

Teachers' Practices, Interventions, Benefits and Rewards in Teaching Kindergarten Pupils at Villaverde District, Schools Division of Nueva Vizcaya

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Abstract

This study examined the teaching practices, interventions, benefits, and rewards associated with kindergarten education in Villaverde District, Schools Division of Nueva Vizcaya. Guided by the Input-Process-Output Model, it employed a descriptive survey design involving the public elementary school kindergarten teachers selected through simple random sampling. Data were gathered using a validated two-part survey questionnaire and analyzed through frequency, percentage, and weighted mean. The respondents were all female, predominantly married, 41 years old and above, Teacher III, and experienced educators, with most having earned units toward a master's degree and received an outstanding performance rating. Professional development participation was concentrated at the school and division levels, with no reported national or international training. Teaching practices were rated very evident, particularly strategies supporting emotional self-regulation, cognitive development, and emotional expression. Teaching interventions were likewise very evident, with repetitive songs, rhymes, routines, early mathematical activities, storytelling, and self-control exercises receiving the highest ratings. Respondents strongly agreed that kindergarten teaching benefits children's emotional, social, cognitive, physical, literacy, numeracy, and school-readiness development. They also identified strong relationships with pupils and families, children's learning milestones, and classroom engagement as major professional rewards. Comparatively lower ratings were recorded for promoting self-esteem, helping pupils identify emotions, and some creativity- and critical-thinking interventions. The study concludes that effective kindergarten teaching requires holistic, nurturing, inclusive, and developmentally appropriate practices. It recommends strengthening social-emotional and play-based learning, collaboration with parents and colleagues, purposeful technology use, teacher well-being, continuous professional development, and further research. The study supports SDG 4 on Quality Education, SDG 3 on Good Health and Well-Being, and SDG 10 on Reduced Inequalities. Its sustainability impact lies in strengthening educational quality, institutional support, teacher development, inclusive learning, and sustained school-community involvement in early childhood education.

Keywords: Early Childhood Education, Emotional Development, Kindergarten Teaching, Play-Based Learning, Professional Development, School Readiness, Teaching Interventions, Teaching Practices

1. Introduction

Kindergarten education provides the foundation for children's formal schooling, lifelong learning, and holistic development. Its effectiveness depends not only on curriculum content but also on how teachers translate curriculum expectations into developmentally appropriate practices, interventions, assessments, and classroom support. This study examines the practices, interventions, benefits, and rewards associated with teaching kindergarten pupils in Villaverde District, Schools Division of Nueva Vizcaya, to identify approaches and support mechanisms that can strengthen teaching quality and children's learning experiences.

Rapid social, technological, and educational change has increased the need for learning systems that develop knowledgeable, adaptable, productive, and socially responsible individuals. Such preparation begins in early childhood, when foundational cognitive, social, emotional, physical, and language abilities are formed. In the Philippines, the Kindergarten Education Act (Republic Act No. 10157) institutionalized free, mandatory, and quality kindergarten education for five-year-old children, recognizing early childhood as a decisive stage in school readiness and later learning. Hildebrand (1971) and Seefeldt (1987) view kindergarten as both a foundation for academic success and a critical period for personality formation, socialization, healthy habits, and physical and cognitive growth. The Department of Education likewise treats kindergarten as a transition from informal, play-based learning to formal literacy and structured schooling. Activities, games, exploration, and other child-centered experiences are central to the curriculum because they support holistic development and prepare pupils for primary education. Teachers are central to this transition because they function as instructors, guides, mentors, facilitators, and nurturers who create inclusive and caring environments responsive to

individual and cultural differences. Research by Cronin-Jones (1991) and Kern, Kruse, and Roehring (2007) indicates that teachers' beliefs about teaching, learning, and curriculum can facilitate or hinder implementation. Alignment between teacher beliefs and curriculum goals can improve instructional quality and learning outcomes. Within Villaverde District, existing practices, interventions, benefits, and rewards are intended to support kindergarten teaching, but the specific ways these elements operate in the district require systematic examination.

