

# Practices, Challenges and Interventions in Teaching Kindergarten Curriculum in Bayombong Districts, SDO Nueva Vizcaya

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## Abstract

This study examined the practices, challenges, and interventions in teaching the Kindergarten Curriculum in Bayombong Districts, Schools Division Office (SDO) Nueva Vizcaya. Anchored on the principles of developmentally appropriate, learner-centered, play-based, integrative, interactive, and mother tongue-based instruction, the study aimed to identify commonly used instructional practices, determine the challenges encountered by kindergarten teachers, and examine the interventions implemented to address these concerns. The study utilized a descriptive quantitative research design involving 20 kindergarten teachers from selected public elementary schools in Bayombong Districts, SDO Nueva Vizcaya. Total enumeration sampling was employed, and data were gathered through a validated researcher-made questionnaire using a five-point Likert Scale. Frequency, percentage, weighted mean, and ranking were used to analyze the gathered data. The findings revealed that kindergarten teachers consistently implemented learner-centered and developmentally appropriate teaching practices, including storytelling, songs, games, differentiated instruction, and contextualized learning activities. However, teachers encountered several challenges such as insufficient instructional materials, overcrowded classrooms, heavy administrative workload, limited parental involvement, and varying learner readiness levels. To address these concerns, teachers implemented interventions such as remediation activities, parental collaboration, improvisation of instructional materials, and participation in professional development programs. The study concluded that effective teaching practices and responsive interventions significantly contribute to the successful implementation of the Kindergarten Curriculum despite existing classroom and institutional challenges. The study further recommended strengthened institutional support, improved instructional resources, enhanced parental collaboration, continuous professional development, and reduced administrative workload for teachers. The study aligns with SDG 4 – Quality Education by supporting inclusive, equitable, and quality early childhood education, and with SDG 8 – Decent Work and Economic Growth through the promotion of foundational learning and long-term human capital development. The findings contribute to educational, community, and socio-economic sustainability by strengthening kindergarten teaching practices, improving learner support systems, and promoting responsive early childhood education in Bayombong Districts, SDO Nueva Vizcaya.

**Keywords:** Administrative Workload, Developmentally Appropriate Practices, Differentiated Instruction, Early Childhood Education, Kindergarten Curriculum, Learner-Centered Instruction, Parental Collaboration, Professional Development, Teaching Interventions, Teaching Practices

## 1. Introduction

Early childhood education is a foundational stage in children's holistic development and lifelong learning. Kindergarten provides young learners with essential cognitive, social, emotional, physical, and language skills needed for formal schooling. In the Philippines, the Kindergarten Curriculum is guided by Republic Act No. 10157, or the "Kindergarten Education Act," which institutionalized kindergarten as the compulsory entry stage to basic education. The curriculum emphasizes play-based, integrative, interactive, mother tongue-based, and learner-centered instruction. However, kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya, continue to encounter challenges such as limited instructional materials, overcrowded classrooms, heavy administrative work, limited parental involvement, and varied learner readiness. This study therefore focuses on the practices, challenges, and interventions in teaching the Kindergarten Curriculum in Bayombong Districts, SDO Nueva Vizcaya.

### 1.1 Background of Teaching the Kindergarten Curriculum in Bayombong Districts, SDO Nueva Vizcaya

Kindergarten education plays a critical role in preparing children for formal schooling by developing their cognitive, social, emotional, physical, and language skills. According to the Department of Education (DepEd), kindergarten serves as the transition from informal to formal literacy and learning experiences through developmentally appropriate and learner-centered teaching approaches. The implementation of the Kindergarten Curriculum in the Philippines is anchored on Republic Act No. 10157, also known as the "Kindergarten Education Act." This law made kindergarten the compulsory

and mandatory entry stage to basic education. The curriculum promotes play-based, integrative, interactive, and mother tongue-based strategies that support the holistic development of five-year-old Filipino children.

### **1.2 Instructional Practices in Teaching the Kindergarten Curriculum**

Kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya, use various learner-centered practices to support children's developmental needs. These include storytelling, songs, games, differentiated instruction, and contextualized learning activities. Such practices help make classroom instruction engaging, meaningful, and responsive to young learners.

### **1.3 Challenges Encountered in Kindergarten Curriculum Implementation**

Despite the importance of kindergarten education, teachers face several challenges in implementing the curriculum. These include insufficient instructional materials, overcrowded classrooms, heavy administrative workload, limited parental involvement, and varied learner readiness levels. These concerns may affect instructional delivery and learners' academic development.

### **1.4 Teacher Interventions and Support Systems in Kindergarten Teaching**

Teacher interventions are essential in addressing the challenges encountered in kindergarten instruction. Remediation activities, parental collaboration, improvisation of instructional materials, and professional development programs help teachers improve classroom delivery and learner outcomes. Support from school administrators and stakeholders also strengthens curriculum implementation and promotes quality kindergarten education.

