

Original Research Article

## Kindergarten Teachers' Teaching Methods and Strategies: Basis for Proposed Capability Program in Schools Division of Zambales, Philippines

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**Abstract:** This study aimed to assess the Teaching Methods and Strategies of Kindergarten Teachers in the District of Palauig, Iba and Botolan in Schools Division of Zambales, Philippines as a basis for proposed capability program which will benefit both teachers and learners. A descriptive research design was used to carry out the study to the eighty kindergarten teachers using questionnaire which evaluated their practices in using visualization, cooperative learning, inquiry-based instruction, differentiation, technology in the classroom and behavior management as teaching methods and strategies. Data revealed that among the six teaching methods and strategies utilized, cooperative learning was always practiced by the respondents. There was a weak negative correlation between teaching performance and teaching methods and strategies. Based on the data presented, the Kindergarten teachers were facing challenges in terms of using visualization and technology in the classroom as strategies. Based on the foregoing findings, it is recommended that the teachers are encouraged to pursue their advance education for professional growth and development; Department of Education Management may provide training and assistance to teachers endeavors in order to enhance their teaching methods and strategies as well as to improve their work performances. Crafting of the capability building program may be proposed to improve pedagogies that will surely redound to better learning outcomes and conduct further study to validate the findings of this research.

**Keywords:** Kindergarten Teachers, Teaching methods, teaching strategies.

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## INTRODUCTION

The changes in our educational system today give new roles for the subject teacher whether his assignment is in English, Social Studies, Sciences or Mathematics. With technological advances, new techniques and strategies, approaches and methods should find their way into our school system. The success of the school and the students in terms of each educational progress rests on the active awareness and leadership of the teacher in carrying out its programs. The teacher then is expected to initiate techniques and strategies that create meaningful and favorable atmosphere in which educational process is successfully taking place. He should help set the goals for the school in allotting resources needed to arrive at the desirable teaching-learning situation [1].

The task at hand therefore, is to provide an answer to the fundamental question, that is, "What should count as would-be-teacher for the next millennium?" The goal of every teacher should make each student assimilate any lesson taught to the highest level of achievement [2]. In the same vein, Edmondson

and Novak [3] stressed that students should understand not only the facts but also on how these facts are organized and how they are related to one another in order to characterize meaningful learning. Students should be exposed to varied learning experiences because the greater the involvement, the greater the learning, thereby ensuring quality education [4]. It is therefore tantamount for a teacher to know what appropriate instructional strategy or method is necessary in order for instruction to match the needs of the learners.

The kindergarten classroom is a dynamic environment, bringing together learners from different backgrounds with various abilities and personalities. Being an effective kindergarten teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet individual needs. Teaching in kindergarten is a big challenge because every student is unique, however, by using a combination of teaching strategies, teachers can address students' varying learning styles and academic

capabilities as well as make the classroom a dynamic and motivational environment for learners.

It was in this premise that the researcher got interested to identify and assess the teaching methods and strategies of the Kindergarten teachers of Zone II. Knowing that most of the Kindergarten teachers were not pre-school education graduates, the researcher made an analysis on how these teachers develop effective teaching approaches in the classroom. Results of this study were used as input for the Capability Building Program for Kindergarten Teachers.

This research was conducted to assess the teaching methods and strategies of kindergarten teachers in the Districts of Palauig, Iba and Botolan in Schools Division of Zambales. Specifically, the study answered the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 Age
  - 1.2 Sex
  - 1.3 Position
  - 1.4 No. of Years in Teaching Kindergarten
  - 1.5 Educational Attainment
  - 1.6 No. of Training/s Attended related to Kindergarten
2. What is the level of teaching performance of the kindergarten teachers?
3. How are the teaching methods and strategies of the Kindergarten teachers be described in terms of the following:
  - 3.1 Visualization
  - 3.2 Cooperative Learning
  - 3.3 Inquiry-based instruction
  - 3.4 Differentiated Instruction
  - 3.5 Technology in the Classroom
  - 3.6 Behavior Management
4. Is there a significant relationship between the teaching performance and teaching methods and strategies?
5. What Capability Building Program for Kindergarten Teachers maybe proposed?

**Table-2: Point Scale and Corresponding Qualitative Interpretation and Symbol**

Point	Qualitative Interpretation	Symbol
5	Always	A
4	Often	O
3	Sometimes	So
2	Seldom	Se
1	Never	N

## METHODS

### Research Design

A descriptive survey research was used to carry out this study. It is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships [5].

### Respondents and Location of the Study

This study was conducted in Zone II, Division of Zambales, Philippines composed of the municipalities of Palauig, Iba and Botolan. The sampling design and total population was purposive which included all the eighty (80) Kindergarten Teachers. Table-1 shows the distribution of the respondents.

