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ANALYSIS OF THE KINDERGARTEN PEDAGOGIES IN LOWLAND SCHOOLS IN MARINDUQUE: BASIS FOR KINDERGARTEN TEACHERS' DEVELOPMENT PROGRAM

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Abstract

This study analyzes pedagogies used by Kindergarten teachers in 19 lowland schools in Torrijos, Schools Division of Marinduque. Data was collected through a survey questionnaire, observation tool, and interviews with 21 participants. The researcher-made observation tool was validated among 30 other districts, showing a Cronbach's alpha of 0.932.

The study found that teachers with a mean of 11.52 years in service teach Kindergarten and 61.9% specializing in Early Childhood Education. The overall mean is 4.4476, with a 0.3516 standard deviation. 46.62% attended Division Training Workshops on the National Kindergarten Curriculum, 42.86% attended National Webinars on Kindergarten Remote Teaching and Learning, and 28.57% attended Division Enhancement Training Workshops for Kindergarten Teachers.

Kindergarten pedagogies have no significant relationship with identified profiles. The study found that most teachers in lowland schools are experienced, with over half specialized in Early Childhood Education. Most teachers handle 21-50 learners, with some handling 20 or fewer. All teachers follow pedagogies based on D.O no. 47, s. 2016 and D.O no. 42, s. 2017. Training is limited to some teachers, and an upskilling program is needed to improve the execution of pedagogies in teaching Kindergarten programs.

This study recommends proper orientation for new kindergarten teachers, including instructional delivery and planning. The Department of Education should continue skill enhancement to teachers with other specializations. The number of learners handled by teachers should be considered. Pedagogies in teaching the Kindergarten program are vital thus, the Department should design training and development activities to update professional practice in the Kindergarten program.

Keywords: kindergarten pedagogies, lowland schools, teachers' development program, instructional deliveries, kindergarten program

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Introduction

The Philippines' kindergarten education program has a pronounced and important impact on young Filipino children, particularly in the stimulation of every child's physical capacity, social interaction, cognitive skills, and emotional aspect as well as the early development of values. It offers all 5-year-olds the chance to get educational help so they can get ready to transition towards formal education system. The Kindergarten Education Act Section 2, RA 10157, stresses the importance of kindergarten education for the growth of Filipino children since "it is the period when their mind's absorptive capacity is at its sharpest." To manage classes, activities, and experiences at this level successfully, many support systems were captured through standardized implementation in relation to this. Due to their effects on the state of Early Childhood Care and Development (ECCD) governance in the Philippines, two significant legislations are mentioned. In order to promote the well-being of Filipino children and youth (0–21), the Child and Youth Welfare Code of 1974 codified the rights and obligations of children, as well as those of parents, the community, and various stakeholders. It also established the Council for the Welfare of Children (CWC) as the national coordinating body on issues relating to children and youth. And the Local Government Code of 1991 required the devolution of basic educational services to the local government units and called the establishment of a more responsible local government structure through a scheme of decentralization (particularly health and social welfare).

The Department of Education has created standards, policies, and services to ensure that the primary goal of the curriculum, instruction (i.e., teaching pedagogies and strategies), assessment, learning resources, instructional materials, learning space and environment, monitoring and evaluation for the standard delivery of Kindergarten services is met. As a result, it is importanty for teachers of Kindergarten classes to complete training courses on how to best serve students at the indicated level, give preference to those who have specialized in teaching early childhood education, and create materials that are developmentally appropriate.

DepEd Order No. 47's stipulation for the Kindergarten Curriculum Framework, it was demonstrated how the theoretical foundations for teaching-learning in the early years are built on constructivism, integrative, thematic, collaborative, inquiry-based, and reflective teaching in play-based approaches with the application of the Developmentally Appropriate Practices (DAP), which supports the principles of growth and development, and the development and assessment of learning programs. Relevantly, Kindergarten follows a schedule known as the Blocks of Time, which includes the following: Arrival, when learners can explore the different play areas or activity centers in the classroom individually, with a peer, or in groups as they wait for the rest of the class to arrive; Meeting Time 1, an introduction to the day's activities, which includes class circle for teacher-led recitation e.g., "I'm a little teapot"; Children work in small groups, pairs, or individually during Work Period 1 on activities that are either teacher-assigned or child-initiated; During Meeting Time 2, the children are once again gathered by the teacher as a group and have time to get ready to wash their hands before eating snacks; During Recess, which is a nourishing break for the learners, the teacher will also teach proper eating manners; During Quiet Time, children can relax; Work Period 2 – children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities; Indoor/ Outdoor Games – activities include sports, simple

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athletics, movement activities, and outdoor games; and Meeting Time 3 – children are given time to pack away, teachers synthesize the children's learning experiences and reminders and learning extensions are also given during this period.

