

**ISSUES AND CHALLENGES ON KINDERGARTEN EDUCATION
IMPLEMENTATION: BASIS FOR AN INTERVENTION
PROGRAM**

A Thesis

Presented to
the Faculty of the College of Graduate Studies

SAMAR COLLEGE

City of Catbalogan

In Partial Fulfillment
of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

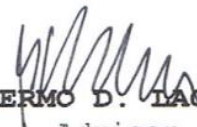
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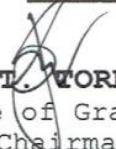
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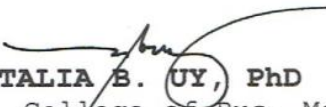
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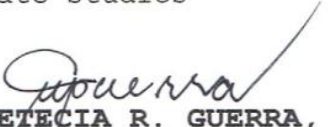
In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled "**ISSUES AND CHALLENGES ON KINDERGARTEN EDUCATION IMPLEMENTATION: BASIS FOR AN INTERVENTION PROGRAM**" has been prepared and submitted by **MARILOU BAROCABOC MONARBA** who, having passed the comprehensive examination, is hereby recommended for oral examination.

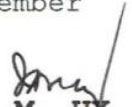

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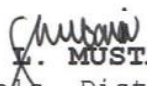
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DEDICATION

This research work that turned into a masterpiece
and served as the Pillar of Memorial of Love and
Sacrifice is heartily dedicated to . . .

my mother,

my son and daughter,

my sisters, relatives, friends, and mentors.

Above all, **to the Almighty God!**

Malou

A B S T R A C T

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Abstract:

This study determined the issues and challenges on kindergarten education implementation as basis for an intervention program in the District of Gandara II, Schools Division of Samar during the School Year 2019-2020.

Specifically, it sought answers to the following

questions: 1) what is the profile of the kindergarten and Grade 1 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 in teaching Kindergarten or Grade 1; performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward teaching Kindergarten or Grade 1; 2) what is the profile of school administrator-respondents in terms of the following personal variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward supervising Kindergarten and Grade 1 teaching.

Likewise, it answered the following questions: 3) what issues and challenges are encountered in the kindergarten education implementation as assessed by the two groups of respondents in terms of the following areas: teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources, and students' preparation; 4) is there a significant difference between the assessments of the two groups of respondents relative to the issues and challenges encountered in the

kindergarten education implementation in terms of the foregoing areas; and 5) what intervention program may be evolved from the findings of the study.

From the foregoing specific questions, the following hypothesis was drawn and tested: there is no significant difference between the assessments of the two groups of respondents relative to the issues and challenges encountered in the kindergarten education implementation.

The findings of the study revealed that the teacher-respondents considered the issues and challenges in the Kindergarten education implementation in terms of the following areas, namely: teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation as "highly encountered" while the school administrator-respondents assessed it as "moderately encountered."

Furthermore, in the comparison between the assessment of the two groups of respondents relative to the issues and challenges encountered in the Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation, the evaluation was significant.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The term "kindergarten" is a German word which literally means "children's garden," which was first coined by Froebel and used in a number of countries around the world to refer to a variety of institutions for children ranging from two to seven years of age based on a variety of teaching methods. It is primarily a pre-school educational approach that is traditionally based around playing, singing, practical activities such as drawing, and social interaction as part of the transition from home to school.

In this approach, Froebel (<http://www.educationph.org>, 28 December 2014) came up with a very systematic variety of play activities aimed to develop a school child. Emphasis was placed upon actual manipulation of objects designed for this purpose and provided more freedom of activity in the classroom. Hence, there was less rigid discipline while allowing a more informal classroom. A lot of group activities were provided where the child learned to express himself and prepare for good social relations; thus, it paved the way for the foundation of a child-centered school.

Froebel opined that education begins in infancy and should be provided by the mothers being the ideal first teachers of humanity, best suited to nurture children. Wherefore, women became the first kindergarteners (teachers) for his schools. In fact, many ambitious and intelligent women were attracted to this idea; they were also the same women who promoted Froebel's kindergarten ([http:// www. froebelgifts.com/ history.htm](http://www.froebelgifts.com/history.htm), 23 December 2014).

Women trained by Froebel established kindergartens all throughout Europe and elsewhere around the world. In fact, the first kindergarten in the United States was founded in Watertown, Wisconsin in 1856 and administered in German. The first English-language kindergarten became available in America through the efforts of Elizabeth Peabody. Finally, the first free kindergarten in America was founded in 1870 by Conrad Poppenhusen, while the first publicly financed kindergarten in the United States was established in St. Louis in 1873 by Susan Blow (<http://www.educationph.org>, 28 December 2014).

Furthermore, in 1885, the training for Kindergarten teaching was formally introduced as a separate department in Toronto Normal School in Canada, after the kindergarten idea became so popular in large Canadian towns and cities. Later in 1886, Elizabeth Harrison wrote extensively on the

theory of early childhood education and exerted so much effort to further enhance the educational standards for kindergarten teachers. She later established a school dedicated for the purpose, the National College of Education.

In the Philippines, education basically starts at the elementary level and into early childhood education via the kindergarten approach is not mandatory. Early Childhood Education in the country is categorized into center-based programs and home-based programs. The center-based programs include the barangay day care service, public and private pre-schools, kindergarten or school-based programs, community or church-based early childhood education programs initiated by non-government organizations, workplace-related child care and education programs, child-minding centers, health centers and stations. The so-called home-based programs revolve around the neighborhood-based play groups, family day care programs, parent education and home visiting programs (<http://www.educationph.org>, 29 December 2014).

Today, inasmuch as the government subscribes to the idea of Harvard that the first years of life are significant since what transpires in early childhood may have bearing in a lifetime, a series of legislation were

promulgated in order to promote early childhood education in the country (DepEd, 2013:2).

First, Republic Act Number 8980 (Official Gazette, 2000), otherwise known as the "Early Childhood Care and Development Act of 2000," was signed into law bearing the following significant objectives: 1) achieve improved infant and child survival rates by ensuring that adequate health and nutrition programs are accessible to young children and their mothers from the pre-natal period throughout the early childhood years; 2) enhance the physical, social, emotional, cognitive, psychological, spiritual and language development of young children; and 3) enhance the role of parents and other caregivers as the primary caregivers and educators of their children from birth onwards.

Likewise, the law has been passed in order to: 1) facilitate a transition from care and education provided at home to community or school-based setting and to primary school; 2) enhance the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs; 3) enhance and sustain the efforts of communities to promote ECCD programs and ensure that special support is provided for poor and disadvantaged communities; 4) ensure that young children are adequately prepared for the formal learning system and that both

public and private schools are responsive to the developmental needs of these children; 5) establish an efficient system for early identification, prevention, referral and intervention for developmental disorders and disabilities in early childhood; and 6) improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD providers (<http://www.bwsc.dole.gov.ph>, 30 December 2014).

Second, Republic Act Number 10157, otherwise known as the "Kindergarten Education Act of 2012," was subsequently promulgated making kindergarten an integral part of the basic education system of the country. The law further declares that kindergarten education is vital to the academic and technical development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest. (<http://www.gov.ph>, 30 December 2014).

Nevertheless, these laws were crafted to address a number of pressing problems besetting the system of education in the Philippines. Based on the latest article provided by the "Economic Policy Monitor" and released in April, 2012 by the government think-tank Philippine Institute for Development Studies, the educational reforms laid out by the Aquino Administration to address the

problems in the educational system of the country from the basic until the tertiary level appeared to be inadequate. In fact, a number of these reforms are still needed to achieve the desired quality of education in the Philippines (<http://www.philstar.com>, 30 December 2014).

The same article also pointed out that even the reforms spearheaded by the government might even bring about more problems to the system. First, among these problems in the early childhood education is the inequality of access to kindergarten education. The article highlighted that although Republic Act Number 6972, also known as the Day Care Law, was legislated to allow the establishment of a Day Care Center (DCC) in every barangay, there were still Filipino children who failed to avail access to early childhood education, especially the poorest areas of the country.

Aside from the unequal coverage of early childhood and kindergarten education, the quality of services provided by the Day Care Centers (DCCs) also needed improvement. Out of the reported 50,144 DCCs, only 26 percent or 12,648 DCCs had not been accredited yet as of the second quarter of 2010. Likewise, in a span of five years, the number of Grade 1 pupils with early childhood education background had meagerly improved from 56.3 percent in 2000 to 60.7

percent in 2005 ([http:// www. philstar. com](http://www.philstar.com), 30 December 2014).

In addition, the problems related to kindergarten education do not just revolve around kindergarten pupils, they too involve the kindergarten teachers and the way they have been trained. After all, quality education similarly depends on the quality of the people providing it. Thus, good learning is brought about by good teaching (Leviste 2010:110).

In the words of Bredekamp and Copple (1997:9), good teaching begins with knowing the learners – what they are like developmentally, individually, and culturally. When teachers know what kindergarten children are like developmentally, it means they are familiar with the typical social and emotional, physical, cognitive, and language characteristics of children at this age. To know children individually means to recognize that each child comes with unique needs, interests, abilities, language, temperament, prior experiences, and background knowledge. Teachers who know children culturally are sensitive to multiple perspectives and consider those perspectives as they make decisions about children's development and learning.

Kindergarten teachers educate young children during some of their most formative educational years. Thus, these

teachers generally need to complete a bachelor's or master's program in education, student-teaching experiences and a licensure examination (<http://www.education-portal.com>, 30 December 2014).

In the District of Gandara II, it has been found out that for the three-year period covering the School Years 2016-2017, 2017-2018 and 2018-2019, no elementary school teacher had received an "outstanding" rating in the IPCRF. This, therefore, includes the kindergarten teachers; all the elementary school teachers were rated "very satisfactory" only. This, nonetheless, implies that the elementary school teachers in the district had not worked out or at least aspired to become outstanding teachers in their own way. It can also be construed that these teachers were just contented to be stagnant in the performance of their duty as teachers (SMEA Report, SY 2018-2019).

Corollarily, based on the District Consolidated School Data Gathering Tool (SDGT) Report for the same period, School Year 2018-2019, it was found out that the five least learned items by the kindergarten pupils were commonly item numbers: eight and nine - can Read 2-3 word syllable, fourteen - can Solve number stories, involving addition up to quantities of 10, sixteen - can Conserve number and the equivalence of number, nineteen - can Identify upper and lower case letters, and twenty-four - Identifies words that

rhymes/ sound alike. This indicates that the kindergarten teachers have actually failed to provide the necessary remedy to make their kindergarten pupils master their weakest or least learned skills that have actually been observed for three consecutive years. The same results also imply that the kindergarten teachers assigned in the District of Gandara II have inadequate background knowledge and training in the said skills where the kindergarten pupils find difficulties in mastering or at least learn satisfactorily (District Consolidated SDGT Report, School Year 2018-2019).

Furthermore, the School Readiness Assessment (SREA) results revealed that for the past three years covering the School Year 2016-2017, 2107-2018, and 2018-2019 the mean performance of the Grade 1 students were as follow: gross and fine motor, 2.24 with a SD of 0.80; receptive and expressive language, 2.25 with a SD of 0.88; cognitive domain, 1.84 with a SD of 0.77; and socio-emotional domain, 2.18 with a SD of 0.77 (Gandara II District Records, 2019). The data manifested unfavorable status of the students in terms of their school readiness. This implied that the Kinder and Grade 1 students still need assistance in developing their school readiness along the aforementioned domains.

Thus, it is from the above-cited rationale that the researcher conducted a study designed to ascertain the assessment of the teachers and school administrators on the issues and challenges encountered in the kindergarten education implementation in the District of Gandara II, Schools Division of Samar.

Statement of the Problem

This study determined the issues and challenges on kindergarten education implementation as basis for an intervention program in the District of Gandara II, Schools Division of Samar during the School Year 2019-2020.

Specifically, it sought answers to the following questions:

1. What is the profile of the kindergarten and Grade 1 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 in teaching Kindergarten and Grade 1;

1.7 performance rating based on the latest IPCRF;

1.8 number of relevant in-service trainings; and

1.9 attitude toward teaching Kindergarten and Grade 1?

2. What is the profile of school administrator-respondents in terms of the following personal variates, namely:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 gross monthly family income;

2.5 administrative position;

2.6 number of years as school administrator;

2.7 performance rating based on the latest OPCRf;

2.8 number of relevant in-service trainings; and

2.9 attitude toward supervising Kindergarten and Grade 1 teaching?

3. What issues and challenges are encountered in the kindergarten education implementation as assessed by the two groups of respondents in terms of the following areas:

3.1 teachers' preparation and readiness;

3.2 curriculum enhancement;

3.3 teaching strategies and techniques;

3.4 learning resources; and

3.5 students' preparation?

4. Is there a significant difference between the assessments of the two groups of respondents relative to the issues and challenges encountered in the kindergarten education implementation in terms of the foregoing areas?

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

Hypothesis

From the foregoing specific questions, the following hypothesis was drawn and tested:

There is no significant difference between the assessments of the two groups of respondents relative to the issues and challenges encountered in the kindergarten education implementation.

Theoretical Framework

This study was anchored on the Cognitive Development Theory by Piaget, Systems Theory by Betalanffy, Developed Program Theory by Funnel and Rogers, and Program Evaluation Theory by Weiss.

The Cognitive Development Theory developed by Piaget (<http://www.educationph.org/cognitive>, 29 December 2014) refers to the comprehensive theory about the nature and development of human intelligence. In this theory, Piaget

intones that one's childhood plays a significant and active role on the growth of intelligence, and that the child basically acquires learning by doing and actively exploring. Through his biological maturation and environmental experience, the child's mental processes are progressively reorganizing. This means that the child has the innate capacity to construct an understanding of the world around him, then, experience discrepancies between what he already knows and what he discovers from his environment. As a consequence of this theory, educators embraced the idea of child-centered classroom and the so-called open education.

According to Claxton and Ralston (1998:36), the Theory of Piaget suggests that learning styles provide a substantial promise to teachers, counselors, and pupils in terms of finding better ways of learning. Matching learning styles with instructional mode apparently facilitates positive interpersonal relations, and while it would seem to point the way for increased learning, the empirical data that support this idea is rather scarce. Such a significant gap in the research must be filled with the knowledge about learning styles to become a significant anchorage in improving the learners' academic performance.

The Theory of Piaget, nonetheless, throws the idea that, in as much as children have the innate potential for

mental growth and development; it is therefore the job of the teachers to provide a more conducive classroom environment and carefully designed learning experiences in order for these children to develop a more accurate form of intelligence they innately possess.

The Systems Theory by Betalanffy (Shugart and O'Neill, 1979:121-130) is based on a systems approach that combines the essential elements that determine the success and failure of policy implementation. The critical variables and constraints in the system framework interact with each other. It is a basic policy that is transformed by the activities of the government into a designed output. The policy is the intention of the government that undergoes a process by which it is carried out, made real, and implemented. Thus, a simple assessment of the result of policy can be derived by studying the extent of the outputs.

Impliedly, the implementation of the Kindergarten education can only be fully appreciated in the light of success and failure of the delivery systems of the program.

Furthermore, the Developed Program Theory of Funnel and Rogers (2011:129-140) explains how an intervention such as a project, a program, a policy or a strategy is understood to contribute to a chain of results that produce the

intended or actual impacts. It can include positive impacts which are beneficial, and negative impacts which are detrimental. It can also show the other factors which contribute to producing impacts, such as context and other projects and programs.

Moreover, said theory can be used to produce a conceptual framework for monitoring, evaluation, or integrated monitoring and evaluation framework. It can be a very useful way of bringing together existing evidence about a program and clarifying where there is agreement and disagreement about how the program is understood to work, and where there are gaps in the evidence. It can be used for a single evaluation, planning cluster evaluations of different projects funded under single program or to bring together evidence from multiple evaluations and research.

In respect to the aforementioned theory, the Kindergarten education is being implemented to provide an intervention program to prepare the children to higher education through the offering of kindergarten to children before six years old. Thus, monitoring and evaluation of the implementation phase of Kindergarten education should be at the level where teachers and school administrators are objectively acquainted with what needs to be done to further improve the implementation.

Finally, the Program Evaluation Theory by Weiss

(1997:501-524) supported this study which consists of explicit theory of how the program causes the intended or observed outcomes and an evaluation is at least partly guided by this concept. The main purpose of evaluation is to identify what it is about the program that causes the outcome. The evaluation focuses on summative questions such as does the program works, or should the pilot testing be extended. These questions wrestle with the issue of causal distribution. This causal evaluation helps distinguish between theory failure and implementation failure. The process is done by identifying and measuring the intermediate steps of program implementation and the initial impacts. These intermediate outcomes also provide some interim measure of program success for projects with long-term intended outcomes.

As applied to the study at hand, the evaluation of the Kindergarten education program by the teachers and school administrators was intended to identify issues confronting the Kindergarten education implementation and the problem encountered relative to it. Moreover, the interconnections of the theories with the study at hand provided the solid theoretical background for the conduct of the study.

