

MOST AND LEAST LEARNED COMPETENCIES OF KINDERGARTEN PUPILS IN SReYA: BASES FOR RESOURCE MATERIALS ENHANCEMENT

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ABSTRACT

This study revolves around key objectives aimed at understanding the dynamics of kindergarten education within the framework of the country's K-12 curriculum. The specific goals are as follows: 1) to profile kindergarten teachers, 2) to determine the percentage of kindergarteners achieving school readiness, 3) to identify the competencies least and most learned by kindergarteners, and 4) to analyze differences in students' school readiness based on teacher employment status, educational background, and school type. The K-12 curriculum, a focal point of national discourse, prompted various initiatives, programs, and training for teachers to align with its implementation. The newly added Kindergarten program under this curriculum prioritizes the school readiness of young learners. Recognizing the importance of preparing learners physically, intellectually, and emotionally before formal education, the curriculum employs thematic and play-based approaches to facilitate a smooth transition. Initially met with skepticism, some communities and parents viewed a Kindergarten program as an additional grade level, hesitating to enroll their children. The study identifies the least and most learned competencies through the School Readiness Year End Assessment (SReYA), revealing competencies such as recognition of shapes, problem-solving, and counting numbers from 1 to 10 as the most learned. In contrast, listening comprehension, identifying upper- and lower-case letters, letter-sound correspondence, and recognition of numbers emerged as the least learned competencies. To address these gaps, the researcher proposes resource materials enhancement. Furthermore, the study explores significant differences in students' school readiness based on teacher employment status, length of service, educational background, and type of school. The findings indicate varied levels of school readiness across these factors, prompting the researcher to recommend additional activities to reinforce the development of least-learned competencies among kindergarteners. In conclusion, this study sheds light on critical aspects of kindergarten education, emphasizing the need for tailored approaches to enhance school readiness and mitigate challenges faced by both educators and learners in the context of the K-12 curriculum.

Keywords: Assessment, Learning Competencies, Kindergarten, School Readiness

INTRODUCTION

Kindergarten is a child for a five-year-old a child that prepares them for formal education. Friedrich Wilhelm August Froebel, the German pedagogue, laid the foundation for modern education based on the recognition that children have unique needs and capabilities. Froebel established the first kindergarten program in

Germany in 1837 focused on the basic development of the child such as fine motor skills, gross motor development, cognitive, socio-emotional development, expressive language, and receptive skills. The first daycare service for preschool was developed under the Philippine Urban Community Welfare Program of the Social Administration. It was part of the UNICEF-Assisted Social Services Project in 1964. The first daycare

centers were organized in places where community welfare programs were present. At that time, daycare services focused on the social development of preschool children.

Nowadays, every Filipino child has access to early childhood education under Republic Act (RA) 10157, otherwise known as “The Kindergarten Education Law” In 2011, Kindergarten was institutionalized and became part of the K-12 program which provides equal opportunity for all children ages 4-6 years old.

The curriculum of the kindergarten is designed to cater to the needs of the learners. The program uses an integrated or thematic approach to ensure the development of young children and help them become prepared for grade one. It is also to help them cope with the transition from kindergarten to grade one. It is viewed that children in kindergarten should have achieved a level of development that would enable them to easily adapt. A community also has its share in promoting the importance of the program, especially the importance of school readiness and why they need to enroll their children in a 10-month program in kindergarten. Needless to say, the school plays a huge and crucial role in a child’s school readiness for it is in the school where all the methods based on research on how to prepare a child for formal education are applied. Through assessment, the readiness of the child for his/her formal education is likewise determined. Traditionally, teachers use paper and pencil examinations to determine the progress of the child but this system is not applicable for kindergarten pupils. Alternative, age-appropriate, and creative methods for learning and assessment can also be employed such as through play. Through various activities, they can determine the growth and development of a child.

Classroom assessment is a valuable tool for teachers not only in measuring how much the students have learned but also in their professional development in such a way that it serves as a feedback mechanism on the effectiveness of the instructional methods they employ.