These amply demonstrated how maintaining a daily routine supports and encourages children to take risks and cooperate with others while assisting in making them feel comfortable. The notion of how each teacher delivers the lesson in class knowing the different blocks of time to follow has triggered higher attention in the field that goes beyond expectation. Although expectations are clear, there are teachers employing teacher-centered instruction that limits children's opportunity to explore skills through tasks provided, routines to follow like the introductory songs were not given, thus learners' readiness for activities was not considered making each part became tedious and hard among them, some are just requiring learners to practice writing, scribbling, and coloring yet there is a plan to follow and implement. Schools in the district may come in different places, yet the context was found relevantly the same. In the end, learners' performance and achievement vary. There are Kindergarten schools that perform well and there are schools that are lagging behind. These are the realities that support the idea that there are teachers who don't follow the standards, thus professional practice becomes different from one teacher to another and from one school to another. Keung, C., et al. (2020), learning through is created in context. Teachers thought that ongoing problems and conundrums dictated their practice and demanded that teaching methods be changed. They discovered that situated types of knowledge were an optional element influencing their professional activity. In light of this, the kindergarten teacher records and observes the lessons that the students are learning while they participate in the learning activities. Teachers are expected to use the resources supplied in order to ensure consistency and one in attaining the purpose of the Kindergarten as a program due to the uniform standards set in the delivery of Kindergarten competencies.

Following a series of methods repeated in various Department of Education-mandated rules, teaching techniques in turn stall higher, especially in developing skills and competencies appropriate for the Kindergarten level. According to Inoue M., et al, (2017) standardization of terminology should be encouraged to improve teachers' comprehension of key terms. More possibilities for professional development in the field of education are also needed, and centers of excellence for education for sustainability might be established in every country to help others learn from leading examples of this field's work. On the other side, how well the learners performed in class was what defined how effective the teaching and learning were. The proponent plans to use them as a starting point for an investigation of the kindergarten pedagogies used in Marinduque schools, which would serve as the foundation for the proposed kindergarten teachers' development program.

Conceptual Framework

This research study focussed on the analysis of the kindergarten pedagogies in lowland schools in Marinduque. This urges the researcher to utilize the input, process, and output model to specifically identify variables that have to be given the focus on, well-defined processes to be undertaken were enumerated in order to come up with appropriate and responsive kindergarten teacher's development program as an output of this study.