Conceptual Framework

Figure 1 presents the conceptual framework of the

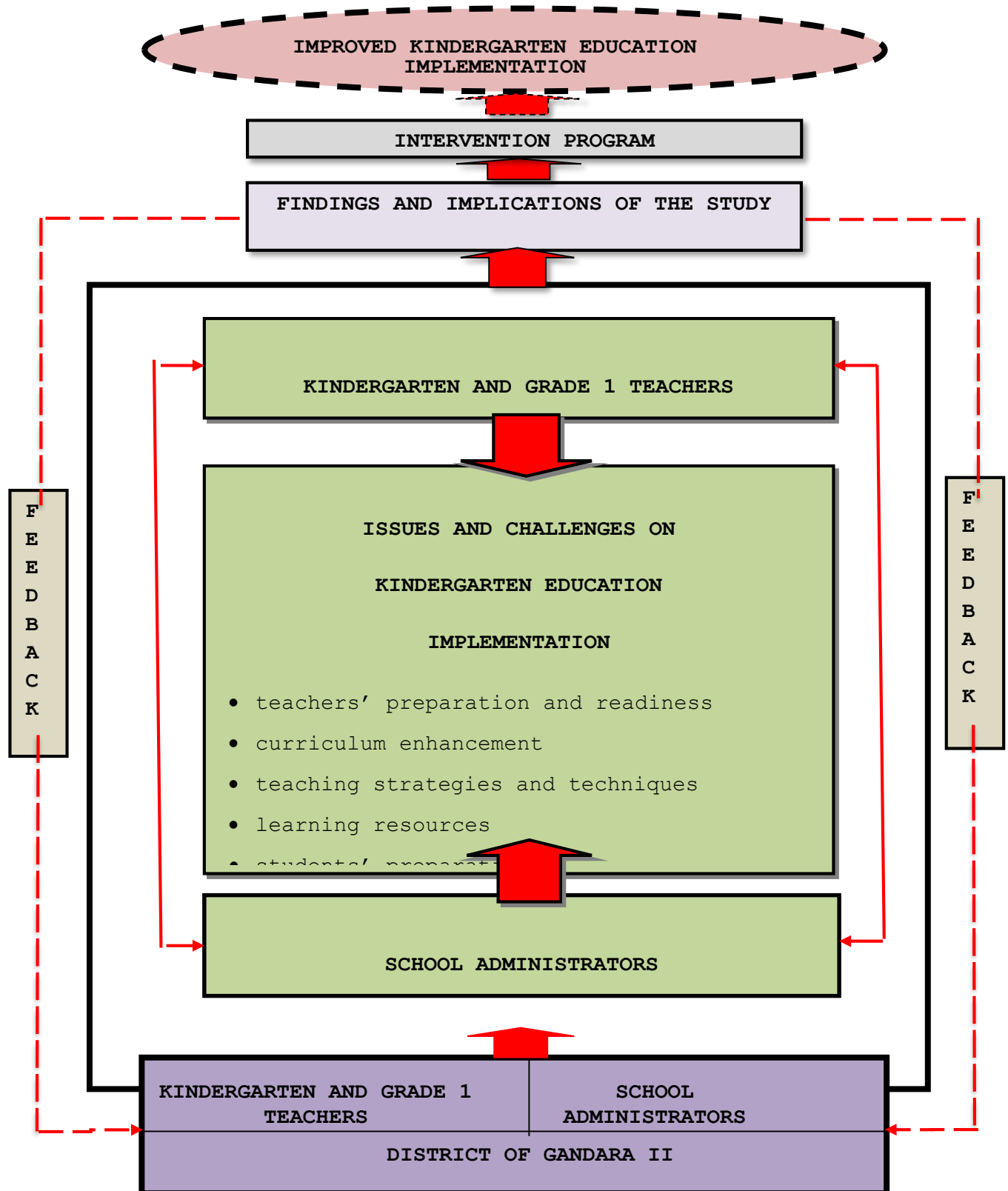


Figure 1. The Conceptual Framework of the Study

study discussing the working process undertaken in the conduct of the study.

The base reflects the locale of the study which is the District of Gandara II, Schools Division of Samar involving Kindergarten and Grade 1 teachers, and school administrators. The progress of the study is depicted by the upward arrows while the process is represented by the single-headed and two-headed arrows.

The next bigger frame enclosing three smaller boxes reflects the dependent and independent variables of the study. The box at the top reflects the kindergarten and Grade 1 teacher-respondents while the box at the bottom depicts the school administrator-respondents. Furthermore, the box at the center reflects the dependent variables of the study which is the issues and challenges on Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation whereby the two groups of respondents assessed its extent of implementation. Each group gave their independent assessment on the issues and challenges on kindergarten education implementation that is represented by the one-headed arrow extending from the respondents toward the dependent variable at the center. The group assessments of each category of respondent were compared

for any significant difference represented by the two-way arrow extending between the two groups of respondents.

The aforementioned process drew findings and implications of the study that provided feedback mechanism to the locale of the study represented by the broken arrow extending from the findings and implications to the locale of the study that provided an input for an intervention program and ultimately led to the attainment of the goal of the study which is improved kindergarten education implementation.

Significance of the Study

The findings of this study would be of significance to the following: kindergarten pupils, Kindergarten and Grade 1 teachers, school administrators, parents, DepEd key officials, curriculum planners, and future researchers.

To the Kindergarten Pupils. The findings of the study would provide pupils with quality ECD education and would prepare them for higher levels of basic education.

To the Kindergarten and Grade 1 Teachers. The findings of this study would give the Kindergarten and Grade 1 teachers with objective information regarding the issues and concerns of the Kindergarten education program. Therefore, they would be able to devise, innovate, and create alternative learning resources to address the

problems encountered in the Kindergarten education implementation.

To the School Administrators. The findings of this study would empower school administrators to propose, formulate, and initiate compensatory actions for weak points of the implementation process; and to provide enhancement or enrichment activities for strong points of the implementation process of Kindergarten education. More so, the findings of the study would enable school administrators to make policy recommendations as regards the improvement of the Kindergarten education implementation in schools.

To the Parents. The findings of this study would enable parents to enjoy a quality Kindergarten education for their children.

To the DepEd Key Officials. The findings of the study would serve as valuable inputs to re-assess the current Kindergarten curriculum under the K to 12 Program. Through the assessment, they would be able to initiate alternative actions to address issues and concerns confronting Kindergarten education implementation and to think about enhancement programs to maintain the present implementation.

To the Curriculum Planners. The findings of this study would somehow help the curriculum planners in improving the

manner by which they implement the K to 12 Curriculum. They would be given the opportunity to reconsider the manner by which they select the possible teachers for kindergarten level, train them on the concept, nature, and processes of Kindergarten education, and acquire instructional materials suitable to the learning needs and capacities of both the Kindergarten and Grade 1 pupils and teachers.

To the Future Researchers. This study would serve as rich source of related literature and studies. This would give the future researchers additional source of information the moment they conduct their respective studies, especially on the possible areas and concerns that would not be covered by this study.

Scope and Delimitation

The study determined the issues and problems on Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation as basis for an intervention program. The study involved the teacher- and school administrator-respondents who gave their assessment as regard the Kindergarten education implementation in the District of Gandara II, Schools Division of Samar.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The following terms used this study are conceptually and operationally defined.

Early Childhood Care and Development (ECCD). This program is nationally-mandated through DepEd Order Number 107, Series of 1989 which requires all Divisions to promote & establish public kindergarten classes in all barangay. The ECCD is a special program that provides childhood stimulation needed by kindergarten in preparing them to cope up with life situations (Teachers Handbook 2013:254).

Early Childhood Education. The term, early childhood education, depends on where it is looked at the issue from. In terms of child's life, it is the period from birth to eight years of age (Miles & Browne, 2004). Furthermore, it referred to as the time between the zero and eight years of age (Grotewell & Burton, 2008:15).

Fine Motor. This term refers to those skills that are achieved when children learn to use their smaller muscles, like muscles in the hands, fingers, and wrists. Children use their fine motor skills when writing, holding small items, buttoning, clothing, turning pages, eating, cutting with scissors and using computer keyboards

(<http://www.educ-portal.com/what-are-fine-motor-skills-in-children>, 23 December 2014).

Intervention Program. It refers to the program designed to identify individuals with developmental disabilities in need of services and to assist them in obtaining the appropriate service (www.lawinsider.com/dictionary, 15 June 2020). In this study, it refers to the intervention program for the Kindergarten education designed for its teacher.

IPCRF. This is an acronym for the Individual Performance Commitment and Review Form, a template used to measure the performance of an individual vis-à-vis his target against his accomplishment (www.teacherph.com/individual, 15 June 2020). In this study, it refers to the form used by the DepEd to assess the performance of the teachers.

Issue. This term refers to an important topic for discussion regarding the implementation of a program (www.dictionary.com, 14 November 2019). In this study, it refers to the issues confronting the Kindergarten education implementation in the District of Gandara II, Schools Division of Samar.

Gross Motor. This term refers to those skills or abilities usually acquired during infancy and early childhood as part of a child's motor development. By the

time they reach two years of age, almost all children are able to stand up, walk and run, walk upstairs etc. (http://www.en.grossmotor_ed/Gross_motor_skill, 23 December 2014).

Kindergarten. This term means the transition stage between informal literacy and formal literacy (Grades 1 - 12) considering that age five (5) is within the critical years where positive experiences must be nurtured to ascertain school readiness. This is the period of greatest growth and development when the brain develops most rapidly and almost at its fullest. It is also the stage when self-esteem, vision of the world and moral foundations are established. Children at this stage should be immersed with activities, games, and plays to naturally acquire the skills or competencies appropriate for their holistic development as emergent literates and be ready for formal school (DepEd, 2013:2).

Kindergarten Education. This term refers to one (1) year of preparatory education for children who are at least five (5) years old as a prerequisite for Grade 1 (DepEd Order No. 32 s. 2012).

Kindergarten Education Assessment. This term refers to the process of gathering and providing educators, parents and families with critical information about the child's development and growth (Mone, 2002:22). In this study, it

refers to the assessment of the ECD teacher- and school administrator respondents as regards the issues and problems encountered in the implementation of the ECD.

Kindergarten Skill. This term refers to the developmental skills that children need to expose and acknowledge, such as social skills, motor skills, reasoning and concept development, language skills, reading skills, writing skills, numeracy concepts, etc.

K to 12 Curriculum. This term as used in education and educational technology is referred to as a short form for the publicly-supported school grades prior to college. These grades are kindergarten (K) and the 1st through the 12th grade (1-12) (<http://whatis.techtargget.com/definition/K-12>, 18 October 2014). Operationally, this term refers to the new curriculum implemented by the Department of Education (DepEd) covering the Kindergarten level up to the twelfth grade, to include the six years of education in elementary, four years of education in the Junior High School, and the additional two more years for the Senior High School before entering the collegiate level.

Language Development. Children are provided with daily opportunities to see how reading and writing are essential parts of everyday life. Skills develop when children are involved in meaningful activities. These include listening to stories and poems, dramatic play and

experimenting with writing (How to teach the Filipino Preschool 2010:85). Operationally, this term refers to reflect the growth and maturation of the brain. After the age of five it becomes much more difficult for most children to learn language.

Learning Resource. This refers to any resource, including print and non-print materials and online or open-access resources which supports and enhances, directly or indirectly the learning and teaching that is subject to a process of evaluation and approval for its relevance to the curriculum and expectations for learning, social considerations, and age or developmental appropriateness ([http:// www. ibe. unesco. org/ en/ glossary-curriculum terminology/1/learning-resources](http://www.ibe.unesco.org/en/glossary-curriculum-terminology/1/learning-resources), 15 June 2020). In this study, it includes texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning.

OPCRF. This is an acronym for the Office Performance Commitment and Review Form, a template used to measure the performance of a unit vis-à-vis its target against its accomplishment (www.teacherph.com/individual, 15 June 2020). In this study, it refers to the form used to assess the performance of an office, department or unit under the DepEd which is usually reflects the performance of the head.

Numeracy. This term helps the learners to develop understanding and insight into the patterns of mathematics through the use of concrete objects or materials. The activities are designed to help the learners use relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts with use ((National Kindergarten Curriculum Guide, 2011:X). Operationally, this term used in number sense, operation sense, computation, measurement, geometry, probability and statistics.

Physical Health, and Motor Development. This term has been defined as that learning development which emphasizes the development of gross and fine motor skills and coordination of children. Aside from the essential skills integrated in writing, circle games, movement activities, fitness exercises and climbing on locally made playground equipment are included in their daily activities in school. Supplications, games, action songs, story plays, mimicry and rhythmic activities will likewise be introduced (National Kindergarten Curriculum Guide, 2011: viii).

Psychomotor Domain. This term includes physical movement, coordination, and use of the motor skill areas whereby the development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major

categories are listed from the simplest to the most complex (<http://www.nwlink.com>, 29 December 2014).

Sensory Perceptual. This term refers to the level of development in early childhood where the child has already acquired a theory of mind, which is their awareness of their own mental processes. Between 18 months and three (3) years, children begin to understand these three mental stages: perceptions, emotions, and desires. When perceptions are acquired, the child realizes others look at situations differently from themselves. Emotional awareness pertains not only to the child's emotions but those of others. Children also understand the concept of desires and realize that if something is wanted, the individual makes an effort to get it (<http://www.sites.google.com>, 29 December 2014).

Social, Emotional and Values Development. The socio-emotional domain focuses on increasing the child's awareness and understanding of his relation to his family, his community and the bigger world. It aims to contribute to the development of a wholesome personality of a kindergarten child, a sense of responsibility and awareness for what is right and wrong, concern for others and desirable behavior toward one's self, elders, parents, peers and the community (National Kindergarten Curriculum Guide, 2011: viii).

Social Environment. This refers to that environment developed by humans as contrasted with the natural environment; society as a whole, especially in its relation to the individual ([http:// www. dictionaty. infoplease. com/social-environment](http://www.dictionaty.infoplease.com/social-environment)).

SREA. This refers to the acronym for School Readiness Assessment, the tool used to determine the school readiness of all incoming Grade 1 students in the different developmental domains, namely: gross and fine motor, receptive or reflective language, cognitive domain and socio-emotional domain (DepEd Order No. 25, s. 2007).

Teacher. It refers to all persons engaged in teaching at the elementary and secondary levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the afore-said levels and qualified to practice teaching" as provided for under Republic Act Number 7836 (Sarmiento, 1995:756). In this study, it refers to the teachers who are teaching children between 3 to 6 years old in the District of Gandara II, Schools Division of Samar which includes the pre-school and kindergarten teachers in a formal curriculum.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To lend support to this study, the researchers gathered relevant ideas and information by reading books, magazines, journals, unpublished theses, and other materials that enriched this study.

Related Literature

The following are excerpts of several pieces of relevant literature to shed light to the problem at hand. The ideas and concepts reviewed served as guide in the conceptualization of the study.

More than 200 million children under the age of five in the developing world are at risk of not reaching their full development potential because they suffer from the negative consequences of poverty, nutritional deficiencies, and inadequate learning opportunities (Lancet 2007:23-25). In addition, 165 million children (one in four) are stunted, with 90 percent of those children living in Africa and Asia (UNICEF et al., 2012:10-11); and while some progress has been made globally, child malnutrition remains a serious public health problem with enormous human and economic costs. Child death is a tragedy. At 6 million deaths a year, far too many children perish before reaching

the age of five, but the near certainty that 200 million children today will fall far below their development potential is no less a tragedy.

The early years of life are the widely accepted as the most important period during which children experience cognitive, language, perceptual, socio-emotional, and motor development which they will need for future achievements and social functioning. This explains why the periods of the early years need to be handled with all special and detailed attention. These years are a remarkable period of growth and development in the lives of children. Furthermore, these early years of children are years of extreme vulnerability and tremendous potentials, during which adequate protection, care, and stimulation are essential to provide the foundation of well-being and development. In providing this foundation during the early years, Early Childhood Education (ECE) becomes a key actor (Oduolowu & Olowe, 2011:48-50).

Therefore, understanding early childhood education depends on the angle one views concept. In terms of the child's life, early childhood education is considered as the period from birth to eight years of age. However, by school terms, it incorporates the group settings for infants through Grade 3. Thus, it is a special branch of

education serving with children from infancy to elementary grade level of three (Gonzales-Mena, 2008:55).

Furthermore, ECE, as a component part of the ECCD, becomes beneficial especially for the children coming from the low socio-economic background. The cognitive growth and school readiness of children exposed to early education coming from low-income families are highly influenced. Thus, ECE provides them with reading and mathematics skills, positive self-image and help them to cope with the children from high and middle socio-economic status (Webb, 2003:286-292).

Moreover, the benefit cultivated by ECE is more in terms of socialization rather than only purely academic enhancement in Mathematics and Reading. Children learn cooperation through early education they receive from child care centers and it helps them to acquire the necessary skills in life. These skills help them to obey rules and stay safe in the society. In fact, one of the biggest reasons for parents sending their children to ECE is to get them socialized.

