

Kindergarten Education Program: Curriculum Implementation Component at Ambaguio District, Schools Division of Nueva Vizcaya

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Abstract

This study assessed the implementation of the Kindergarten Education Program in Ambaguio District, Schools Division of Nueva Vizcaya, focusing on teachers' profiles, curriculum objectives, teaching delivery, instructional resources, educational evaluation tools, administrative support, and interventions for program enhancement. Guided by the Input-Process-Output (IPO) Model, the study employed a descriptive survey design using a researcher-made questionnaire administered to kindergarten teachers in public elementary schools within the district. Data were analyzed using frequency, percentage, and weighted mean. Findings showed that the respondents were all female and married, with many having graduate-level exposure, several years of teaching experience, high performance ratings, and participation in professional development activities. The goals and objectives of the Kindergarten Education Program were generally achieved, with lifelong learning receiving the highest rating; however, the promotion of total child development received a low rating. Program implementation components were highly achieved, particularly instruction and learning resources, while assessment and learning environment received relatively lower ratings. Curriculum domains were highly achieved, especially values development, socio-emotional development, language literacy and communication, and physical health and motor development. Instructional resources were evident, evaluation tools were very evident, and enhancement interventions were very effective, especially parent-teacher connection, differentiated teaching strategies, and curriculum familiarity. The study concludes that the program was positively implemented but still requires strengthened holistic development, assessment practices, learning materials, professional development, and stakeholder collaboration. The study aligns with SDG 4, SDG 10, and SDG 17 by supporting quality early childhood education, accessible learning, and partnerships. Its sustainability impact lies in improving educational, community, cultural, institutional, and governance support for kindergarten curriculum implementation.

Keywords: Administrative Support, Ambaguio District, Curriculum Implementation, Early Childhood Education, Educational Evaluation Tools, Instructional Resources, Kindergarten Education Program, Parent-Teacher Communication, Professional Development, Sustainable Development Goals

1. Introduction

Kindergarten education serves as a foundational stage in children's holistic development, preparing them for formal schooling through play-based, meaningful, and developmentally appropriate learning experiences. In the Philippines, the Kindergarten Education Program is supported by Republic Act No. 10157 and Republic Act No. 10533, which institutionalize kindergarten as a mandatory and accessible component of basic education. This study focuses on the implementation of the Kindergarten Education Program in Ambaguio District, Schools Division of Nueva Vizcaya, particularly in relation to teachers' and administrators' profiles, curriculum objectives, teaching delivery, instructional resources, evaluative tools, administrative support, and implementation challenges. Guided by the Input-Process-Output (IPO) Model, the study seeks to identify strengths, gaps, and areas for improvement to support quality early childhood education.

1.1 Foundations of Kindergarten Education and Curriculum Implementation in Ambaguio District

The kindergarten years are a crucial stage in the development of children's confidence, curiosity, social competence, and readiness for formal learning. Through engaging learning experiences, play, exploration, and collaboration among teachers, families, and communities, young learners are provided with nurturing environments that support their holistic growth. In a rapidly changing world shaped by information and communication technologies, education has shifted from memorization toward empowering learners to become active, multilingual, and future-ready individuals. As Dülger (2000) emphasized, knowledge is power, and early childhood provides an important opportunity to cultivate the skills, values, and attitudes needed for lifelong learning. In the Philippines, kindergarten education has been strengthened through reforms such as Republic Act No. 10157, or the Kindergarten Education Act, which made preschool education for five-year-old

children accessible, free, and mandatory. This reform aligns with the K to 12 basic education program and highlights the need for holistic, culturally sensitive, and developmentally appropriate instruction. The Department of Education views kindergarten as a transition from informal early learning to formal schooling, during which children's self-esteem, moral understanding, worldview, and foundational skills are developed through play, games, and exploration. Teachers are central to this process because they serve not only as curriculum implementers but also as guides, nurturers, role models, and partners of families. Their beliefs, attitudes, motivation, and understanding of curriculum influence the way learning experiences are delivered. Studies by Cronin-Jones (2006) and Kern, Kruse, and Roehring (2007) emphasize that teachers' beliefs and attitudes significantly affect curriculum implementation. In Ambaguio District, public elementary schools implement the Kindergarten Education Program within a local context that requires continued assessment to determine the extent of implementation, identify challenges, and strengthen support for teachers and learners.