Early childhood development and school readiness are central to kindergarten education because young children learn differently from elementary-aged pupils (Wang et al., 2024; Ansari, 2018; Bjorklund, 2022; Frogner et al., 2022). Kindergarten bridges home-based learning and formal schooling (López & Benner, 2025) by developing literacy, numeracy, independence, cooperation, self-esteem, responsibility, and curiosity (Foster & Headley, 1966). Preschool experiences also support cognitive and social functioning, later academic performance, confidence, and lifelong learning (Vander Zanden et al., 2000; Agarwal, 1982; Calaguas, 2015). Holistic and play-based programs promote intellectual, language, physical, emotional, social, health, and school-readiness development through creative activities, play, movement, storytelling, music, and meaningful routines (UNESCO's World Survey, 2012; Smith et al., 2009; Patricia & McDowelle, 2007). Curriculum change may involve major revisions to goals, content, and design or smaller adjustments to activities and topics (Hooper, 1971, as cited in Amimo, 2009; Shindu & Omulondo, 1992; Bondi & Wiles, 1998). Its successful implementation depends largely on teachers' beliefs, curriculum understanding, motivation, openness to change, and ability to guide behavior, respect diversity, engage families, and establish caring classrooms (McDonnell, 1999; Lundin, 2000; Bredekamp & Copple, 1997; Cronin-Jones, 1991; Roehrig et al., 2007; Park, 2008; Lieber et al., 2009). However, limited time and resources, inadequate administrative and parental support, weak professional networks, language barriers, unclear guidelines, and technology-related difficulties may constrain implementation (Lewthwaite, 2001; Teberg, 1999; Desimone et al., 2004; Cisneros, Cisneros-Chernour, & Moreno, 2000; Bronfenbrenner, 2005; Yeung-Wong, 2003; Düşek, 2008; Şıvgın, 2005).

The literature also highlights inclusion, learner engagement, assessment, and access to learning resources. Kandir et al. (2009) report difficulties in planning, assessment, environmental support, parental participation, and inclusive curriculum implementation. Granito and Chernobilsky (2012) stress that teachers need strategies that engage and motivate contemporary learners, while Vahey and Vanides (2020) identify unequal access to technology as a barrier that became especially visible during pandemic-related online learning. Dangle and Sumaoang (2020) found that limited funding, difficulty with self-study, and parents' inadequate knowledge affected modular distance education. Cooper (2018) recommends continuous monitoring through varied evidence of learning, and Ainslee (2018) presents assessment as essential for determining whether instruction supports student progress. Albaracin and Suson (2019) emphasize collaborative and engaging activities for diverse learners; Goyal and Tambe (2015) associate structured syllabus plans and shared resources with improved outcomes; and Deslauriers et al. (2019) show that active learning, including peer discussion, can deepen understanding. Related empirical studies reinforce the need for context-sensitive teaching. Faustino et al. (2013) found that public kindergarten textbooks were generally sequenced across learning areas but needed better integration, clearer presentation of the English and Filipino alphabets, and broader activities beyond knowledge, comprehension, and analysis. The findings indicate a need for materials that are more interactive, relevant, student-centered, and capable of developing application, synthesis, and evaluation. Abulon (2014) likewise found that effective teaching has no single formula; it combines personality, competence, content mastery, pedagogical skill, and dedication. Reflecting on Faustino et al. (2013), effective kindergarten instruction therefore requires teachers to supplement limited materials with strategies supporting holistic and higher-order development. Evidence from technology-supported and blended learning contexts provides additional instructional insights. Gierdowski (2019) reported that many learners still preferred face-to-face interaction despite the growth of online learning, underscoring the value of human connection. Research by Choney (2010), San Miguel (2009), and Enriquez (2010) associated excessive or poorly managed social-network use with weaker academic performance; San Miguel (2009) observed lower grade-point averages among heavier Facebook users, while Enriquez (2010) reported lower performance among students who combined social-media use with homework. Conversely, Ozaslan and Maden (2013) found that visual presentation tools can improve attention and lesson appeal, and O'Hara and Pritchard (2010) linked frequent classroom technology use with stronger reading comprehension, writing organization, and critical thinking. These findings suggest that technology is most useful when purposeful, balanced, and integrated with active teacher-learner interaction. Finally, teacher agency and professional development remain central. Connelly and Clandinin (1988) describe teachers as active curriculum agents who make decisions about what and how to teach, while Goodman and Brand (2009) explain that teachers' backgrounds, experiences, beliefs, responsibility, motivation, and openness to learning shape classroom implementation. Ntumi (2016) found that inadequate materials, insufficient in-service training, limited parental involvement, and weak curriculum knowledge hindered preschool curriculum implementation and recommended regular training for teachers and parents.