A. Profile of Teachers
   1.1 Years in Service
   1.2 Specialization
   1.3 Number of Learners in Class

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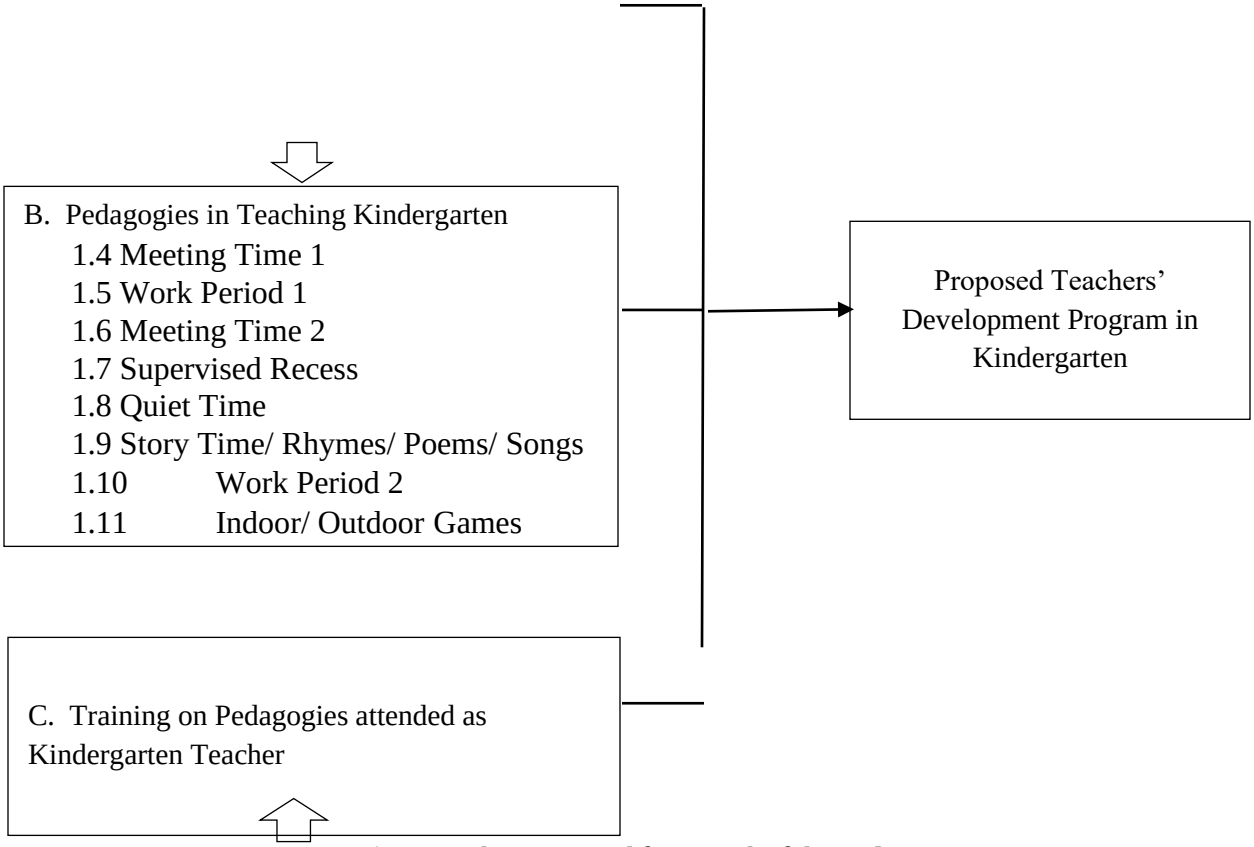

Figure 1. The conceptual framework of the study

The figure shows the conceptual paradigm of the study. The researcher will be looking after the profile of the respondents in terms of years in service, specialization, and number of learners in class, and training on pedagogies along with the component of blocks of time from which every teacher in Kindergarten follows as inputs in this research. The utilization of a survey questionnaire consisting of the profile of respondents and training attended by the teachers and a self-made classroom observation tool in Kindergarten consisting of the pedagogies in teaching Kindergarten will be verified through actual classroom observation which will form part of the process to undertake in the study. Data collected from the given variables will be of help in finding the significant relationship of the Kindergarten pedagogies to the teachers' profile and trainings attended which is relevant to the appropriate kindergarten teacher's development program to be proposed as a result of this study. The Omnibus Policy on Kindergarten Education of 2016 of the Department of Education in response to Republic Act No. 10157, comprehensively laid the different components in implementing the program highlighting the different blocks of time under Instruction: Teaching Methodologies and Strategies as the primary roadmap for developing in-depth investigation on pedagogies in teaching Kindergarten in schools. According to Fonsèn, E., et.al (2019) through the lens of pedagogical leadership, the characteristics of professional

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development that were identified were examined and divided into four categories: increased knowledge, awareness of the standard of previously employed pedagogy, skill development, and capacity to defend ECE pedagogy. The study uncovered links and affiliations between additional education and professional growth in educational leadership. While teacher-directed instruction predominated the pedagogical interactions, Hwang, N., et.al (2022) found no proof that raising the percentage of teacher specialists at the school level results in increases in school quality measures.

Statement of the Problem

The purpose of this study is to conduct an analysis on the kindergarten pedagogies in Lowland schools in Marinduque. This study covered the 21 Kindergarten Teachers in lowland schools in the District of Torrijos.

