach to teaching and learning. By taking the time to investigate how children learn, educators were forced to

examine values about people, learning and education (Piburn, 2008:12).

The conceptualization of teaching and learning in early childhood education, as the coordination of perspectives held by children and teachers through engaging different sensory modalities in the learning process. It takes a sociocultural theoretical perspective. Teaching can be conceptualized in terms of coordinated actions and more specifically the coordination of communicated perspectives, modalities, and experiences. This notion of teaching is useful to clarify how teachers can support children's learning in the collective arena of preschool (International Journal of Early Childhood, 2015:105-117).

Furthermore, it highlights the social and communicative nature of teaching in a form appropriate to understanding this process in the context of this setting. Through coordinating perspectives, experiences and situations across time, the teacher is shown to facilitate the children's participation, communication in a second language, and, per implication, learning.

According to Valle (1994:223), teaching has always meant a decision-making about curriculum, materials and pedagogy. Good teaching, therefore, provides rich environment and learning experience through instructional materials and

devices that challenge the attention of the learners to stimulate their thinking and facilitate understanding.

Claveria (1991:392), in her write-ups on basic education, revealed that out of 100 children who entered kindergarten, only 66.62 percent graduate from elementary grades. There was an appealing problem on school leaving rate of 33 percent in the elementary. The implications of these situations are: wastage; illiteracy; unemployment; and ineffectiveness of the educational system. These implications may be exaggerations, according to her, because the educational establishment had produced a mass of Filipinos who have become leaders.

Reyes (2000:47-50) pointed out that good health and proper nutrition enable human to easily acquire skills, learn more and do progressively in a short duration of time. Health and nutrition now stand as the most vital determinant to physical, intellectual, social, emotional and moral development of any individual. As the World Health Organization defined, "Health is the complete physical, mental and social being not just the absence of infirmity. The proper supply of food and nutrients to children would enable them to easily acquire skills and discover their maximum potentials.

Teaching is useful to clarify how teachers can support children's learning in the collective arena of kindergarten. It highlights the social and communicative nature of teaching

in a form appropriate to understanding this process in the context of this setting. Through coordinating perspectives, experiences and situations across time, the teacher is shown to facilitate the children's participation, communication in a second language, and, per implication, learning (International Journal of Early Childhood, 2015:105-117).

In education, learning modalities (also known as learning styles) are defined as the ways in which students use their senses throughout the learning process to acquire new skills. There are four main modalities that educators often consider: kinesthetic (moving), visual (seeing), auditory (hearing), and tactile (touching). Most learners can learn through any of the following, but that doesn't mean they don't have preferences as we all do to make instruction more meaningful and engaging. When you think about a specific lesson, chances are, as an educator, you use combination of these approaches everyday (Attribution-Share Alike, 20 July 2020).

Furthermore, there are two-dimensional shapes to kindergarten students as an example. You might begin by explaining that there are different kinds of shapes and then define the qualities of 2D shapes aloud before transitioning into drawing pictures of these shapes on your whiteboard. To help learners apply what they've learned they may break into groups and make "human shapes" on the carpet or perhaps collect shapes around the room to share with a partner and

record in a math notebook. Just like that you've touched all four learning modalities without breaking a sweat. The implementation of these four learning modalities, must first ask the question—do learning modalities even matter. This is to determine how much value can be gained by weaving these styles into the teachers' instruction.

Moreover, the actual learning styles in the classroom are more of a best practice than any other approach. Teacher can work with either way around, evaluating modalities can open up a wealth of ideas that teacher can incorporate into the lesson planning right away.

An effective means to reach all learners is modality-based instruction; this consists of organizing around the different modalities to accommodate the needs of all learners. Most learners learn with all their modalities, but some learners may have unusual strengths and weaknesses in particular modalities. For example, students strong in the visual modality will be frustrated or confused with just verbal explanations (International Journal of Early Childhood, 2015:110).

Meanwhile, the 2017 New Media Consortium Horizon Report found that blended learning (BL) designs were one of the short term forces driving technology adoption in higher education in the next 1–2 years (Adams Becker et al. 2017). Also, blended learning is one of the key issues in teaching

and learning in the EDUCAUSE Learning Initiative's 2017 annual survey of higher education (EDUCAUSE 2017). As institutions begin to examine BL instruction, there is a growing research interest in exploring the implications for both faculty and students.

This modality is creating a community of practice built on a singular and pervasive research question on how is blended learning impacting the teaching and learning environment." That question continues to gain traction as investigators study the complexities of how BL interacts with cognitive, affective, and behavioral components of student behavior, and examine its transformation potential for the academy. Those issues are so compelling that several volumes have been dedicated to assembling the research on how blended learning can be better understood (Dziuban et al., 2016:8-10) and at least one organization, the Online Learning Consortium, sponsored an annual conference solely dedicated to blended learning at all levels of education and training.

These initiatives address blended learning in a wide variety of situations. For instance, the contexts range over K-12 education, industrial and military training, conceptual frameworks, transformational potential, authentic assessment, and new research models. Further, many of these resources address students' access, success, withdrawal, and

perception of the degree to which blended learning provides an effective learning environment.

Currently education faces a widening gap between the underserved student population and those communities with greater financial and technological resources (Williams, 2016:15). Equal access to education is a critical need, one that is particularly important for those in our underserved communities. Blended learning is questioned if it will help increase access thereby alleviating some of the issues faced by our lower income students while resulting in improved educational equality. Although most indicators suggest "yes" (Dziuban et al., 2004:26), it seems that, at the moment, the answer is still "to be determined."

Thus, quality education presents a challenge, evidenced by many definitions of what constitutes its fundamental components (Arum et al., 2016:31-32).

On the whole, the foregoing literature provides the researcher with insights into the possible variables that have relationship with the teaching modalities of kindergarten teacher. In addition, these concepts gave the researcher the headway to formulate and investigate the teaching modalities of kindergarten teacher variables that will affect the academic performance of the learners.

Related Studies

The following excerpts from unpublished materials such as master's theses and dissertations are reviewed since they are related to the present study.

Murray (2020), conducted a study entitled, "Learning Styles Modalities and Attributes of an Effective Classroom Environment: An Analysis of Adult Learners in Basic Education Classroom", she found out that the adult learners enrolled in Adult Basic Education has a reflective observational was the dominant and preferred styles and thus, preferred detailed structure and organization, listening and auditory learning and reading as method of learning.

Learners were satisfied. In addition, learners were satisfied with classroom environment that offers encouragement, sensitivity, respect, clear and organized delivery of instructional content, clarity, demonstrated fairness and teachers who are accessible outside of the classroom. This further suggests, that if both the learning styles and classroom environment are in accord with their preferences the Adult Basic Education learners will be more likely to complete classes.

The previous and the present studies are closely related in the sense that they both deal with teaching modalities. However, the previous study focused on the adult as

respondents of the study while the present study focuses on the Kindergarten in the District of Wright I.

Chong (2019) conducted a study entitled "Relationship Between the Primary Teachers' Teaching Strategies and their Strengths in Multiple Intelligences Types". The findings indicated that there were statistically significant differences between the primary teachers working in İzmir and those working in Lefkoşa when the relationships between their strengths in multiple intelligences and the sub-components of their teaching styles such as courageousness, being a model, and planning were considered. There is also a significant difference between gender and planning, but no significant differences between the multiple intelligence types and the other sub-components of the teaching styles.

The previous and the present studies are in parallel in the sense that both are dealing with teaching modalities of which teachers are respondents involving the identified four main modalities as part of multiple intelligences. However, they differ in the respondents and locale of the study in as much as the previous study utilized teachers as respondents while the present study will utilize the kindergarten teachers in the District of Wright I.

Kultti (2016) conducted a study entitled, "Teaching and Learning in Preschool as the Coordination of Perspectives and Sensory Modalities". She found out that it takes a

sociocultural theoretical perspective. This empirical example from a routine mealtime situation is presented to illustrate the ideas. In the example, the teacher and young children, aged 1–3 years, engage in a dialogue about limes and lemons. Within this dialogue, over mealtime in a preschool, children and teachers interconnect experiences to make mutual sense. It is argued that teaching can be conceptualized in terms of coordinated actions and more specifically the coordination of communicated perspectives, modalities, and experiences. This notion of teaching is useful to clarify how teachers can support children's learning in the collective arena of preschool. It highlights the social and communicative nature of teaching in a form appropriate to understanding this process in the context of this setting. Through coordinating perspectives, experiences and situations across time, the teacher is shown to facilitate the children's participation, communication in a second language, and, per implication, learning.

The foregoing study has similarities with the present study in as much as they both deal with teaching modalities that their respondents are learners. However, they differ in the conduct of the study the previous study was conducted during the School Year 2016-2017 while the present study will be conducted in the School Year 2020-2021.

In the study of Geoghegan (2016) entitled, "Modality and Learning Style among Basic Skills Students", his findings revealed that the total tactual and kinesthetic responses together were significantly greater when compared with the auditory and visual modalities together. It is suggested that teachers need to recognize their students as individuals and treat them as such: teaching to student's dominant modality is a low-risk, high benefit option.

The foregoing study was closely related to the present study in as much as they both dealt with teaching modality which affected the academic performance of the students. However, they differed in the locale of the study and the year the researches were conducted because the previous study was conducted in the Kean College, New Jersey during the School Year 2016 while the present study was conducted in the Districts of Wright I and II, Schools Division of Samar, Philippines during the School Year 2020-2021.

Adams (2015) conducted a study entitled "A Comparison of Teaching Modalities and Fidelity of Simulation Levels in Teaching Resuscitation Scenarios", he find out that all groups performed significantly better on the written post-test compared with the pre-test, however, no groups out performed any other groups. On the Mega-code performance test the video-based low, and high-fidelity groups perform significantly better than the control group. Equivalence

testing revealed that the high-fidelity simulation condition is statistically equivalent to the video-based and low-fidelity simulation conditions.

The foregoing study is closely related to the present study in as much as they both deal with teaching modalities. However, they differ in the research-design, the former study utilized experimental research while the present study utilizes descriptive research design.

The study of Aguirre (2013) entitled, "Learning Styles and Academic Performance of the Learners" he found out that the spirit of teamwork, pupils study for self-satisfaction, mostly derived from the logical accomplishment of tasks, under the teacher's guidance most of the pupils learn in a quiet and brightly lighted place at night and for the rest of them, lessons are learned by discussing informally with others. Poor academic performance in Mathematics and fair performance in Science and English are partially associated with pupil's learning styles along personal elements with achievement in Mathematics as the most significantly associated among three subjects followed by Science and English respectively.

The foregoing study has similarities with that of the previous study as they are both focusing on teaching modalities. However, they differ on the utilization of the respondents; the previous study utilized the intermediate

learners while the present study involves the Kindergarten teachers.

Ganyaupfu (2013) conducted a study entitled, "Teaching Methods and Students' Academic Performance of Students". His finding is that learning is a process that involves investigating, formulating reasoning and using appropriated strategies to solve problems, teachers should realize that it become more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners' participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effective when they are engaged to solve problems during class activities.

The previous and the present study are in congruent to each other because both of them deal with the teaching methods or teaching modalities of teachers but they differ on the utilization of the respondents inasmuch as the previous study utilized the college students, the present study utilizes kindergarten teachers.