Generally, ECE is aimed at promoting holistic development of children from birth to age eight. More so, ECE is any group program that is designed to promote children's intellectual, emotional, language and physical development. Thus, the aims of ECE include fostering proper

development of children, identifying and addressing their problems, harnessing their potentials, molding their characters, enhancing their learning and equipping them for life so that their actions are channeled toward positive personal, communal and global development. It is pertinent to note that all ECE activities and programs are geared toward giving positive early experiences to children (Olowe et al., 2014:263-265).

The Philippines is one with other countries throughout the world in the commitment to achieve the universal aspirations for Education for All (EFA) and the Sustainable Development Goal (SDG) by 2025. In fact, the country was strongly supportive of the goal of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children ([https:// www. seameo-innotech. org/](https://www.seameo-innotech.org/) 18 November 2018).

Consequently, the DepEd National EFA Committee responded through the development of an education policy paper of raising the standard of ECCD, particularly, to make expansion of its coverage to learn toward more EFQA benefits. Specifically, the DepEd promulgated the DepEd Order Number 23, Series of 2010 or the "Basic Education Sector Reform Agenda (BESRA) Implementation and Accountability Plan for 2010-2012 which served as a

blueprint for transforming the basic education subsector. The same Order included ECE and alternative learning system (ALS) programs on the aspects important to attaining basic education competencies.

However, the education system of the Philippines was deemed lacking in structure to meet the EFA goals. In response, the Presidential Task Force for Education (PTPE) proposed an action plan to move the country dramatically forward, fostering a 21st century skills development and learning pipeline that meets the needs of every Filipino family that their child is assured of the opportunity to get high quality education and lead him to a productive and well-paying job. Yet, the PTPE placed too much focus on the upstream years rather than on what are generally deemed the more essential and critical levels at the downstream education such as the ECCD.

As embodied in Republic Act Number 898025, otherwise known as "An Act Promulgating Comprehensive Policy and a National System for Early Child Care and Development (ECCD), ECCD system covers the full range of health, nutrition, early education, and social services programs that provide for the basic holistic needs of young children from birth to age six and to promote their optimum growth and development, and prescribed the implementing arrangements and operational structures of the national

ECCD system. Hence, a more enlightened view among ECCD experts is that learning begins at birth and as such, governments should provide for early child care and education (ECCE) ([http:// www. deped. gov. ph/](http://www.deped.gov.ph/) 18 November 2018).

Meanwhile, the objectives of the national ECCD program include the improvement of infant and child survival rates through expanded child health programs, enhanced roles of parents and caregivers through parent effectiveness seminars and counseling enhanced cognitive, physical, social and emotional development of young children through the establishment of additional child care centers under the Department of Social Welfare (DSWD), a smooth transition from at-home care to pre- or primary schools through a two-month bridging program for entrants to primary school, creating a system for early intervention and prevention of developmental problems and disabilities, enhanced capabilities of caregivers through training of child care staff, improvement of the quality of public and private ECCD programs through the establishment of linkages between local government units, the Department of Health (DOH), DSWD and the appointment of an ECD official in every city to coordinate and supervise all these activities (<http://www.unesdoc.unesco.org>, 18 November 2018).

Furthermore, most ECCD programs can be described as eclectic in their approach to philosophy, conceptual frameworks and curriculum design. However, the specifics of the ECCD curricula can be broadly classified under three categories described in terms of their focus and their methods. The first type of curriculum is geared toward the traditional primary school which is organized in terms of subject matter areas and focuses mainly on cognitive, literacy, and numeracy skills. In this type of curriculum, children are mostly engaged in teacher-directed, structured, sedentary classroom tasks, and their experiences are limited to paper pencil tasks with a sprinkling of arts and crafts, music, and movement. The second type of curriculum is informal, play-based, and activity-oriented that allows children to explore a variety of topics in a comparatively random fashion. In this type of curriculum, the learning experiences are designed to support physical, social, emotional, language, and cognitive development.

Moreover, the third type follows a similarly diverse and comprehensive pattern to respond to all dimensions of child development. However, a more integrated and well-balanced curriculum that shows careful attention to content is achieved by organizing activities around well-selected

themes or topics of study. These programs are more learner-centered and emphasize children's active participation.

Thus, the curriculum of the public school Kindergarten is designed to be more like the aforementioned second type with some features from the third type of curriculum. The kindergarten curriculum is more explicitly focused on supporting school readiness and promotes the use of compiled worksheets, manipulative play materials, as well as teacher-made resources. Kindergarten teachers are provided with a pre-school handbook which describes the instructional objectives and concepts or content to be covered, recommended classroom activities, and learning materials. Education at the kindergarten level must aim to develop children in all aspects such as physical, social, emotional, and cognitive so that they will be better prepared to adjust and cope with life situations and the demands of formal schooling; and to maximize the children's potential through a variety of carefully selected and meaningful experiences considering their interests and capabilities.

Additionally, the kindergarten curriculum focuses on the following areas, namely: a) physical development which includes gross and fine motor coordination through play and manipulative activities like games, simple works, and among others; b) personal-social development which involves

skills and social behaviors and it includes the development of health habits, independence, abilities to follow rules and routine. Learning about the family and other people is part of the concern in this area; c) affective development which includes experiences that help children develop love for God, self, others and the community, and develop awareness of their feelings and sense of the right and wrong; d) cognitive development which includes the development of communication skills and sensory-perceptual and numeracy concepts and skills; e) creative-aesthetic development which includes exploration of sounds, music and rhythms, and f) the development of children's creative expression through drawing, painting, manipulative activities and among others.

Meanwhile, in the curriculum implementation, both personal and environmental factors are effective. To illustrate, teachers, as human beings, bring their past experience into classroom settings so their beliefs regarding how children learn and develop affect the quality of the curriculum implementation. In the study of Cronin-Jones (2006:38), it was elaborated that if the teachers' existing belief structures were not consistent with the philosophy of the curriculum, then they affect the success of curriculum implementation adversely. Parallel to this study, Kern et al. (2007:13-15) found that teachers'

beliefs about teaching and learning are strongly influencing the curriculum implementation. In other words, once the teachers are defending the ideology of the curriculum being implemented, then the performance of the teacher in the real classroom setting is affected positively during implementation.

Furthermore, besides appreciating the philosophy of the new curriculum, Park (2008:13) suggested that understanding of the curricula by the teachers is crucial for proper implementation. Because once the teachers do not comprehend what the curriculum's theoretical framework is in details, they will not be able to successfully implement the curriculum.

On the other hand, Butera et al. (2009:23-26) claimed that teachers' personal characteristics have impact on the curriculum implementation. According to the study result, teachers characterized as motivated, open to changes and willing to try new learning opportunities are found high curriculum implementers compared to teachers described as unmotivated, not open to changes.

Moreover, Punch and Waugh (1987:18) claimed that teachers' appraisal of the change is significant for a good quality of curriculum implementation. In other words, openness to change creates a difference in curriculum implementation in a positive way. On the other hand,

intrinsic factors such as knowledge of professional area, interest in teaching and motivation are significant features in the delivery of program and can be barriers for proper curriculum implementation if there is inadequacy in any of those (Lewthwaite, 2006:13).

Besides personal elements of the teachers, environmental factors are influential in curriculum implementation. Fishman et al. (2007:38) found that allocating time for teachers to plan curriculum implementation and providing technical support is a necessity for promoting program implementation. According to Lewthwaite (2001:45), environmental and extrinsic factors are critical elements for the effective curriculum implementation. For him, the common listed environmental factors are time constraints and resource inadequacy which are limited equipment, space and facilities.

In addition, supportive network in the school is crucial (Kern et al., 2007:13-14). In other words, supports from the school principal and colleagues are key factors for successful curriculum implementation (Desimone et al., 2004:31-32). Likewise, Teberg (1999:10-11) also discussed the necessity of administrative support for a successful curriculum implementation by claiming that in addition to knowledge and skills, teachers need encouragement and assistance to reach the goals defined for their children.

For teachers, collaborative environment is also a necessity. Collaborative relationship and networking were detected as positive factors increasing the teachers' attitudes and motivation, as well as their teaching. Once they are motivated to teach, teachers show better performance in classroom implementation. Accordingly, both personal and environmental factors create difficulties on the shoulder of teachers and in that case, the issue of teachers' problems faced regarding the curriculum implementation is brought into discussion.

In fact, in education of people, as it has been dealing with the human beings, it is inevitable to see that factors such as environmental, personal are overlapping. According to Brofenbrenner (2005:2-5), since teachers are human beings, they are also being affected by many factors and these factors are interrelated each other. For him, sometimes there are things out of teachers' control. So for the problems faced by teachers during curriculum implementation, individual teachers will always not be the responsible for.

Yet, notwithstanding all the evidence on the benefits of ECD, no country in the developing world can boast of comprehensive programs that reach all children, and unfortunately many fall far short. Programs catering to the very young are typically operated at small scale and

usually through external donors or NGOs, but these too remain limited. For example, a recent study found that the World Bank made only \$2.1 billion of investments in ECD in the last 10 years, equivalent to just a little over 3 percent of the overall portfolio of the human development network, which totals some \$60 billion (Sayre et al., 2013:11-18).

The foregoing discussions evidently exposed the Kindergarten education implementation which guided the researcher in the conceptualization of the study at hand.

Related Studies

The succeeding discussions are excerpts from related studies reviewed to strengthen the ECCD idea as well as the need for the conduct of the study at hand.

Combalicer (2016) conducted a study entitled, "Best Practices and Problems in the Initial Implementation of the K to 3 Curriculum among Teachers: Implication to an Effective Implementation of the Senior High School." The findings revealed that in the initial implementation of the K to 3 Curriculum, teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques.

The study of Combalicer paralleled to the present study in terms of focus on an assessment of the implementation of a program initiated by the DepEd. However, they differed in some aspects. First, the previous study was on the implementation of the K to 12 Curriculum as opposed to the implementation of ECCD in the present study. Second, the previous study was an assessment to the best practices while the present study was on issues and problems encountered in the implementation of Kindergarten education. Third, they differed in scope and procedures used.

Ntumi (2016) conducted a research entitled, "Challenges Pre-School Teachers Face in the Implementation of the Early Childhood Curriculum in the Cape Coast Metropolis". The key findings of the study revealed that pre-school teachers are faced with a lot of challenges in implementing the early childhood curriculum. Pre-School teachers do not have enough teaching and learning materials to help them implement the Early childhood curriculum, parents do not involve themselves in their wards education therefore it makes it difficult for pre-school to do the work alone. It was also revealed that teachers, teaching and learning materials are the main factors that influence the implementation of the early childhood curriculum.

The previous research was focused, specifically, on

the challenges that came with the implementation of the early childhood curriculum in a foreign school and thus, differed from the present research which focused generally on the issues and problems in the implementation of Kindergarten education. Despite said manifested difference, the two studies found similarity in terms of focus on the implementation of the early childhood curriculum.

Islam (2016) conducted a research entitled, "Early Childhood Care and Development: An Investigation into a Day Care Center in Bangladesh". The findings of the study revealed that the purposes of the parents for enrolling their children in the day care center were fulfilled in a significant level. Parents also expressed their satisfaction about the services in early childhood development through physical, social, emotional, cognitive development, and school preparation of the day care center as well. Besides, some parents suggested increasing the service hours in a day so that they can perform their other duties more comfortably. In addition, few parents want to see religious education in the very early of their children.

In essence, Islam's research was an investigation of a day care center in Bangladesh as a venue where early childhood care and development program activities were being carried out. The previous study found relevance with

the present study's aim which evaluated the implementation of the Kindergarten education in Gandara II, Schools Division of Samar. They differed because Islam's study was more specific as it focused on the issues on the implementation of the ECCD through an assessment of day care centers whereas the present research was an assessment of the issues and problems in the implementation of the Kindergarten education.

Taylor (2016) conducted a study entitled, "Studying Early Childhood Education in the Philippines". The report revealed that students who attended a preschool program performed better across all three domains than those who did not. The study also found that students from conflict-affected areas performed at a lower level across all three domains than any other variable group analyzed as part of this baseline report, which put them far behind at the beginning of their schooling. It also found out a strong relationship between social and emotional skills, and cognitive skills, that is, achievement in literacy and mathematics at the commencement of school.

Only insofar as the research conducted by Taylor focused on early childhood education that it was similar to the present research. Despite the similarity, however, they differed because the previous study particularly dealt with Early Childhood Education (ECE) in terms of the children's

success in preschool by measuring their cognitive, social and emotional and oral language skills at the commencement of their first year of school. By contrast, the present research dealt with the issues and problems in the implementation of Kindergarten education.

Cruz (2014), in a research entitled, "Factors Affecting the Implementation of Kindergarten Education in Malaysian Primary School", showed that the Kindergarten education implementation is slower than might be expected. Hence, a range of factors hindering and facilitating its implementation have been identified. Most interviewees had positive attitudes toward it. They believed that the Kindergarten education was important and had the potential to make teaching and learning activities more engaging and fun. The interviews however also reported that there were problems in implementing it. These problems were associated with individual, organizational, social and cultural factors. It was also noted that there were different priorities accorded to the Kindergarten education implementation in the case study schools. This was related to the different linguistic settings.

The study of Cruz posed relevance to the present research as both studies focused on the Kindergarten education implementation, it was nonetheless found significant here as it dealt with the implementation of an

educational program. However, the present study dealt with the issues and problems in the implementation of Kindergarten education which made the difference between the two studies.

Abulon (2013) conducted a study entitled, "Barangay Day Care Centers: Emergence, Current Status and Implications to Teacher Education". Results of the study showed that the emergence of the day care centers in the country proved the state's deepening commitment to uphold early childhood education. The physical facilities of the centers need attention from the local government units held responsible for them - the classrooms, space for outdoor activities, comfort rooms and others. As to the activities done, both academic and non-academic, the teachers were relatively implementing these at par with comparable pre-school operation. However, there is no standard academic curriculum being followed. The majority of the workers, though evidently underpaid, expressed satisfaction with their work. Resiliency in facing the most common problems like inadequate teaching materials and lack of involvement from the parents were manifested by these teachers.

The study of Abulon had similarities with the present study especially in terms of subject matter being studied, the barangay day care centers which are, in sense, part and parcel of the Early Childhood Care and Development program

of the Philippines. Likewise, the previous study of Abulon impliedly focused on the implementation of barangay day care centers as part of the ECCD program of the country through their emergent and current statuses. Yet, they differed because Abulon's research was targeted specifically on the concerns of barangay day care centers as they impact on teacher education whereas the present study was broader as this dealt with the issues and problems in the implementation of the Kindergarten education in formal school through the Kindergarten program.

Hurst (2012) in a study entitled, "An Analysis of factors Affecting Implementation of Literacy Curriculum Resources in K to 12 Classrooms in a Midwest Suburban School district", indicated that implementation of the curriculum is hindered when professional development is vague and does not provide opportunity for participants to learn, practice, and collaborate together. Implementation in the classroom is enhanced when participants receive feedback and opportunities to observe others, ask questions, and know full implementation takes time. Implementation is enhanced when leadership is supportive and listens to the needs and concerns of the participants.

The previous study of Hurst was relevant to the

present study in terms of its purpose of conducting the study, to assess the implementation of an educational program. Yet, they differed because the previous research was on the Literacy Curriculum Resources of the K to 12 classrooms whereas the present research was on the Kindergarten education program of the Philippines.

Erden (2010), in a research entitled, "Problems that Preschool Teachers Face in the Curriculum Implementation", indicated that the most frequently reported issues by the participants were the problems related to evaluation and physical facilities followed by the ones related to planning Science and Math activities, organizing field trips, providing parent involvement and inclusion. Results showed that the problems related to physical facilities experienced by preschool teachers working in public kindergartens were significantly differed compared to teachers working in private preschools.

The study conducted by Erden was found relevant to the present research because it focused, foremost, on the challenges that teachers encountered in the process of implementing a particular curriculum. It also resembled the present research because it dealt with preschool education which is a component aspect of the Kindergarten education which was the topic of the present research. The two studies differed, however, in terms of scope as the

previous research was keen on knowing the problems of implementing the preschool curriculum whereas the present research was on the issues and problems in the implementation of Kindergarten education.

Moore (2010) conducted a study entitled, "Utah Kindergarten Teachers' Challenges and Concerns about teaching Kindergarten". Study findings indicated that two main issues were communicated by teachers: a disparity between their developmentally appropriate beliefs and practices in the classroom, and concern about children's kindergarten readiness and transition to school. About 56 percent of teachers felt a struggle in implementing their developmentally appropriate beliefs about education, for a variety of reasons: large class sizes, district and state mandates, and lack of resources, particularly time. Furthermore, 53 percent of educators conveyed concerns regarding children's school readiness and their transition to kindergarten. These teachers articulated transition activities they engaged in and communicated the influence of preschool, both positive and negative, on their incoming kindergarteners. Three other concerns and challenges were also delineated: 1) limited teaching time; 2) feelings that kindergarten curriculum is becoming too academic, particularly that curricular expectations have been raised and an emphasis placed on literacy; and 3) issues

surrounding parental involvement, both in and out of school. Study findings also demonstrated that most teachers who communicated concerns about implementing developmentally appropriate beliefs have been teaching for more than seven years. The majority of the educators who shared challenges regarding time had taught for 12 more years, as was the case for those who spoke about concerns with parental involvement.