Specifically, this study sought to answer the following questions:

1. What are the pedagogies employed by teachers in lowland schools in terms of:
   1.1 Meeting Time 1
   1.2 Work Period 1
   1.3 Meeting Time 2
   1.4 Supervised Recess
   1.5 Quiet Time
   1.6 Story Time/ Rhymes/ Poems/ Songs
   1.7 Work Period 2
   1.8 Indoor/ Outdoor Games
2. What are the trainings on pedagogies attended by the Kindergarten teachers?
3. What significant relationship exist between the profile and the training to the pedagogies in teaching Kindergarten program?
4. What development plan could be proposed based on the findings of the study?

Hypothesis

Null Hypothesis

There is no significant relationship in the Kindergarten pedagogies on the profile of teachers in lowland schools in Marinduque.

METHODOLOGY

Research Design

This study employed a descriptive correlational research design to determine the significant relationship that exists between the Kindergarten pedagogies used by the kindergarten teachers and the profile of teachers by collecting numerical data and by using statistical techniques to test the relationship.

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To characterize a phenomena and its traits is the goal of descriptive study. This study is more interested in what occurred than in how or why it occurred. As a result, methods like observation and surveys are frequently employed to collect data, Gall, G., et al (2007). Although the data in this type of study may be gathered qualitatively, it is frequently quantitatively evaluated to identify relationships utilizing frequencies, percentages, averages, and survey questionnaire analyses.

The researcher use dself-made questionnaires to quantitatively identify the Kindergarten pedagogies used in teaching the different domains of the kindergarten program. The questionnaire will also be used in determining the profile of the respondents.

According to Mc Leod (2018)," questionnaires can be considered as a kind of written interview. They can be carried out face to face, by phone or computer".

Population and Sampling

The Kindergarten teachers of the Torrijos District of Schools Division of Marinduque were the respondents of the study. Purposive sampling will be used since schools in lowland areas in the district will be the main respondents of the study that represent the exact number of teachers available. Twenty-one (21) teachers teaching kindergarten were selected by the Division Planning Officer and will be observed by the nineteen (19) school heads in order to answer the questionnaire.

Kindergarten Teachers in the District of Torrijos

Name of School	No. of Teachers
Malibago Elementary School	2
Tigwi Elementary School	1
Makawayan Elementary School	1
Dampulan Elementary School	1
Cabuyo Elementary School	1
Buangan Elementary School	1
Torrijos Central School	2
Maranlig Elementary School	1
Marlangga Elementary School	1
Poctoy Elementary School	1
Malinao Elementary School	1
Kay Duke Primary School	1
Bonliw Elementary School	1
Matuyatuya Elementary School	1
Mabuhay Primary School	1
Suha Elementary School	1
Sibuyao Elementary School	1
Banukbok Primary School	1
Cagpo Elementary School	1
Total	**21**

Respondents of the Study

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For School Year 2023-2024, the population of teachers coming from the planning officer is 21 out of the 35 schools in the Torrijos district. This means that objectively respondents are identified by the Division Planning Officer as the present Kindergarten teachers in the lowland schools of Torrijos in Marinduque. Two (2) respondents from Malibago Elementary School where the researcher is assigned will be observed by the Master Teachers in school to avoid bias in the treatment of the respondents. These teachers are to be qualified as research respondents of the study when they are fitted on the inclusion criteria of the study.

Inclusion Criteria. He/she is a permanent teacher in the indicated research locale of the study. He/she is an active teacher who has been teaching Kindergarten level. He/she is not considered a delinquent employee of the school and thus has a high performance in teaching and learning.

Nikolopoulou, K. (2023), A research study's inclusion/exclusion criteria are what determine whether members of the target population are allowed to participate or not. Establishing these standards, which are collectively referred to as eligibility criteria, is essential when looking for participants, as indicated by Hornberger, B., et.al, (2020) that ideal harmony of specific and general criteria, and employ it to instruct the research team in selecting the most suitable volunteers for a given study. The dependability and reproducibility of recruitment and data are greatly enhanced by well-chosen and thoroughly stated inclusion/exclusion criteria.

Research Instrument

This research study used survey questionnaire along with an observation tool which is self-made by the researcher and an informal interview in order to generate relevant data in the analysis of the Kindergarten pedagogies used by the teachers.

Survey Questionnaire

The researcher utilized survey questionnaires to gather the needed data in this study. The questionnaire is composed of two (2) parts.