Locally, the study is situated in the public elementary schools of Villaverde District, Schools Division of Nueva Vizcaya. The district context is important because teachers work within specific resource conditions, administrative systems, community expectations, learner needs, and professional support arrangements. Examining the district's teaching practices,

classroom interventions, resulting benefits, and teacher rewards can provide evidence directly relevant to local instructional improvement and school management. Nationally, Philippine kindergarten education is anchored in the Kindergarten Education Act (Republic Act No. 10157) and the K to 12 framework, which position kindergarten as the compulsory entry point to formal basic education. The national context emphasizes play, activities, games, early literacy, social and moral development, and readiness for Grade 1. Philippine studies show that instructional materials may require stronger integration and higher-order learning opportunities, as reported by Faustino et al. (2013), while Abulon (2014) shows that effective teaching depends on the combined influence of competence, pedagogy, personality, and commitment. Dangle and Sumaoang (2020) also demonstrate that funding, independent learning, and parental support affect the delivery of context-responsive interventions. Globally, kindergarten systems share the goals of holistic development, school readiness, language development, health, and social formation, as reflected in UNESCO's World Survey (2012). International studies also reveal recurring implementation concerns, including resource limitations, teacher understanding, administrative support, family participation, inclusion, cultural expectations, and technological access. These concerns appear in the experiences reported by Cisneros, Cisneros-Chernour, and Moreno (2000), İnal, Kandır et al. (2009), Vahey and Vanides (2020), and Ntumi (2016). The Villaverde study therefore addresses a local setting while contributing to the broader concern for sustainable, equitable, and developmentally appropriate early childhood education.

Teaching is understood in this study as a dynamic and interconnected professional activity rather than a fixed set of classroom tasks (Vakil et al. (2009). Kindergarten teachers interpret curriculum expectations, respond to learner diversity, select appropriate strategies, manage classroom conditions, assess progress, and work within cultural, community, and institutional environments. Their practices are consequently shaped by both personal characteristics and external support systems. The study uses the Input-Process-Output (IPO) Model as its conceptual framework. The inputs consist of the respondents' profiles, backgrounds, experiences, qualifications, teaching practices, interventions, benefits, and rewards. The process involves the systematic gathering, analysis, and interpretation of information about how these elements are implemented and how they interact with classroom and contextual conditions. The intended output is the identification of sustained and reputable practices, interventions, benefits, and rewards that can enhance kindergarten education in Villaverde District. Feedback from the findings is expected to support the continuous refinement of teaching strategies, programs, policies, and future educational research.

The reviewed literature establishes the value of kindergarten, holistic learning, teacher beliefs, curriculum knowledge, administrative support, family involvement, assessment, resources, and technology. However, it does not provide an integrated, district-specific account of how teachers' practices, classroom interventions, experienced benefits, and professional rewards operate together in Villaverde District. Existing studies generally examine separate concerns, particular instructional materials, other educational levels, or settings outside the district. The literature also identifies unresolved implementation problems. Lewthwaite (2001) identifies limited resources and time; Yeung-Wong (2003) notes weak parental and administrative support; Düşek (2008) describes inadequate materials and logistical difficulties; Şıvgın (2005) points to unclear activity and technology guidance; and Kandır et al. (2009) report limited evidence on inclusive curriculum challenges. Ntumi (2016) further demonstrates the need for sustained in-service training and stronger curriculum knowledge. These concerns justify examining the local conditions that support or constrain effective kindergarten teaching. The study is therefore needed to document the extent to which effective practices and interventions are evident, determine the benefits associated with them for teachers and pupils, and describe the rewards teachers receive for their performance and dedication. By relating these dimensions to teachers' profiles and professional experiences, the research can identify practices worth sustaining and areas requiring administrative, curricular, or professional support.

The study primarily supports SDG 4 – Quality Education because it focuses on the quality of kindergarten teaching, school readiness, inclusive learning experiences, teacher competence, and the sustained improvement of early childhood education. Its emphasis on effective practices, interventions, assessment, and teacher support is consistent with providing equitable and meaningful foundational learning. The study also relates to SDG 3 – Good Health and Well-Being because kindergarten education addresses children's physical, social, and emotional development in addition to cognitive learning. The attention given to movement, play, rest, nutrition, positive relationships, and caring classroom environments reflects the contribution of early education to children's overall well-being, as emphasized in UNESCO's World Survey (2012) and Smith et al. (2009). SDG 10 – Reduced Inequalities is relevant because early childhood programs can help provide a fair educational start to children from different socioeconomic and learning backgrounds. Agarwal (1982) highlights the value of pre-primary education in improving later performance, while Vahey and Vanides (2020) and Dangle and Sumaoang (2020) show how unequal access to technology, funding, and home support can create learning disadvantages. Identifying responsive practices and interventions can help schools address such disparities at the beginning of formal education.