The previous study of Moore presented several similarities with the present research. First, it tackled teaching in the kindergarten level. Second, it focused on concerns regarding teaching in the kindergarten level. However, it differed from the present research in terms of scope and procedures used, particularly as it focused on challenges and concerns in teaching kindergarten.

In the study of Solis (2010) entitled, "Kindergarten Program Implementation and Evaluation in Central Schools" revealed that the extent of implementation of the said program was highly implemented which resulted the development of children ages 3 to 6 in central schools of the Division of Cebu. However, it was also found out that the implementation needs enhancement particularly on the learning resources and materials which was lacking.

The study of Solis was relevant to the present study in the sense that it delved on the Kindergarten education

implementation. However, the two studies differed in the scope of the study. While the previous study focused on the program implementation, the present study evaluated the issues and challenges in the Kindergarten education implementation.

The foregoing studies strengthened the rationale for the conduct of the study. The findings served as guide in the conceptualization of the study at hand

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the instrument of the study. The study described the profile of the teacher-respondents in terms of their personal variates, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching Kindergarten and Grade 1, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward teaching Kindergarten or Grade 1.

Likewise, it described, also, the profile of the elementary school head-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly

family income, administrative position, number of years as school administrator, performance rating based on the latest OPCR, number of relevant in-service trainings and attitude toward supervising Kindergarten and Grade 1 teaching.

Furthermore, it elicited the issues and challenges encountered in the kindergarten education implementation as assessed by the two groups of respondents in terms of the following areas: teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation, which were compared for any significant difference.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, and t-Test for Independent Sample Means.

Locale of Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the District of Gandara II, Schools Division of Samar involving the following schools, namely: Bangahon ES, Calirocan ES, Canhumawid ES, Casandig ES, Catorse de Agosto ES, Diaz ES, Gandara II CES, Gerali

Figure 2. The Map Showing the Locale of the Study

ES, Hampton ES, Hereganan ES, Hinogacan ES, Mabuhay ES, Marcos ES, Palambrag ES, Piñaplata ES, Pizarro ES, Pologon ES, Rizal I ES, San Agustin ES, San Jose ES, San Miguel ES, San Pelayo ES, Sto. Niño ES, Tawiran ES and Villaleona ES.

Gandara is a 2nd class municipality in the province of Samar, Philippines. According to the 2010 census, it has a population of 31,943. The town was formerly named Bangahon, but its population was resettled to its current location on September 29, 1902. After settling in its new location, the name Gandara was given to it in commemoration of the former Governor General Jose de la Gandara y Navarro.

Gandara's colonial past is evident from the solitary watchtower, the relics of the church and fragmented artworks. These are remnants from the old Gandara, named Bangahon due to its geographical location in the forked of the Gandara River. "Guin babanga han wala ug too nga salug". The book *Conquestas de las Islas Filipinas* by San Agustin the Bangahon states it was already a Pueblo or town in 1729, and was made a parish by the Spanish Jesuits Missionaries with St. Michael the Archangel as patron saint.

The Eighteenth Century ended with Bangahon at the height of abundance and prosperity being a trading center complemented with its fertile soil producing plentiful and ample harvest every year. However, when the American

battleships landed at Calbayog on February 9, 1900, the municipal officials of Bangahon burned their town to avoid capture by American soldiers. The problem of where to build a new town was solved during a conference of July 25, 1901, at barrio San Pelayo wherein Dumalo-ong was unanimously chosen due to its ideal location being at the center and midway of the left river, right river and downstreams barrios. Furthermore, the site was located almost halfway between Calbayog City and Catbalogan City. Gandara's foundation anniversary is February the 29th.

Established in 1902 and named after the surname of Spanish Governor General Jose de la Gandara y Navarro, the first captain was Jose Dionesio Mendiola, who died during the year's cholera epidemic and replaced by Jose Piczon on June 15, 1902, serving until June 15, 1903. Ramon Mendiola (1903-1906) succeeded Jose Piczon. He was remembered for celebrating the first Gandara town fiesta on September 29, 1903. From the year 1907, town executives were called Presidents.

The town's new poblacion was built on some six hectares of farmland donated by Martino Reyes. The donation was executed on January 12, 1909. The school site covered by certificate of title no. 95 dated July 20, 1912, and that of the parish under lot no. 146-CAD-444-D dated August 31, 1976, further supported by an extra judicial donation

dated March 20, 1908.

Article 960 dated October 23, 1903, transferred the jurisdiction of barangays Bangon, Buenas Aires, Calanyugan, Cambaye, San Luis, Pangl and Pagsanghan to the Municipality of Tarangnan and in 1979, Pagsanghan and San Jorge were created as new municipalities out of Gandara.

Presently, Gandara is politically subdivided into 69 barangays. The town is noted for its Kiseo, Kalinayan, Tableya, Pulahanes, Lingganay, Bangahon Church Ruins, the Wachtower. Gandara's Carabao Festival is a colorful festival that includes street dancing and celebrates the varied usefulness of the carabao in the farming activities of Gandareno peasants. It is also a homage to St. Michael the Archangel, the patron saint of the townspeople.

Lastly, the people of Gandara are hospitable, fun loving and very religious. In its totality, the place is a wonderful and a great place to live in (Office of the MPDC, 2010).

Instrumentation

This study utilized the questionnaire in collating relevant information exigent to this study. The questionnaire was an adapted one. Two sets of questionnaire were prepared which were intended for the teacher- and school administrator-respondents.

Set 1, the questionnaire for the teacher-respondents, was composed of three parts whereby Part I described the profile of the teacher-respondent in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching Kindergarten or Grade 1, performance rating based on the latest IPCRF and number of relevant in-service trainings. Part II appraised the respondent's attitude toward teaching Kindergarten or Grade 1 which was composed of 10 attitude statements that was responded utilizing the following 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 elicited the issues and challenges encountered in the Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation. This was composed of 50 indicators to be responded by the following Thurstone scale, viz: 5 for Extremely Encountered (EC), 4 for Highly Encountered (HE), 3 for Moderately Encountered (ME), 2 for Slightly Encountered (SE), and 1 for Not Encountered (NE).

On the other hand, Set 2 of the questionnaire which was for the school administrator-respondents was composed of three parts also. Part I captured the profile of the

respondent in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCR and number of relevant in-service trainings. Part II appraised the respondent's attitude toward supervising Kindergarten and Grade 1 teaching. This contained 10 statements which was responded using the scale of 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

And Part III elicited the issues and challenges encountered in the Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation. This was composed of 50 indicators to be responded by the following Thurstone scale, viz: 5 for Extremely Encountered (EC), 4 for Highly Encountered (HE), 3 for Moderately Encountered (ME), 2 for Slightly Encountered (SE), and 1 for Not Encountered (NE).

Validation of Instrument

The questionnaire was an adapted one with modifications effected to suit to this particular study. Therefore, it still underwent expert validation process

focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision of the questionnaire and made ready for data collection.

Sampling Procedure

This study utilized the universal sampling in choosing the teacher- and the school administrator-respondents. That is, all school administrators in the District of Gandara II and all teachers handling Kindergarten and Grade 1 classes were identified as respondents of the study.

There were 43 teacher-respondents and 16 school administrators in the District of Gandara II. Table 1 presents the number of respondents by category and by school.

Data Gathering Procedure

Before the conduct of the study, the researcher sought authorization from the Office of the Schools Division Superintendent of the Schools Division of Samar through channel for the conduct of the study. Likewise, the same authority was sought from the District Supervisor of the

Table 1**Number of Respondents by Category per School**

Name of School	Teachers	School Administrators
Bangahon ES	2	
Calirocan ES	2	1
Canhumawid ES	2	1
Casandig ES	2	
Catorse de Agosto ES	2	1
Diaz ES	2	1
Gandara II CES	2	1
Gerali ES	2	1
Hampton ES	2	1
Hereganan	2	1
Hinogacan ES	2	
Mabuhay ES	2	1
Marcos ES	1	1
Palambrag ES	1	1
Piñaplata ES	1	
Pizarro ES	1	1
Pologon ES	1	1
Rizal 1 ES	1	1
San Agustin ES	1	1
San Jose ES	1	1
San Miguel ES	1	1
San Pelayo ES	1	1
Sto. Niño ES	1	
Tawiran ES	1	1
Villaleona ES	1	1
Total	43	16
Response Rate = 100%		

District of Gandara II for proper courtesy. Then same permission was sought for from the respective school administrator of each school to conduct the study involving their Kindergarten and Grade 1 teachers.

The researcher personally fielded the questionnaire to

the teacher- and school administrator-respondents to ensure that the written procedures were strictly followed and quality data were generated.

Data generation lasted for about two months including travel time from December 2019 to January 2020. Manual editing and coding followed to check the consistency of the information in preparation for the data analysis. Machine processing was the next phase through encoding and the generation of the statistical information in tabular form using available statistical software.

The researcher encountered no problem during data gathering considering that the respondents were all her colleagues in the district.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, and t-Test for Independent Sample Means.

Frequency Count. This tool was used to determine the personal characteristics of the teacher- and school administrator-respondents in terms of its magnitude of occurrence.

Percentage. This measure was 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 was used to express the average of

some of the identified characteristics of the respondents specifically on the data that were in ratio and interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\bar{X} = \frac{\sum fX}{N}$$

where: \bar{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 was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

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

where: s refers to the standard deviation;

f refers to the frequency of occurrence;
 X refers to the identified variable; and,
 \bar{X} refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective appraisal of the teacher-and school administrator-respondents regarding their attitude toward kindergarten education and the issues and challenges encountered in the Kindergarten education implementation. The formula (Pagoso, 1997:111) used is as follows:

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

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:

<u>Range</u>	<u>Interpretation</u>	
4.51-5.00	Strongly Agree	(SA)

	Extremely Encountered	(EE)
3.51-4.50	Agree	(A)
	Highly Encountered	(HE)
2.51-3.50	Uncertain	(U)
	Moderately Encountered	(ME)
1.51-2.50	Disagree	(D)
	Slightly Encountered	(SE)
1.00-1.50	Strongly Disagree	(SD)
	Not Encountered	(NE)

t-Test for Independent Sample Means. This statistic was used to triangulate the assessment of the two groups of respondents as regards to the issues and challenges encountered in the Kindergarten education implementation. The following formula was used (Walpole, 1989:311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

where: t refers to the computed t-value;

\bar{X}_1 the mean of the first group;

\bar{X}_2 the mean of the second group;

s_1^2 refers to the sample variance of
the first group;

s_2^2 refers to the sample variance of
the second group;

n_1 refers to the number of cases for

the first group; and

n_2 refers to the number of cases for
the second group.

$$df = n_1 + n_2 - 2$$

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

Finally, the hypothesis testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. Available statistical software or packages were 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: profile of the kindergarten and Grade 1 teacher-respondents, profile of school administrator-respondents, issues and challenges encountered in the Kindergarten education implementation as assessed by the two groups of respondents and comparison between the assessments of the two groups of respondents relative to the issues and challenges encountered in the kindergarten education implementation.

Profile of Kindergarten and Grade 1 Teacher-Respondents

This part presents the profile of Kindergarten and Grade 1 teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching Kindergarten or Grade 1, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward teaching Kindergarten or Grade 1.

Age and Sex. Table 2 presents the age and sex disaggregation of the Kindergarten and Grade 1 teacher-respondents.

Table 2**Age and Sex Disaggregation of Teacher-
Respondents**

Age Bracket	Sex		Total	%
	Male	Female		
57-61	0	3	3	6.98
52-56	0	4	4	9.30
47-51	0	2	2	4.65
42-46	2	1	3	6.98
37-41	1	3	4	9.30
32-36	0	6	6	13.95
27-31	3	7	10	23.26
22-26	4	7	11	25.58
Total	10	33	43	100.00
%	23.30	76.70	100.00	
Mean	35.07 years old			
S.D.	11.42 years			
Max	59 years old			
Min	22 years old			

It can be noted from Table 2 that the teacher-respondents ranged from 22 to 59 years old whereby a number of them, that is, 11 or 25.58 percent were aged 22-26 years old while 10 or 23.26 percent were aged 27-31 years old, six or 13.95 percent were aged 32-36 years old and the rest were slimly distributed to the other identified income brackets.

The mean age of the teacher-respondents was posted at 35.07 years with a Standard Deviation (SD) of 11.42 years.

The data signified that the teacher-respondents were relatively young, at their mid-30s and at the height of their career as Kindergarten and Grade 1 teachers with an age difference of about 11 years denoting that they slightly differed in their maturity whereby some of them were moving toward their retirement age.

Moreover, majority of the teacher-respondents belonged to the female sex accounting for 33 or 76.70 percent. The male counterpart was composed of 10 or 23.30 percent only. This data signified that majority of those who were inclined to teach early child education were of the female sex considering that they were patient with the children having reared children in the family.

Civil Status. Table 3 shows the civil status of Kindergarten and Grade 1 teachers.

Table 3

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	20	46.51
Married	18	41.86
Widowed	2	4.65
Live-in	2	4.65
Separated	1	2.33
Total	43	100.00

It can be gleaned from the table that a number of the teacher-respondents, that is, 20 or 46.51 percent were still single while 18 or 41.86 percent were married and the rest were thinly distributed to the other identified civil statuses.

The foregoing data that the modal civil status of teacher-respondents was still single which indicated that they have not contracted with marital state. However, this cannot be construed that they do not have families to support by the fruits of their labor considering that they belong to a nuclear family where mostly usually their support was for their parents and siblings.

Highest Educational Attainment. Table 4 reveals the highest educational attainment of Kindergarten and Grade 1 teachers.

The table reveals that more than half of the teacher-

Table 4

**Highest Educational Attainment of
Teacher-Respondents**

Educational Level	f	%
Master's Degree Holder	1	2.33
Master's Level	20	46.51
Baccalaureate Degree Holder	22	51.16
Total	43	100.00

respondents, that is, 22 or 51.16 percent were baccalaureate degree holders while 20 or 46.51 percent reached the master's level and one or 2.33 percent of them was a master's degree holder.

The foregoing data signified that the teacher-respondents possessed the required minimum educational qualification for the position. In fact, a number of them had pursued advance education already to upgrade their educational qualification.

Teaching Position. Table 5 presents the teaching position of the Kindergarten and Grade 1 teacher-respondents.

The table shows that majority of the teacher-respondents were appointed as Teacher I accounting for 25 or 58.14 percent. Ten of them or 23.26 percent were appointed as Teacher II and the rest were slimly

Table 5

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher	4	9.30
Teacher III	4	9.30
Teacher II	10	23.26
Teacher I	25	58.14
Total	43	100.00

distributed to the other identified teaching positions.

The data signified that the teacher-respondents were tapped to the different hierarchical positions for teaching personnel based on the approved staffing pattern by the Department of Budget and Management (DBM) based on their length of service and based on the merit and fitness.

Gross Monthly Family Income. Table 6 contains the gross monthly family income of Kindergarten and Grade I teachers.

Table 6 reveals that the gross monthly family income of the teacher-respondents ranged from ₱12,000-₱35,000

Table 6

**Gross Monthly Family Income of
Teacher-Respondents**

Income	f	%
₱35,000-₱39,599	2	4.65
₱30,400-₱34,999	0	0.00
₱25,800-₱30,399	3	6.98
₱21,200-₱25,799	5	11.63
₱16,600-₱21,199	31	72.09
₱12,000-₱16,599	2	4.65
Total	43	100.00
Mean	₱20,718.11	
S.D.	₱4,723.16	
Max	₱35,000	
Min	₱12,000	

whereby majority of them disclosed that their monthly family income was registered at ₱16,600-₱21,199 accounting for 31 or 72.09 percent. The rest were slimly distributed to the other identified income brackets.

The mean gross monthly family income of the teacher-respondents was posted at ₱20,718.11 with a SD of ₱4,723.16. This indicated that the teacher-respondents earned a gross monthly family income higher than the poverty threshold of 2018 which was set at ₱9,638.00 monthly (PSA, 2020). This denoted that they had the capacity to provide the food and non-food requirements of the family.

Number of Years in Teaching. Table 7 shows the number of years in teaching of the Kindergarten and Grade 1 teacher-respondents.

The table shows that the number of years in teaching Kindergarten and Grade 1 of the teacher-respondents ranged from 1 to 32 years whereby majority of the teacher-respondents had been teaching for 1-5 years accounting for 30 or 69.78 percent. Seven or 16.28 percent had been in the service for 6-10 years and the rest were thinly distributed to the other identified years in teaching.