Part I of the survey questionnaire is the Pedagogies in teaching Kindergarten. This will specify varied teaching pedagogies that teachers do inside the Kindergarten classroom. The questionnaire is composed of statements distributed in different blocks of time. The questionnaire allows the respondents to respond to a 5-point Likert scale with 1 as not observed, and 5 as highly observed.

The researcher-made observation underwent validation by the three (3) specialist in the field of early Childhood Education. The survey-questionnaire and observation tool underwent the pilot testing in the three (3) districts: Santa Cruz, East, Santa Cruz South and Santa Cruz North districts to 30 Kindergarten teachers with the obtained chronbach’s alpha of 0.932 which means the tool is reliable. The threshold is 0.7 for researcher -developed instrument.

The extent of pedagogies in teaching will be interpreted using the following scale:

Mean Score	Descriptor	Descriptive Interpretation for the Extent of Teaching Pedagogies used in Teaching Kindergarten
4.21 to 5.00	Highly Observed	When the indicator stated for the extent of pedagogies is manifested and observed on all occasions. Indicator stated is always felt and

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		occurring. This implies that teachers are excellent in terms of teaching pedagogies.
3.41 to 4.20	Moderately Observed	When the indicator stated for the extent of pedagogies is manifested and observed on many occasions. Indicator stated is frequently felt and occurring. This implies that teachers are good in terms of teaching pedagogies.
2.61 to 3.40	Observed	When the indicator stated for the extent of pedagogies is manifested and observed on some occasions. Indicator stated is occasionally felt and occurring. This implies that teachers are average in terms of teaching pedagogies.
1.81 to 2.60	Lowly Observed	When the indicator stated for pedagogies is not manifested and observed on few occasions. Indicator stated is rarely felt and occurring. This implies that teachers are fair in terms of teaching pedagogies .
1.00 to 1.80	Not Observed	When the indicator stated for pedagogies is not manifested and observed on all occasions. Indicator stated is never felt and not occurring. This implies that teachers are poor in terms of teaching pedagogies.

Figure 2: The 5-Point Likert Scale

Data Gathering Procedure

In order to facilitate the gathering of needed data, the following procedure were followed:

1. The researcher sent a letter informing the DepED office, the District Supervisor, the principal and the respondents for the conduct of this research.
2. The researcher explained to the respondents the purpose of the study is and remind them that their answers are strictly confidential and will be used solely for the purpose of the study.
3. The questionnaires were distributed to the respondents to allow them to fill in the needed information when it comes to the profile of Kindergarten teachers particularly from lowland schools as identified by the division planning officer.
4. The researcher-made observation tool that is lifted from DepEd Order no. 47, s. 2016 – Omnibus Policy on Kindergarten Education and DepEd Order no. 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers.
5. Actual observation among Kindergarten teachers were done by the researchers together with their school heads using the researcher-made tool. Since the researcher is assigned in one of the selected school as respondent, the master teachers in the school were requested to conduct the actual observation to avoid any biases in the gathering of data.

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6. Results of classroom observation results were discussed by the researcher and the school and will both agree on the manner how kindergarten pedagogies were used and finally decide on the indicators specified.
7. Questionnaire and observation results were collected right after they have accomplished it.
8. The data was tabulated using the identified statistical tool – frequency, percentage, mean, standard deviation, Pearson's R and Eta Correlation Coefficient.and analyzed statistically.

9. The results were interpreted using the 5-point Likert Scale where 5 – as Highly Observed, 4 – as Moderately Observed, 3 – as Observed, 2 – as Somewhat Observed, and 1 – as Not Observed. With the guidance of the assigned statistician, results will be carefully checked in order to address the given statement of the problem of this study by the assigned statistician.

10. The interpreted results served as the primary basis of the study in crafting teachers' development program as a result of the analysis made on the kindergarten pedagogies in lowland schools in Marinduque.

Data Analysis

In order to generate accurate data relevant on this research study, the researcher will use percentage, mean, standard deviation, and spearman's correlation coefficient in analyzing data.