The study contributes to educational sustainability by identifying practices and interventions that can be maintained, improved, and applied across kindergarten classrooms. Strong foundational learning can reduce later learning difficulties and support children's continued participation and achievement throughout basic education. It contributes to institutional

and governance sustainability by providing school administrators and policymakers with evidence for curriculum implementation, teacher development, resource allocation, recognition, and reward systems. Sustained administrative support, collaboration, training, and feedback can help schools preserve effective practices rather than rely on temporary or isolated initiatives. The research also supports social and community sustainability because kindergarten teaching depends on inclusive relationships among pupils, teachers, families, schools, and communities. Practices that respect diversity, strengthen parental involvement, promote cooperation, and build children's social-emotional competence can contribute to more cohesive and supportive communities. Its technological dimension is limited but relevant because evidence on access and purposeful technology use indicates that digital tools should complement, rather than replace, developmentally appropriate interaction and should be implemented without widening existing inequalities.

The study aims to explore and examine the practices, interventions, benefits, and rewards associated with teaching kindergarten pupils in Villaverde District, Schools Division of Nueva Vizcaya. It considers the respondents' gender, age, civil status, educational attainment, length of teaching service, position or designation, latest performance rating, and level of seminars and training attended. It also examines the extent of evidence regarding teaching practices, classroom interventions, benefits to teachers and pupils, and rewards received for performance and dedication. The inquiry is limited to fifteen public elementary school kindergarten teachers assigned within Villaverde District during School Year 2025–2026. Through a descriptive survey, the study seeks to generate a focused account of current district conditions and provide a basis for sustaining effective practices, strengthening interventions, improving support systems, and refining policies and programs for kindergarten education.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey design to describe the characteristics and experiences of kindergarten teachers and obtain information relevant to the research questions. This design enabled the researcher to systematically gather, organize, and interpret data concerning the respondents' profiles and the practices, interventions, benefits, and rewards associated with kindergarten teaching. It was considered appropriate because the study sought to describe existing conditions and generate information that could support problem-solving and educational decision-making.

2.2 Locale of the Study

The study was conducted in Villaverde District under the Schools Division of Nueva Vizcaya. Villaverde was formerly known as Ibung, a barrio of Solano established in 1767 by Dominican Friar Alejandro Vidal. It was formally organized as a municipality through the efforts of Father Juan Villaverde and officially became the town of Villaverde on May 28, 1872. The locale was selected because the researcher was assigned as a kindergarten teacher in one of the district's public elementary schools. Her familiarity with the schools and the community facilitated communication with the respondents and the distribution and retrieval of the survey questionnaires.

2.3 Respondents of the Study

The respondents were the kindergarten teachers employed in the public elementary schools of Villaverde District. They provided information about their demographic characteristics and their experiences regarding teaching practices, classroom interventions, benefits, and rewards. The respondents were given sufficient time to answer the questionnaires and could request additional time when necessary.

2.4 Sample and Sampling Procedure

The study used simple random sampling, a probability-sampling procedure in which every kindergarten teacher in the population had an equal opportunity to be selected. This method was employed to promote fairness, minimize selection bias, and improve the representativeness of the respondents. The 20 kindergarten teachers in the district served as respondents to the questionnaire survey. After retrieval, their responses were tallied, computed, analyzed, and systematically recorded.

2.5 Research Instrument

A survey questionnaire served as the primary data-gathering instrument. It consisted of two parts. The first part collected the respondents' demographic information, while the second contained statements addressing the study's research questions on teaching practices, interventions, benefits, and rewards. The questionnaire was developed through a review of relevant references and related studies. Some items were adopted from previous research to strengthen the instrument's relevance and validity. Knowledgeable teachers reviewed and approved its content to establish its clarity, accuracy, and appropriateness. The instrument used a five-point Likert scale to measure the extent to which each statement was evident. Mean scores ranging from 4.21 to 5.00 were interpreted as Very Evident, 3.41 to 4.20 as Evident, 2.61 to 3.40 as Moderately Evident, 1.81 to 2.60 as Slightly Evident, and 1.00 to 1.80 as Least Evident. This scale allowed the respondents' perceptions to be quantified and systematically interpreted.