1.2 Related Literature on Kindergarten Curriculum Delivery, Teacher Roles, and Implementation Challenges

Related literature emphasizes early childhood education as a foundation for academic readiness, social development, and lifelong learning. UNICEF Philippines (2018) reported that children who experience high-quality early childhood education tend to perform better academically and become productive members of society. Calaguas (2015) similarly stressed that preschool education builds confidence and self-esteem through engaging learning experiences, while children without early learning opportunities may face disadvantages in formal schooling. Play-based and child-centered approaches are also supported in the literature, as Shapiro (1983) noted the value of flexible reforms and Montessori practices, while Seldon (2007) explained that learning naturally develops when children actively interact with their environment. Studies also show that kindergarten teachers prioritize social and personal development together with academic readiness (Denton & Germino-Hausken, 2000; Heavyside & Farris, 1993; Huey-Ling et al., 2003; Piotrkowski et al., 2000; Rimm-Kaufman et al., 2000; Wesley & Buyssee, 2003). Although some children enter kindergarten with limited academic skills (Denton & Germino-Hausken, 2000; Rimm-Kaufman et al., 2000), teachers value social competencies because these help learners adjust to school routines and expectations (Wesley and Buyssee, 2003). West, Germino-Hausken, and Collins (1993) further found that teachers often believe letter and number knowledge can be taught during kindergarten, while appropriate behaviors and social skills are essential for later success (Huey-Ling et al., 2003). The literature identifies teachers as central agents in curriculum implementation. Curriculum change may involve broad revisions in goals, objectives, content, or design (Amimo, 2009), or smaller adjustments in activities and topics (Shindu & Omulondo, 1998). Wiles and Bondi (1998) argued that curriculum change is inevitable, but its success depends on competent and motivated teachers. Teachers guide children, maintain discipline, respect cultural diversity (McDonnell, 1999), build reciprocal relationships with families (Lundin, 2000), and support caring learning communities (NAEYC, 1997). Their beliefs, attitudes, and understanding of curriculum strongly influence implementation (Cronin-Jones, 2006; Kern, Kruse, and Roehring, 2007; Park, 2008), while motivation, openness to change, and willingness to explore new learning opportunities further shape their effectiveness (Lieber et al., 2009). Implementation is also affected by personal, institutional, and environmental factors. Positive attitudes toward change support effective delivery (Punch and Waugh, 1987), while professional knowledge, interest, and motivation are necessary for proper implementation (Lewthwaite, 2006). Teachers also need planning time, technical support, adequate resources, suitable facilities, and administrative assistance (Fishman, Gallagher, Penuel, and Yamaguchi, 2007; Lewthwaite, 2001; Teberg, 1999). Support from principals, colleagues, collaborative networks, and professional relationships likewise strengthens motivation and performance (Kern, Kruse, and Roehring, 2007; Desimone, Fedoravicius, Finn, Henrich, Payne, and Stevenson, 2004). Across contexts, curriculum implementation challenges are often interconnected. Cisneros, Cisneros-Chernour, and Moreno (2000) identified conflicts between home and school, weak continuity between kindergarten and elementary school, role expectations, limited resources, and language-related concerns. Bronfenbrenner (2005) explained that teachers are influenced by multiple factors beyond their control, while Wai-Yum (2003), Düşek (2008), Şıvgın (2005), and İnal, Kandır, and Özbey (2009) identified challenges involving top-down reforms, limited support, unclear teaching methods, weak learning environments, parental involvement, planning, and evaluation. Other studies emphasize the need for engaging strategies, assessment, technology support, and learner-centered instruction (Granito and Chernobilsky, 2012; Vahey and Vanides, 2020; Bijeesh, 2020; Dangle and Sumaoang, 2020; Cooper, 2018; Ainslee, 2018; Albaracin and Suson, 2019; Goyal and Tambe, 2015; Deslauriers et al., 2019).