Percentage

This helped the researcher to find out the percent of respondents according to years in service, specialization, and number of learners handled which are identified profile that could impact the study. This will also help the researcher in determining the relationship between the series of data on the years in service of Kindergarten Teachers, specialization of the teachers presently handling Kindergarten classes, and the number of learners they're handling as Kindergarten teachers. The formula below will be used:

$$\textbf{Percentage} = (\text{Value}/\text{Total Value}) \times 100$$

Mean

This was used to find the average or the most common value in a collection of numbers, particularly on the profile of respondents in terms of years in service and number of learners handled and pedagogies in teaching Kindergarten in the different blocks of time namely: Meeting Time 1, Work Period 1, Meeting Time 2, Supervised Recess, Quiet Time, Story Time/Rhymes/Poems/Songs, Work Period 2 and Meeting Time 3.

By way of using the mean, variables under the profile of Kindergarten teachers under statement of the problem 1 can be traced as how this affect classroom performance of teachers, particularly the different pedagogies in teaching, which pedagogies of teaching in Kindergarten

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were highly observed among teachers and which they do not observe or do in the delivery of instruction among Kindergarten learners.

The formula below will be used:

$$\bar{x} = \frac{(\Sigma x)}{n}$$

Standard Deviation

The **standard deviation** is the average amount of variability in the dataset. It tells, on average, how far each value lies from the mean. This will help in answering statement of the problem no. 2 specifically on the pedagogies employed by the teachers teaching Kindergarten in lowland schools.

A high standard deviation means that values are generally far from the mean, while a low standard deviation indicates that values are clustered close to the mean. The formula below will be used:

$$SD = \sqrt{\frac{\Sigma(x - \bar{x})^2}{n - 1}}$$

Eta Correlation Coefficient

The fourth research question on the relationship of the profile of Kindergarten teachers and trainings attended to the pedagogies in teaching Kindergarten level will be analyzed using eta correlation coefficient. Eta correlation coefficient was used to determine the significant relationship between the kindergarten pedagogies and the specialization of teachers, pedagogies and years in service, pedagogies and number of learners handled, and pedagogies and trainings attended.

Results and Discussion

The Pedagogies Employed by the Kindergarten Teachers in Lowland Schools in Torrijos District in the different Blocks of Time namely: Meeting Time 1, Work Period 1, Meeting Time 2, Supervised Recess, Quiet Time, Story Time/ Rhymes/ Poems/ Songs, Work Period 2, and Meeting Time 3

This part comprehensively validated the different pedagogies in teaching Kindergarten program in the different blocks of time. The data presented are the pedagogies, mean, standard deviation and interpretation.

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Table 4 presented the pedagogies employed by the Kindergarten teachers in the different blocks of time. The results for pedagogies were taken from the research-made observation tool which was used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 1
Pedagogies employed by the teachers in the different blocks of time

Statements	Mean	Standard Deviation	Interpretation
Meeting Time 1			
1. Started with preparatory activities such as prayer, getting to know, attendance, and health checks were given	4.6190	.49761	Highly Observed
2. Utilized audio/ video materials to reinforce the given tasks	4.4762	.51177	Highly Observed
3. Introduced the message of the day with emphasis	4.5238	.51177	Highly Observed
4. Linked activity/ies to the message	4.5238	.51177	Highly Observed
5. Asked questions that support message development	5.0000	.00000	Highly Observed
Overall	**4.6286**	**.22168**	**Highly Observed**
Work Period 1			
1. Guided activity is aligned with competency identified	4.4286	.50709	Highly Observed
2. Provided tasks performed by all learners in class	4.9524	.21822	Highly Observed
3. Provided instructional support in facilitating the task	4.6190	.58959	Highly Observed
4. Presented learning materials and activities which are appropriate for all learners	4.5714	.50709	Highly Observed
5. Stimulated learners' independence through independent activity to master the skill	4.3333	.79582	Highly Observed
6. Gave responsive activities to the competencies found	4.6190	.49761	Highly Observed
7. Provided activity or task that linked competencies during the process	4.6667	.48305	Highly Observed
8. Wrapped-up concepts or ideas before moving to the next part	4.3333	.79582	Highly Observed
9. Utilized audio/ video presentation as a routine after completing the task and moving to the next part	4.4762	.51177	Highly Observed
10. Managed learners' output effectively	4.3333	.48305	Highly Observed
Overall	**4.5333**	**.37327**	**Highly Observed**
Meeting Time 2			
1. Provided learners' opportunity to present their output in class	4.5238	.51177	Highly Observed
2. Engaged learners using verbal and non-verbal communication and motivated learners in class	4.5714	.67612	Highly Observed
3. Linked learners' output to the competency	4.4286	.67612	Highly Observed
4. Recognized learners' performance for the completed activity	4.7143	.46291	Highly Observed
5. Utilized audio/ video materials in transitioning	4.3333	.65828	Highly Observed