The mean number of years in teaching of the teacher-respondents was posted at 3.93 years with a SD of 6.49 years. This denoted that the teacher-respondents were just

Table 7

**Number of Years in Teaching of
Teacher-Respondents**

No. of Years	f	%
31-35	1	2.32
26-30	0	0.00
21-25	1	2.32
16-20	1	2.32
11-15	3	6.98
6-10	7	16.28
1-5	30	69.78
Total	43	100.00
Mean	3.93 years	
S.D.	6.49 years	
Max	32 years	
Min	1 year	

newly designated to teach the Kindergarten and Grade 1 classes but though they were just new to this early education, they discharged their duties to the best of their ability.

Performance Rating Based on the Latest IPCRF. Table 8 shows the performance rating based on the latest IPCRF of the Kindergarten and Grade 1 teachers.

From the table, it can be noted that the Kindergarten and Grade 1 teacher-respondents obtained a performance rating ranging from 3.17 to 4.70 whereby more than half of

Table 8

**Performance Rating Based on the Latest IPCRF
of Teacher-Respondents**

Rating	f	%
4.51-5.00	2	4.65
4.01-4.50	16	37.21
3.51-4.00	23	53.49
3.01-3.50	2	4.65
Total	43	100.00
Mean	3.96	
S.D.	0.33	
Max	4.70	
Min	3.17	

the teacher-respondents obtained a rating of 3.51-4.00 based on the latest IPCRF accounting for 23 or 53.49 percent. Sixteen of them or 37.21 percent garnered rating of 4.01-4.50 and the rest were thinly distributed to the other identified ratings.

The foregoing data signified that the teacher-respondents obtained exemplary performance based on the latest IPCRF. This indicated that they were able to accomplish their targets and commitments.

Number of Relevant In-Service Trainings. Table 9 presents the number of relevant in-service trainings attended by the Kindergarten and Grade 1 teachers.

Table 9

**Number of Relevant In-Service Trainings
of Teacher-Respondents**

Level	Weighted Mean	S.D.
National	1 training	0.00
Regional	1 training	0.52 training
Division	3 trainings	2.15 trainings
District	4 trainings	3.55 trainings
Total	2 trainings	1.56 trainings

The table shows that the mean number of relevant in-service trainings of the teacher-respondents in the different level was: national, one training; regional, one training with a SD of 0.52 training; division, three trainings with a SD of 2.15 trainings and district, four trainings with the SD of 3.55 trainings.

The overall mean number of trainings of the teacher-respondents was calculated at two trainings with a SD of 1.56 trainings. The data signified that the teacher-respondents had attended trainings in the different level to upgrade their teaching skills however, they got only few number of trainings related to Kindergarten education.

Attitude Toward Teaching. Table 10 shows the attitude of toward teaching the Kindergarten and Grade 1 of teacher-respondents. There were 10 attitude statements included in this area whereby the respondents signified their agreement

Table 10

**Attitude Toward Teaching of
Teacher-Respondents**

Attitude Statement	Weighted Mean	Interpre- tation
1. I love teaching Kindergarten or Grade 1.	4.51	SA
2. I feel satisfied when I teach in the Kindergarten or Grade 1.	4.47	A
3. I usually use differentiated instruction to cater my Kindergarten or Grade 1 students who differed in skills and pace in learning.	4.70	SA
4. I use differentiated instruction to be effective in teaching Kindergarten or Grade 1.	4.65	SA
5. I desire to develop the literacy and numeracy skills of my Kindergarten or Grade 1 students.	4.67	SA
6. I like the way my Kindergarten or Grade 1 students respond to my teaching methods.	4.35	A
7. I desire to develop fully my Kindergarten or Grade 1 students so that I use varied teaching strategies.	4.65	SA
8. I wish to see my Kindergarten or Grade 1 students learn and be promoted to the next grade level prepared and well-developed.	4.79	SA
9. I wish to explore more teaching strategies for effective teaching the Kindergarten or Grade 1 classes.	4.77	SA
10. I appreciate seeing my Kindergarten or Grade 1 students who developed their unique potential through my teaching strategies.	4.63	SA
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)

or disagreement on each statement.

Table 10 reveals that the teacher-respondents "strongly agreed" eight attitude-statements with weighted

means ranging from 4.51 to 4.79. The statements that obtained the highest and the least weighted means corresponded to the following: "I wish to see my Kindergarten or Grade 1 students learn and be promoted to the next grade level prepared and well-developed" and "I love teaching Kindergarten or Grade 1," respectively.

The remaining attitude-statements were "agreed" by the teacher-respondents stating, "I feel satisfied when I teach in the Kindergarten or Grade 1" and "I like the way my Kindergarten or Grade 1 students respond to my teaching methods," with weighted means of 4.47 and 4.35, respectively.

Taken as a whole, the teacher-respondents "strongly agreed" their attitude toward teaching the Kindergarten and Grade 1 classes being shown by the grand weighted mean of 4.62. This signified that the teacher-respondents manifested extremely favorable attitude toward teaching the grade level they were assigned.

Profile of School Administrator-Respondents

This part presents the profile of the school administrator-respondents in terms of the following variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school

administrator, performance rating based on the latest OPCR, number of relevant in-service trainings and attitude toward supervising Kindergarten and Grade 1 teaching.

Age and Sex. Table 11 contains the age and sex disaggregation of school administrator-respondents.

The table shows that the school administrator-respondents ranged from 29 to 59 years old whereby two of them or 12.50 percent were aged 57 years old, another two

Table 11

**Age and Sex Disaggregation of School
Administrator-Respondents**

Age	Sex		Total	%
	Male	Female		
59	1	0	1	6.25
57	0	2	2	12.50
56	0	1	1	6.25
53	0	1	1	6.25
52	1	0	1	6.25
51	1	0	1	6.25
47	0	2	2	12.50
45	1	0	1	6.25
44	1	1	2	12.50
40	1	0	1	6.25
34	0	1	1	6.25
32	0	1	1	6.25
29	1	0	1	6.25
Total	7	9	16	100.00
%	43.80	56.20	100.00	
Mean	46.69 years old			
S.D.	9.27 years			

or 12.50 percent were aged 47 years old, still another two or 12.50 percent were aged 44 years old and the rest were evenly distributed to the other identified ages.

The mean age of the school administrator-respondents was posted at 46.69 years old with a SD of 9.27 years. This indicated that the school administrator-respondents were on their late 40s but still relatively young at the prime of their age and at the height of their careers as school administrators.

Moreover, more than half of the school administrator-respondents, that is, nine or 56.20 percent were female while the seven or 43.80 percent were the male counterpart. This data suggested that female dominance existed among school administrator-respondents. This could be attributed to the fact that more of this sex-group embraced teaching as their chosen profession so that when promotion came in, they got the highest probability of ascending the administrative hierarchy.

Civil Status. Table 12 shows the civil status of the school administrator-respondents.

The table shows that majority of the school administrator-respondents were married accounting for 10 or 62.50 percent. Five of them or 31.25 percent were still single and the remaining one or 6.25 percent did not disclose their civil status.

Table 12

**Civil Status of School Administrator-
Respondents**

Civil Status	f	%
Single	5	31.25
Married	10	62.50
Not Stated	1	6.25
Total	16	100.00

The data signified that the school administrator-respondents had their families being in the position to contract marital status. This indicated that as school administrator supervising Kindergarten and Grade 1 classes they have the sympathy toward the children who had the quest for early education.

Highest Educational Attainment. Table 13 reveals the highest educational attainment of the school administrator-respondents.

The table discloses that a number of the school administrator-respondents, that is, six or 37.50 percent were master's degree holders while four or 25.00 percent reached the master's level, but three or 18.75 percent were still baccalaureate degree holders and two or 12.50 percent were full-fledged master's degree holders.

The foregoing data suggested that the school administrator-respondents qualified themselves for

Table 13

**Highest Educational Attainment of School
Administrator-Respondents**

Educational Level	f	%
Doctorate Level	2	12.50
Master's Degree Holder	6	37.50
Master's Level	4	25.00
Baccalaureate Degree Holder	3	18.75
Not Stated	1	6.25
Total	16	100.00

The position they were appointed or designated having met the required minimum educational requirements.

Gross Monthly Family Income. Table 14 contains the gross monthly family income of the school administrator-respondents.

The table shows that the gross monthly family income ranged from ₱11,900 to ₱46,000 whereby a number of them, that is, six or 37.50 percent earned ₱20,000 monthly. The rest were evenly distributed to the other identified gross monthly family income.

The Mean monthly family income of the school administrator-respondents was calculated at ₱26,355.00 with a SD of ₱8,764.57. This indicated that the monthly family was placed higher than the poverty threshold for the Province of Samar for 2018 (PSA, 2020) indicating that they

Table 14

**Gross Monthly Family Income of School
Administrator-Respondents**

Income	f	%
₱46,000	1	6.25
₱40,000	1	6.25
₱34,000	1	6.25
₱32,000	1	6.25
₱30,000	1	6.25
₱29,755	1	6.25
₱27,755	1	6.25
₱27,232	1	6.25
₱23,038	1	6.25
₱20,000	6	37.50
₱11,900	1	6.25
Total	16	100.00
Mean	₱26,355.00	
S.D.	₱8,764.57	

had the capacity to provide their monthly food and non-food requirements of the family.

Administrative Position. Table 15 shows the administrative position of the school administrator-respondents.

The table shows that half of the school administrator-respondents, that is, eight or 50.00 percent were designated as teacher-in-charge while five or 31.25 percent were appointed as head teachers and two or 12.50 were full-fledged principals.

Table 15

**Administrative Position of School
Administrator-Respondents**

Position	f	%
Principal	2	12.50
Head Teacher	5	31.25
Teacher-in-Charge	8	50.00
Not Stated	1	6.25
Total	16	100.00

The foregoing data suggested that the school administrator-respondents were tapped as educational managers to take good care of their respective school like a good father of the family.

Number of Years as School Administrator. Table 16 presents the number of years as school administrator of the school administrator-respondents.

The table shows that a number of the school administrator-respondents, that is, two or 12.50 percent had been a school administrator for 12 years while another two or 12.50 percent had been a school administrator for 10 years, another two or 12.50 percent for nine years, still another two or 12.50 percent for five years and another two or 12.50 percent had been a school administrator for less than one year. The remaining school administrator-respondents were evenly distributed to the other identified

Table 16

**Number of Years as School Administrator of
School Administrator-Respondents**

No. of Years	f	%
27	1	6.25
16	1	6.25
12	2	12.50
10	2	12.50
9	2	12.50
8	1	6.25
7	1	6.25
6	1	6.25
5	2	12.50
1	1	6.25
Less than 1	2	12.50
Total	16	100.00

number of years as school administrator.

The data denoted that majority of the respondents were just newly designated as school administrator with less than 10 years of service. But despite this fact, they were able to discharge their duties and responsibilities exemplarily, particularly in supervising Kindergarten and Grade 1 classes.

Performance Rating Based on the Latest OPCRF. Table 17 presents the performance rating of the school administrator- respondents based on the latest OPCRF.

The table shows that the performance of the school administrator-respondents ranged from 3.95 to 4.55 whereby a number of them, that is, six or 37.50 percent obtained a

Table 17

**Performance Rating Based on the Latest OPCRF of
School Administrator-Respondents**

Rating	f	%
4.55	2	12.50
4.49	1	6.25
4.43	1	6.25
4.40	1	6.25
4.30	1	6.25
4.23	2	12.50
4.02	1	6.25
4.00	6	37.50
3.95	1	6.25
Total	16	100.00
Mean	4.43	
S.D.	1.04	

rating of 4.00 while two or 12.50 percent with 4.55 obtained performance rating, another two or 12.50 percent garnered 4.23 and the rest were evenly distributed to the other identified performance ratings.

The Mean performance rating based on the latest OPCRF of the school administrator-respondents was posted at 4.43 with a SD of 1.04. This signified that the school administrator-respondents garnered very exemplary performance based on the latest OPCRF which indicated that they were able to meet their commitment and targets.

Number of Relevant In-Service Trainings. Table 18

Table 18

**Number of Relevant In-Service Trainings of
School Administrator-Respondents**

Level	Weighted Mean	S.D.
International	1 training	0.58 training
National	2 trainings	1.38 trainings
Regional	5 trainings	7.12 trainings
Overall	3 trainings	3.03 trainings

contains the number of relevant in-service trainings of the school administrator-respondents.

The table shows the mean number of relevant in-service trainings attended by the school administrator-respondents in the different levels as follows: international, one training with a SD of 0.58 training; national, two trainings with a SD of 1.38 trainings and regional, five trainings with a SD of 7.12 trainings.

The overall mean number of relevant in-service trainings was posted at three trainings with a SD of 3.03 trainings.

The data signified that the school administrator-respondents regularly attended seminars and trainings related to early child education to update themselves with the trend of the curriculum implementation.

Attitude Toward Supervising Kindergarten and Grade 1 Teachers. Table 19 presents the attitude of school administrator-respondents toward supervising Kindergarten

Table 19

**Attitude Toward Supervising Kindergarten and
Grade 1 Teachers of School Administrator-
Respondents**

Attitude Statement		Weighted Mean	Interpre-tation
1.	I love supervising kindergarten and Grade 1 classes.	4.56	SA
2.	I feel satisfied when I supervise kindergarten and Grade 1 classes.	4.44	A
3.	I usually expect kindergarten and Grade 1 teachers to use differentiated instruction to cater the students who differed in skills and pace in learning.	4.25	A
4.	I believe that the use of differentiated instruction is effective in teaching kindergarten and Grade 1 classes.	4.25	A
5.	I desire to see kindergarten and Grade 1 students develop their unique skills.	4.69	SA
6.	I like the way kindergarten and Grade 1 students respond to their teacher's teaching methods.	4.44	A
7.	I desire to see kindergarten and Grade 1 students fully developed so that the use of varied teaching strategies is imperative.	4.50	A
8.	I wish to see kindergarten and Grade 1 students promoted to the next grade level prepared and well-developed.	4.81	SA
9.	I wish for my teachers to explore more teaching strategies for effective teaching kindergarten and Grade 1 classes.	4.81	SA
10.	I appreciate seeing kindergarten and Grade 1 students developed with their unique potential through kindergarten and Grade 1 teaching.	4.81	SA
Grand Weighted Mean		4.56	
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)

and Grade 1 teachers. There were 10 attitude statements which was agreed or disagreed in each statement.

The table presents that the school administrator-respondents "strongly agreed" five attitude statements with weighted means ranging from 4.56 to 4.81. The statements that equally obtained the highest weighted mean corresponded to the following: "I wish to see kindergarten and Grade 1 students promoted to the next grade level prepared and well-developed," "I wish for my teachers to explore more teaching strategies for effective teaching kindergarten and Grade 1 classes" and "I appreciate seeing kindergarten and Grade 1 students developed with their unique potential through kindergarten and Grade 1 teaching."

The other five statements were "agreed" by this group of respondents with weighted means ranging from 4.25 to 4.50. The statements that equally obtained the least weighted mean corresponded to: "I usually expect kindergarten and Grade 1 teachers to use differentiated instruction to cater the students who differed in skills and pace in learning" and "I believe that the use of differentiated instruction is effective in teaching kindergarten and Grade 1 classes."

Taken as a whole, the school administrator-respondents "strongly agreed" their attitude toward supervising Kindergarten and Grade 1 teachers being shown by the grand weighted mean of 4.56 indicating that they manifested

highly favorable attitude toward it.

Issues and Challenges Encountered in the Kindergarten Education Implementation as Assessed by the Two Groups of Respondents

This part presents the issues and challenges encountered in the Kindergarten education implementation as assessed by the two groups of respondents in terms of the following areas, namely: teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation.

Teachers' Preparation and Readiness. Table 20 presents the issues and challenges encountered in the Kindergarten education implementation as assessed by the two grouped of respondents in terms of teachers' preparation and readiness. There were 10 issues and challenges identified in this area.

The table shows that the teacher-respondents assessed all the identified issues and challenges as "highly encountered" in the implementation of Kindergarten education with weighted means ranging from 3.51 to 3.72. Consequently, the issues and challenges that obtained the highest and least weighted means corresponded to the following: "poor awareness on the goals, purposes, and objectives of K to 12" and "insufficient knowledge on educational technology," respectively.