Carrol (2013) conducted a study entitled "Learning Effectiveness Using Different Teaching Modalities", the findings are as follows; the online instructional modality is more effective than face to face one. It is based on the fact

that the results of the final examinations of the two sections were virtually the same with no statistical significant difference between them. In addition, the results of the student's evaluation conflicted with hypothesis that online instructions are more effective. There were very few significant difference differences between the students' responses for most of the items, the face to face students reported a higher degree of effectiveness in most areas. The results do not preclude the possibility that a different measure of effectiveness might produce different results. The study supported the findings in much of the literature that each modality can contribute to an effective educational experience in a different way.

The foregoing study is in parallel to the present study in as much as they both deal with teaching modalities. However, they differ in the year the studies are conducted; the previous study was conducted in 2015 while the present study will be conducted during the School Year 2020-2021.

Erden (2010) conducted a study entitled "Problems that Kindergarten Teachers face in the Curriculum Implementation" the findings are as follows; Curriculum change and can be described as the transformation of the curriculum scheme such as the goals, objectives and content design or it could be done in more minor senses by modifying the curriculum such as changing the learning activities and adding one or more topic

in curriculum. Teachers also bring the past experience of a student into a classroom setting regarding how the student learn and develop affect the quality of the curriculum implementation.

The foregoing study has similarities with the present study in as much as they both deal with teaching modalities that their respondents are teachers. However, they differ in the conduct of the study that focus on the curriculum in which it is used for as an intervention scheme this study was conducted during the 2010 while the present study will be conducted in the School Year 2020-2021.

In the study of Kavale (2017) entitled, "Substance over Style: Assessing the Efficacy of Modality Testing and Teaching", his findings indicated that neither modality assessment nor modality instruction were efficacious. When subjects are assessed to ascertain modality preferences, considerable overlap is found between groups exhibiting such preference. Modality preference groups were not as clearly differentiated as assumed. With respect to instruction, no benefits accrued to subjects taught by methods matched to their modality preferences. When compared to control subjects receiving no special instruction, the subjects in the modality preference groups receiving differentials instruction exhibited only modest gain.

The foregoing study is relevant to the present study in as much as they both deal with teaching modalities, which affected the academic performance of the pupils. However, they differ in the utilization of the respondent, because the previous study employed the secondary students while the present study will utilize the Kindergarten teachers as her respondents.

The studies cited herein proved to be useful to the present study. These guided the researcher in the formulation of research instrument and the research design of the study on the multiple intelligences and academic performance of primary learners.

Chapter 3

METHODOLOGY

This chapter presents the procedures to be undertaken in this study, which include the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and the statistical treatment of data.

Research Design

This study employed descriptive-correlation research design. Descriptive since the study aims at identifying the personal characteristics of teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years as a Kindergarten teacher, performance rating based on the latest IPCRF, relevant in-service training attended and attitude toward the modalities in teaching. Likewise, the study will elicit the extent of utilization of the teaching modalities of kindergarten teachers along the following terms: bodily-kinesthetic, visual, auditory and tactile as well as the academic performance of the kindergarten based on the mean grade during the first and second quarters in all subjects.

The study is also a correlation study considering that

the extent of utilization of the teaching modalities of kindergarten teachers along the identified terms will be associated for any linear relationship with their identified profile variates and the academic performance of the kindergarten students based on the mean grade during the first and second quarters in all subjects will be associated for linear relationship with the extent of utilization of the teaching modalities of kindergarten teachers.

Descriptive and inferential statistical tools will be utilized in the analysis of data, which include Frequency Count, Percentage, and Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation and the Fisher's t-Test.

Locale of the Study

Figure 2 shows the map of the locale of the study.

The study will be conducted in the District of Wright I and II, Schools Division of Samar involving the following schools, namely: Wright I CES, Apolonia IS, Bagsa ES, Balbagan ES, Bato ES, Binogho ES, Campo-Uno ES, Cantaguic ES, Cantao-an ES, Cawayan ES, Lipata ES, Lokilokon IS, Mancal ES, Minarog ES, Pabanog ES, Pagsaogan ES, Patag ES, Pequit IS, San Isidro ES, Solupan ES, Tabucan ES, Tinane ES, Tenani IS, Tigbawon ES and Tula ES. Wright II CES, Anagasi ES, Cantato ES, Casandig ES, Concepcion ES, Jose Roño ES, Lawaan ES,

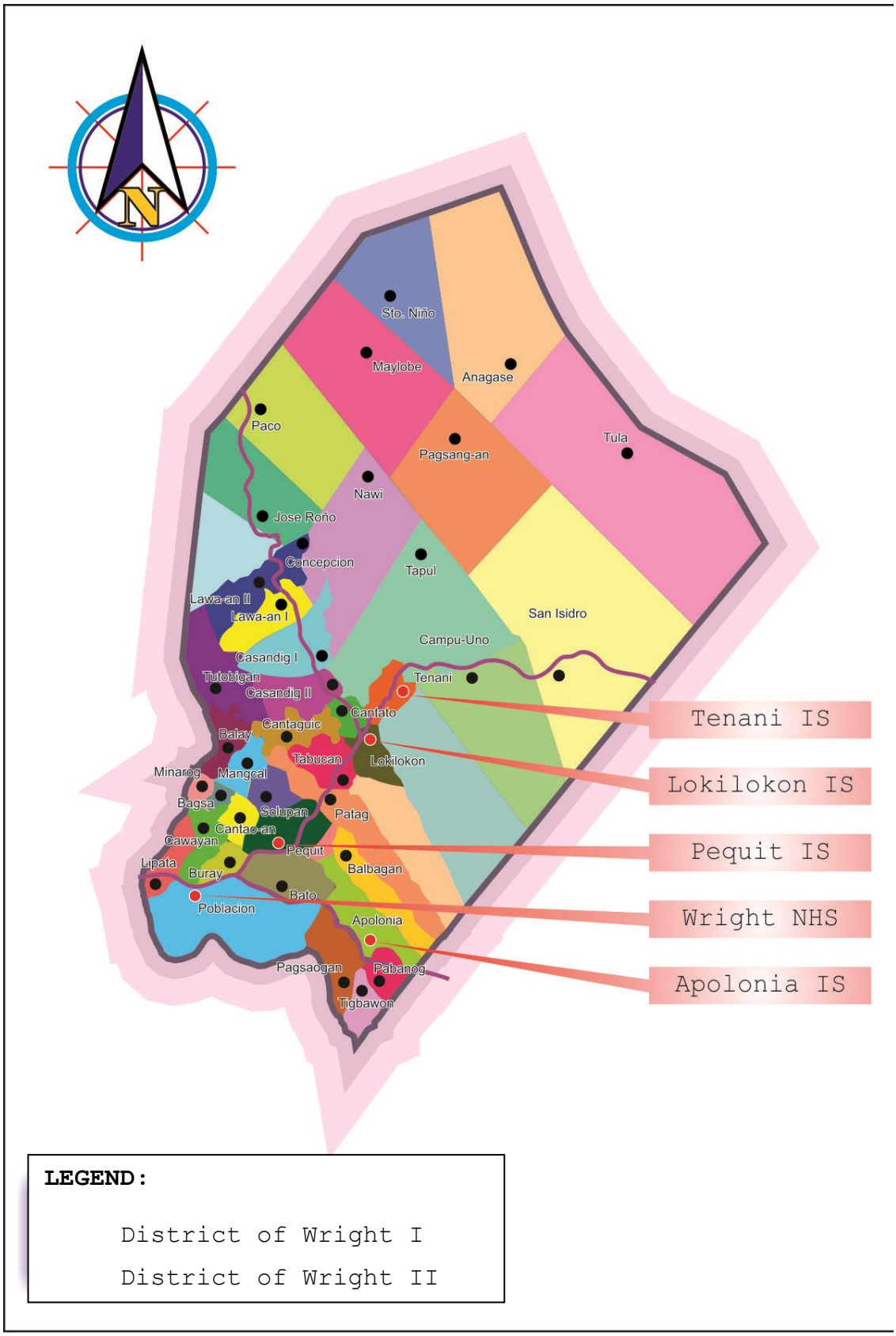

Figure 2: The Map Showing the Locale of the Study

Maylobe ES, Nawi ES, Paco ES, Pagsang-an ES, Salay ES, Santo Niño ES, Tapul ES and Tutobigan ES.

The Municipality of Paranas in Western, Samar carries the Wright in honor of Governor General Luke Wright, who was the Governor General of the Philippines that time. However, The Sangguniang Bayan sponsored Resolution No. 1 Series of 1988 clamoring for the restitution of the name Paranas instead of Wright. Paranas was officially adopted in November 4, 1988 by virtue of Republic Act 6681.

Then, the Supervisor of Wright - San Jose de Buan District, Mila O. Rebosura, decided to divide the district into two. She made a resolution clamoring for the separation of Wright – San Jose de Buan District for the following reasons based on the legal basis: 1.) largest number of teachers, 2.) geographical location, wherein schools should be near to each other and the central school must be within the municipality, and 3.) large population of the whole district, the mother district should not be less than 100 teachers. It went through the whole process until it was finally signed for the approval of the resolution.

In the year 1997, The District of Wright-San Jose de Buan was the first district that was divided within the Division of Samar. At present, there are two educational districts that exist in Paranas, Samar, namely: District Wright I and II.

Instrumentation

In order to gather the needed data of this study, the researchers will use the questionnaire and the school forms.

Questionnaire. The questionnaire will be used to capture the descriptive part of the study. It was composed of four parts whereby Part I will determined the personal characteristics of the student-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years as a kindergarten teacher, performance rating based on the latest IPCRF and relevant in-service training attended.

Part II will appraise the attitude of the teacher-respondents toward the modalities in teaching. Ten attitude statements will be considered in this part which will be responded by the respondents using the following five-point Likert scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD).

Part III will elicit the extent of utilization of the teaching modalities of kindergarten teachers along the identified terms, namely: bodily-kinesthetic, visual, auditory and tactile. This part will be composed of 40 indicators which will be responded using the five-point Thustone scale as follows: 5 for Extremely Utilized (EU), 4

for Highly Utilized (HU), 3 for Moderately Utilized (MU), 2 for Slightly Utilized (SU) and 1 for Not Utilized (NU).

Part IV of the questionnaire determined the difficulties encountered in teaching modalities. Five difficulties were identified which the respondents evaluated using the following scale: 5 for Extremely Difficult (ED), 4 for Higly Difficult (HD), 3 for Moderately Difficult (MD), 2 for Slightly Difficult (SD), and 1 for Not Difficult (ND).

School Forms. The school forms will be composed of the permanent record and the IPCRF. The permanent record will be the ultimate source of the academic performance of the Kindergarten in all subjects during the first and second quarters while the IPCRF will be the source of the performance rating of the Kindergarten teachers.

Validation of Instrument

Since the questionnaire was an adapted instrument, it went through validation on procedure. The questionnaire was submitted for expert validation through the members of the panel of oral examiners focusing on the following areas namely: face, count, and construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspective of the respondents. Their comments and suggestions for improvement were considered in the

revision of the questionnaire and was made ready for data collection.