Overall	**4.5143**	**.42695**	**Highly Observed**
Supervised Recess			
1. Performed routines to model expected behavior	4.5238	.51177	Highly Observed
2. Utilized audio/ video materials for learners to perform the task well	4.2381	.62488	Highly Observed
3. Reinforced health and hygiene practices	4.1429	.65465	Moderately Observed
4. Responded to the skill being developed using varied activities	4.4762	.51177	Highly Observed
5. Maintained a conducive learning environment after the task	4.6190	.49761	Highly Observed
Overall	**4.4000**	**.43359**	**Highly Observed**
Quiet Time			
1. Provided clear and simple instructions	4.5714	.50709	Highly Observed
2. Utilized audio/ video materials to process the expected task	4.4762	.51177	Highly Observed
3. Provided tasks that are easily followed by the learners in effect from the teacher's instruction	4.5238	.51177	Highly Observed
4. Displayed proficient use of Mother Tongue to facilitate learning	4.9048	.30079	Highly Observed
5. Applied successful strategy that motivate learners in the process	4.4286	.50709	Highly Observed
Overall	**4.5810**	**.30922**	**Highly Observed**
Story Time/ Rhymes/ Poems/ Songs			
1. Utilized audio/ video materials as learners' cues in moving to the next activity or part	4.8095	.40237	Highly Observed
2. Delivered the story with mastery	4.4762	.60159	Highly Observed
3. Delivered story is motivating and encouraging	4.1905	.60159	Moderately Observed
4. Emphasized book and print knowledge	4.6190	.49761	Highly Observed
5. Asked questions that are appropriate to the level of learners	4.4286	.50709	Highly Observed
6. Gave clear reminders	4.4286	.50709	Highly Observed
7. Encouraged interaction between and among the teacher, learners, and learning materials	4.6190	.49761	Highly Observed
8. Presented print materials that are appropriate for the learners	4.5238	.51177	Highly Observed
9. Promoted communication/ interaction in the process	4.3810	.58959	Highly Observed
10. Presented a story aligned with the skill being developed	4.8095	.40237	Highly Observed
Overall	**4.5286**	**.33933**	**Highly Observed**
Work Period 2			
1. Provided activities relative to numeracy development	4.4286	.59761	Highly Observed

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2. Guided learners in answering the task with confidence	4.5238	.60159	Highly Observed
3. Shared in-depth discussion of the lesson to support the needs of the learners	4.1429	.85356	Moderately Observed
4. Showed materials developed to support skill development	4.7619	.43644	Highly Observed
5. Presented independent activity are well-planned and can be answered by all learners	4.6190	.49761	Highly Observed
6. Linked the skill and activity well	4.1905	.81358	Moderately Observed
7. Provided relevant audio/ video material to support learning	4.6190	.49761	Highly Observed
8. Utilized manipulatives and other support materials well in the process	4.5238	.51177	Highly Observed
9. Engaged learners in the process	4.8095	.40237	Highly Observed
10. Modelled numeracy skills effectively	4.6190	.49761	Highly Observed
Overall	**4.5238**	**.43463**	**Highly Observed**
Indoor/ Outdoor Games			
1. Provided clear instruction for the activity	4.6667	.48305	Highly Observed
2. Planned activity was effectively delivered in class	4.3810	.49761	Highly Observed
3. Facilitated active performance of learners during the activity	4.6190	.49761	Highly Observed
4. Provided appropriate materials to support better performance of learners in class	4.3810	.49761	Highly Observed
5. Provided audio/ video materials to reinforce learning	4.1905	.60159	Moderately Observed
Overall	**4.4476**	**.35160**	**Highly Observed**

The table show the pedagogies employed by the teachers in teaching Kindergarten in the different blocks of time implemented in the Kindergarten program. It revealed that Meeting Time 1 pedagogies obtained the mean of 4.6286, Work Period 1 with mean 4.5333, Meeting Time 2 with mean 4.5143, Supervised Recess with mean 4.4000, Quiet Time with mean 4.5810, Story Time/ Rhymes/ Poems/ Songs with mean 4.5286, Work Period 2 with mean 4.5238 and Meeting Time 3 with mean 4.4476 which are all interpreted to be highly observed. This means that the researcher-made pedagogies are being employed by all teachers in class.