1.3 Local, National, and Global Context of Kindergarten Education Program Implementation

Globally, kindergarten and preschool education have been recognized as important foundations for school readiness and long-term development. Hatcher (2012) emphasized the need to provide children with multiple opportunities to develop literacy skills during preschool years. Barnidge (2005) found gaps in kindergarten learners' academic skills, reporting that only 47 percent were proficient in language and literacy, 46 percent in mathematical thinking, and 51 percent in personal and social skills. Durkin (2006) noted that early reading readiness remains limited in early education. Allen (2008) emphasized kindergarten as an essential step in lifelong learning because children need personal and social skills to succeed. Early (2006) questioned whether teacher education, major, and credentials consistently relate to classroom quality and children's academic gains, while Rathbun (2004) examined children's achievement, competence, peer relationships, and behavior from kindergarten through third grade. Valentini (2004) found that mastery-oriented motivational climates

support skill development among developmentally delayed kindergarten children. Brewster (2002) noted that full-day kindergarten depends on learner needs, parent and community preferences, and available resources. Bohan-Baker and Little (2002) emphasized the role of transition teams involving parents, while Hausken and Rathbun (2002) highlighted kindergarten adjustment as essential to later success. In the Philippine context, kindergarten education is part of broader efforts to strengthen basic education through the K to 12 curriculum. Batas Pambansa Blg. 232, or the Education Act of 1986, defines elementary education as the first stage of compulsory schooling, including preschool. Faustino et al. (2013) found that public kindergarten textbooks were arranged into five learning areas but needed improvement in organization, alphabet presentation, integration of content, and higher-order thinking activities. Abulon (2014) identified personality dispositions, teaching competence, content mastery, pedagogical knowledge, and self-extension as themes in effective teaching among basic education teachers. The Department of Education regards kindergarten as a transitional stage between informal and formal literacy, where maximum growth is supported through play-based activities that develop holistic readiness. Technology and learning modality issues also form part of the broader educational context. Gierdowski (2019) found that many students prefer face-to-face learning. Choney (2010), San Miguel (2009), and Enriquez (2010) reported that excessive use of social networking sites may negatively affect academic performance, although other studies found no clear relationship between social media use and achievement (Ahmed & Qazi, 2011; Hanqittai & Hsich, 2010; Pasek & Hanqittai, 2009). Ozaslan and Maden (2013) found that visual presentation of course content can improve learning, while O'Hara and Pritchard (2014) reported that frequent classroom technology use improves comprehension, organization, and writing skills. Tanveer (2011) showed that ICT can promote ownership of learning and engagement when supported by training and resources. Isisag (2012) emphasized ICT integration in foreign language teaching, while Kolbakova (2014) noted that teachers across Europe and Asia use different ICT tools and activities depending on learner needs. In the Philippines, Correos (2014) found moderate ICT literacy and limited integration among English teachers due to lack of training and resources. Valdez (2010) highlighted the use of social networking sites for digital portfolios, while Sipacio (2014) identified academic dishonesty and privacy as concerns in Facebook-based e-portfolios. Zhao (2007) found that technology training increased teachers' willingness and creativity in integrating technology, while Corbeil (2007) reported that students preferred visually engaging presentations over traditional textbooks. Nalwa and Anand (2008) linked internet addiction to poor academic performance, although other studies reported no significant relationship between social media use and academic achievement (Ahmed & Qazi, 2011; Hanqittai & Hsich, 2010; Pasek & Hanqittai, 2009). Schweinhart (1993) and Koopmans (1991) documented the long-term benefits of high-quality preschool programs and all-day kindergarten. The COVID-19 pandemic also reshaped educational priorities. Žižek (2020) argued that society cannot return to old ways after the pandemic and must build new responses to crisis. UNESCO (2015) suggested that education can contribute to sustainable development by promoting inclusive, flexible, lifelong, and humanistic learning. These ideas are relevant to kindergarten education because early childhood programs must remain responsive to changing social, technological, and educational conditions while protecting children's right to quality learning.