Sampling Procedure

In conducting sampling procedure the researcher will generate the list of all Kindergarten teachers in the District of Wright I and II. A universal sampling method will be employed in this case, that is, all the Kindergarten teachers were considered respondents of the study.

Table 1 shows the number of teacher-respondents by district and by school.

Data Gathering Procedure

As a protocol, the researchers sought permission from the Schools Division Superintendent to conduct the conduct the study at the Districts of Wright I and II. Once approved, the researcher replicated request from the district supervisors and school administrators of the Districts of Wright I and II to collate information essential to this study.

The researcher will personally field the instrument to the student-respondents in the different schools under the District of Wright I and II to generate 100 percent retrieval and in order to conduct verification and probing with vague responses. Data gathering will be done during weekdays in recess and breaks so that it would not disturb classes. Likewise, she will personally conduct documentary analysis

Table 1

Number of Sample Respondents by School

Name of School	No. of Preschool Teachers
District of Wright I	
Wright I CES	2
Apolonia IS	2
Bagsa ES	1
Balbagan ES	1
Bato ES	1
Binogho ES	1
Campo-Uno ES	1
Cantaguic ES	1
Cantao-an ES	1
Cawayan ES	1
Lipata ES	2
Lokilokon IS	2
Mancal ES	1
Minarog ES	1
Pabanog ES	2
Pagsaogan ES	1
Patag ES	1
Pequit IS	1
San Isidro ES	1
Solupan ES	1
Tabucan ES	1
Tenani IS	2
Tigbawon ES	1
Tula ES	1
District of Wright II	
Wright II CES	2
Anagasi ES	1
Cantato ES	1
Casandig ES	1
Concepcion ES	1
Jose Roño ES	1
Lawaan ES	1
Maylobe ES	1
Nawi ES	1
Paco ES	1
Pagsang-an ES	1
Salay ES	1
Santo Niño ES	1
Tapul ES	1
Tutobigan ES	1
Total	**46**
Response Rate	**100.00%**

with the consolidated school forms available at the district office.

Statistical Treatment of Data

Right after gathering the relevant information in the study, data analysis will immediately followed using appropriate statistical tools, both descriptive and inferential, which include the following, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation and the Fisher's t-Test.

Frequency Count. This tool will be used to determine the personal characteristics of the teacher-respondents in terms of its magnitude of occurrence.

Percentage. This measure will be used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;
f refers to the number of occurrence; and
N refers to the total number of samples.

Arithmetic Mean. This will be used to express the average of some of the identified characteristics of the respondents

specifically on the data that are in ratio and interval scale. The following formula (Freud and Simon, 1992:35) will be used:

$$\overline{X} = \frac{\Sigma fX}{N}$$

where: $\overline{X}$ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

n refers to the sample size.

Standard Deviation. This statistic will be used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula Freud and Simon, 1992:52) will be used:

$$s = \sqrt{\frac{\Sigma f(X - X)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

$\overline{X}$ refers to the arithmetic mean.

Weighted Mean. This statistic will be employed to determine the collective appraisal of the teacher-respondents regarding their attitude toward the modalities in teaching and the extent of utilization of the teaching modalities of kindergarten teachers along the identified terms. The formula (Pagoso, 1997:111) that will be employed

is as follows:

$$\bar{X}_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: $\bar{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and,

n refers to the sample size.

In interpreting the weighted mean, the following set of five-point scales was used:

Range	**Interpretation**	
4.51-5.00	Strongly Agree	(SA)
	Extremely Utilized	(EU)
3.51-4.50	Agree	(A)
	Highly Utilized	(HU)
2.51-3.50	Uncertain	(U)
	Moderately Utilized	(MU)
1.51-2.50	Disagree	(D)
	Slightly Utilized	(SU)
1.00-1.50	Strongly Disagree	(SD)
	Not Utilized	(NU)

Pearson's Product-Moment Correlation Coefficient. This will be used to determine the linear association between the extent of utilization of the teaching modalities of kindergarten teachers along the identified terms and their profile variates, as well as the linear relationship between the academic performance of the kindergarten in all subjects during the first and second quarters and the extent of utilization of the teaching modalities of kindergarten teachers.

The formula (Walpole, 1997:375) that will be utilized is as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores; and

n refers to the number of paired scores.

Table 3, will be used as guide in interpreting the degree of linear association (SRTC, 2013:98).

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best and Khan, 1998:402-403) applied in this case is as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population.

Furthermore, in all cases in the testing the hypotheses, the decision whether the null hypothesis will be accepted or will be rejected, the following decision rule serves as guide: accept the null hypothesis if and when the computed value will turn lesser than the critical or tabular value or the p-value will turn greater than the α; on the other hand, reject the null hypothesis if and when the computed value will turn equal or greater than the critical or tabular value or the p-value will turn equal or

Table 3

Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

lesser than the α.

Finally, the hypotheses testing assumes the level of significance equals to $\alpha=0.05$ in a two-tailed test. Available statistical software or packages will be utilized for accuracy and precision in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included here are the following: profile of the teacher-respondents, extent of utilization of the teaching modalities of kindergarten teachers, relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their profile variates, academic performance of the kindergarten students based on the mean grade during the first and second quarters in all subjects, relationship between the academic performance of the kindergarten students and the extent of utilization of the teaching modalities by kindergarten teachers, and implications derived from the findings of the study.

Profile of Teacher-Respondents

This part provides the information regarding the profile of teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years as a kindergarten teacher, performance rating based on the latest IPCRF, relevant in-service training attended, and attitude toward the modalities in teaching.

Age and Sex. Table 3 presents the age and sex disaggregation of teacher-respondents.

From the table, it can be noted that the teacher-respondents ranged from 24 to 53 years old whereby a number of them, that is, 14 or 30.43 percent were aged 29-33 years old. Twelve of them or 26.09 percent were aged 24-28 years old, seven or 15.22 percent were aged 34-38 years old and the rest were thinly distributed to the other identified age brackets.

The mean age of the teacher-respondents was posted at

Table 3

Age and Sex Disaggregation of Teacher-Respondents

Age Bracket	Sex			Total (f)	%
	Male	Female	Not Stated		
49-53	1	0	0	1	2.17
44-48	1	3	0	4	8.70
39-43	0	1	0	1	2.17
34-38	1	6	0	7	15.22
29-33	0	14	0	14	30.43
24-28	3	9	0	12	26.09
Not Stated	0	0	7	7	15.22
Total	**6**	**33**	**7**	**46**	**100.00**
%	**13.04**	**71.74**	**15.22**	**100.00**	
Mean	**33.15 years old**				
SD	**2.83 years**				

33.15 years old with a SD of 2.83 years. The data showed that the teacher-respondents were relatively young, at their early 30s, at the prime of their age and at the height of their teaching career. Being young, it is expected that they would encounter promotion in the coming years.

Moreover, majority of the teacher-respondents belonged to the female sex accounting for 33 or 71.74 percent with their male counterpart being composed of six only or 13.04 percent. The data revealed that the teacher-respondents were dominated by the female sex indicating that more of this sex group embraced teaching as their chosen profession.

Civil Status. Table 4 shows the civil status distribution of the teacher-respondents.

Table 4 reveals that majority of the teacher-

Table 4

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	12	26.09
Married	30	65.21
Widowed	2	4.35
Live-in	2	4.35
Total	**46**	**100.00**

respondents were married accounting for 30 or 65.21 percent while 12 of them or 26.09 percent were still single and the rest were distributed to the other identified civil statuses.

The data signified that the teacher-respondents were dominated by the married ones which suggested that they were responsible parents therefore would be effective teachers as second parents of the schooling children.

Highest Educational Attainment. Table 5 shows the highest educational attainment of teacher-respondents.

The table shows that majority of the teacher-respondents were in the master's level while 15 of them or 32.61 percent were full-fledged master's degree holders. The data signified that the teacher-respondents qualified themselves for the teaching position. They did not settle attaining the minimum educational qualification but they

Table 5

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Master's Degree	15	32.61
Master's Level	30	65.22
Not Stated	1	2.17
Total	**46**	**100.00**

pursued advance education. This implied that the teacher-respondents were ready for any personnel action to ascend higher position in the hierarchy of the organization.

Teaching Position. Table 6 contains the teaching position of the teacher-respondents.

Table 6 presents that a number of the teacher-respondents, that is, 17 or 36.96 percent were appointed as Teacher III while 14 or 30.43 percent were appointed as Teacher II, 10 or 21.74 percent as Teacher I, and five or 10.87 percent was appointed to the position of Master Teacher.

The data revealed that the teacher-respondents had been promoted already to the higher position due to merit and fitness.

Gross Monthly Family Income. Table 7 presents the teaching position of teacher-respondents.

Table 6

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher	5	10.87
Teacher III	17	36.96
Teacher II	14	30.43
Teacher I	10	21.74
Total	**46**	**100.00**

Table 7

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
₱80,000-₱99,999	2	4.35
₱60,000-₱79,999	2	4.35
₱40,000-₱59,999	17	36.95
₱20,000-₱39,999	23	50.00
Not Stated	2	4.35
Total	**46**	**100.00**
Modal Income	**₱29,999.50**	

From the table, it can be noted that half of the teacher-respondents, that is, 23 or 50.00 percent earned a gross monthly family income of ₱20,000-₱39,999 while 17 of them or 36.95 percent registered a gross monthly family income of ₱40,000-₱59,999 and the rest were distributed to the other identified income brackets.

The modal gross monthly family income of the teacher-respondents was posted at ₱29,999.50 which indicated that they earned sufficiently to provide basic and nutritional needs of the members of the family including educational needs for schooling family member.

Number of Years as Kindergarten Teacher. Table 8 contains the number of years of teacher-respondents as kindergarten teachers.

Table 8

Number of Years as Kindergarten Teacher of Teacher-Respondents

Year Bracket	f	%
9-10	1	2.17
7-8	3	6.52
5-6	19	41.31
3-4	15	32.61
1-2	5	10.87
Not Stated	3	6.52
Total	**46**	**100.00**
Median	**5 years**	
AD	**1.72 years**	

From the table, it can be noted that a number of the teacher-respondents, that is, 19 or 41.31 percent had been kindergarten teachers for 5-6 years while 15 or 32.61 percent for 3-4 years and the rest were distributed to the other identified years of service.

The median number of years as kindergarten teachers of the teacher-respondents was posted at five years with an AD of 1.72 years. This indicated that the teacher-respondents had served already as kindergarten teachers for quite a number of years. This signified that they had honed already their teaching skill using the new modality of teaching during the new normal.

Performance Rating Based on the Latest IPCRF. Table 9

Table 9

Performance Rating Based on the Latest IPCRF of Teacher-Respondents

Rating	f	%
4.500-5.000	4	8.70
3.500-4.499	41	89.13
Not Stated	1	2.17
Total	**46**	**100.00**
Median	**4.30**	
Interpretation	**Very Satisfactory**	

Legend:

4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-3.499	Unsatisfactory
1.499 and below	Poor

reveals the performance rating of the teacher-respondents based on the latest IPCRF.