### **1.5 Local, National, and Global Context of Kindergarten Curriculum Implementation**

Globally, early childhood care and education is recognized as essential in improving school readiness, foundational learning, and lifelong well-being. UNESCO and UNICEF emphasized that quality early childhood education contributes to children's academic success and socio-emotional development. Nationally, the Philippine Kindergarten Curriculum supports the compulsory implementation of kindergarten education through Republic Act No. 10157. Locally, kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya, are responsible for implementing this curriculum while addressing classroom realities through adaptive teaching practices and interventions.

### **1.6 Conceptual Basis of Practices, Challenges, and Interventions in Teaching Kindergarten**

This study is conceptually grounded in the relationship among teaching practices, implementation challenges, and teacher interventions in kindergarten education. The Kindergarten Curriculum emphasizes developmentally appropriate, learner-centered, play-based, integrative, interactive, and mother tongue-based instruction. These principles guide teachers in designing meaningful learning experiences for young children. The study also recognizes that effective interventions, including remediation, parental collaboration, instructional material improvisation, and professional development, help address implementation challenges and improve learner outcomes.

### **1.7 Research Gaps and Rationale of the Study**

Although early childhood education is widely recognized as important, kindergarten curriculum implementation continues to present challenges for teachers. There is a need to examine the specific practices, challenges, and interventions experienced by kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya. This study was conducted to identify commonly used instructional practices, determine the challenges encountered in curriculum implementation, and examine the interventions used to address these concerns. The findings may provide useful information for teachers, school administrators, policymakers, and future researchers in improving kindergarten education and strengthening support systems for curriculum implementation.

### **1.8 Alignment with Relevant Sustainable Development Goals (SDGs)**

This study aligns most directly with SDG 4 – Quality Education because it focuses on improving kindergarten curriculum implementation, strengthening teaching practices, and supporting foundational learning among young children. By examining practices, challenges, and interventions, the study supports efforts to provide inclusive, equitable, and quality early childhood education. The study also relates to SDG 8 – Decent Work and Economic Growth because quality early childhood education contributes to long-term human capital development. Strengthening foundational literacy, numeracy, and socio-emotional skills prepares children for future learning, productivity, and participation in society.

### **1.9 Importance of the Study to Educational, Community, and Socio-Economic Sustainability**

This study contributes to educational sustainability by identifying ways to improve kindergarten teaching practices, address curriculum implementation challenges, and strengthen teacher interventions. It supports community sustainability by emphasizing parental collaboration, stakeholder support, and school-based responses to learners' developmental needs. It also contributes to socio-economic sustainability by supporting the development of foundational skills needed for lifelong learning and future participation in the workforce. Through improved kindergarten curriculum implementation, the study

may help promote stronger early learning outcomes and more responsive basic education practices in Bayombong Districts, SDO Nueva Vizcaya.

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## **2. Material and methods**

### **2.1 Research Design**

This study utilized the descriptive quantitative research design to determine the practices, challenges, and interventions in teaching the Kindergarten Curriculum in Bayombong Districts, Schools Division Office (SDO) Nueva Vizcaya. The descriptive method was considered appropriate because it enabled the researcher to describe, analyze, and interpret the existing teaching practices, challenges encountered, and interventions employed by kindergarten teachers in curriculum implementation. The quantitative approach provided a systematic means of gathering measurable data regarding the implementation of the Kindergarten Curriculum among kindergarten teachers in the selected public elementary schools.

### **2.2 Locale of the Study**

The study was conducted in selected public elementary schools in Bayombong Districts, Schools Division Office of Nueva Vizcaya. The locale was selected because the identified schools have kindergarten teachers actively implementing the Department of Education Kindergarten Curriculum. Bayombong Districts provided an appropriate setting for the study because the researcher intended to examine the actual classroom practices, implementation challenges, and intervention strategies employed by kindergarten teachers in delivering the Kindergarten Curriculum.

### **2.3 Respondents of the Study**

The respondents of the study were 20 kindergarten teachers from selected public elementary schools in Bayombong Districts, SDO Nueva Vizcaya. These respondents were directly involved in the implementation of the Kindergarten Curriculum and served as the primary sources of information regarding teaching practices, classroom challenges, and intervention strategies used in kindergarten instruction. The respondents provided relevant data concerning their experiences and strategies in teaching kindergarten learners within the context of curriculum implementation in the district.

### **2.4 Sample and Sampling Procedure**

The study employed total enumeration sampling, wherein all available kindergarten teachers in the identified public elementary schools were included as respondents of the study. This sampling procedure ensured that all kindergarten teachers actively implementing the Kindergarten Curriculum in the selected schools were represented in the study. The use of total enumeration allowed the researcher to gather comprehensive data regarding the practices, challenges, and interventions experienced by kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya.