1.4 Input-Process-Output Model as Conceptual Basis for Kindergarten Program Implementation

This study is guided by the Input-Process-Output (IPO) Model, which provides a systematic framework for examining the implementation of the Kindergarten Education Program in Ambaguio District. The input component includes the profile of respondents, composed of teachers and administrators, and the key components of the Kindergarten Education Program, including objectives, teaching delivery, instructional materials and resources, evaluative tools, and administrative support. These inputs represent the foundational conditions that influence curriculum implementation. The process component refers to the monitoring, evaluation, analysis, and interpretation of data gathered from respondents. It examines how the program is being translated into practice and identifies strengths and challenges in curriculum delivery. The output component refers to the improved implementation of the Kindergarten Education Program, particularly in terms of adherence to curriculum objectives, quality of teaching and learning experiences, and overall program effectiveness. Feedback completes the model by allowing study findings to inform future research, program enhancement, and continuous improvement. This framework is appropriate because curriculum implementation depends on the interaction of teacher-related characteristics, administrative support, instructional resources, evaluation practices, and contextual challenges. The study also recognizes that teachers' roles are interconnected and interdependent (Vakil, Welton, O'Connor, and Kline, 2009), making the IPO Model useful in analyzing how inputs and processes contribute to improved implementation outcomes.

1.5 Research Gaps and Rationale for Assessing Kindergarten Program Implementation in Ambaguio District

Existing literature shows that kindergarten education is essential to children's academic, social, and personal development, but implementation remains affected by teacher beliefs, curriculum understanding, training, instructional resources, administrative support, parental involvement, and environmental constraints. While various international and local studies have explored preschool readiness, teaching practices, instructional materials, technology use, and curriculum challenges, fewer studies directly examine how the Kindergarten Education Program is implemented in the specific context of Ambaguio District, Schools Division of Nueva Vizcaya. The rationale for this study is grounded in the need to assess the current status of kindergarten curriculum implementation in the district. Specifically, the study examines respondents' profiles, the extent of program implementation across objectives, teaching delivery, instructional resources, evaluative

tools, and administrative support, as well as the challenges encountered by teachers and administrators. The findings are intended to provide evidence-based insights that may help strengthen curriculum delivery, improve support systems, and enhance learning experiences for kindergarten pupils.

1.6 Alignment of Kindergarten Education Program Implementation with Relevant Sustainable Development Goals (SDGs)

This study is most directly aligned with SDG 4 – Quality Education because it focuses on improving the implementation of the Kindergarten Education Program, which supports children’s access to developmentally appropriate, inclusive, and quality early childhood education. By assessing curriculum delivery, instructional resources, evaluation practices, and administrative support, the study contributes to efforts that strengthen foundational learning and school readiness. The study also aligns with SDG 10 – Reduced Inequalities because the Kindergarten Education Act promotes free, mandatory, and accessible education for five-year-old children regardless of background. The use of the Mother Tongue as a primary medium of instruction further supports cultural relevance and learner understanding. In addition, the study relates to SDG 17 – Partnerships for the Goals because it recognizes the importance of collaboration among teachers, administrators, parents, families, communities, and policymakers in improving kindergarten education.

1.7 Importance of Kindergarten Curriculum Implementation to Educational, Socio-Economic, Community, Cultural, and Institutional Sustainability

The study contributes to educational sustainability by supporting the continuous improvement of kindergarten curriculum implementation, teacher practices, instructional resources, assessment tools, and administrative support. Strengthening early childhood education helps establish a foundation for lifelong learning, school readiness, and future academic success. The study also contributes to socio-economic and community sustainability because quality kindergarten education supports the development of confident, capable, and socially prepared learners who may later become productive members of their communities. It contributes to cultural sustainability through the recognition of the Mother Tongue and culturally responsive learning, which strengthens children’s connection to their language and community identity. Finally, the study supports institutional and governance sustainability by providing information that may guide school administrators, educators, and policymakers in improving curriculum delivery, resource allocation, teacher support, and program monitoring in Ambaguio District.

2. Material and methods

2.1 Research Design

The study used a descriptive survey design to gather information on the characteristics, perceptions, and experiences of the respondents regarding the implementation of the Kindergarten Education Program. This design was appropriate because it allowed the researcher to describe the current situation, identify patterns, and generate meaningful information about the extent of program implementation. It also provided a basis for understanding the existing practices and challenges related to kindergarten curriculum delivery.