Table 20

**Issues and Challenges Encountered in the Kindergarten
Education Implementation as Assessed by the
Two Groups of Respondents in Terms of
Teachers' Preparation and Readiness**

Issues and Challenges	Teachers		School Adminis- trator	
	WM	I	WM	I
1. Inadequate seminars or trainings related to K to 12	3.54	HE	3.06	ME
2. Insufficient readings and study materials on K to 12	3.58	HE	3.44	ME
3. Lack of knowledge, skills, attitudes, values pertinent to K to 12	3.56	HE	3.00	ME
4. Poor awareness on the goals, purposes, and objectives of K to 12	3.72	HE	2.75	ME
5. Lack of confidence to appropriately teach K to 12	3.60	HE	2.62	ME
6. Insufficient knowhow on how to address the needs of learners	3.63	HE	2.81	ME
7. Lacks mastery on teaching content and objectives	3.56	HE	2.75	ME
8. Inadequate knowledge on varied teaching strategies and techniques	3.60	HE	2.69	ME
9. Insufficient knowledge on educational technology	3.51	HE	2.56	ME
10. Inadequate knowhow on the use of varied assessment tools	3.53	HE	2.56	ME
Grand Weight Mean	3.58		2.82	
Interpretation	HE		ME	

Legend:	4.51-5.00	Extremely Encountered	(EE)
	3.51-4.50	Highly Encountered	(HE)
	2.51-3.50	Moderately Encountered	(ME)
	1.51-2.50	Slightly Encountered	(SE)
	1.00-1.50	Not Encountered	(NC)

Taken as a whole the teacher-respondents considered the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and

readiness as "highly encountered" being shown by the grand weighted mean of 3.58. This indicated that the teachers felt that although the Kindergarten education had been implemented to its high extent however the logistical and capability support was wanting so that issues and challenges were still encountered.

Likewise, Table 20 presents that the school administrator-respondents, on the other hand, assessed all the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness as "moderately encountered" with weighted means ranging from 2.56 to 3.44. The issue and challenge stating that, "insufficient readings and study materials on K to 12" obtained the highest weighted mean while the following issues and challenges equally obtained the least weighted mean: "insufficient knowledge on educational technology" and "inadequate knowhow on the use of varied assessment tools."

Taken as a whole, the school administrator-respondents assessed the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness as "moderately encountered" being shown by the grand weighted mean of 2.82. This signified that the school administrators believed that the Kindergarten education has been fully implemented so that issues and

challenges were just moderate.

In summary, the two groups of respondents arrived at a despaired assessment on the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness, both numerical and adjectival. While teacher-respondents gave a grand weighed mean of 3.58 with an interpretation of "highly encountered," the school administrator-respondents gave 2.82 being interpreted as "moderately encountered."

Curriculum Enhancement. Table 21 presents the issues and challenges encountered in the Kindergarten education implementation as assessed by the two grouped of respondents in terms of curriculum enhancement. There were 10 issues and challenges identified in this area.

From the table, it can be gleaned that the teacher-respondents assessed nine issues and challenges identified in this area as "highly encountered" with weighted means ranging from 3.67 to 3.88. "Mandated by authorities with predetermined content" and "activities that develop student communication skills are meager" were the issues and challenges that obtained the highest and the least weighted means, respectively. The remaining issue and challenge was assessed by this same group as "moderately encountered" which corresponded to "teacher lacks knowledge on how to enhance subject matter," with a weighted mean of

Table 21

**Issues and Challenges Encountered in the Kindergarten
Education Implementation as Assessed by the
Two Groups of Respondents in Terms of
Curriculum Enhancement**

Issues and Challenges	Teachers		School Adminis- trator	
	WM	I	WM	I
1. Mandated by authorities with predetermined content	3.88	HE	3.44	ME
2. No participation of teachers concerned in the formulation of the curriculum	3.70	HE	2.88	ME
3. Integration of the resources and needs of the community is not evident	3.72	HE	2.75	ME
4. Integration of the needs and interest of the learners is not been considered	3.77	HE	2.81	ME
5. Revision as needed to make content relevant has not given attention	3.79	HE	3.00	ME
6. Project- based learning activities have not been carefully planned	3.79	HE	2.69	ME
7. Very few learning situations that develop critical thinking and problem solving skills	3.86	HE	2.88	ME
8. Content is not simplified to the level of student	3.74	HE	2.93	ME
9. Teacher lacks knowledge on how to enhance subject matter	3.47	ME	2.62	ME
10. Activities that develop student communication skills are meager	3.67	HE	2.75	ME
Grand Weight Mean	3.74		2.88	
Interpretation	HE		ME	
Legend:	4.51-5.00	Extremely Encountered	(EE)	
	3.51-4.50	Highly Encountered	(HE)	
	2.51-3.50	Moderately Encountered	(ME)	
	1.51-2.50	Slightly Encountered	(SE)	
	1.00-1.50	Not Encountered	(NC)	

3.47.

Taken as a whole, the teacher-respondents assessed the

issues and challenges encountered in the Kindergarten education implementation in terms of curriculum enhancement as "highly implemented" being indicated by the grand weighed mean of 3.74. This indicated that the teachers observed that though the Kindergarten education had been implemented for so long still there were lots of issues and challenges that were highly encountered due to the lack of logistical support from the school administrator.

Also, Table 21 shows that from the assessment of the school administrator-respondents on the issues and challenges encountered in the Kindergarten education implementation in terms of curriculum enhancement, they considered it "moderately encountered" with weighted means ranging from 2.62 to 3.44. The issues and challenges that obtained the highest and the least weighted means corresponded to the following: "mandated by authorities with predetermined content" and "teacher lacks knowledge on how to enhance subject matter," respectively.

Taken as a whole, the school administrator-respondents assessed the issues and challenges encountered in the Kindergarten education implementation in terms of curriculum enhancement as "moderately encountered" being supported by the grand weighted mean of 2.88. This indicated that the school administrators believed that the Kindergarten education being fully implemented, the

necessary logistical support had been given thus issues and challenges were just moderate.

In summary, the two groups of respondents arrived at a dissimilar assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of curriculum enhancement, both numerical and adjectival. The teachers gave a grand weighted mean of 3.74 being interpreted as "highly encountered," the school administrators gave 2.88 with an adjectival interpretation of "moderately encountered."

Teaching Strategies and Techniques. Table 22 presents the issues and challenges encountered in the Kindergarten education implementation as assessed by the two grouped of respondents in terms of teaching strategies and techniques. There were 10 issues and challenges identified in this area.

Table 22 discloses that the teacher-respondents assessed the issues and challenges encountered in the Kindergarten education implementation as assessed by the two groups of respondents in terms of teaching strategies and techniques as "highly implemented" with weighted means ranging from 3.56 to 4.02. Corollarily, the issues and challenges that obtained the highest weighted mean corresponded to "lack of qualified person in the community to tap as resource person" while the following issues and

Table 22

**Issues and Challenges Encountered in the Kindergarten
Education Implementation as Assessed by the
Two Groups of Respondents in Terms of
Teaching Strategies and Techniques**

Issues and Challenges	Teachers		School Adminis- trator	
	WM	I	WM	I
1. Team teaching to bring about effective teaching is not done	3.67	HE	2.81	ME
2. Various assessment tools to rate students' performance are not used	3.56	HE	2.81	ME
3. Lack of appropriate technology-assisted instruction	3.86	HE	2.75	ME
4. Insufficiency of varied teaching strategies and techniques	3.65	HE	2.81	ME
5. Students' practical experiences are not incorporated with the lessons	3.65	HE	2.69	ME
6. Resources of the community are meager for student exposure	3.86	HE	3.00	ME
7. No qualified or available resource speaker to share expertise on the subject matter	3.84	HE	2.67	ME
8. Groupings in accomplishing projects are not employed	3.56	HE	2.75	ME
9. Inadequate resources of the community for the students to use	3.81	HE	3.00	ME
10. Lack of qualified person in the community to tap as resource person	4.02	HE	2.75	ME
Grand Weight Mean	3.75		2.80	
Interpretation	HE		ME	

Legend:	4.51-5.00	Extremely Encountered	(EE)
	3.51-4.50	Highly Encountered	(HE)
	2.51-3.50	Moderately Encountered	(ME)
	1.51-2.50	Slightly Encountered	(SE)
	1.00-1.50	Not Encountered	(NC)

challenges equally obtained the least weighted mean, namely: "various assessment tools to rate students' performance are not used" and "groupings in accomplishing

projects are not employed," respectively.

Taken as a whole, the teacher-respondents averred that the issues and challenges encountered in the Kindergarten education implementation in terms of teaching strategies and techniques were "highly encountered" being manifested by the grand weighted mean of 3.75. This indicated that the teachers observed the lack of administrative support to the Kindergarten education implementation by providing the necessary logistics resulted to the highly encountered issues and challenges.

Likewise, Table 22 reveals that the school administrator-respondents assessed all the identified issues and challenges encountered in the Kindergarten education implementation in terms of teaching strategies and techniques as "moderately encountered" with weighted means ranging from 2.67 to 3.00. The indicators that equally obtained the highest weighted mean in this area corresponded to: "resources of the community are meager for student exposure" and "inadequate resources of the community for the students to use." On the other hand, the issue and challenge that obtained the least weighted mean corresponded to the statement stating, "students' practical experiences are not incorporated with the lessons."

Taken as a whole, the school administrator-respondents assessed the issues and challenges encountered in the

Kindergarten education implementation in terms of teaching strategies and techniques as "moderately encountered" being shown by the grand weighted mean of 2.80. This indicated that the school administrators were confident that the Kindergarten education was well-supported by the DepEd that the issues and challenges encountered in its implementation was moderate only.

In summary, the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of teaching strategies and techniques, both numerical and adjectival. The teachers gave a grand weighted mean of 3.75 being interpreted as "highly encountered," the school administrators gave 2.80 with an adjectival interpretation of "moderately encountered."

Learning Resources. Table 23 presents the issues and challenges encountered in the Kindergarten education implementation as assessed by the two grouped of respondents in terms of learning resources. There were 10 issues and challenges identified in this area.

Table 23 shows that the teacher-respondents assessed nine of the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources as "highly implemented" with weighted means ranging from 3.51 to 4.23. The issues and challenges that

Table 23

**Issues and Challenges Encountered in the Kindergarten
Education Implementation as Assessed by the
Two Groups of Respondents in Terms of
Learning Resources**

Issues and Challenges	Teachers		School Adminis- trator	
	WM	I	WM	I
1. Insufficient computers in school to be used in teaching	4.16	HE	3.27	ME
2. No available projector and ICT related materials needed in teaching learning process	3.52	HE	2.81	ME
3. No available modules in the subjects	3.72	HE	2.56	ME
4. Lack of textbooks needed in the lesson	3.98	HE	2.69	ME
5. Inadequate community resources as an aid of student learning	4.00	HE	3.31	ME
6. Few reference materials are found in the school library	4.23	HE	3.31	ME
7. No available laboratory rooms and laboratory equipment needed in laboratory activities or experiments	3.74	HE	4.38	HE
8. Absence of resource persons to give discussion or talk about specific topic	4.16	HE	3.75	HE
9. Limited numbers of books and references are found in the community library	3.51	HE	3.69	HE
10. Few available materials for projects and research work	3.40	ME	3.88	HE
Grand Weight Mean	3.84		3.37	
Interpretation	HE		ME	

Legend:	4.51-5.00	Extremely Encountered	(EE)
	3.51-4.50	Highly Encountered	(HE)
	2.51-3.50	Moderately Encountered	(ME)
	1.51-2.50	Slightly Encountered	(SE)
	1.00-1.50	Not Encountered	(NC)

obtained the highest and least weighted means corresponded to the following: "few reference materials are found in the

school library" and "limited numbers of books and references are found in the community library," respectively. The remaining issue and challenge was assessed as "moderately encountered." This corresponded to the issue and challenge stating, "few available materials for projects and research work," with a weighted mean of 3.40.

Taken as a whole, the teacher-respondents assessed the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources as "highly implemented" being indicated by the grand weighted mean of 3.84. This indicated that the teachers felt the need for the learning resources, which the administration did not sufficiently provided for the Kindergarten implementation.

Table 23, likewise, reveals that the school administrator-respondents assessed four of the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources as "highly encountered." These corresponded to the following: "no available laboratory rooms and laboratory equipment needed in laboratory activities or experiments," "few available materials for projects and research work," "absence of resource persons to give discussion or talk about specific topic" and "limited numbers of books and references are

found in the community library," with weighted means of 4.38, 3.88, 3.75 and 3.69, respectively.

The remaining six issues and challenges were assessed by the same group of respondents, as "moderately encountered" with weighted means ranging from 2.56 to 3.31. Two issues and challenges equally obtained the highest weighted mean. These were: "Inadequate community resources as an aid of student learning" and "few reference materials are found in the school library." On the other hand, the issue and challenge that obtained the least weighted mean corresponded to: "no available modules in the subjects."

Taken as a whole, the school administrator-respondents assessed the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources as "moderately encountered" being manifested by the grand weighted mean of 3.37.

In summary, the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources, both numerical and adjectival. The teachers gave a grand weighted mean of 3.84 being interpreted as "highly encountered," the school administrators gave 3.37 with an adjectival interpretation of "moderately encountered."

Students' Preparation. Table 24 presents the issues

Table 24

**Issues and Challenges Encountered in the Kindergarten
Education Implementation as Assessed by the
Two Groups of Respondents in Terms of
Students' Preparation**

Issues and Challenges	Teachers		School Adminis- trator	
	WM	I	WM	I
1. Poor awareness on the goals, purposes and objectives of the K to 12 curriculum	3.95	HE	2.81	ME
2. Lacks orientation, symposium to broaden the knowledge in K to 12	4.23	HE	2.94	ME
3. Lacks knowledge on the rationale why the enhanced basic education curriculum is implemented	4.05	HE	3.06	ME
4. Lack of understanding on concepts and class activities	3.81	HE	2.88	ME
5. Relating personal experiences for the long retention of learning are not observed	3.86	HE	2.94	ME
6. Various materials needed for instruction are meager	4.00	HE	3.38	ME
7. Shows passivity in class discussions and making projects	3.93	HE	3.38	ME
8. Performance assessment tools are not clearly explained	3.60	HE	2.67	ME
9. Lack of knowledge and poor understanding on underlying concepts and new contexts	3.67	HE	2.81	ME
10. No orientation about the new ways on how the lessons are presented	3.67	HE	2.81	ME
Grand Weight Mean	3.88		2.99	
Interpretation	HE		ME	
Legend:	4.51-5.00	Extremely Encountered	(EE)	
	3.51-4.50	Highly Encountered	(HE)	
	2.51-3.50	Moderately Encountered	(ME)	
	1.51-2.50	Slightly Encountered	(SE)	
	1.00-1.50	Not Encountered	(NC)	

and challenges encountered in the Kindergarten education implementation as assessed by the two grouped of

respondents in terms of students' preparation. There were 10 issues and challenges identified in this area.

Table 24 presents that the teacher-respondents assessed all the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation as "highly implemented" with weighted means ranging from 3.60 to 4.23. The issues and challenges that obtained the highest and the least weighed means corresponded to the following: "Lacks orientation, symposium to broaden the knowledge in K to 12" and "Performance assessment tools are not clearly explained," respectively.

Taken as a whole, the teacher-respondents assessed the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation as "highly encountered" being shown by the grand weighted mean of 3.88. This indicated that the teachers highly felt that the students in the Kindergarten need assistance in learning due to their preparedness for the lessons.

Table 24 also shows that the school administrator-respondents assessed all the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation as "moderately encountered" with weighted means ranging from 2.67 to 3.38. Two issues and challenges equally obtained the highest weighted mean

corresponding to: "various materials needed for instruction are meager" and "Shows passivity in class discussions and making projects." On the other hand, the issue and challenge stating, "performance assessment tools are not clearly explained" obtained the least weighted mean.

Taken as a whole, the school administrator-respondents assessed the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation as "moderately encountered" being indicated by the grand weighted mean of 2.99. This suggested that the school administrators felt that the students possessed the preparedness in learning the kindergarten lessons.

In summary, the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation, both numerical and adjectival. The teachers gave a grand weighted mean of 3.88 being interpreted as "highly encountered," the school administrators gave 2.99 with an adjectival interpretation of "moderately encountered."

**Comparison Between the Assessment of the
Two Groups of Respondents Relative to the
Issues and Challenges Encountered in the
Kindergarten Education Implementation**

Table 25 reveals the comparison between the assessment of the two groups of respondents relative to the issues and

Table 25

**Comparison Between the Assessment of the Two Groups of
Respondents Relative to the Issues and Challenges
Encountered in the Kindergarten Education
Implementation**

Area	t-value	p-value @ .05	Evaluation/ Decision
Teachers' Preparation and Readiness	8.552	0.000	S / Reject Ho.
Curriculum Enhancement	10.650	0.000	S / Reject Ho.
Teaching Strategies and Techniques	15.733	0.000	S / Reject Ho.
Learning Resources	2.319	0.032	S / Reject Ho.
Students' Preparation	9.267	0.000	S / Reject Ho.

t-critical value = ± 2.101
df = 18

S - Significant
NS - Not Significant

challenges encountered in the Kindergarten education implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation.