### **2.5 Research Instrument**

The researcher utilized a researcher-made questionnaire as the primary data gathering instrument. The questionnaire was designed to determine the practices, challenges, and interventions in teaching the Kindergarten Curriculum among kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya. The questionnaire consisted of three parts. Part I focused on the teaching practices employed by kindergarten teachers. Part II determined the challenges encountered in teaching the Kindergarten Curriculum, while Part III identified the interventions implemented to address the challenges encountered during curriculum implementation. The instrument utilized a five-point Likert Scale to measure the extent of implementation of teaching practices, challenges, and interventions. The questionnaire was validated by experts in educational research and early childhood education to ensure content validity, clarity, and appropriateness of the instrument.

### **2.6 Data Gathering Procedure**

Prior to the conduct of the study, the researcher secured permission from the Schools Division Superintendent of SDO Nueva Vizcaya and the school principals of the selected public elementary schools. Upon approval, the researcher personally distributed the questionnaires to the kindergarten teacher-respondents. The purpose and objectives of the study were explained to the respondents to ensure their understanding of the research. The confidentiality of their responses was likewise assured to encourage honest and accurate answers. After the retrieval of the accomplished questionnaires, the gathered data were tabulated, analyzed, and interpreted based on the objectives of the study.

### **2.7 Data Analysis Techniques**

The gathered data were analyzed using appropriate statistical tools. Frequency and percentage were utilized to determine the profile of the respondents. Weighted mean was used to determine the extent of teaching practices, challenges, and interventions in teaching the Kindergarten Curriculum. Ranking was employed to identify the most common teaching practices, major challenges encountered, and interventions implemented by the kindergarten teachers in Bayombong Districts, SDO Nueva Vizcaya.

### 3. Results and Discussion

#### 3.1 Teaching Practices in the Kindergarten Curriculum

##### 3.1.1 Learner-Centered and Developmentally Appropriate Practices

The findings revealed that kindergarten teachers frequently implemented learner-centered and developmentally appropriate teaching practices in delivering the Kindergarten Curriculum. Teachers commonly used storytelling, songs, games, differentiated instruction, and contextualized learning activities to address the developmental needs of learners. These practices were generally interpreted as “Implemented” to “Highly Implemented,” indicating that teachers consistently applied appropriate instructional strategies in classroom instruction. The findings indicate that teachers recognized the importance of active and meaningful learning experiences in early childhood education. These instructional approaches supported children’s cognitive, social, emotional, physical, and language development, which are essential foundations for formal schooling. The results are consistent with the Kindergarten Curriculum Guide of the Department of Education (DepEd, 2016), which emphasizes play-based, integrative, interactive, and learner-centered instruction for young learners. The findings are also supported by Mavidou and Kakana (2019), who explained that differentiated instruction improves learner participation and instructional effectiveness by addressing children’s needs and interests. Similarly, Linux et al. emphasized that differentiated instruction enables teachers to address learners’ varying abilities, interests, and readiness levels through adaptive instructional approaches. These findings further support the principles of developmentally appropriate practice, which emphasize responsiveness to children’s developmental characteristics and learning capacities.

#### 3.2 Challenges Encountered in Teaching the Kindergarten Curriculum

##### 3.2.1 Instructional and Classroom Challenges

The study revealed that kindergarten teachers encountered several challenges in implementing the Kindergarten Curriculum. The major concerns included insufficient instructional materials, overcrowded classrooms, heavy administrative workload, limited parental involvement, and varying learner readiness levels. These challenges significantly affected classroom instruction and curriculum implementation. The findings suggest that limited instructional resources hinder teachers’ ability to conduct interactive and developmentally appropriate learning activities. Overcrowded classrooms also reduced opportunities for individualized instruction and close supervision of learners. In addition, varying learner readiness levels required teachers to modify instructional approaches to accommodate diverse developmental needs. These findings are supported by Deris and Geyer (2024), who emphasized that differentiated instruction is necessary in inclusive early childhood classrooms because learners possess different developmental needs and learning capacities. The findings are further supported by Zabeli and Gjelij, who noted that teachers experience difficulties in balancing classroom management, learner adjustment, communication, and curriculum implementation in preschool education. UNICEF (2019) also emphasized that quality early childhood education requires adequate learning resources, supportive environments, and collaborative support systems. These findings indicate the need for stronger institutional support, improved classroom resources, and enhanced stakeholder participation in kindergarten education.