2.2 Locale of the Study

The study was conducted in Ambaguio District, where the researcher was assigned as a kindergarten teacher. This setting was selected because of its accessibility and familiarity to the researcher, which helped facilitate the distribution and retrieval of questionnaires. Ambaguio is a municipality in Nueva Vizcaya located approximately 24.34 kilometers from Bayombong, the provincial capital. The municipality was formerly a barrio of Bayombong and became an independent municipality through Republic Act No. 4735, approved on June 18, 1966. It is known for its mountainous terrain, cool climate, and indigenous communities composed mainly of Igorot people like Kalanguya and Ifugao groups.

2.3 Respondents of the Study

The respondents of the study were kindergarten teachers employed in public elementary schools within Ambaguio District. They served as the primary sources of data because they were directly involved in the implementation of the Kindergarten Education Program. The respondents were given sufficient time to answer the questionnaire to ensure that their responses were accurate and complete.

2.4 Sample and Sampling Procedure

The study employed simple random sampling, a probability sampling method in which every member of the population had an equal chance of being selected. All kindergarten teachers in the public elementary schools of Ambaguio District were considered potential respondents. This sampling procedure was used to minimize bias and enhance the representativeness and reliability of the data gathered.

2.5 Research Instrument

The primary instrument used in the study was a survey questionnaire prepared by the researcher. The questionnaire was divided into two parts. The first part gathered the demographic profile of the respondents, while the second part focused on the main information needed to assess the implementation of the Kindergarten Education Program. The questionnaire was developed through a review of relevant references and related studies. Some items were adopted from previous studies and validated with the assistance of knowledgeable teachers to ensure that the instrument measured the intended variables. The questionnaire used a five-point Likert scale to interpret the respondents' perceptions. The responses were interpreted as Very Evident for scores ranging from 4.21 to 5.00, Evident for 3.41 to 4.20, Moderately Evident for 2.61 to 3.40, Slightly Evident for 1.81 to 2.60, and Least Evident for 1.00 to 1.80.

2.6 Data Gathering Procedure

The researcher first secured permission from the concerned authorities, including the Schools Division Superintendent, the District Supervisor, and the School Principals, before conducting the study. After approval was obtained, the researcher coordinated with the schools and involved the kindergarten teachers of the public elementary schools in Ambaguio District as respondents. The researcher personally supervised the distribution and retrieval of the questionnaires to ensure complete collection of responses and maintain the reliability of the data gathering process. After the questionnaires were collected, the responses were tallied, computed, analyzed, and recorded systematically.

2.7 Data Analysis Techniques

The data gathered from the survey questionnaires were classified, tabulated, and interpreted using appropriate statistical methods. Simple frequency and percentage count were used to analyze the demographic profile of the respondents. The percentage was computed by dividing the frequency by the total number of respondents and multiplying the result by one hundred. Weighted mean was used to determine the extent of implementation of the Kindergarten Education Program based on the respondents' ratings. This statistical technique provided a quantitative basis for interpreting the level of implementation across the program components.

2.8 Ethical Considerations

The researcher observed ethical considerations by securing proper permission before conducting the study and by informing the respondents about the purpose of the research. The researcher also addressed concerns related to informed consent, confidentiality, and data privacy. Respondents were assured that the information they provided would be treated with utmost confidentiality and used solely for research purposes.

3. Results and Discussion

3.1 Profile of the Kindergarten Teacher-Respondents

3.1.1 Gender, Age, and Civil Status

The respondents were all female, representing 100% of the total sample. In terms of age, the largest group belonged to the 31–35 age range, comprising 45% of the respondents, followed by those aged 36–40 at 25%, 26–30 at 20%, 20–25 at 10%, and 41 years old and above at 5%. For civil status, all respondents were married, accounting for 100% of the sample. These findings show that the kindergarten teaching workforce in the study was entirely composed of married female educators, most of whom were in their early to middle adulthood. This profile reflects the common presence of female teachers in early childhood education and suggests that the respondents may bring shared experiences, maturity, and stability to curriculum implementation. Their age distribution also indicates a workforce with a balance of developing and established professional experience.