2.6 Data Gathering Procedure

Before collecting data, the researcher requested permission from the Schools Division Superintendent, District Supervisor, and school principals. After obtaining the necessary approval and administrative cooperation, the researcher sought the participation of the kindergarten teachers and distributed the survey questionnaires. The researcher closely supervised the administration of the instrument to ensure that the questionnaires were properly distributed, completed, and retrieved. The collected responses were then classified, tallied, tabulated, analyzed, and interpreted according to the research questions.

2.7 Data Analysis Techniques

Simple frequency and percentage counts were used to describe the demographic profile and distribution of the respondents. Percentage was computed using the formula $P = \frac{f}{n} \times 100$, where P represents the percentage, f represents the frequency, and n represents the total number of respondents. The weighted mean was used to determine the extent of the practices and challenges encountered in teaching kindergarten pupils. It was computed using the formula $WM = \frac{\sum fw}{N}$, where WM represents the weighted mean, f represents the frequency, w represents the weight assigned to each response, and N represents the total number of respondents. The resulting mean scores were interpreted using the five-point scale established for the questionnaire.

2.8 Ethical Considerations

The researcher addressed privacy and data-security concerns before administering the questionnaires. Participation was secured through informed consent, and respondents were assured that their information would remain confidential and would be used exclusively for research purposes. Appropriate measures were also observed to protect the respondents and the participating schools throughout the collection, processing, and reporting of data.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Gender

All 20 respondents were female, representing 100% of the sample. No male kindergarten teacher participated in the study. The gender composition indicates that the findings primarily represent the experiences, practices, and perceptions of female kindergarten teachers in Villaverde District. Although this profile provides a clear account of the district's female teaching workforce, it does not permit comparison of teaching practices and perceptions according to gender. The result may be considered when developing gender-responsive professional support and when selecting more gender-diverse participants for future studies.

3.1.2 Age

Nine respondents, or 45%, were 41 years old and above, while six, or 30%, were between 31 and 35 years old. Two respondents, or 10%, belonged to the 26–30 age group, and another two, or 10%, were between 36 and 40 years old. Only one respondent, representing 5%, was between 20 and 25 years old. The age distribution shows that the kindergarten teaching workforce was predominantly composed of mature and potentially experienced educators. However, the presence of early- and mid-career teachers also reflects differences in professional experience, adaptability, training needs, and career priorities. Professional development, mentoring, and reward systems should therefore consider the different needs of teachers at various career stages.

3.1.3 Civil Status

Eighteen respondents, representing 90%, were married, while two, or 10%, were single. The predominance of married respondents suggests that most teachers may balance professional duties with family and personal responsibilities. These circumstances can influence work-life balance, motivation, participation in professional development, and preferences for incentives or recognition. Support programs should therefore recognize the varying personal circumstances of both married and single teachers.

3.1.4 Educational Attainment

Sixteen respondents, or 80%, had earned units toward a master's degree. Three respondents, representing 15%, held bachelor's degrees, while one respondent, or 5%, had completed a master's degree. None had earned units toward a PhD or EdD. The findings demonstrate substantial engagement in postgraduate education among the respondents. The large proportion of teachers with master's units reflects their pursuit of continuing professional development, although most had not yet completed their graduate degrees. Training, academic assistance, and incentive programs may consequently be designed to support teachers at different levels of educational attainment and encourage the completion of advanced qualifications.

3.1.5 Length of Service

Seven respondents, or 35%, had served for 16 years or more, while six, or 30%, had between 6 and 10 years of teaching experience. Four respondents, representing 20%, had served for 11–15 years, and three, or 15%, had five years or less of service. The results indicate that most respondents possessed considerable teaching experience. Veteran teachers may contribute extensive classroom knowledge and familiarity with institutional processes, while early- and mid-career teachers may provide emerging perspectives and greater openness to new approaches. Differentiated mentoring, training, and incentives can respond to the professional needs of teachers across these experience levels.