Teachers' Preparation and Readiness. It can be recalled that the two groups of respondents arrived at a despaired assessment on the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness, both numerical and adjectival. While teacher-respondents gave a grand weighed mean of 3.58 with an interpretation of "highly encountered," the school administrator-respondents gave 2.82 being interpreted as

"moderately encountered." This yielded a mean difference of 0.76, which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 8.552 with $df = 18$ and a p-value of 0.000 at .05 α . The critical t-value was set at ± 2.101 . Furthermore, in the evaluation, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness was essentially dissimilar. Therefore, the

null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the issues and challenges in the Kindergarten education implementation in terms of teachers' preparation and readiness," was rejected.

Based on the means it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to handle Kindergarten and Grade 1 classes averred that its implementation needs logistical support such as capacity building among them. However, the school administrators being the overseer of the program felt that necessary support had been provided for the effective implementation of the Kindergarten education. Probably, it would best for the school administrators to conduct regular assessment and evaluation of the Kindergarten education implementation.

Curriculum Enhancement. It may be recalled that the two groups of respondents arrived at a dissimilar assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of curriculum enhancement, both numerical and adjectival. The teachers gave a grand weighted mean of 3.74 being interpreted as "highly encountered," the school administrators gave 2.88 with an adjectival interpretation of "moderately encountered." This yielded a mean difference

of 0.86, which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 10.650 with $df = 18$ and a p-value of 0.000 at .05 α . The critical t-value was set at ± 2.101 . Furthermore, in the evaluation, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the issues and challenges in the Kindergarten education implementation in terms of curriculum enhancement was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the

issues and challenges in the Kindergarten education implementation in terms of curriculum enhancement," was rejected.

Based on the means it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to handle Kindergarten and Grade 1 classes averred that its implementation needs curricular redirection. But the school administrators being the overseer of the program felt that it was well crafted already for the effective implementation of the Kindergarten education. Probably, it would best for the teachers and school administrators to conduct a workshop to arrive at inputs to be presented to the curriculum experts for policy redirections.

Teaching Strategies and Techniques. It may be recalled that the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of teaching strategies and techniques, both numerical and adjectival. The teachers gave a grand weighted mean of 3.75 being interpreted as "highly encountered," the school administrators gave 2.80 with an adjectival interpretation of "moderately encountered." This yielded a mean difference of 0.95, which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 15.733 with $df = 18$ and a p-value of 0.000 at .05 α . The critical t-value was set at ± 2.101 . Furthermore, in the evaluation, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the issues and challenges in the Kindergarten education implementation in terms of teaching strategies and techniques was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the issues and challenges in the Kindergarten education implementation in terms of teaching

strategies and techniques," was rejected.

Based on the means it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to handle Kindergarten and Grade 1 classes averred that its implementation needs contingent strategies and techniques in teaching however they lack the necessary in-service trainings in the different levels so that they highly felt issues and challenges regarding its implementation. But the school administrators being the overseer of the program felt that they were already prepared and equipped with strategies and techniques in teaching being earners of teacher education degree thus issues and challenges should be minimal only.

Learning Resources. It can be recalled that the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of learning resources, both numerical and adjectival. The teachers gave a grand weighted mean of 3.84 being interpreted as "highly encountered," the school administrators gave 3.37 with an adjectival interpretation of "moderately encountered." This yielded a mean difference of 0.47, which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity

between the two means, the computed value was posted at 2.319 with $df = 18$ and a p-value of 0.032 at .05 α . The critical t-value was set at ± 2.101 . Furthermore, in the evaluation, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the issues and challenges in the Kindergarten education implementation in terms of teaching strategies and techniques was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the issues and challenges in the Kindergarten education implementation in terms of learning resources," was rejected.

Based on the means it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to handle Kindergarten and Grade 1 classes averred that it has limited learning resources and so that they highly felt issues and challenges regarding its implementation. But the school administrators being the overseer of the program felt that learning resources were sufficiently provided by the department thus issues and challenges should be in moderation only.

Students' Preparation. It can be recalled that the two groups of respondents arrived at a varied assessment on the issues and challenges encountered in the Kindergarten education implementation in terms of students' preparation, both numerical and adjectival. The teachers gave a grand weighted mean of 3.88 being interpreted as "highly encountered," the school administrators gave 2.99 with an adjectival interpretation of "moderately encountered." This yielded a mean difference of 0.89, which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 9.267 with $df = 18$ and a p-value of 0.000 at .05 α . The critical t-value was set at ± 2.101 . Furthermore, in the evaluation, the computed value was compared with the

critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the issues and challenges in the Kindergarten education implementation in terms of teaching strategies and techniques was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the issues and challenges in the Kindergarten education implementation in terms of students' preparation," was rejected.

Based on the means it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to handle Kindergarten and Grade 1 classes averred that students were

not prepared for the kindergarten education and so that they highly felt issues and challenges regarding its implementation. But the school administrators being the overseer of the program felt that kindergarten education is enough to prepare the students in learning.

In summary, the assessments of the two groups of respondents as regards the issues and challenges encountered in the Kindergarten education implementation were despaired. The disparity was due to the difference in the extent of involvement of each group in the implementation of kindergarten education.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings with the conclusions drawn and 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 teacher-respondents ranged from 22 to 59 years old whereby their mean age was posted at 35.07 years with a SD of 11.42 years. Moreover, majority of the teacher-respondents belonged to the female sex accounting for 33 or 76.70 percent.

2. A number of the teacher-respondents, that is, 20 or 46.51 percent were still single.

3. More than half of the teacher-respondents, that is, 22 or 51.16 percent were baccalaureate degree holders.

4. Majority of the teacher-respondents were appointed as Teacher I accounting for 25 or 58.14 percent.

5. The gross monthly family income of the teacher-respondents ranged from ₱12,000 to ₱35,000 whereby its Mean was posted at ₱20,718.11 with a SD of ₱4,723.16.

6. The mean number of years in teaching of the teacher-respondents was posted at 3.93 years with

a SD of 6.49 years.

7. The mean performance rating obtained by the teacher-respondents based on the latest IPCRF was posted at 3.96 with a SD of 0.33.

8. The overall Mean number of trainings of the teacher-respondents was calculated at two trainings with a SD of 1.56 trainings.

9. The teacher-respondents "strongly agreed" their attitude toward teaching the Kindergarten and Grade 1 classes being shown by the grand weighted mean of 4.62.

10. The school administrator-respondents ranged from 29 to 59 years old whereby the Mean age was posted at 46.69 years old with a SD of 9.27 years. Moreover, more than half of the school administrator-respondents, that is, nine or 56.20 percent were female.

11. Majority of the school administrator-respondents were married accounting for 10 or 62.50 percent.

12. A number of the school administrator-respondents, that is, six or 37.50 percent were master's degree holders.

13. The gross monthly family income of the school administrator-respondents ranged from ₱11,900 to ₱46,000 whereby the Mean monthly family income was calculated at ₱26,355.00 with a SD of ₱8,764.57.

14. Half of the school administrator-respondents, that is, eight or 50.00 percent were designated as

teacher-in-charge.

15. A number of the school administrator-respondents, that is, two or 12.50 percent had been a school administrator for 12 years.

16. The mean performance rating based on the latest OPCR of the school administrator-respondents was posted at 4.43 with a SD of 1.04.

17. The overall mean number of relevant in-service trainings was posted at three trainings with a SD of 3.03 trainings.

18. The school administrator-respondents "strongly agreed" their attitude toward supervising Kindergarten and Grade 1 teachers being shown by the grand weighted mean of 4.56.

19. The teacher-respondents considered the issues and challenges in the Kindergarten education implementation in terms of the following areas, namely: teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation as "highly encountered" while the school administrator-respondents assessed it as "moderately encountered."

20. In the comparison between the assessment of the two groups of respondents relative to the issues and challenges encountered in the Kindergarten education

implementation in terms of teachers' preparation and readiness, curriculum enhancement, teaching strategies and techniques, learning resources and students' preparation, the evaluation was significant.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The teacher-respondents were relatively young, at their mid-30s and at the height of their career as Kindergarten and Grade 1 teachers with an age difference of about 11 years denoting that they slightly differed in their maturity whereby some of them were moving toward their retirement age whereby majority of those who inclined to teach early child education were of the female sex considering that they were patient with the children having reared children in the family.

2. The modal civil status of teacher-respondents was still single which indicated that they have not contracted with marital state. However, this cannot be construed that they do not have families to support by the fruits of their labor considering that they belong to a nuclear family where mostly usually their support was for their parents and siblings.

3. The teacher-respondents possessed the required

minimum educational qualification for the position. In fact, a number of them had pursued advance education already to upgrade their educational qualification.

4. The teacher-respondents were tapped to the different hierarchical positions for teaching personnel based on the approved staffing pattern by the DBM based on their length of service and based on the merit and fitness.

5. The teacher-respondents earned a gross monthly family income higher than the poverty threshold of 2018 which was set at ₱9,638.00 monthly. This denoted that they had the capacity to provide the food and non-food requirements of the family.

6. The teacher-respondents were just newly designated to teach the Kindergarten and Grade 1 classes but though they were just new to this early education, they discharged their duties to the best of their ability.

7. The teacher-respondents obtained exemplary performance based on the latest IPCRF. This indicated that they were able to accomplish their targets and commitments.

8. The teacher-respondents had attended trainings in the different level to upgrade their teaching skills however, they got only few number of trainings related to Kindergarten education.

9. The teacher-respondents manifested extremely favorable attitude toward teaching the grade level they

were assigned.

10. The school administrator-respondents were on their late 40s but still relatively young at the prime of their age and at the height of their careers as school administrators whereby female dominance existed. This could be attributed to the fact that more of this sex-group embraced teaching as their chosen profession so that when promotion came in, they got the highest probability of ascending the administrative hierarchy.

11. The school administrator-respondents had their families being in the position to contract marital status. This indicated that as school administrator supervising Kindergarten and Grade 1 classes they have the sympathy toward the children who had the quest for early education.

12. The school administrator-respondents qualified themselves for the position they were appointed or designated having met the required minimum educational requirements.

13. The monthly family income of the school administrator respondents was placed higher than the poverty threshold for the Province of Samar for 2018 (PSA, 2020) indicating that they had the capacity to provide their monthly food and non-food requirements of the family.

14. The school administrator-respondents were tapped as educational managers to take good care of their

respective school like a good father of the family.

15. Majority of the respondents were just newly designated as school administrator with less than 10 years of service. But despite this fact, they were able to discharge their duties and responsibilities exemplarily, particularly in supervising Kindergarten and Grade 1 classes.

16. The school administrator-respondents garnered very exemplary performance based on the latest OPCR which indicated that they were able to meet their commitment and targets.

17. The school administrator-respondents regularly attended seminars and trainings related to early child education to update themselves with the trend of the curriculum implementation.

18. The school administrator-respondents manifested highly favorable attitude toward it.

19. The teachers felt that although the Kindergarten education had been implemented to its high extent however the logistical and capability support was wanting so that issues and challenges were still encountered. On the other hand, the school administrators believed that the Kindergarten education has been fully implemented so that issues and challenges were just moderate.

20. The assessments of the two groups of respondents

as regards the issues and challenges encountered in the Kindergarten education implementation were despaired. The disparity was due to the difference in the extent of involvement of each group in the implementation of kindergarten education.

Recommendations

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

1. From the findings of the study, it was known that the Kindergarten and Grade 1 teachers lacked the necessary capability trainings related to early child education, school administrators in support to the Kindergarten education implementation should provide them opportunities to attend as many trainings on Kindergarten as possible,

2. With the lack of training among Kindergarten teachers, an intervention program in a form of training matrix may be developed and implemented to ensure that the implementation of Kindergarten education would be effective.

3. Likewise, with the lack of learning resources for use in teaching kindergarten classes, teachers may develop contextualized learning resources as an alternative.

4. In the assignment of teachers in the Kindergarten and Grade 1 classes, priority should be given to teachers

who have the specialization in Kindergarten education.

4. Another study may be conducted considering other areas on the Kindergarten education implementation in other districts or even division wide.

5. A sequel study may be conducted also to validate any intervention program proposed for the effective Kindergarten education implementation.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the intervention program to address the issues and challenges confronting the Kindergarten education implementation.

Rationale

Kindergarten education had been an imperative being part of the K to 12 Basic Education Curriculum. It serves as the fundamental requirement in the education of the children which aims to enhance their physical, social, emotional, cognitive, psychological, spiritual and language development. However, several issues confronted the implementation of the program that need to be addressed such as poor awareness on the goals, purposes, and objectives of K to 12, lack of confidence to appropriately teach K to 12, insufficient knowhow on how to address the needs of learners and inadequate knowledge on varied teaching strategies and techniques in terms of teachers' preparation and readiness as well as mandated by authorities with predetermined content and very few learning situations that develop critical thinking and problem solving skills in terms of curriculum enhancement.

Furthermore, other issues were also encountered in its

implementation, such as: lack of appropriate technology-assisted instruction, resources of the community are meager for student exposure, inadequate resources of the community for the students to use and no qualified or available resource speaker to share expertise on the subject matter in terms of teaching strategies and techniques; absence of resource persons to give discussion or talk about specific topic and lack of textbooks needed in the lesson in terms of learning resources; and lack of orientation, symposium to broaden the knowledge in K to 12, lack of knowledge on the rationale why the enhanced basic education curriculum is implemented and various materials needed for instruction are meager in terms of students' preparation.

Objectives

Basically, the intervention program is designed to enhance the physical, social, emotional, cognitive, psychological, spiritual and language development of the young children.

Specifically, the program aims to provide capacity building opportunity for teachers handling Kindergarten classes to minimize if not to avoid the occurrence of issues and problems in its implementation

Features of the Program

While many programs had been developed to encourage

teachers' competence in teaching, this program is focused on the kindergarten teachers to refresh them the goals and the components of the Kindergarten Education.

Intervention Program

Activity	Timeline	Persons Involved	Resources Needed	Modes of Verification
Re-orientation of Kindergarten teachers regarding the BEC focusing on the Kindergarten Education implementation	July 2020	School Heads, DepEd Officials and Kindergarten Teachers	Internet and laptop/ Computer for a virtual orientation	Approved Memorandum Picto-Narrative Attendance Certificate
Action Planning on the Blended Teaching and Learning Scheme	July 2020	School Heads, DepEd Officials and Kindergarten Teachers	Internet and laptop/ Computer for a virtual workshop	Approved Memorandum Picto-Narrative Attendance Certificate
Workshop on Contextualized Production of Learning Resources – Video and Modules	August 2020	School Heads, DepEd Officials and Kindergarten Teachers	Internet and laptop/ Computer for a virtual workshop	Approved Memorandum Picto-Narrative Attendance Certificate

Production of Contextualized Learning Resources	August 2020 and onward	School Heads, DepEd Officials and Kindergarten Teachers	Internet and laptop/ Computer & materials	Approved Memorandum Picto-Narrative Attendance Certificate
Evaluation/ Learning Sessions on Issues and Concern on Kindergarten Education using blended scheme	Every Last Friday of the Month beginning August 2020	School Heads, DepEd Officials and Kindergarten Teachers	Internet and laptop/ Computer for a virtual workshop	Approved Memorandum Picto-Narrative Attendance Certificate

Strategy of Implementation

The researcher will pilot test the intervention program among randomly selected kindergarten teachers in her school and document observations and outputs of the pilot test. This will be done through proper representation with the school head by presenting an activity paper outlining the specific objective.

Then the researcher will submit the said intervention program to the school heads and district supervisor for the recommendation to the Schools Division Superintendent together with the documented result of the pilot test. Once approved, the researcher will write a letter asking for any

form of assistance to industry partners and stakeholders attaching the approved enhancement program for reference so as to get "other sources of fund" in the implementation of the said program. The researcher will also invite teachers, school heads, parents, community members, industry partners and stakeholders to generate fund intended for the series of activities of the intervention program.

Similar activity paper submitted during the pilot test will be submitted to the district supervisor to ensure her cooperation. This will be done through virtual sessions to ascertain if such scheme would be possible in the actual implementation of the program.

Monitoring and Evaluation

The researcher will provide a template/checklist for the monitoring and evaluation of the intervention program. The researcher will coordinate with the Division Coordinators for the reliability of the tool. But first, the researcher will conceptualize a tool to monitor the extent of implementation of the intervention program subject for the approval of the Schools Division Superintendent.

There will be a monitoring report per quarter for the sustainability and basis for another intervention program or intervention scheme. This will be done through online

reporting or submission which will be consolidated by the coordinator.

Funding Source

Funding for this intervention 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; and
3. Voluntary support and donations from the LGU and/or NGO's such as the PLAN Philippines.

Budgetary Requirements

In implementing this program, the following budgetary requirements would be entailed:

Supplies and Materials	P	15,000.00
Meals and Snacks during assessment and planning		25,000.00
Other Incidental Expenses		10,000.00

Total	P	50,000.00
		=====

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

April 10, 2019

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

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program
2. Bullying and Prevention Strategies: Basis for an Intervention Program
3. Behavioral Policies in Classroom Management and Role of Student: Basis for Classroom Management Redirection

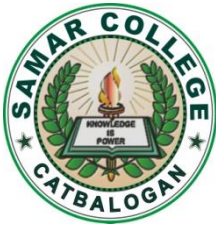
(SGD.) **MARILOU B. MONARBA**
Researcher

Recommended Title No.