3.1.2 Educational Attainment, Length of Service, and Teaching Position

In terms of educational attainment, 50% of the respondents had units in a Master's degree, while 30% held a Bachelor's degree. None of the respondents were reported as MA graduates, with units in PhD/EdD, or PhD/EdD graduates. Regarding length of service, 35% had served for 6–10 years, 30% for 11–15 years, 25% for 16 years and above, and 10% for 5 years and below. In terms of teaching position, 40% were Teacher-III, 30% were Teacher-I, 20% were Teacher-II, and 10% were MT-I. These results indicate that many respondents had graduate-level exposure and several years of teaching experience, which may support their ability to understand and implement the Kindergarten Education Program. The presence of Teacher-I, Teacher-II, Teacher-III, and MT-I respondents also reflects varied roles and professional responsibilities. This range of educational qualifications, experience, and teaching positions provides a broader basis for interpreting their perceptions of curriculum implementation.

3.1.3 Performance Rating and Seminars Attended

The respondents showed a high level of professional performance, with 95% receiving an Outstanding rating and 5% receiving a Very Satisfactory rating. In terms of professional development, all respondents had attended school-level and division-level seminars and trainings, while 50% had attended regional-level and national-level trainings. None had

attended international-level training. These findings suggest that the respondents were high-performing educators with strong participation in local professional development activities. Their exposure to seminars and trainings may contribute to their preparedness, confidence, and competence in implementing the Kindergarten Education Program. However, the absence of international-level training indicates a possible area for expanding professional learning opportunities.

3.2 Implementation of the Kindergarten Education Program

3.2.1 Goals and Objectives of the Kindergarten Education Program

The goals and objectives of the Kindergarten Education Program were generally perceived as achieved, with an average weighted mean of 3.50. The highest-rated objective was that the kindergarten program lays the foundation for lifelong learning, with a weighted mean of 4.24. This was followed by the program resulting in higher completion rates at 4.18 and strengthening early childhood education at 4.12. The lowest-rated objective was the promotion of the total development of the child, with a weighted mean of 1.32. These findings indicate that the respondents perceived the program as effective in supporting lifelong learning, early childhood education, and school completion. However, the low rating for total child development suggests that holistic aspects such as emotional, social, and physical growth may require greater attention. This implies that while the program is viewed as academically supportive, further improvement is needed to ensure balanced development among kindergarten learners.

3.2.2 Components of Effective Kindergarten Program Implementation

The components of kindergarten program implementation were rated as highly achieved, with an average weighted mean of 4.25. Instruction received the highest rating at 4.76, followed by learning resources and instructional materials at 4.74. Curriculum received 4.18, monitoring and evaluation received 4.12, learning scope and environment received 3.92, and assessment received the lowest rating at 3.88. These results show that instruction and learning resources were considered the strongest components of program implementation. The high rating for instruction reflects the perceived effectiveness of teachers in delivering lessons, while the strong rating for learning resources suggests adequate support for classroom activities. However, assessment and learning environment received relatively lower ratings, indicating areas where improvement may further strengthen curriculum delivery and learner support.

3.2.3 Domains Covered in the Kindergarten Curriculum

The kindergarten curriculum domains were rated as highly achieved, with an average weighted mean of 4.65. Values Development received the highest rating at 4.81, followed by Socio-Emotional Development at 4.80, Language Literacy and Communication at 4.76, and Physical Health and Motor Development at 4.74. Aesthetic Development received 4.18, Understanding the Physical and Natural Environment received 4.17, and Mathematics received 4.15. The findings indicate that the curriculum strongly emphasizes values, socio-emotional development, communication, and physical development. These areas are important in supporting holistic early childhood education and preparing learners for formal schooling. Although Mathematics, Aesthetic Development, and Understanding the Physical and Natural Environment were also achieved, their lower ratings suggest that these domains may still be enhanced to create a more balanced curriculum experience.