The table shows that majority of the teacher-respondents garnered rating of 3.500-4.499 accounting for 89.13 percent while four of them or 8.70 percent obtained rating of 4.500-5.000 and the remaining one or 2.17 percent did not disclose his latest performance rating based on the IPCRF.

The mean performance rating of the teacher-respondents was posted at 4.30 with an adjectival interpretation of "very satisfactory." This signified the exemplary performance of the teacher-respondents which meant that

they were able to accomplish successfully their targets that they committed to the department at the beginning of the school year.

Number of Relevant In-Service Trainings. Table 10 contains the number of relevant in-service trainings of the teacher-respondents in the different level, namely: international, national, regional, division, and district.

Table 10 shows that the mean number of relevant in-service trainings of the teacher-respondents were as follow: international, one training with a SD of 0.71 training; national, one training with a SD of 0.56 training; regional, two trainings with a SD of 1.01 training; division, three trainings with a SD of 2.01 trainings; and district, four trainings with a SD of 3.63 trainings.

The overall mean number of relevant in-service

Table 10

Number of Relevant In-Service Trainings of Teacher-Respondents

Level	Mean	SD
International	1 training	0.71 training
National	1 training	0.56 training
Regional	2 trainings	1.01 training
Division	3 trainings	2.01 trainings
District	4 trainings	3.63 trainings
Overall	**2 trainings**	**1.58 trainings**

trainings of the teacher-respondents were posted at two trainings with a SD of 1.58 trainings. This signified that the teacher-respondents had attended only few relevant in-service trainings due to limited slots and only few can attend such trainings which implied that they need to enhance their teaching skills as kindergarten teachers so that school administrators should consider this lack. This lack for trainings could be augmented through an in-house trainings or during SLAC sessions.

Attitude Toward the Modalities in Teaching. Table 11 appraises the attitude of the teacher-respondents toward the modalities in teaching. There were 10 attitude statements included in this case whereby the respondents agreed or disagreed each statement.

As gleaned from Table 11, the teacher-respondents "strongly agree" eight statements with weighted means ranging from 4.52 to 4.78. The attitude statements that obtained the highest and the least weighted means, respectively, corresponded to: "new modalities in teaching encourages me to be resourceful in preparing my modules" and "I regularly attend to my students' learning through on line classes and module for them to complete their quarterly tasks."

The remaining two statements were "agreed" by the student-respondents. These corresponded to the following:

Table 11

Attitude Toward the Modalities in Teaching of Teacher-Respondents

Attitude Statement	WM	I
1. New modalities is important to me to continue my teaching during the new normal.	4.76	SA
2. The main purpose of the new modalities in teaching is to help me deliver my lessons while face-to-face instruction is not allowed.	4.65	SA
3. I am enthusiastic in teaching my lessons through the new modalities in teaching.	4.67	SA
4. New modalities in teaching encourages me to be resourceful in preparing my modules.	4.78	SA
5. New modalities in teaching hones my creative abilities.	4.61	SA
6. I am more motivated to teach through the blended learning scheme.	4.59	SA
7. My ability to be comfortable with the new modalities in teaching lead me to get fulfillment with my profession.	4.74	SA
8. I regularly attend to my students' learning through on line classes and module for them to complete their quarterly tasks.	4.52	SA
9. I consider new modalities in teaching as part of my professional development.	4.48	A
10. I exert harder in coping with the new modalities in teaching.	4.37	A
Grand Weighted Mean	**4.62**	
Interpretation	**Strongly Agree**	

Legend:

4.51-5.00	Strongly Agree	(SA)
3.51-4.50	Agree	(A)
2.51-3.50	Uncertain	(U)
1.51-2.50	Disagree	(D)
1.00-1.50	Strongly Disagree	(SD)

"I consider new modalities in teaching as part of my professional development" and "I exert harder in coping with the new modalities in teaching," with weighted means of 4.48 and 4.37, respectively.

Taken as a whole, the teacher-respondents "strongly agreed" their attitude toward the modalities in teaching being supported by the grand weighted mean of 4.62. This signified that the teacher-respondents manifested highly favorable attitude toward the new modalities in teaching during the new normal situation.

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers

This part appraises the extent of utilization of the teaching modalities of kindergarten teachers along the following areas, namely: verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, bodily-kinesthetic, interpersonal, naturalist, and musical-rhythmic.

Verbal-Linguistic. Table 12 presents the evaluation of the teacher-respondents on the extent of utilization of the teaching modalities along area of verbal-linguistic. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

Table 12 shows that the teacher-respondents assessed all indicators along this area as "highly utilized" with weighted means ranging from 4.39 to 4.46. Two indicators

Table 12

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Verbal-Linguistic

Indicator	WM	I
1. Teaching kindergarten students the abilities of the complex acquisition, formation and processing of language.	4.39	HU
2. Teaching kindergarten students the ability to create conceptual verbal patterns.	4.43	HU
3. Teaching kindergarten students in reading, writing, the development of symbolic writing and language skills- anagrams, palindromes, metaphors, similes, puns, and analogies.	4.41	HU
4. Teaching kindergarten students to talk early, enjoy making sounds and rhyming patterns; to have good memories for poetry, lyrics, tongue twisters, and verse.	4.46	HU
5. Teaching kindergarten students in learning by verbalization, by seeing and hearing words and usually by word games.	4.46	HU
Grand Weighted Mean	**4.43**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

equally obtained the highest weighted mean which corresponded to the statements stating: “teaching kindergarten students to talk early, enjoy making sounds and rhyming patterns; to have good memories for poetry, lyrics, tongue twisters, and verse”

and "teaching kindergarten students in learning by verbalization, by seeing and hearing words and usually by word games." On the other hand, the indicator that obtained the least weighted mean was "teaching kindergarten students the abilities of the complex acquisition, formation and processing of language."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of verbal-linguistic as "highly utilized" by them being indicated by the grand weighted mean of 4.43. This signified that to the belief of the teachers, they regularly use verbal linguistic in their teaching.

Mathematical-Logical. Table 13 presents the evaluation of the teacher-respondents on the extent of utilization of the teaching modalities along area of mathematical-logical. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

Table 13 reveals that the teacher-respondents considered the utilization of the teaching modalities along area of mathematical-logical as "highly utilized" in four indicators in this area with weighted means ranging from 4.26 to 4.23. Of these indicators, two equally obtained the highest weighted mean which corresponded to the statements stating: "teaching kindergarten students the ability to see

Table 13

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Mathematical-Logical

Indicator	WM	I
6. Teaching kindergarten students the ability to think logically, inductively, and to some degree deductively, categorically, to recognize numerical patterns.	4.35	HU
7. Teaching kindergarten students the ability to see and work with abstract concepts.	4.43	HU
8. Teaching kindergarten students to easily grasp games that involve sophisticated strategies.	4.43	HU
9. Teaching kindergarten students to devise experimental formats to test their ideas.	2.96	MU
10. Teaching kindergarten students to be fascinated with computers or with puzzles that involving logic and reasoning abilities.	4.26	HU
Grand Weighted Mean	**4.09**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

and work with abstract concepts" and "teaching kindergarten students to easily grasp games that involve sophisticated strategies."

The remaining indicator was considered by this same group of respondents as "moderately utilized" with the

statement stating, "teaching kindergarten students to devise experimental formats to test their ideas" with a weighted mean of 2.96.

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of mathematical-logical as "highly utilized" by them being indicated by the grand weighted mean of 4.09. This signified that to the belief of the teachers, they regularly use mathematical-logical in their teaching.

Visual-Spatial. Table 14 shows the evaluation of the teacher-respondents on the extent of utilization of the teaching modalities along area of visual-spatial. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

From the table, it can be gleaned that the teacher-respondents assessed two indicators along this area as "extremely utilized" corresponding to the statements stating: "teaching the kindergarten students words such as see, picture and imagine" and "teaching the kindergarten students direct, face-to-face and personal meetings with weighted means of 4.80 and 4.57, respectively. The remaining three indicators were assessed by this same group of respondent as "highly utilized" with weighted means ranging from 4.07 to 4.50. Of these indicators, the statement that obtained the least weighted mean

Table 14

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Visual-Spatial

Indicator	WM	I
11. Teaching kindergarten students how to see the word correctly.	4.50	HU
12. Teaching the kindergarten students words such as see, picture and imagine.	4.80	EU
13. Teaching the kindergarten students direct, face-to-face and personal meetings.	4.57	EU
14. Teaching the kindergarten students descriptive scenes or pause to imagine the actions.	4.07	HU
15. Teach the kindergarten students to see demonstration, diagrams, slides or posters.	4.15	HU
Grand Weighted Mean	**4.42**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

corresponded to: "teaching the kindergarten students descriptive scenes or pause to imagine the actions."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of visual-spatial as "highly utilized" by them being indicated by the grand weighted mean of 4.42. This signified that to the belief of the teachers, they regularly use visual-spatial in their teaching.

Intrapersonal. Table 15 shows the evaluation of the teacher-respondents on the extent of utilization of the teaching modalities along area of visual-spatial. Five

Table 15

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Intrapersonal

Indicator	WM	I
16. Teaching kindergarten students the ability to be somewhat insulated from one's peers.	4.02	HU
17. Teaching kindergarten students to have a strong sense of self and to have leadership abilities in reference to making decisions that may not be popular with others.	4.39	HU
18. Teaching kindergarten students the strong sense to self-create a certain amount of immunity from peer pressures.	4.46	HU
19. Teaching kindergarten students to have strong intuitive feelings, a sense of inner wisdom, or precognition.	4.43	HU
20. Teaching kindergarten students to learn experiences where they can focus on their inner being and activities that allow them to work by themselves on material and projects of their own choosing.	4.57	EU
Grand Weighted Mean	**4.37**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

indicators were identified in this area whereby the teacher-respondents assessed each indicator.

Table 15 presents that the teacher-respondents assessed the utilization of the teaching modalities along area of intrapersonal as "extremely utilized." This corresponded to the statement stating, "teaching kindergarten students to learn experiences where they can focus on their inner being and activities that allow them to work by themselves on material and projects of their own choosing" with a weighted mean of 4.57. The remaining four indicators were considered by these same respondents as "highly utilized" with weighted means ranging from 4.02 to 4.46. Of these indicators, the statements that obtained the highest and the least weighted means, respectively, corresponded to the following: "teaching kindergarten students the strong sense to self-create a certain amount of immunity from peer pressures" and "teaching kindergarten students the ability to be somewhat insulated from one's peers."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of intrapersonal as "highly utilized" by them being indicated by the grand weighted mean of 4.37. This signified that to the belief of the teachers, they regularly use intrapersonal in their teaching.

Bodily-Kinesthetic. Table 16 shows the evaluation of the teacher-respondents on the extent of utilization of the teaching modalities along area of bodily-kinesthetic. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

From the table, it can be gleaned that the teacher-respondents considered their utilization of the teaching

Table 16

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Bodily-Kinesthetic

Indicator	WM	I
21. Teaching dancing to the learners' groove of modern music.	4.48	HU
22. Teaching kindergarten students well-coordinated and good motor skills.	4.50	HU
23. Teaching to the kindergarten students sports that make them more energetic and adopt them also energetically.	4.33	HU
24. Teaching sports as a good exercise that can generate strength in both body and mind.	4.33	HU
25. Teaching games involving skill and strategy such as chess or computer battle games.	4.17	HU
Grand Weighted Mean	**4.36**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

modalities along area of bodily-kinesthetic as "highly utilized" in all indicators in this area with weighted means ranging from 4.17 to 4.50. Of these indicators, the statements that obtained the highest and the least weighted means, respectively, corresponded to the following: "Teaching kindergarten students well-coordinated and good motor skills" and "teaching games involving skill and strategy such as chess or computer battle games."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of bodily-kinesthetic as "highly utilized" by them being indicated by the grand weighted mean of 4.37. This signified that to the belief of the teachers, they regularly use bodily-kinesthetic in their teaching.