The Department of Education utilizes the school readiness year-end assessment for all kindergarten pupils that covers the developmental domains. The SREYA is not an achievement test but a toll to measure pupils’ pre-school progress,

hence no child will be deprived of the right to move on to the next level of the educational process based on the result. Instead, said results will be used as the basis for providing the pupils with specific learning interventions as well as an aid for teachers in adjusting teaching methodologies.

OBJECTIVES OF THE STUDY:

This research aimed to determine the most and least learned items in School Readiness Year-End Assessment (SReYA) for the enhancement of resource materials for kindergarten.

1. Explain the kindergarten teachers in the city of Balanga in terms of:

- 1.1 employment Status
- 1.2 educational background
- 1.3 type of school

2. Describe the SReYA results, based on the percentage of kindergarten pupils in Balanga who achieved school readiness

3. Describe SReYA results, in Balanga City, based on

- 3.1 Most Learned Competencies
- 3.2 Least Learned Competencies

4. Determine the significant differences in the school readiness of kindergarten pupils according to:

- 4.1 teachers’ employment status
- 4.2 teachers’ educational background
- 4.3 type of school

METHODOLOGY

The descriptive method of research was used to assess and interpret the School Readiness Year-End Assessment (SReYA) of the kindergarten pupils in the Division of Balanga for the SY: 2015-2016 (for resource materials enhancement.) Kindergarten is part of the K-12 program of the Department of Education, (DepED). The researcher identified the most and least learned competencies of the kindergarten as a basis for the resource materials enhancement.

The respondents of the study are 1,628 kindergarten pupils in the Division of Balanga City, Bataan, whose ages range from five to six years old. The dominant language used by the

kindergarten pupils is Tagalog. The researcher used the whole population of kindergarten pupils in the school year 2015-2016. 29 kindergarten teachers are handling 58 sessions of the kindergarten program. Of these, 96.55% are female while 3.45% are males. Teachers who have been in the service for 6-10 years comprise the largest group making up 55.17% while 43.5% of the population are those who have been in the service for 0-5 years. Teachers who have been in the service for 11-15 years garnered 6.90%, while 3.44% are teachers who are 16-20 years in the service. The researcher used the whole population of kindergarten teachers in the Division of Balanga City, Bataan. The study employed a .05 level of significance in rejecting or accepting the null hypothesis. The following statistical treatments were done to test the hypothesis and answer specific questions:

RESULTS AND DISCUSSION

The general problem of the study is the least and Most Learned Competencies of Kindergarten pupils as a basis for resource materials enhancement.

1. Profile of Kindergarten Teachers in the Division of Balanga City, Bataan

The profile is an analysis representing the level at which a respondent exhibits uniqueness in terms of employment status, educational attainment, and type of school that he/she currently teaching kindergarten education. This study was supported by the information to intensify the kindergarten teachers.

1.1. In terms of Employment Status

Most of the kindergarten teachers or 72.41% of the population of kindergarten teachers are enjoying their permanent position as kindergarten teachers, while 27.6% of the population voluntarily served the Division of Balanga City as kindergarten teachers.

1.2. In terms of Educational background

The findings showed that 68.97% of the teachers report 21 units in Preschool education while 3.45% already finished their 24 units in preschool education, only 10.34% have finished their degree in preschool education the remaining 17.24% have finished their college degree but they don't have any units in pre-school education or early childhood education. These proportions show that most of the kindergarten teachers in the Division of Balanga City are trained and have an educational background in preschool or kindergarten education. The data also show that kindergarten teachers in the Division of Balanga City can teach at the kindergarten level because they have sufficient knowledge about kindergarten education. The data also show that volunteer kindergarten teachers have units in pre-school education which makes them qualified kindergarten teachers.

2. School Readiness Year-End Assessment Result.

Students who obtain a score of 11 or higher are considered ready for formal education. For this coherent 1,590 students corresponding to 97.9% of kindergarten pupils have already acquired school readiness, while 34 students, or 2.1% of kindergarten pupils in Balanga did not achieve school readiness.