3.2.4 Instructional Tools and Resources

Instructional tools and resources were generally rated as evident, with an average weighted mean of 3.85. Storybooks received the highest rating at 4.73, followed by printed pictures/materials at 4.70, reading texts at 4.18, and numeracy games at 4.12. Non-fiction texts received 3.88, language games received 3.42, manipulative objects received 3.34, and printed activity sheets received the lowest rating at 2.64. These results show that storybooks, printed materials, reading texts, and numeracy games were the most evident instructional resources used in kindergarten instruction. The high rating for storybooks emphasizes the importance of literacy and storytelling in early childhood learning. However, lower ratings for printed activity sheets and manipulative objects suggest the need to improve the availability or use of hands-on and activity-based materials to support varied learning styles and interactive instruction.

3.2.5 Educational Evaluation Tools and Techniques

Educational evaluation tools and techniques were rated as very evident, with an average weighted mean of 4.51. Teacher's rating received the highest rating at 4.89, followed by portfolios at 4.87, parent rating at 4.76, and observations at 4.75. The ECCD Test received 3.30, individual recitation received 3.25, peer assessment received 3.20, and class discussion/participation received 3.15. The findings indicate that teachers commonly use direct and formative assessment methods such as ratings, portfolios, observations, and parent feedback. These approaches allow teachers to document learner progress in different areas of development. However, the lower ratings for class participation, peer assessment, and individual recitation suggest that participatory and interactive assessment techniques may be less consistently used and could be further strengthened.

3.3 Interventions to Enhance Kindergarten Program Implementation

The interventions to enhance the Kindergarten Education Program were rated as very effective, with an average weighted mean of 4.35. The highest-rated intervention was staying connected with parents of pupils, with a weighted mean of 4.90. This was followed by establishing differentiated teaching strategies at 4.74 and becoming familiar with the curriculum before teaching at 4.70. Other interventions, such as knowing the profile of pupils, downloading available materials, acquiring classroom resources, encouraging active participation, focusing on safety and a healthy learning environment, and teaching beyond the curriculum, were also rated effective, although with lower means. These results highlight the importance of parent-teacher communication, curriculum familiarity, and differentiated instruction in strengthening kindergarten program implementation. The strong rating for parental connection shows that collaboration with families is considered essential in supporting children's learning. Meanwhile, the ratings for differentiated strategies and curriculum mastery indicate that teacher preparedness and adaptability are key to effective instruction. Lower ratings for teaching beyond the curriculum and encouraging active participation suggest that these strategies may require additional support, resources, or practical guidance for consistent implementation.

4. Conclusion & Recommendations

The findings showed that the kindergarten teachers perceived the education program positively, particularly in achieving its goals, laying a strong foundation for lifelong learning, and supporting children's overall development. The respondents demonstrated strong professional qualifications, experience, high performance ratings, and active participation in professional development, which reflected their competence and commitment to quality kindergarten education. The curriculum was viewed as effective in promoting key developmental areas such as values, socio-emotional skills, and language literacy, while instructional resources, assessment tools, and parent-teacher communication were recognized as important elements in strengthening program implementation and improving young learners' educational experiences.

Based on the findings, it is recommended that continuous professional development be provided to kindergarten teachers through regular training and workshops, along with adequate teaching resources and materials to support curriculum implementation. Clear communication among teachers, parents, and school stakeholders should be maintained to strengthen curriculum delivery, while realistic curriculum goals should be aligned with learners' abilities and needs. Teachers should continue monitoring student progress, creating engaging lessons, establishing positive classroom environments, differentiating instruction, using technology effectively, and encouraging parental involvement to enhance children's learning. Further studies related to kindergarten education program implementation should also be conducted.

The study was limited to the responses and perceptions of the kindergarten teachers included in the study; therefore, the findings reflected their views regarding the effectiveness, implementation, instructional resources, assessment practices, and parent-teacher communication within the kindergarten education program. Since the discussion focused on the teachers' profile, experiences, and evaluation of the program, the results may not fully represent the perspectives of other stakeholders, such as pupils, parents, administrators, or other school personnel.

Compliance with ethical standards

The study observed ethical considerations by securing proper permission before data gathering, informing the respondents about the purpose of the research, and addressing concerns related to informed consent, confidentiality, and data privacy. The respondents were assured that all information gathered would be treated with utmost confidentiality and used solely for research purposes.

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