Interpersonal. Table 17 appraises the extent of utilization of the teaching modalities of the teacher-respondents along area of interpersonal. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

Table 17 shows that the teacher-respondents appraised all indicators along the extent of utilization of the teaching modalities along area of interpersonal as "highly utilized" with weighted means ranging from 4.00 to 4.44. The indicators that obtained the highest and the least weighted means, respectively, corresponded to the following

Table 17

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Interpersonal

Indicator	WM	I
26. Teaching kindergarten students the ability to understand and communicate with others and to facilitate relationships and group processes.	4.30	HU
27. Teaching kindergarten students to be highly empathetic, and to arbitrate differences between people or groups.	4.33	HU
28. Teaching kindergarten students to easily pick up on the vibrations, and the feelings of others.	4.09	HU
29. Teaching kindergarten students to aptly describe their uncanny abilities to read people.	4.00	HU
30. Teaching kindergarten students to enjoy cooperative learning experiences and learn best in cooperative settings	4.44	HU
Grand Weighted Mean	**4.23**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

statements: "teaching kindergarten students to enjoy cooperative learning experiences and learn best in cooperative settings" and "teaching kindergarten students to aptly describe their uncanny abilities to read people."

Taken as a whole, the teacher-respondents assessed the

extent of utilization of the teaching modalities along area of interpersonal as "highly utilized" by them being indicated by the grand weighted mean of 4.23. This signified that to the belief of the teachers, they regularly use bodily-kinesthetic in their teaching.

Naturalist. Table 18 appraises the extent of utilization of the teaching modalities of the teacher-respondents along area of naturalist. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

The table shows that the teacher-respondents assessed one indicator referring to their extent of utilization of the teaching modalities along area of naturalist as "extremely utilized." This indicator corresponded to the statement stating, "Teaching kindergarten students an enhanced level of "nature smarts" to be very interested in human behaviors, or the behaviors and habits of other species, or in their immediate environment" with a weighted mean of 4.54. The remaining indicators were considered by this same group of respondents as "highly utilized" with weighted means ranging from 4.09 to 4.43. Consequently, of these indicators, the statements that obtained the highest and the least weighted means were: "teaching kindergarten students the ability to sense patterns in nature, and making connections to elements in nature" and "teaching

Table 18

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Naturalist

Indicator	WM	I
31. Teaching kindergarten students the ability to sense patterns in nature, and making connections to elements in nature.	4.43	HU
32. Teaching kindergarten students an enhanced level of "nature smarts" to be very interested in human behaviors, or the behaviors and habits of other species, or in their immediate environment.	4.54	EU
33. Teaching kindergarten students to have a strong affinity to the outside world or to specific animals which often begin at an early age.	4.27	HU
34. Teaching kindergarten students to enjoy subjects, shows, and stories that deal with animals or natural phenomena, or they may show unusual interest in subjects like biology, zoology, botany, geology, meteorology, paleontology, or astronomy.	4.09	HU
35. Teaching kindergarten students to be aware of their surroundings and changes in their environments, even if these shifts are at minute or subtle levels.	4.26	HU
Grand Weighted Mean	**4.32**	
Interpretation	**Highly Utilized**	

Legend:

4.51-5.00	Extremely Utilized	(EU)
3.51-4.50	Highly Utilized	(HU)
2.51-3.50	Moderately Utilized	(MU)
1.51-2.50	Slightly Utilized	(SU)
1.00-1.50	Not Utilized	(NU)

kindergarten students to enjoy subjects, shows, and stories that deal with animals or natural phenomena, or they may show unusual interest in subjects like biology, zoology, botany, geology, meteorology, paleontology, or astronomy."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of naturalist as "highly utilized" by them being indicated by the grand weighted mean of 4.32. This signified that to the belief of the teachers, they regularly use naturalist in their teaching.

Musical-Rhythmic. Table 19 appraises the extent of utilization of the teaching modalities of the teacher-respondents along area of musical-rhythmic. Five indicators were identified in this area whereby the teacher-respondents assessed each indicator.

Table 19 reveals that the teacher-respondents appraised their extent of utilization of the teaching modalities along area of musical-rhythmic in two indicators as "extremely utilized." These corresponded to the statements stating: "teaching dancing to the kindergarten students' groove of modern music" and "teach the kindergarten students to enjoy dialog and conversation or hear the characters talk" with weighted means of 4.54 and 4.52, respectively. The remaining three indicators were appraised by the same group of respondents as "highly

Table 19

Extent of Utilization of the Teaching Modalities of Kindergarten Teachers along Musical-Rhythmic

Indicator	WM	I
36. Teaching dancing to the kindergarten students' groove of modern music.	4.54	EU
37. Teaching the kindergarten students to enjoy listening but are impatient to talk and use words such as hear, tune, and think.	4.41	HU
38. Teach the kindergarten students to enjoy dialog and conversation or hear the characters talk.	4.52	EU
39. Teaching the verbal instructions or talking about it with someone else.	4.33	HU
40. Teaching how to listen to strum guitar at the same time sing.	3.93	HU
Grand Weighted Mean	**4.35**	
Interpretation	**Highly Utilized**	

Legend:			
	4.51-5.00	Extremely Utilized	(EU)
	3.51-4.50	Highly Utilized	(HU)
	2.51-3.50	Moderately Utilized	(MU)
	1.51-2.50	Slightly Utilized	(SU)
	1.00-1.50	Not Utilized	(NU)

utilized" with weighted means ranging from 3.93 to 4.41. In these indicators, the statement that obtained the least weighted mean was "teaching how to listen to strum guitar at the same time sing."

Taken as a whole, the teacher-respondents assessed the extent of utilization of the teaching modalities along area of musical-rhythmic as "highly utilized" by them being indicated by the grand weighted mean of 4.35. This signified

that to the belief of the teachers, they regularly use musical-rhythmic in their teaching.

In summary, the appraisal of the teacher-respondents on their extent of utilization of the teaching modalities along the following areas, namely: verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, bodily-kinesthetic, interpersonal, naturalist, and musical-
Rhythmic was "highly utilized" which indicated that all these teaching modalities were frequently used by the teachers in teaching especially during the new normal situation.

Relationship Between the Extent of Utilization of the Teaching Modalities of Kindergarten Teachers and Their Profile Variates

Table 20 presents the relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their profile variates in terms of age, sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years as a kindergarten teacher, performance rating based on the latest IPCRF, relevant in-service training attended, and attitude toward the modalities in teaching.

Age. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their age using the Pearson's r, the

Table 20

Relationship Between the Extent of Utilization of the Teaching Modalities of Kindergarten Teachers and Their Profile Variates

Variate	Linear Association		Fisher's t-test	p-value @ .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	0.514	Moderate	3.975	0.000	S / Reject Ho.
Sex	-0.235	Weak	1.604	0.140	NS / Accept Ho.
Civil Status	0.252	Weak	1.727	0.091	NS / Accept Ho.
Highest Educa-tional Attain-ment	0.145	Very Weak	0.972	0.338	NS / Accept Ho.
Teaching Position	0.440	Moderate	3.250	0.002	S / Reject Ho.
Gross Monthly Family Income	0.307	Weak	2.140	0.043	S / Reject Ho.
Number of Years in Teaching	0.348	Weak	2.462	0.022	S / Reject Ho.
Latest Perfor-mance Rating Based on the IPCRF	0.280	Weak	1.935	0.062	NS / Accept Ho.
Number of Relevant In-Service Trainings	0.371	Weak	2.650	0.011	S / Reject Ho.
Attitude Toward Modali-ties in Teaching	0.284	Weak	1.965	0.055	NS / Accept Ho.

Fisher's t-critical = ±2.015
df = 44

S - Significant
NS – Not Significant

coefficient resulted to 0.514 denoting a moderate linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 3.975 with a p-value of 0.000. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their age was significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their age was rejected. This meant that the age of the kindergarten teachers influenced the extent of their utilization of the teaching modalities.

The coefficient being positive suggested a direct linear relationship which denoted that the older the kindergarten teachers had a higher extent of utilization of the teaching modalities than the younger ones.

Sex. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their sex using the Pearson's r, the coefficient resulted to -0.235 denoting a weak linear association. To

ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.604 with a p-value of 0.140. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their sex was not significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their sex was accepted. This meant that the sex of the kindergarten teachers did not influence the extent of their utilization of the teaching modalities.

Civil Status. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their civil status using the Pearson's r, the coefficient resulted to 0.252 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.727 with a p-value of 0.091. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with

the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their civil status was not significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their civil status was accepted. This meant that the civil status of the kindergarten teachers did not influence the extent of their utilization of the teaching modalities.

Highest Educational Attainment. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their highest educational attainment using the Pearson's r, the coefficient resulted to 0.145 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.972 with a p-value of 0.338. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear

association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their highest educational attainment was not significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their highest educational attainment was accepted. This meant that the highest educational attainment of the kindergarten teachers did not influence the extent of their utilization of the teaching modalities.

Teaching Position. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their teaching position using the Pearson's r, the coefficient resulted to 0.440 denoting a moderate linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 3.250 with a p-value of 0.002. The critical value was set at ± 2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their teaching position was significant. Therefore, the hypothesis

stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their teaching position was rejected. This meant that the teaching position of the kindergarten teachers influenced the extent of their utilization of the teaching modalities.

The coefficient being positive suggested a direct linear relationship which denoted that the kindergarten teachers with higher teaching position had a higher extent of utilization of the teaching modalities than the teachers with lower teaching position.

Gross Monthly Family Income. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their gross monthly family income using the Pearson's r, the coefficient resulted to 0.307 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.140 with a p-value of 0.043. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of

kindergarten teachers and their gross monthly family income was significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their gross monthly family income was rejected. This meant that the gross monthly family income of the kindergarten teachers influenced the extent of their utilization of the teaching modalities.

The coefficient being positive suggested a direct linear relationship which denoted that the kindergarten teachers with higher gross monthly family income had a higher extent of utilization of the teaching modalities than the teachers with lesser gross monthly family income.

Number of Years in Teaching. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their number of years in teaching using the Pearson's r, the coefficient resulted to 0.348 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.462 with a p-value of 0.022. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule

stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their number of years in teaching was significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their number of years in teaching was rejected. This meant that the number of years in teaching of the kindergarten teachers influenced the extent of their utilization of the teaching modalities.

The coefficient being positive suggested a direct linear relationship which denoted that the kindergarten teachers who had been teaching for a longer number of years had a higher extent of utilization of the teaching modalities than the teachers who were just new to the service.