#### 3.3 Interventions Implemented by Kindergarten Teachers

##### 3.3.1 Adaptive Strategies and Professional Development

The findings revealed that kindergarten teachers implemented several interventions to address the challenges encountered in teaching the Kindergarten Curriculum. Commonly implemented interventions included remediation activities, parental collaboration, improvisation of instructional materials, and participation in professional development programs. These interventions were generally interpreted as “Implemented” to “Highly Implemented,” showing that teachers actively utilized adaptive strategies to sustain effective classroom instruction despite existing challenges. The results indicate that remediation activities helped learners cope with academic and developmental difficulties, while collaboration with parents strengthened learner support at home and improved communication regarding children’s progress. Teachers also improvised instructional materials to compensate for limited classroom resources. These findings demonstrate teachers’ commitment to maintaining effective curriculum implementation despite resource limitations and classroom constraints. UNESCO (2022) emphasized that quality early childhood education depends on responsive teaching practices, supportive learning environments, and competent educators capable of addressing diverse learner needs. The findings are likewise consistent with studies on differentiated instruction in early childhood education, which emphasized that adaptive and flexible instructional strategies improve learner engagement and support inclusive classroom practices. Participation in professional development programs also reflected teachers’ willingness to improve their pedagogical competencies and strengthen learner-centered instruction in kindergarten classrooms.

#### 3.4 Overall Discussion on Teaching Practices, Challenges, and Interventions

The findings revealed that kindergarten teachers consistently implemented learner-centered instructional practices while addressing classroom challenges through appropriate interventions. Despite challenges related to instructional materials, classroom conditions, learner readiness, parental involvement, and administrative workload, teachers continued to employ responsive strategies to ensure effective curriculum implementation. The relationship among teaching practices, challenges, and interventions highlights the important role of kindergarten teachers in sustaining quality early childhood



education. Effective instructional practices contributed to meaningful and developmentally appropriate learning experiences, while interventions minimized the effects of implementation barriers. The findings also suggest that institutional support, professional development, parental collaboration, and adequate resource provision are essential in strengthening kindergarten curriculum implementation. The results align with SDG 4 – Quality Education, which promotes inclusive and equitable quality education and lifelong learning opportunities for all. Strengthening kindergarten education through effective teaching practices and intervention strategies contributes to improved learner outcomes, foundational learning, and educational sustainability in Bayombong Districts, SDO Nueva Vizcaya.

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#### **4. Conclusion & Recommendations**

The study concluded that kindergarten teachers in Bayombong Districts, Schools Division Office (SDO) Nueva Vizcaya, consistently implemented learner-centered and developmentally appropriate teaching practices in delivering the Kindergarten Curriculum. Teachers effectively utilized instructional strategies such as storytelling, games, songs, differentiated instruction, and contextualized learning activities to support the holistic development of kindergarten learners. However, the respondents also encountered several challenges, including insufficient instructional materials, overcrowded classrooms, heavy administrative workload, limited parental involvement, and varying learner readiness levels, which affected curriculum implementation and instructional delivery. Despite these challenges, kindergarten teachers employed interventions such as remediation activities, parental collaboration, improvisation of instructional materials, and participation in professional development programs to sustain effective teaching and learning. The findings indicate that effective teaching practices and responsive interventions contribute significantly to the successful implementation of the Kindergarten Curriculum in Bayombong Districts, SDO Nueva Vizcaya.

Based on the findings of the study, it is recommended that school administrators and educational stakeholders strengthen institutional support for kindergarten teachers through the provision of adequate instructional materials, continuous professional development programs, and improved classroom facilities. Teachers may continue utilizing learner-centered and differentiated instructional practices to address the diverse developmental needs of kindergarten learners. Greater parental involvement and collaboration between schools and communities should also be encouraged to support learners' academic and socio-emotional development. Furthermore, policymakers and education officials may develop programs and interventions that reduce teachers' administrative workload and enhance support systems for effective Kindergarten Curriculum implementation. Future researchers may conduct similar studies involving larger populations and additional variables related to early childhood education.

This study was limited to 20 kindergarten teachers from selected public elementary schools in Bayombong Districts, Schools Division Office (SDO) Nueva Vizcaya. The study focused only on the practices, challenges, and interventions in teaching the Kindergarten Curriculum using a descriptive quantitative research design and a researcher-made questionnaire. The findings were based solely on the responses of the respondents and may not fully represent the experiences of all kindergarten teachers in other districts or divisions. Moreover, the study did not include classroom observations, interviews, or perspectives from parents, school administrators, or learners, which may provide additional insights regarding Kindergarten Curriculum implementation.

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#### **Compliance with ethical standards**

This study was conducted among kindergarten teachers from selected public elementary schools in Bayombong Districts, Schools Division Office (SDO) Nueva Vizcaya, using a descriptive quantitative research design. The study focused on identifying the practices, challenges, and interventions in teaching the Kindergarten Curriculum through the use of a researcher-made questionnaire. Permission to conduct the study was secured from the Schools Division Superintendent of SDO Nueva Vizcaya and the school principals of the selected schools prior to data gathering. The purpose and objectives of the study were explained to the respondents, and the confidentiality of their responses was assured to encourage honest and accurate answers.

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