3.1.6 Teaching Position

Thirteen respondents, representing 65%, held the position of Teacher III. Five respondents, or 25%, were Teacher I, while two, or 10%, were Teacher II. None of the respondents held the position of Master Teacher I. The predominance of Teacher III respondents reflects a teaching workforce composed mainly of educators who had progressed to a relatively senior teaching rank. Teacher I and Teacher II respondents represented teachers at earlier or intermediate stages of career advancement. These differences may be considered when planning leadership assignments, mentoring arrangements, promotion support, and professional incentives.

3.1.7 Latest Performance Rating

Nineteen respondents, representing 95%, received an “Outstanding” rating in their latest performance evaluation. Only one respondent, or 5%, obtained a “Very Satisfactory” rating. The findings indicate a high level of reported competence and performance among the kindergarten teachers. The predominance of “Outstanding” ratings suggests that the respondents generally met or exceeded the standards expected in their positions. Maintaining appropriate professional support and providing targeted assistance where necessary may help sustain and further improve these performance levels.

3.1.8 Seminars and Trainings Attended

All 20 respondents, or 100%, had attended school-level seminars and training. Ten respondents, representing 50%, had participated at the division level, while two, or 10%, had attended regional activities. None had participated in national or international seminars and training. The results show that professional development was concentrated at the school and division levels. Although every respondent had access to school-based training, exposure declined considerably at broader levels. The absence of national and international participation may reflect constraints involving funding, availability, selection opportunities, or institutional support. Greater access to higher-level professional development could broaden teachers’ exposure to diverse practices and educational innovations.

3.2 Effective Kindergarten Teaching

3.2.1 Teaching Practices

Teaching practices obtained an average weighted mean of 4.46, interpreted as “Very Evident.” The most evident practice was introducing children to foundational strategies for emotional self-regulation, with a mean of 4.75. This was followed by developing pupils’ senses, cognitive skills, and concepts as foundations for higher-order thinking, with 4.70, and patiently guiding pupils to express, understand, accept, and control their emotions, with 4.65. Guiding children in developing emotional intelligence and conflict-resolution skills obtained 4.50, while helping them acquire values, social attitudes, and manners received 4.45. Encouraging consideration of others’ feelings obtained 4.42, creating a nurturing and secure environment received 4.40, and working with families to provide emotional support obtained 4.35. Helping children identify and understand their feelings received 4.20, while promoting self-esteem and a positive self-concept obtained the lowest mean of 4.15. The two lowest-rated practices were still interpreted as “Evident.” The findings demonstrate that teachers integrated emotional, social, cognitive, and cultural development into kindergarten instruction. Their strongest practices focused on self-regulation, sensory and cognitive development, and emotional maturity, indicating substantial attention to children’s holistic growth. Practices related to empathy, conflict resolution, values formation, emotional security, and family collaboration also supported a caring classroom environment. However, the comparatively lower ratings for helping pupils understand their feelings and strengthening self-esteem indicate areas that may receive additional instructional attention and professional support.

3.2.2 Teaching Interventions

Teaching interventions obtained an average weighted mean of 4.58, interpreted as “Very Evident.” The most evident intervention was the use of repetitive songs, rhymes, and routines to improve memory and cognitive processing, with a mean of 4.85. Engaging pupils in early mathematical thinking, problem-solving, relationships, and patterns followed with 4.80. Activities requiring children to follow directions, wait for their turn, and control their impulses received 4.70, while storytelling, singing, and discussion for vocabulary and language comprehension obtained 4.65. Helping pupils interact with peers and adults received 4.40, asking open-ended questions and encouraging critical thinking obtained 4.35, and promoting creativity through art and play received 4.30. All interventions were interpreted as “Very Evident.” The results show that kindergarten teachers employed varied interventions addressing memory, numeracy, language, critical thinking, creativity, self-regulation, and social interaction. Repetition, music, routines, and mathematical activities were particularly

prominent, demonstrating the use of developmentally appropriate and engaging approaches. Interventions involving turn-taking, impulse control, and interaction with others also strengthened social-emotional learning. Although critical-thinking and creative activities obtained the lowest means, they remained highly evident and formed part of the teachers' comprehensive instructional approach.