Latest Performance Rating Based on the IPCRF. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their latest performance rating based on the IPCRF using the Pearson's r, the coefficient resulted to 0.280 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.935 with a p-value of 0.062. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with

the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their latest performance rating based on the IPCRF was not significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their latest performance rating based on the IPCRF was accepted. This meant that the latest performance rating based on the IPCRF of the kindergarten teachers did not influence the extent of their utilization of the teaching modalities.

Number of Relevant In-Service Trainings. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their number of relevant in-service trainings using the Pearson's r, the coefficient resulted to 0.372 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.650 with a p-value of 0.011. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α.

Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their number of relevant in-service trainings was significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their number of relevant in-service trainings was rejected. This meant that the number of relevant in-service trainings of the kindergarten teachers influenced the extent of their utilization of the teaching modalities.

The coefficient being positive suggested a direct linear relationship which denoted that the kindergarten teachers who had attended several number of relevant in-service trainings had a higher extent of utilization of the teaching modalities than the teachers who were not able to attend any relevant in-service training.

Attitude Toward Modalities in Teaching. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their attitude toward modalities in teaching using the Pearson's r, the coefficient resulted to 0.284 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.965 with a p-value of 0.055. The critical value

was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their attitude toward modalities in teaching was not significant. Therefore, the hypothesis stating that there is no significant between the assessed extent of utilization of the teaching modalities of kindergarten teachers and their attitude toward modalities in teaching was accepted. This meant that the attitude toward modalities in teaching of the kindergarten teachers did not influence the extent of their utilization of the teaching modalities.

In summary, of the profile variates of the teacher-respondents age, teaching position, gross monthly family income, number of years in teaching, and number of relevant in-service trainings posed significant influence to the extent of their utilization of the teaching modalities. The other variates did not prove any influence with it.

Academic Performance of the Kindergarten students During the First and Second Quarters

Table 21 reveals the academic performance of the kindergarten students during the first and second quarters.

Table 21

Academic Performance of the Kindergarten Students During the First and Second Quarters

Quarter	Mean	SD
First Quarter	80.87	4.14
Second Quarter	82.98	2.30
Overall	**81.93**	**3.22**

The table shows that the mean academic performance of the kindergarten students were as follow: first quarter, 80.87 with a SD of 4.14 and second quarter, 82.98 with a SD of 2.30. The overall academic performance of the kindergarten students during the aforementioned two quarters was posted at 81.93 with a SD of 3.22. This indicated that the kindergarten students manifested favorable academic performance.

Relationship Between the Extent of Utilization of the Teaching Modalities of Kindergarten Teachers and the Academic Performance of Kindergarten students

Table 22 presents the relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, bodily-kinesthetic, interpersonal, naturalist, and musical-rhythmic and the academic performance of kindergarten students.

Table 22

Relationship Between the Extent of Utilization of the Teaching Modalities of Kindergarten Teachers and the Academic Performance of Kindergarten students

Parameters	Linear Association		Fisher's t-test	p-value @ .05	Evaluation / Decision
	Coeffi-cient	Degree			
Verbal-Linguistic	0.339	Weak	2.390	0.021	S / Reject Ho.
Mathematical-Logical	0.308	Weak	2.147	0.039	S / Reject Ho.
Visual-Spatial	0.599	Moderate	4.472	0.000	S / Reject Ho.
Intrapersonal	0.339	Weak	2.390	0.021	S / Reject Ho.
Bodily-Kinesthetic	0.814	Very Strong	9.296	0.000	S / Reject Ho.
Interpersonal	0.659	Strong	5.812	0.000	S / Reject Ho.
Naturalist	0.771	Strong	8.031	0.000	S / Reject Ho.
Musical-Rythmic	0.713	Strong	6.745	0.000	S / Reject Ho.

Fisher's t-critical = ±2.015 S - Significant
df = 44 NS – Not Significant

Verbal-Linguistic. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.339 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.390 with a p-value of 0.021. The critical value was set at ±2.015 at df = 44. In comparing the

calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of verbal-linguistic, the academic performance of the kindergarten students tend to be higher also.

Mathematical-Logical. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of mathematical-logical and the academic performance of kindergarten students using the

Pearson's r, the coefficient resulted to 0.308 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.147 with a p-value of 0.039. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of mathematical-logical and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of mathematical-logical and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of verbal-linguistic influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in

terms of mathematical-logical, the academic performance of the kindergarten students tend to be higher also.

Visual-Spatial. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of visual-spatial and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.599 denoting a moderate linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 4.472 with a p-value of 0.000. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of visual-spatial and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of visual-spatial and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities

of kindergarten teachers in terms of visual-spatial influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of visual-spatial, the academic performance of the kindergarten students tend to be higher also.

Intrapersonal. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of intrapersonal and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.339 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.390 with a p-value of 0.021. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of intrapersonal and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization

of the teaching modalities of kindergarten teachers in terms of intrapersonal and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of intrapersonal influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of intrapersonal, the academic performance of the kindergarten students tend to be higher also.

Bodily-Kinesthetic. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of bodily-kinesthetic and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.814 denoting a very strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 9.296 with a p-value of 0.000. The critical value was set at $\pm$2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of

utilization of the teaching modalities of kindergarten teachers in terms of bodily-kinesthetic and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of bodily-kinesthetic and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of bodily-kinesthetic influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of bodily-kinesthetic, the academic performance of the kindergarten students tend to be higher also.

Interpersonal. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of interpersonal and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.659 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 5.812 with a p-value of 0.000. The critical value was set at $\pm$2.015 at df = 44. In comparing the

calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of interpersonal and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of interpersonal and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of interpersonal influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of interpersonal, the academic performance of the kindergarten students tend to be higher also.

Naturalist. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of naturalist and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.771 denoting a strong linear

association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 8.031 with a p-value of 0.000. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of naturalist and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of naturalist and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of naturalist influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of naturalist, the academic performance of the kindergarten students tend to be higher also.

Musical-Rhythmic. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers in terms of musical-rhythmic and the academic performance of kindergarten students using the Pearson's r, the coefficient resulted to 0.713 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 6.745 with a p-value of 0.000. The critical value was set at ±2.015 at df = 44. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t- value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the extent of utilization of the teaching modalities of kindergarten teachers in terms of musical-rhythmic and the academic performance of kindergarten students was significant. Therefore, the hypothesis stating that there is no significant between the extent of utilization of the teaching modalities of kindergarten teachers in terms of musical-rhythmic and the academic performance of kindergarten students was rejected. This meant that the between the extent of utilization of the teaching modalities of kindergarten teachers in terms of musical-rhythmic influenced the academic performance of kindergarten students.

The coefficient being positive suggested a direct linear relationship which denoted that the higher teaching modalities were utilized by the kindergarten teachers in terms of musical-rhythmic, the academic performance of the kindergarten students tend to be higher also.

In summary, all the modalities in teaching utilized by the kindergarten teachers posed significant influence to the academic performance of the kindergarten students.

Difficulties Encountered in Teaching Modalities

Table 23 appraises the difficulties encountered in teaching modalities. Five difficulties were identified in this area whereby the teacher-respondents assessed each problem as the degree they felt it.

The table shows that the teacher-respondents evaluated all identified difficulties as "highly difficult" with weighted means ranging from 3.85 to 4.41. The difficulties that obtained the highest and the least weighted means corresponded to: "quality of instruction" and "Production, distribution and retrieval of teaching materials."

Taken as a whole, the teacher-respondents considered the difficulties encountered in teaching modalities as "highly difficult" being indicated by the grand weighted mean 4.10. This signified that teacher-respondents was greatly affected by the implementation of the teaching modalities during the

Table 23

Difficulties Encountered in Teaching Modalities

Difficulty	WM	I
1. Quality of instruction.	4.41	HD
2. Hidden costs.	3.90	HD
3. Misuse of technology.	4.14	HD
4. Attitude of teachers, students, and school administrators.	4.20	HD
5. Production, distribution and retrieval of teaching materials.	3.85	HD
Grand Weighted Mean	**4.10**	
Interpretation	**Highly Difficult**	

Legend:

4.51-5.00	Extremely Difficult	(ED)
3.51-4.50	Highly Difficult	(HD)
2.51-3.50	Moderately Difficult	(MD)
1.51-2.50	Slightly Difficult	(SD)
1.00-1.50	Not Difficult	(ND)

new normal situation that as much as possible they would prefer face-to-face instruction.

Implications of the Findings of the Study

Inasmuch as the academic performance of the kindergarten students was proved to be significantly influenced by the extent of utilization of the teaching modalities of kindergarten teachers, it should be sustained especially during the new normal situation.

As it was found also that the number of trainings significantly influence the extent of utilization of the

teaching modalities of kindergarten teachers, school administrators should provide support to them by sending them to available in-service trainings. Considering that financial lack constrained the teachers to attend, school administrators should seek assistance from the local government units through the SEF to defray training expenses of the kindergarten teachers.

Likewise, an in-house training could be conducted by the school administrators or through during SLAC sessions to augment the lack of training of kindergarten teachers.

There were difficulties encountered in teaching modalities which greatly affected the teachers that need to be addressed properly by the school administrators and the DepEd key officials.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The mean age of the teacher-respondents was posted at 33.15 years old with a SD of 2.83 years whereby majority of them belonged to the female sex accounting for 33 or 71.74 percent.

2. Majority of the teacher- respondents were married accounting for 30 or 65.21 percent.

3. Majority of the teacher-respondents were in the master's level while 15 of them or 32.61 percent were full-fledged master's degree holders.

4. A number of the teacher-respondents, that is, 17 or 36.96 percent were appointed as Teacher III while 14 or 30.43 percent were appointed as Teacher II.

5. The modal gross monthly family income of the teacher-respondents was posted at ₱29,999.50.

6. The median number of years as kindergarten teachers of the teacher-respondents was posted at five years with an

AD of 1.72 years.

7. The mean performance rating of the teacher-respondents was posted at 4.30 with an adjectival interpretation of "very satisfactory."

8. The overall mean number of relevant in-service trainings of the teacher-respondents were posted at two trainings with a SD of 1.58 trainings.

9. The teacher-respondents "strongly agreed" their attitude toward the modalities in teaching being supported by the grand weighted mean of 4.62.

10. The extent of utilization of the teaching modalities of kindergarten teachers along the following areas, namely: verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, bodily-kinesthetic, interpersonal, naturalist, and musical-rhythmic were assessed by the teacher-respondents as "highly utilized."

11. In associating relationship between the extent of utilization of the teaching modalities of kindergarten teachers and their profile variates, the following evaluation was noted: age, significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; teaching position, significant; gross monthly family income, significant; number of years as a preschool teacher, significant; performance rating based on the latest IPCRF, not significant; relevant in-service training

attended, significant; and attitude toward the modalities in teaching, not significant.

12. The overall academic performance of the kindergarten students during the first and second quarters was posted at 81.93 with a SD of 3.22.

13. The linear relationship between the academic performance of kindergarten students and the extent of utilization of the teaching modalities of kindergarten teachers was found significant along verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, bodily-kinesthetic, interpersonal, naturalist, and musical-rhythmic.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teacher-respondents were relatively young, at their early 30s, at the prime of their age and at the height of their teaching career. Being young, it is expected that they would encounter promotion in the coming years. Moreover, the teacher-respondents were dominated by the female sex indicating that more of this sex group embraced teaching as their chosen profession.