- # 1 (SGD.) **GINA L. PALINES, PhD**
Evaluator
- # 1 (SGD.) **IMELDA M. UY, EdD**
Evaluator
- # 1 (SGD.) **NATALIA B. UY, PhD**
Evaluator

Approved Title No.: # 1

(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 : MARILOU B. MONARBA

COURSE : Master of Arts in Education

SPECIALIZATION : Elementary Education

TITLE OF THESIS PROPOSAL : Issues and Challenges on
 Kindergarten Education
 Implementation: Basis for an
 Intervention Program

NAME OF ADVISER : Guillermo D. Lagbo, DPA

(SGD.) MARILOU B. MONARBA
 Researcher

CONFORME:

(SGD.) GUILLERMO D. LAGBO, DPA
 Adviser

APPROVED:

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

APPENDIX C**QUESTIONNAIRE
(For Teacher-Respondent)**

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

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management 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.) MARILOU B. MONARBA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____

3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in
☐ Married ☐ Separated
☐ Widowed ☐ Annulled
4. Highest Educational Attainment:
☐ Doctorate Degree Holder ☐ Master's Level
☐ Doctorate Level ☐ Baccalaureate Degree Holder
☐ Master's Degree Holder
5. Teaching Position: ☐ Master Teacher ☐ Teacher II
☐ Teacher III ☐ Teacher I
6. Gross Monthly Family Income: PhP _____
7. Number of Years in Teaching Kindergarten or Grade 1 (in completed years): _____
8. Performance Rating Based on the Latest IPCRF:
 Numerical; _____
 Adjectival: _____
9. Number of Relevant In-Service Trainings:

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

PART II. ATTITUDE TOWARD TEACHING KINDERGARTEN OR GRADE 1

Direction: Below are statements that reflect your attitude toward teaching Kindergarten or Grade 1. Kindly signify your agreement or disagreement in each statement using the scale below:

- 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)
11. I love teaching Kindergarten or Grade 1.					
12. I feel satisfied when I teach in the Kindergarten or Grade 1.					
13. I usually use differentiated instruction to cater my Kindergarten or Grade 1 students who differed in skills and pace in learning.					
14. I use differentiated instruction to be effective in teaching Kindergarten or Grade 1.					
15. I desire to develop the literacy and numeracy skills of my Kindergarten or Grade 1 students.					
16. I like the way my Kindergarten or Grade 1 students respond to my teaching methods.					
17. I desire to develop fully my Kindergarten or Grade 1 students so that I use varied teaching strategies.					
18. I wish to see my Kindergarten or Grade 1 students learn and be promoted to the next grade level prepared and well-developed.					
19. I wish to explore more teaching strategies for effective teaching the Kindergarten or Grade 1 classes.					
20. I appreciate seeing my Kindergarten or Grade 1 students who developed their unique potential through my teaching strategies.					

PART III. ISSUES AND CHALLENGES CONFRONTING THE KINDERGARTEN EDUCATION IMPLEMENTATION

Direction: Below are issues confronting the Kindergarten and Grade 1 education implementation. Kindly assess

each indicator by checking the appropriate column using the following scale:

- 5 - Extremely Encountered (EE)
 4 - Highly Encountered (HE)
 3 - Moderately Encountered (ME)
 2 - Slightly Encountered (SE)
 1 - Not Encountered (NE)

Issue and Challenge	5 (EE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)
A. Teachers' Preparation and Readiness					
1. Inadequate seminars or trainings related to K+12					
2. Insufficient readings and study materials on K+12					
3. Lack of knowledge, skills, attitudes, values pertinent to K+12					
4. Poor awareness on the goals, purposes, and objectives of K+12					
5. Lack of confidence to appropriately teach K+12					
6. Insufficient knowhow on how to address the needs of learners					
7. Lacks mastery on teaching content and objectives					
8. Inadequate knowledge on varied teaching strategies and techniques					
9. Insufficient knowledge on educational technology					
10. Inadequate knowhow on the use of varied assessment tools					
B. Curriculum Enhancement					
1. Mandated by authorities with predetermined content					
2. No participation of teachers concerned in the formulation of the curriculum					
3. Integration of the resources and needs of the community is not evident					
4. Integration of the needs and interest of the learners is not been considered					
5. Revision as needed to make					

content relevant has not given attention					
6. Project- based learning activities have not been carefully planned					
7. Very few learning situations that develop critical thinking and problem solving skills					
8. Content is not simplified to the level of student					
9. Teacher lacks knowledge on how to enhance subject matter					
10. Activities that develop student communication skills are meager					
C. Teaching Strategies and Techniques					
1. Team teaching to bring about effective teaching is not done					
2. Various assessment tools to rate students' performance are not used					
3. Lack of appropriate technology-assisted instruction					
4. Insufficiency of varied teaching strategies and techniques					
5. Students' practical experiences are not incorporated with the lessons					
6. Resources of the community are meager for student exposure					
7. No qualified or available resource speaker to share expertise on the subject matter					
8. Groupings in accomplishing projects are not employed					
9. Inadequate resources of the community for the students to use					
10. Lack of qualified person in the community to tap as resource person					
D. Learning Resources					
1. Insufficient computers in school to be used in teaching					

2. No available projector and ICT related materials needed in teaching learning process.					
3. No available modules in the subjects.					
4. Lack of textbooks needed in the lesson.					
5. Inadequate community resources as an aid of student learning.					
6. Few reference materials are found in the school library.					
7. No available laboratory rooms and laboratory equipment needed in laboratory activities or experiments.					
8. Absence of resource persons to give discussion or talk about specific topic.					
9. Limited numbers of books and references are found in the community library.					
10. Few available materials for projects and research work.					
E. Students' Preparation					
1. Poor awareness on the goals, purposes and objectives of the K+12 curriculum.					
2. Lacks orientation, symposium to broaden the knowledge in K to 12.					
3. Lacks knowledge on the rationale why the enhanced basic education curriculum is implemented.					
4. Lack of understanding on concepts and class activities.					
5. Relating personal experiences for the long retention of learning are not observed.					
6. Various materials needed for instruction are meager.					
7. Shows passivity in class discussions and making projects.					
8. Performance assessment tools are not clearly explained.					
9. Lack of knowledge and poor understanding on underlying concepts and new contexts.					
10. No orientation about the					

new ways on how the lessons are presented.					
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APPENDIX D

QUESTIONNAIRE (For School Administrator-Respondent)



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

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management 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.) **MARILOU B. MONARBA**
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____

3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in

- ☐ Married ☐ Separated
☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

- ☐ Doctorate Degree Holder ☐ Master's Level
☐ Doctorate Level ☐ Baccalaureate Degree Holder
☐ Master's Degree Holder

5. Gross Monthly Family Income: PhP _____

6. Administrative Position: ☐ Principal ☐ Teacher-in-Charge
 ☐ Head Teacher

7. Number of Years as School Administrator (in completed years):

8. Performance Rating Based on the Latest OPCRf:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	

PART II. ATTITUDE TOWARD SUPERVISING KINDERGARTEN AND GRADE 1 TEACHING

Direction: Below are attitude statements reflecting your attitude toward supervising kindergarten and Grade 1 teaching. Kindly signify your agreement or disagreement on each of the statement by checking the appropriate column using the following 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. I love supervising kindergarten and Grade 1 classes.					
2. I feel satisfied when I supervise kindergarten and Grade 1 classes.					
3. I usually expect kindergarten and Grade 1 teachers to use differentiated instruction to cater the students who differed in skills and pace in learning.					
4. I believe that the use of differentiated instruction is effective in teaching kindergarten and Grade 1 classes.					
5. I desire to see kindergarten and Grade 1 students develop their unique skills.					
6. I like the way kindergarten and Grade 1 students respond to their teacher's teaching methods.					
7. I desire to see kindergarten and Grade 1 students fully developed so that the use of varied teaching strategies is imperative.					
8. I wish to see kindergarten and Grade 1 students promoted to the next grade level prepared and well-developed.					
9. I wish for my teachers to explore more teaching strategies for effective teaching kindergarten and Grade 1 classes.					
10. I appreciate seeing kindergarten and Grade 1 students developed with their unique potential through kindergarten and Grade 1 teaching.					

PART III. ISSUES AND CHALLENGES CONFRONTING THE KINDERGARTEN EDUCATION IMPLEMENTATION

Direction: Below are issues confronting the Kindergarten and Grade 1 education implementation. Kindly assess each indicator by

checking the appropriate column using the following scale:

- 5 - Extremely Encountered (EE)
- 4 - Highly Encountered (HE)
- 3 - Moderately Encountered (ME)
- 2 - Slightly Encountered (SE)
- 1 - Not Encountered (NE)

Issue and Challenge	5 (EE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)
A. Teachers' Preparation and Readiness					
1. Inadequate seminars or trainings related to K+12					
2. Insufficient readings and study materials on K+12					
3. Lack of knowledge, skills, attitudes, values pertinent to K+12					
4. Poor awareness on the goals, purposes, and objectives of K+12					
5. Lack of confidence to appropriately teach K+12					
6. Insufficient knowhow on how to address the needs of learners					
7. Lacks mastery on teaching content and objectives					
8. Inadequate knowledge on varied teaching strategies and techniques					
9. Insufficient knowledge on educational technology					
10. Inadequate knowhow on the use of varied assessment tools					
B. Curriculum Enhancement					
1. Mandated by authorities with predetermined content					
2. No participation of teachers concerned in the formulation of the curriculum					
3. Integration of the resources and needs of the community is not evident					
4. Integration of the needs and interest of the learners is not been considered					

5. Revision as needed to make content relevant has not given attention					
6. Project- based learning activities have not been carefully planned					
7. Very few learning situations that develop critical thinking and problem solving skills					
8. Content is not simplified to the level of student					
9. Teacher lacks knowledge on how to enhance subject matter					
10. Activities that develop student communication skills are meager					
C. Teaching Strategies and Techniques					
1. Team teaching to bring about effective teaching is not done					
2. Various assessment tools to rate students' performance are not used					
3. Lack of appropriate technology-assisted instruction					
4. Insufficiency of varied teaching strategies and techniques					
5. Students' practical experiences are not incorporated with the lessons					
6. Resources of the community are meager for student exposure					
7. No qualified or available resource speaker to share expertise on the subject matter					
8. Groupings in accomplishing projects are not employed					
9. Inadequate resources of the community for the students to use					
10. Lack of qualified person in the community to tap as resource person					

D. Learning Resources					
1. Insufficient computers in school to be used in teaching					
2. No available projector and ICT related materials needed in teaching learning process					
3. No available modules in the subjects					
4. Lack of textbooks needed in the lesson					
5. Inadequate community resources as an aid of student learning					
6. Few reference materials are found in the school library					
7. No available laboratory rooms and laboratory equipment needed in laboratory activities or experiments					
8. Absence of resource persons to give discussion or talk about specific topic					
9. Limited numbers of books and references are found in the community library					
10. Few available materials for projects and research work					
E. Students' Preparation					
1. Poor awareness on the goals, purposes and objectives of the K+12 curriculum					
2. Lacks orientation, symposium to broaden the knowledge in K+12					
3. Lacks knowledge on the rationale why the enhanced basic education curriculum is implemented					
4. Lack of understanding on concepts and class activities					
5. Relating personal experiences for the long retention of learning are not observed					
6. Various materials needed for instruction are meager					
7. Shows passivity in class discussions and making projects					
8. Performance assessment tools are not clearly explained					
9. Lack of knowledge and poor understanding on underlying					

concepts and new contexts					
10. No orientation about the new ways on how the lessons are presented					

APPENDIX E**LETTER REQUESTING PERMISSION FROM 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

16 December 2019

THE SCHOOLS DIVISION SUPERINTENDENT

Schools Division of Samar
City of Catbalogan

Madame :

The undersigned is currently conducting a study entitled, "Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting from your good office to conduct the study in the District of Gandara II under the Schools Division of Samar among teachers and school administrators.

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.) MARILOU B. MONARBA
Researcher

Recommending Approval:

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

APPROVED

Not Legible
Schools Division Superintendent

APPENDIX F**LETTER REQUESTING PERMISSION FROM THE DISTRICT SUPERVISOR
TO CONDUCT THE STUDY**

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

16 December 2019

THE DISTRICT SUPERVISOR

District of Gandara II
Gandara, Samar

Sir/Madame:

The undersigned is currently conducting a study entitled, "Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting from your good office to conduct the study among teachers and school administrators under your district.

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.) MARILOU B. MONARBA
Researcher

Recommending Approval:

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

APPROVED

Not Legible
District Supervisor

APPENDIX G

LETTER REQUESTING PERMISSION FROM THE SCHOOL ADMINISTRATOR TO CONDUCT THE STUDY



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

16 December 2019

THE SCHOOL ADMINISTRATOR

Gandara II Central Elementary School
Gandara, Samar

Sir/Madame:

The undersigned is currently conducting a study entitled, "Issues and Challenges on Kindergarten Education Implementation: Basis for an Intervention Program," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting from your good office to conduct the study among your teachers and yourself.

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.) **MARILOU B. MONARBA**
Researcher

Recommending Approval:

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

APPROVED

Not Legible
School Administrator

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

NAME : **MARILOU BAROCABOC MONARBA**
BIRTH DATE : 9 August 1976
BIRTH PLACE : Gandara, Samar
CIVIL STATUS : Married
PRESENT POSITION : Elementary Grade Teacher III
STATION : Diaz Elementary School
District of Gandara II
Schools Division of Samar
DEGREE PURSUED : Master of Arts in Education
(MAEd)
SPECIALIZATION : Elementary Education

EDUCATIONAL BACKGROUND

ELEMENTARY : Gandara Central Elementary
School
Gandara, Samar
1982-1989
SECONDARY : Christ the King College
Calbayog City
1989-2003
TERTIARY : Bachelor of Elementary
Education (BEEd)
Northwest Samar State
University
San Jorge, Samar
2011-2014
GRADUATE STUDIES : Samar College
City of Catbalogan
2014-present

ELIGIBILITY

Licensure Examination
for Teachers : August 17, 2014, Manila

WORK EXPERIENCE

Teacher III : Diaz Elementary School
District of Gandara II
Schools Division of Samar
2015-present

SEMINARS/TRAININGS/WORKSHOPS ATTENDED

Barangay Newly Elected Officials Seminar conducted by Local Government Unit of Gandara on March 7-8, 2014.

Pre-Employment Seminar conducted by Northwest Samar State University San Jorge Campus on March 9-10, 2014.

Basic Counseling Training conducted by Western Samar Development Foundation on July 9-10, 2014.

District Orientation on the Performance of Duties and Responsibilities of Newly Hired Teachers conducted by DepEd District of Gandara II on August 30, 2015.

School-Based Feeding Program conducted by DepEd Division of Samar on October 20, 2015.

Division Roll-Out of the Enhanced School Improvement Plan (E-SIP) conducted by DepEd Division of Samar on November 12-14, 2015.

Job Orientation Seminar for FY 2016 Newly Hired Teachers conducted by DepEd Division of Samar on March 15-16, 2016.

One-day Orientation for Supreme Student Government & Supreme Pupil Government Advisers & School Heads conducted by DepEd Division of Samar on February 27, 2017.

Computer Van Aralan Program conducted by AHU Foundation, Inc. on March 23 to April 12, 2017.

Mass Training of Teachers (MTOT) K to 12 Basic Education Program conducted by DepEd Division of Samar on April 2-10, 2017.

Orientation on Disaster Risk Reduction and Management, Climate Change Adaptation & Education in Emergencies conducted by DepEd Division of Samar on July 23, 2017.

District Roll-out Training on Child Protection Policy & Risk Reduction in Education conducted by DepEd District of Gandara II on August 19, 2017.

District Roll-out Training-Workshop on Action Research conducted by DepEd District of Gandara II on September 22-23, 2017.

District Roll-out Training-Workshop on Project H-Tech Programming Integration of Technology on Education Toward Achieving Competences Holistically conducted by DepEd District of Gandara II on September 24-26, 2017.

Division Training on Basic Campus Journalism & Campus Publication Management for Elementary and Secondary School Paper Advisers conducted by DepEd Division of Samar on October 12-14, 2017.

District-Based Echo Seminar Workshop on Dance and Change for Elementary/Secondary MAPEH Teachers and Coordinators conducted by DepEd District of Gandara II on October 23-25, 2017.

District Roll-out Seminar Workshop on the 21st Century Aralin Panlipunan Induction (Elementary & Secondary) conducted by DepEd District of Gandara II on October 23-25, 2018.

District Roll-out on DRRMM Module conducted by DepEd District of Gandara II on November 5-7, 2018.

District-Based Management (SBM) Mentoring and Coaching conducted by DepEd District of Gandara II on November 12, 2018.

Roll-out Training Workshop on PPST-PMS conducted by DepEd District of Gandara II on November 19-21, 2018.