3.2.3 Benefits Gained from Kindergarten Teaching

The benefits of kindergarten teaching obtained an average weighted mean of 4.57, interpreted as "Strongly Agree." The highest-rated benefit was the curriculum's contribution to children's emotional development by helping them manage their feelings and interact with others, with a mean of 4.75. The inclusiveness of kindergarten education obtained 4.70, while the use of songs, games, and stories to make lessons engaging received 4.65. Holistic development across physical, emotional, and cognitive areas obtained 4.62. The development of early literacy and numeracy and the transition from home or preschool to formal schooling both obtained 4.60. Shaping positive attitudes and a love for learning received 4.55, while collaboration, communication, and conflict resolution obtained 4.52. The development of independence received 4.50, and the emotional bond between teachers and pupils obtained the lowest mean of 4.25. Nevertheless, all benefits were interpreted as "Strongly Agree." The findings affirm that kindergarten provides interconnected academic, emotional, social, physical, and developmental benefits. Emotional development and educational inclusion emerged as the most strongly recognized advantages, indicating that kindergarten supports children beyond academic preparation. Creative teaching, holistic development, literacy, numeracy, independence, and school transition further establish kindergarten as an essential foundation for later education. Even the comparatively lower-rated teacher-pupil bond remained strongly acknowledged, confirming the importance of supportive relationships during early childhood.

3.2.4 Rewards Obtained from Kindergarten Teaching

The rewards obtained from teaching kindergarten registered an average weighted mean of 4.57, interpreted as "Strongly Agree." Forming strong relationships with pupils and their families was the highest-rated reward, with a mean of 4.85. Witnessing a child read a first word or master a new concept followed with 4.80, while experiencing children's laughter and excitement obtained 4.75. The dynamic and unpredictable classroom environment received 4.70. Contributing to the community obtained 4.55, learning from colleagues and adapting to new strategies received 4.52, and facilitating moments of wonder and discovery obtained 4.50. Planning imaginative lessons received 4.45, knowing that teachers help shape future learners and leaders obtained 4.30, and helping children feel loved, confident, and capable received the lowest mean of 4.25. All statements were interpreted as "Strongly Agree." The results show that the rewards of kindergarten teaching were primarily relational, emotional, creative, and professional rather than material. Strong connections with pupils and families and witnessing children's learning milestones provided the greatest fulfillment. Children's enthusiasm, classroom variety, collegial learning, creative lesson preparation, and community contribution also strengthened teachers' satisfaction and commitment. These intrinsic rewards emphasize that kindergarten teaching is valued not only for its educational outcomes but also for the meaningful relationships and experiences it creates.

4. Conclusion & Recommendations

The study concludes that kindergarten teachers in Villaverde District play a vital role in supporting pupils' emotional, social, cognitive, physical, and cultural development. Their practices and interventions strongly emphasize emotional security, self-regulation, empathy, social interaction, creativity, early literacy and numeracy, and developmentally appropriate learning experiences. Teachers also regard their work as personally and professionally rewarding, particularly when they witness pupils' progress, build meaningful relationships with children and families, collaborate with colleagues, and contribute to community development. Overall, effective kindergarten teaching requires a holistic, nurturing, and inclusive approach supported by continuous professional growth, curriculum development, and community involvement.

Kindergarten teachers should continue developing pupils' emotional intelligence, self-awareness, self-regulation, empathy, resilience, and social skills within safe, inclusive, and supportive classrooms. They should strengthen positive relationships with pupils, parents, and colleagues; integrate social-emotional and play-based learning into the curriculum; use mindfulness activities and growth-mindset approaches; collaborate closely with parents; and use technology strategically to promote creativity, problem-solving, and learning. Teachers should also prioritize self-care and stress management to maintain their well-being and capacity to provide quality support to pupils, while additional studies on the same area should be conducted.

The study was limited to kindergarten teachers assigned to public elementary schools in Villaverde District, Schools Division of Nueva Vizcaya, during School Year 2025–2026. It focused only on the respondents' profiles and their reported practices, interventions, benefits, and rewards in teaching kindergarten pupils, with data gathered through a descriptive survey questionnaire. Accordingly, the findings are applicable primarily to the specified respondents, setting, variables, and period covered by the investigation.

Compliance with ethical standards

The study adhered to institutional ethical standards and was conducted with approval from the appropriate school authorities. Participation was voluntary, informed consent was obtained, and respondents' identities and information were kept confidential and used solely for research purposes. The researcher declares no conflict of interest, acknowledges all contributions to the study, assumes responsibility for the accuracy and integrity of the work, and retains copyright ownership of the manuscript.

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