2. The teacher-respondents were dominated by the married ones which suggested that they were responsible

parents therefore, would be effective teachers as second parents of the schooling children.

3. The teacher-respondents qualified themselves for the teaching position. They did not settle attaining the minimum educational qualification but they pursued advance education. This implied that the teacher-respondents were ready for any personnel action to ascend higher position in the hierarchy of the organization.

4. The teacher-respondents had been promoted already to the higher position due to merit and fitness.

5. The teacher-respondents earned sufficiently to provide basic and nutritional needs of the members of the family including educational needs for schooling family member.

6. The teacher-respondents had served already as kindergarten teachers for quite a number of years. This signified that they had honed already their teaching skill using the new modality of teaching during the new normal.

7. The teacher-respondents manifested exemplary performance based on the latest IPCRF which meant that they were able to accomplish successfully their targets that they committed to the department at the beginning of the school year.

8. The teacher-respondents had attended only few relevant in-service trainings due to limited slots and only

few can attend such trainings which implied that they need to enhance their teaching skills as kindergarten teachers so that school administrators should consider this lack. This lack for trainings could be augmented through an in-house trainings or during SLAC sessions.

9. The teacher-respondents manifested highly favorable attitude toward the new modalities in teaching during the new normal situation.

10. All the identified teaching modalities were frequently used by the teachers in teaching especially during the new normal situation.

11. Of the profile variates of the teacher-respondents age, teaching position, gross monthly family income, number of years in teaching, and number of relevant in-service trainings posed significant influence to the extent of their utilization of the teaching modalities. The other variates did not prove any influence with it.

12. The kindergarten students manifested favorable academic performance based on their mean grade during the first and second quarters.

13. All the modalities in teaching utilized by the kindergarten teachers posed significant influence to the academic performance of the kindergarten students.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. Inasmuch as the academic performance of the kindergarten students was proved to be significantly influenced by the extent of utilization of the teaching modalities of kindergarten teachers, it should be sustained especially during the new normal situation.

2. As it was found also that the number of trainings significantly influence the extent of utilization of the teaching modalities of kindergarten teachers, school administrators should provide support to them by sending them to available in-service trainings. Considering that financial lack constrained the teachers to attend, school administrators should seek assistance from the local government units through the SEF to defray training expenses of the kindergarten teachers.

3. Likewise, an in-house training could be conducted by the school administrators or through during SLAC sessions to augment the lack of training of kindergarten teachers.

4. There were difficulties encountered in teaching modalities which greatly affected the teachers that need to be addressed properly by the school administrators and the DepEd key officials.

5. Another study may be conducted increasing its scope to division-wide to validate the findings of the study.

6. A follow-up study also may be conducted to assess any development in the extent of utilization of teaching modalities by the kindergarten teachers.

Chapter 6

INTERVENTION SCHEME

This chapter presents the Intervention Scheme on Teachers' Development Program to improve the teaching performance of kindergarten teachers in the District of Wright I and II.

Rationale

Results-based Performance Management System (RPMS) is a systemic mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth. (DepEd Order No. 2, s. 2015)

The RPMS is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of SPMS prescribed in CSC Memorandum Circular No. 6, s. 2012 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. Furthermore, the changes introduced by various national and global frameworks such as the K to 12 law, ASEAN integration, globalization, and other changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS) which resulted in the development of the PPST. (DepEd Order No. 42, s. 2017)

The DepEd vision and mission clearly stipulated the role and

responsibilities of the teachers in ensuring that quality education will be given to the learners. Thus, the Philippine Performance Standard for Teachers (PPST) which is part of the RPMS, outlines the required skills and competencies of quality teachers, enabling them to cope with the emerging global frameworks. If the required skills and competencies are not met, various professional development interventions will be given to them. PPST helps assure parents and guardians that their children receive quality basic education from qualified professionals whose competencies are abreast with changes and advancements in the information age. In addition, to respond to the demand and the call of the profession, the teacher needs to continuously assess and improve his skills and competencies.

As it came out from the study, the teacher-respondents, manifested exemplary performance based on their IPCRF which mean that they were able to accomplish successfully their targets that they committed at the beginning of the school year. Nevertheless, they still need teaching improvement in their skills and competencies through training and other related professional growth activities. Based on the findings of the study, there were difficulties encountered in teaching modalities which greatly affected the teachers that need to be addressed properly by the school administrators and the DepEd key officials. Thus, this Teachers' Development Program is proposed.

Objectives

This Teachers' Development Program aims to improve the

teaching performance of kindergarten teachers in the Wright I and II Districts.

Specifically, it is expected to:

1. Commit the teacher to individual accountability for professional growth and shared responsibility for the learners;

2. Help the teachers chart their own professional development plan and give them avenue for a training program and development activities that will benefit themselves, school, division and region;

3. Ensure quality education through improved learning outcomes of the pupils; and

4. Enhance teaching skills and competencies in providing learning activities for diverse learners and to use community resources to improve learners' academic performance.

Features of the Program

The content of the Teachers' Development Program covers the following areas: 1) objectives; 2) methods/strategies; 3) resources; 4) time frame; and 5) success indicator.

The Teachers' Development Program

Objectives	Methods/ Strategies	Resources	Time Frame	Success Indicator
Determine the weaknesses and strengths/capabilities and priorities	Conduct of Self-Assessment; Consolidate the overall IPCRF-Development Plan (IPCRF-	SAT Tools; IPCRF – DP Forms; Printer,	Before the beginning of School Year	All kindergarten teachers able to develop their IPCRF -DP

for self-growth and improvement	DP) based on the results of self-assessment per district	Bond Paper			
To improve skills and competencies in using varied strategies in teaching diverse learners	Attend Division/district/ School training Workshops /program	Register in the Division/ District/ Cluster/ School training	Semester Break INSET/ Summer Break INSET/ Year End INSET	Kindergarten Teacher are equipped with the right knowledge, Skills and competencies in teaching diverse learners	
	On-line study	Surf Internet lesson guides	Year Round		
To gain and applied more on Content Knowledge and Pedagogy	Attend training on Content in Division Attend Short-term course	Request for MOOE / LGU Funds/ Personal Fund	Year Round	Increased skills and competencies in mastery of content Knowledge and Pedagogy	Increased learners' performance based the Mean Percentage Score (MPS) Results in all learning areas
	Attend SLAC Sessions and Coaching and Mentoring sessions	Request for MOOE / LGU Funds/ Personal Fund	Year Round	Increased Teacher Proficiency / IPCRF Result	
To acquire knowledge and skills in providing learning	Attend trainings on indigenization /localization of lessons	Request for MOOE / LGU Funds/	Year Round	Enhanced competencies in establishing learning	Increased learners' participation in school

activities that respond to demands of the community		Personal Fund		environment conducive to community aspirations	activities
	Engage in Community program/ Activities/projects	Request for MOOE / LGU Funds/ Personal Fund			

Strategy of Implementation

The implementation of the Teachers' Development Program involved in the different phases, these are the Pre- Implementation Phase, Implementation Phase, Post –Implementation.

During the Pre- Implementation Phase, there are many things to prepare before the Teacher's Development Program be implemented. These include: 1) ask the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation of the Teachers' Development Program in the district and invite support from the school administrators for its effective implementation; 3) the district supervisor, school administrators and general PTCA officers should be invited cooperation among elementary school teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the program specially if budget is required.

In the Implementation Phase, administration of the development program or activities are part of this phase. Data collection and consolidation are also some of the important things to consider. This is for monitoring the performance of the kindergarten teachers and tracking the progress of the implementation of this program.

Finally, is the Post –Implementation Phase where in performance review and evaluation of the development program are conducted. This part also includes the reports preparation and organization, feed backing of the effectiveness of the program, as well as the preparation for its next implementation.

Monitoring and Evaluation

The monitoring and evaluation of this program is very essential to provide objective information that can inform decision-making for continuously improving this development program; and: a.) Provide immediate feedback on the efficacy and weaknesses of program implementation; b.) Respond to technical and training needs of teachers; and c.) Identify enhancements to educational policies and guidelines.

This is the most important part of the Teachers' Development Program because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives.

In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report

of activities; and 3) regular strategic assessment and planning among kindergarten teachers.

Funding Source

Funding for this action plan may come from the following sources:

1. General PTA or Homeroom PTA funds;
2. Proceeds from an income-generating project launched by the school;
3. School Maintenance and Other Operating Expenses (MOOE); and
4. Voluntary support and donations from the internal and external stakeholders such as from Local Government Unit (LGU) and others.

Budgetary Requirements

In implementing this action plan, the following budgetary requirements will be entailed:

Supplies and Materials	P 15,000.00
Meals and Snacks	25,000.00
Other Incidental Expenses	20,000.00
Total	P 60,000.00

B I B L I O G R A P H Y

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A P P E N D I C E S

APPENDIX A

LETTER REQUEST FOR THE APPROVAL OF THESIS TITLE

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2021

DR. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

Madame:

In my desire to start writing my thesis, I have the honor to request an approval on the following thesis titles, particularly number one (1).

1. **TEACHING MODALITIES OF KINDERGARTEN TEACHERS: BASIS FOR AN INTERVENTION SCHEME**
2. **TEACHING BLENDED LEARNING DURING THE PANDEMIC SCHOOL YEAR 2020-2021**
3. **THE EFFECTIVENESS MODULAR APPROACH OF TEACHERS DURING THE PANDEMIC SCHOOL YEAR 2020-2021**

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

Recommended Title No.

#1 (SGD) PEDRITO G. PADILLA, PhD
#1 (SGD) NATALIA B. UY, PhD
#1 (SGD) GUILLERMO D. LAGBO, DPA

RECOMMENDED TITLE No. 1

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : JACKILOU D. CASILLA

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS: **TEACHING MODALITIES OF KINDERGARTEN TEACHERS: BASIS FOR AN INTERVENTION SCHEME**

ADVISER : GUILLERMO D. LAGBO, DPA

(SGD.) JACKILOU D. CASILLA
Researcher

CONFORME:

(SGD.) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For Kindergarten Teachers)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

Dear Respondent,

The undersigned is currently conducting a study entitled "Teaching Modalities of Kindergarten Teachers: Basis for an Intervention Scheme", as one of the requirements for the Degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

PART I. PERSONAL PROFILE

Direction: Please indicate your answer with a check mark (✓) or write the data on the blank provided Before/after each item.