**Table-1: Distribution of the Respondents**

District	Frequency	Percent
Palauig	21	26.25%
Iba	23	28.75%
Botolan	36	45.00%
<b>Total</b>	<b>80</b>	<b>100.00%</b>

### Instrument Tool

In this study, the researcher used survey questionnaire as the main tool. It is the easiest and fastest way of gathering information without compromising the validity. The questionnaire was constructed by the researcher which composed of two major parts. Part I deals with the profile of the teacher respondents as to age, sex, position, number of years in teaching kindergarten, educational attainment, latest performance rating, and training/s attended related kindergarten. Part II deals with the teaching methods and strategies of the respondents based on visualization, cooperative learning, inquiry-based instruction, differentiation, technology in the classroom, and behavior management using the likert scale as the table-2 shown.

## RESULTS AND DISCUSSION

### Profile of the Respondents

**Table-3: Frequency and Percentage Distribution on the Respondents' Profile**

Profile Variables		Frequency	Percent
Sex	Male	1	1.30
	Female	79	98.80
	<b>Total</b>	<b>80</b>	<b>100.00</b>
Age	50-59	3	3.80
	40-49	7	8.80
	30-39	34	42.50
	20-29	36	45.00
	<b>Total</b>	<b>80</b>	<b>100.00</b>
	<b>Mean = 31.63</b>		
Position	Master Teacher I	1	1.30
	Teacher III	12	15.00
	Teacher II	10	12.50
	Teacher I	57	71.30
	<b>Total</b>	<b>80</b>	<b>100.00</b>
Years in the Service	20 and Above	1	1.30
	16-19	1	1.30
	11-15	2	2.50
	6-10	25	31.30
	0-5	51	63.70
	<b>Total</b>	<b>80</b>	<b>100.00</b>
<b>Mean = 6.53</b>			
Highest Educational Attainment	Doctorate Degree	1	1.30
	With Doctoral Units	2	2.50
	Masteral Degree	4	5.00
	With Masteral Units	56	70.00
	Baccalaureate Degree	17	21.30
	<b>Total</b>	<b>80</b>	<b>100.00</b>
Number of Trainings Attended Related to Kindergarten	1-2	30	37.50
	3-4	27	33.80
	5-6	13	16.30
	7-8	2	2.50
	9 or more	8	10.00
	<b>Total</b>	<b>80</b>	<b>100.00</b>
	<b>Mean = 3.78</b>		

Table-3 shows that majority of the teacher-respondents are female which clearly indicates on the superiority of female over male kindergarten teachers. Although there is an increase in the number of men in early childhood education, preschool teaching is still by societies thus, the majority of preschool teachers are female [6]. The table also shows that majority of the kindergarten teachers are from age group 20-29 years old and mostly with a teaching position as Teacher I with 0-5 years of teaching experience. The impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish. Teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off [7]. Data also reveals that most of the respondents earned masteral unit which imply that there is a pressing need for the teachers to take further studies

for their professional development. This is because advocates have argued that graduate education may improve teacher effectiveness [8] and raise the status of the teaching profession [9]. In terms of number of trainings attended related to kindergarten, majority of the respondents has attended 1-2 trainings. Findings are in conformity with DepEd Order No. 35. S. 2016 [10], where learning action cells (LACs) or professional learning communities (PLCs) for teachers will help them improve practice and learner achievement. Through that Department of Education policy, schools should support the continuing professional development of its teaching personnel based on the principles of lifelong learning and DepEd's commitment to the development of teachers' potentials aimed towards their success in profession.

## Level of Work Performance

**Table-4: Frequency and Percentage Distribution on the Respondents' Level of Work Performance N=80**

Level of Work Performance	Frequency	Percent
Outstanding	19	23.80
Very Satisfactory	59	73.80
Satisfactory	2	2.50
<b>Total</b>	<b>80</b>	<b>100.00</b>

Most kindergarten teachers were found with a very satisfactory level of work performance. For the Filipino teachers, Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd 2015. It is a general plan of task and serves as guide to teachers to be written before the start of classes, implemented before the school year and to be rated at the end of the school year. This is a tool to evaluate performance. As stated in DepEd Order 2, S. 2015 [12] - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd), it aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in

DepEd. The objectives indicated are actually the duties and responsibilities that each teacher must do in service. This is a tool to check and balance if one is doing his duties diligently with quality, efficiency and on time [11]. Furthermore, teachers' instructional performance plays a key role in students' learning and academic achievement [12].

### Assessment on the Kindergarten Teachers' Teaching Methods and Strategies

Table-5 shows the summary on assessment on the kindergarten teachers' teaching methods and strategies in terms of their teaching methods and strategies.