Teachers achieved their goal by providing school readiness for kindergarten pupils after they have finished the kindergarten program of the Department of Education. The data also interprets that most of the kindergarten pupils in Balanga acquired school readiness

3. SReYA results, based on the percentage of kindergarten pupils in Balanga City, Bataan

3.1. In terms of Most Learned Competencies of Kindergarten Pupils.

The most learned competencies of kindergarten pupils in the Division of Balanga City, Bataan are recognition of shapes, answering questions about the number of stories they heard, and counting numbers from 1 to 10.

3.2. In terms of Least Learned Competencies of Kindergarten Pupils

The least learned competencies of kindergarten pupils are listening comprehension, identifying upper- and lower-case letters, letter-sound correspondence, and recognition of number numerals.

4. Differences in School Readiness of Kindergarteners

4.1. In terms of Teachers' employment status.

There is a significant difference in the school readiness of kindergarten pupils when grouped according to the employment status of teachers. The mean score of students who were handled by volunteer teachers is higher than the mean score of students who were handled by permanent teachers. Students who were handled by permanent teachers got a mean score of 20.25 and a standard deviation of 4.20, while students who were handled by volunteer teachers got a mean score of 20.90 and a standard deviation of 3.90. The mean score of volunteer teachers is higher than the mean score of permanent teachers. It is possible that volunteer teachers are strongly motivated to teach their students because they are aiming to be permanent teachers. The training could also be a factor in the performance of teachers because in the Division of Balanga City, most of the volunteer kindergarten teachers have also units in pre

4.2 Teacher's educational background

Students handled by teachers who have units or graduated in pre-school education have higher student mean scores than those whose teachers don't have any units in pre-school education. Educational attainment of teachers could affect the performance of learning of their students. Since the p-value from the said test is 0.000 and this is less than 0.10, they concluded that there is a significant difference in the school readiness of kindergarten pupils when grouped according to the educational background of the teachers, therefore the researcher failed to accept the null hypothesis.

4.3. In terms of Type of School

Students from central schools have a higher mean score or these students have the highest achievement in obtaining school readiness than the students from big, medium, and small schools. Students from central school got the highest mean score of 21.06 and a standard deviation of 3.97 while the lowest mean score is from students in a medium school who got a 19.72 mean score and standard deviation of 4.18. Central School got the highest mean score since the Head Start class for gifted students is located in the central school.

CONCLUSIONS

Based on the findings, the following conclusions were derived.

1. The SReYA results from the Kindergarten pupils in Balanga City obtained school readiness.
2. Kindergarten pupils of volunteer teachers obtained higher school readiness than pupils who are handled by permanent kindergarten teachers.
3. Students of kindergarten teachers who have finished their degree in pre-school education obtained higher school readiness than those who only have units in pre-school education as well as those teachers who don't have units in pre-school education.
4. Students from the central schools obtained higher school readiness than students from medium and small schools.

RECOMMENDATIONS

In view of the foregoing findings and conclusions the following recommendations are offered:

1. The division of Balanga City, Bataan must require all the kindergarten teachers to take units in pre-school education or early childhood education. The City government can provide a scholarship to those kindergarten teachers who want to earn a



- degree or take units in pre-school education.
2. The division of Balanga City, Bataan must provide trainings for teachers and administrations on enhancing instruction materials to address the least learned competencies of kindergarteners.
 3. The result of School readiness year-end assessment result must be shared to the parents or guardian of the student and share with them the least learned competencies of the child and involve them in developing the least learned competencies of the child.
 4. More research study along this line should be conducted to have a clearer view on the least and most learned competencies of kindergarteners.
 5. The kindergarten teachers should have a proposed resource materials enhancement and conducted action research on it.
 6. The result of SReYA could serve lead the way to school principals and school heads in budget allocation for the effective management of kindergarten program.
 7. Based on the result of SReYA, Kindergarten Coordinators and Kindergarten Supervisors can provide assistance and instructional training to the kindergarten teachers.
 8. The Department of Education can consult the SReYA result for the improvement of the kindergarten curriculum guide.

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