1. Name: _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

4. Civil Status: ☐ Single ☐ Widowed ☐ Annulled
☐ Married ☐ Separated ☐ Live-in

5. Highest Educational Attainment:

☐ Doctorate Degree ☐ Master's Level

☐ Doctorate Level ☐ Baccalaureate Degree

☐ Master's Degree

6. Teaching Position: ☐ Master Teacher ☐ Teacher II
☐ Teacher III ☐ Teacher I

7. Gross Monthly Family Income:

☐ Less than P20,000 ☐ P60,000-P79,999

☐ P20,000-P39,999 ☐ P80,000-P99,999

☐ P40,000-P59,999 ☐ P100,000 and over

8. Number of Years as Kindergarten Teacher: _____

9. Performance Rating: ☐ Outstanding Rating: _____
☐ Very Satisfactory Rating: _____
☐ Satisfactory Rating: _____
☐ Unsatisfactory Rating: _____
☐ Poor Rating: _____

8. Number of Relevant In-Service Training:

Training Level	**No. of Trainings**
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD THE MODALITIES IN TEACHING

Direction: Below are statements which appraise your attitude toward modalities in teaching. Kindly assess each statement and signify your agreement or disagreement using the following five-point scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. New modalities is important to me to continue my teaching during the new normal.					
2. The main purpose of the new modalities in teaching is to help me deliver my lessons while face-to-face instruction is not allowed.					
3. I am enthusiastic in teaching my lessons through the new modalities in teaching.					
4. New modalities in teaching encourages me to be resourceful in preparing my modules.					
5. New modalities in teaching hones my creative abilities.					
6. I am more motivated to teach through the blended learning scheme.					
7. My ability to be comfortable with the new modalities in teaching lead me to get fulfillment with my profession.					
8. I regularly attend to my students' learning through on line classes and module for them to complete their quarterly tasks.					

9. I consider new modalities in teaching as part of my professional development.					
10. I exert harder in coping with the new modalities in teaching.					

PART III. EXTENT OF UTILIZATION OF TEACHING MODALITIES OF KINDERGARTEN TEACHERS

Direction: Below are statements which determine the extent of utilization of teaching modalities of kindergarten teachers. Kindly assess each statement and signify the extent to which you are using these modalities, using the following five-point scale:

5 – Extremely Utilized (EU)
4 – Highly Utilized (HU)
3 – Moderately Utilized (MU)
2 – Slightly Utilized (U)
1 – Not Utilized (NU)

Indicators	5 (EU)	4 (HU)	3 (MU)	2 (SU)	1 (NU)
A. Verbal-Linguistic					
1. Teaching kindergarten the abilities of the complex acquisition, formation and processing of language.					
2. Teaching kindergarten the ability to create conceptual verbal patterns.					
3. Teaching kindergarten in reading, writing, the development of symbolic writing and language skills–anagrams, palindromes, metaphors, similes, puns, and analogies.					
4. Teaching kindergarten to talk early, enjoy making sounds and rhyming patterns; to have good					

memories for poetry, lyrics, tongue twisters, and verse.					
5. Teaching kindergarten in learning by verbalization, by seeing and hearing words and usually by word games.					
B. Mathematical-Logical					
6. Teaching kindergarten the ability to think logically, inductively, and to some degree deductively, categorically, to recognize numerical patterns.					
7. Teaching kindergarten the ability to see and work with abstract concepts.					
8. Teaching kindergarten to easily grasp games that involve sophisticated strategies.					
9. Teaching kindergarten to devise experimental formats to test their ideas.					
10. Teaching kindergarten to be fascinated with computers or with puzzles that involving logic and reasoning abilities.					
C. Visual-Spatial					
11. Teaching kindergarten how to see the word correctly.					
12. Teaching the kindergarten words such as see, picture and imagine.					
13. Teaching the kindergarten direct,					

face-to-face and personal meetings.					
14. Teaching the kindergarten descriptive scenes or pause to imagine the actions.					
15. Teach the kindergarten to see demonstration, diagrams, slides or posters.					
D. Intrapersonal					
16. Teaching kindergarten the ability to be somewhat insulated from one's peers.					
17. Teaching kindergarten to have a strong sense of self and to have leadership abilities in reference to making decisions that may not be popular with others.					
18. Teaching kindergarten the strong sense to self-create a certain amount of immunity from peer pressures.					
19. Teaching kindergarten to have strong intuitive feelings, a sense of inner wisdom, or precognition.					
20. Teaching kindergarten to learn experiences where they can focus on their inner being and activities that allow them to work by themselves on material and projects of their own choosing.					
E. Bodily-Kinesthetic					
21. Teaching dancing to the learners' groove of modern music.					

22. Teaching kindergarten well-coordinated and good motor skills.					
23. Teaching to the kindergarten sports that make them more energetic and adopt them also energetically.					
24. Teaching sports as a good exercise that can generate strength in both body and mind.					
25. Teaching games involving skill and strategy such as chess or computer battle games.					
F. Interpersonal					
26. Teaching kindergarten the ability to understand and communicate with others and to facilitate relationships and group processes.					
27. Teaching kindergarten to be highly empathetic, and to arbitrate differences between people or groups.					
28. Teaching kindergarten to easily pick up on the vibrations, and the feelings of others.					
29. Teaching kindergarten to aptly describe their uncanny abilities to read people.					
30. Teaching kindergarten to enjoy cooperative learning experiences and learn best in cooperative settings					
G. Naturalist					
31. Teaching kindergarten the ability to sense patterns in nature, and making					

connections to elements in nature.					
32. Teaching kindergarten an enhanced level of "nature smarts" to be very interested in human behaviors, or the behaviors and habits of other species, or in their immediate environment.					
33. Teaching kindergarten to have a strong affinity to the outside world or to specific animals which often begin at an early age.					
34. Teaching kindergarten to enjoy subjects, shows, and stories that deal with animals or natural phenomena, or they may show unusual interest in subjects like biology, zoology, botany, geology, meteorology, paleontology, or astronomy.					
35. Teaching kindergarten to be aware of their surroundings and changes in their environments, even if these shifts are at minute or subtle levels.					
H. Musical-Rhythmic					
36. Teaching dancing to the kindergarten groove of modern music.					
37. Teaching the kindergarten to enjoy listening but are impatient to talk and use words such as hear, tune, and think.					
38. Teach the kindergarten to enjoy dialog and					

conversation or hear the characters talk.					
39. Teaching the verbal instructions or talking about it with someone else.					
40. Teaching how to listen to strum guitar at the same time sing.					

PART IV. DIFFICULTIES ENCOUNTERED IN TEACHING MODALITIES

Direction: Below are identified difficulties in teaching modalities. Kindly assess each difficulty and signify your assessment, using the following five-point scale:

5 – Extremely Difficult (ED)
4 – Highly Difficult (HD)
3 – Moderately Difficult (MD)
2 – Slightly Difficult (SD)
1 – Not Difficult (ND)

Indicators	**5 (ED)**	**4 (HD)**	**3 (MD)**	**2 (SD)**	**1 (ND)**
1. Quality of instruction.					
2. Hidden costs.					
3. Misuse of technology.					
4. Attitude of teachers, students and school administrators.					
5. Production, distribution and retrieval of teaching materials.					

Thank you.

The Researcher

APPENDIX D

Letter Request to the Schools Division Superintendent to Conduct the Study

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2021

CARMELA R. TAMAYO, Ed.D, CESO V
The Schools Division Superintendent
DepEd Schools Division of Samar
City of Catbalogan

The undersigned is currently conducting a study entitled "Teaching Modalities of Kindergarten Teachers: Basis for an Intervention Scheme", as one of the requirements for the Degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission conduct pilot test at the District of Wright I and II and to field questionnaire at the District of Wright I and II.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

APPENDIX E

Letter Request to the Public School District Supervisor of the District of Wright I to Conduct the Study

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2021

TEODORA B. ABAIGAR, Ph.D.
District Supervisor
District of Wright I
Paranas, Samar

The undersigned is currently conducting a study entitled "Teaching Modalities of Kindergarten Teachers: Basis for an Intervention Scheme", as one of the requirements for the Degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission conduct pilot test at the District of Wright I and to field questionnaire at the District of Wright I.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

APPENDIX F

Letter Request to the Public School District Supervisor of the District of Wright II to Conduct the Study

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2021

CRISTITA T. MARABUT
District-in-Charge
District of Wright II
Paranas, Samar

The undersigned is currently conducting a study entitled "Teaching Modalities of Kindergarten Teachers: Basis for an Intervention Scheme", as one of the requirements for the Degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission conduct pilot test at the District of Wright II and to field questionnaire at the District of Wright II.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

APPENDIX G

Letter Request to the School Head of the Districts of Wright I and II to Conduct the Study

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2021

TO THE SCHOOL HEADS
District of Wright I and II
Paranas, Samar

The undersigned is currently conducting a study entitled "Teaching Modalities of Kindergarten Teachers: Basis for an Intervention Scheme", as one of the requirements for the Degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission conduct pilot test in your school at the District of Wright I and II and to field questionnaire at the District of Wright I and II.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation

Very truly yours,

(SGD.) JACKILOU D. CASILLA
Researcher

C U R R I C U L U M V I T A E

NAME	:	**JACKILOU D. CASILLA**
DATE OF BIRTH	:	February 19, 1996
PLACE OF BIRTH	:	Lipata, Paranas, Samar
ADDRESS	:	Lipata, Paranas, Samar
CIVIL STATUS	:	Single
OFFICE ADDRESS	:	DepEd Samar Division Catbalogan City, Samar
PRESENT POSITION	:	Kindergarten Teacher
CURRICULUM PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

Elementary	:	Lipata Elementary School Paranas, Samar 2002-2008
Secondary	:	Samar College City of Catbalogan 2008-2012
Tertiary	:	Bachelor of Elementary Education Major in Preschool Education Leyte Normal University Tacloban City 2012-2016
Graduate Studies	:	Samar College City of Catbalogan 2017 to present

ELIGIBILITY

Licensure Examination for Teachers: Rating 82.40%

SEMINAR/WORKSHOP/CONFERENCE ATTENDED

2020 Brigada Eskwela School Coordinators Orientation, July 12, 2020; Sponsored by: DepEd Samar Division.

Seminar Workshop/Attending Webinar: Modeling Online Conversation, September 10, 2020; Sponsored by: The DAP and APO Webinar Team

Seminar Workshop/Attending Webinar: Preparing Teachers for Crisis-triggered Remote Learning: Working with third parties, September 14, 2020; sponsored by: The DAP and APO Webinar Team

National Webinar: National Webinar on Kindergarten Remote Teaching and learning: Developmentally appropriate responses in the time of Civid-19, September 21-25, 2020; sponsored by: BLD-TLD Cluster 3- Region VIII

Seminar Workshop/Attending Webinar: Philippine Strategies to Embracing Education, September 24, 2020; Sponsored by: The DAP and APO Webinar Team

Seminar Workshop/Attending Webinar: Online Safeguarding of Children: Education in the New Normal (Episode 1), September 28, 2020; Sponsored by: Department of Education

Seminar Workshop/Attending Webinar: Online Safeguarding of Children: Education in the New Normal (Episode 1), September 28-30, 2020; Sponsored by: Department of Education

Seminar Workshop/Attending Webinar: Strand Interface on Programs and Guidelines (SIPAG) Conference 2021, February 23, 2021; Sponsored by: Department of Education

Seminar Workshop/Attending Webinar: Conduct of online on Data Gathering Requirements and Data Gathering Forms for School Year 2020-2021; Sponsored by: Deped Samar Division, Catbalogan City

Seminar Workshop: District Training Workshop on Music Content and Pedagogies for Grade 1 to 12 of Mapeh Teachers, June 8-10, 2020; District of Wright I, Wright Samar.