**Table-5: Summary Table on the Assessment of Teaching Methods and Strategies of Kindergarten Teachers**

Teaching Methods and Strategies	OWM	QI	Rank
Visualization	4.11	Often	<b>5</b>
Cooperative Learning	4.39	Always	<b>1</b>
Inquiry Based Instruction	4.21	Always	<b>4</b>
Differentiated Instruction	4.35	Always	<b>2.5</b>
Technology in the Classroom	4.06	Often	<b>6</b>
Behavior Management	4.35	Always	<b>2.5</b>
<b>Grand Mean</b>	<b>4.245</b>	<b>Always</b>	

Results imply that among the six teaching methods and strategies, Cooperative Learning reached the highest rank having a mean of 4.39 or 'always'. Different researchers define cooperative learning as a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose [13] and it involves the use of a variety of learning activities to improve their understanding of a subject [14]. Cooperative learning is student centered versus teacher centered leading to a stronger emphasis on the goal of learning instead of a performance goal. It encourages teachers to use alternative assessment techniques further reducing the emphasis on competitive examinations [14]. Moreover, cooperative learning helps to improve student achievement and retention, increase self-esteem and intrinsic motivation and develop more positive attitude towards learning skills and social skills [15].

Differentiated Instruction ranks 2.5 with a mean of 4.35. It can be gleaned from the table-5 that both differentiation and behavior management are always used by the teacher-respondents as teaching

method and strategy. The basic idea of differentiated instruction is that teachers need to take into consideration "not only the subject they teach, but the learners as well" [16]. Its implementation in the classroom derives from the learner diversity since all learners do not make progress at the same speed rate, or with same learning techniques, with same behavior, or interests, whereas "teachers make plans and adjustments to promote each child's individual development and learning as fully as possible" [17]. Teachers should be careful in selecting differentiated instruction that will suit the learners needs.

Along with differentiated instruction, behavior management also ranks 2.5 with the same overall weighted mean of 4.35 which denotes that it is always practiced by the teacher-respondents. Behavior problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. In the era of teacher evaluation and effectiveness, assessment tools that identify and monitor educators' instruction and behavioral

management practices are in high demand. Inquiry Based Instruction ranked fourth with a mean of 4.21.

Visualization got 4.11 and is ‘often’ practiced. Technology in the Classroom got 4.06 which also means ‘often’ practiced. The grand mean of 4.245

means that the teaching methods and strategies are ‘always’ practiced by the respondents.

**Test on Relationship between Teaching Performance and Teaching Methods and Strategies**

**Table-6: Correlation of Teaching Performance and Teaching Methods and Strategies**

Sources of Correlations		Teaching Performance	Teaching Strategies
Teaching Performance	Pearson Correlation	1	-0.189
	Sig. (2-tailed)		0.094
	N	80	80
Teaching Methods and Strategies	Pearson Correlation	-0.189	1
	Sig. (2-tailed)	0.094	
	N	80	80

Result of the test revealed that the computed r of -0.189 denotes a weak negative correlation between teaching performance and teaching methods and strategies, thus accepting the null hypothesis.

Teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes. The pedagogical coursework (teaching methods and strategies) seems to contribute to teacher effectiveness and performance at all grade levels, particularly when coupled with content knowledge [18].

**CONCLUSIONS**

Based on the summary of the investigations conducted, the researcher concluded that: Majority of the kindergarten teachers are female, 32 years of age, Teacher I, seven years of teaching experience, earned masteral units and attended four trainings in kindergarten teaching. The kindergarten teachers have a very satisfactory performance. Out of the six teaching methods and strategies, cooperative learning method obtained the highest mean and ranked first having a mean of 4.39 or always practiced. There was a weak negative correlation between teaching performance and teaching methods and strategies.

A capability building is hereby proposed to enhance the skills and capabilities of the kindergarten teachers in Zone II in terms of the use of technology in teaching. There is a need for enhancement of the teaching methods and strategies on visualization and the use of mobile devices, iPads, and tablets as a behavior management technique.

**RECOMMENDATIONS**

Based on the summary of the research conducted and the conclusions arrived at, the researcher offered the following recommendations:

1. The kindergarten teachers are encouraged to pursue their advanced education for professional growth and development.
2. Department of Education (DepEd) management may provide training and assistance to teachers’

endeavors in order to enhance their teaching methods and strategies as well as to improve their work performances.

3. The schools division office and district schools may create Professional Learning Communities (PLCs) which will be an avenue for the kindergarten teachers to improve their strategies on Visualization and Technology in the classroom. Establish linkages with internal and external stakeholders in order to acquire additional ICT equipment through donation or procurement.
4. Crafting of the Capability Building Program which focuses on improving their pedagogies that will surely redound to better learning outcomes.
5. Conduct further study to validate the findings of this research.

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