Dewi, M., et.al (2020**)** showed that the analysis of the relationships between the components is done separately, such as the relationship of all seven (7) components to one (1) pedagogical content knowledge component of kindergarten teachers; Orientation of teaching has the strongest relationship with Knowledge of Instructional Strategies for Teaching; There are pedagogical content knowledge components for kindergarten teachers that are frequently found and associated with other components in a learning episode. These components include orientation to teaching, knowledge of early childhood education curriculum, and knowledge of instructional strategies. Knowledge of assessment of early childhood education has the weakest relationship with knowledge of early childhood education subject matter. Moreover, Thompson M. (2019)

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found that it was vital to back constructivist learning theories that strongly emphasize incorporating aspects of regional sociocultural contexts into pedagogies. The findings highlight the connections between teachers' instruction and local conditions in Ghanaian kindergarten groups.

The educational material used by a kindergarten teacher who is putting an inferential reasoning lesson plan that was developed in a lesson study into practice was detailed by Estrella, S., et.al in 2022. The study found that while the teacher displayed curriculum-relevant knowledge and abilities as well as conceptual teaching tactics, there is still a problem with the student's comprehension of the material and the integration of pedagogical subject knowledge. In the same way, Arasomwan D., et.al (2021) reiterated that the use of music specific pedagogies as a method for teaching communication skills to children between the ages of three and four is acknowledged, although there are limitations. These restrictions include a shortage of musical resources, inadequate training, and the exclusion of music-based pedagogies from the Early Childhood Care and Education curriculum as well as the pre-service teachers' curriculum. Contrarily, Allan, D., (2022) using data from a series of interviews with student teachers, this study looked into the usage of lesson study as a strategy for collaboratively creating pedagogical knowledge. The Lesson Study builds a close-knit working relationship between the participating student teachers, which generates fresh learning opportunities, the study found.

Trainings Attended on Pedagogies by the Kindergarten Teachers

This part validated the actual trainings attended on pedagogies in teaching Kindergarten program by the teachers. The data presented are the list of trainings and number of teachers who attended it.

Table 2 presented the trainings attended by the Kindergarten teachers. The results for the trainings were taken from the survey-questionnaire which was used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 2
Trainings attended on Pedagogies by the Kindergarten Teachers

Trainings Attended by Teachers Teaching Kindergarten	No. of Teachers Trained
Division Enhancement Training Of Teachers For 40 Week Kindergarten Curriculum Cum- Education.	4
Division Training Workshop on National Kindergarten Curriculum	10
3 Day Division Training on the Enhancement Of Pedagogical Skills In Teaching Reading in the Mother Tongue and the Bridging Process for Elementary School Heads, Grade 1 and Kindergarten Teachers	4
Cluster 2: Webinar on Kindergarten Remote Teaching and Learning Developmentally Appropriate Responses in Time Of Corona Virus Disease-19 (National Training For Luzon Batch 2, IV-A,IV-B,V and National Capital Region	2

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Division Online Training Workshop on the Development and Production of Digitized Learning Resources for Learners and Teachers in the Schools Division of Marinduque on February 2-4, 2022	1
Development, Contextualization and Production of Support Instructional Materials for the 1st and 2nd Quarters of the School Year 2021-2022 held on July 2, 2021.	1
Division Training for Select Kindergarten, Special and Multigrade Education Teachers on the Development of Manipulative Materials held on Nov. 23-25, 2022.	4
Division Training Workshop on National Kindergarten Curriculum Cum Special Education	2
Division Enhancement Training Workshop for Kindergarten Teacher	6
National Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in the Time of COVID-19	9
Regional Online Training on Teaching and Managing Learners Using Varied Learning Modalities	2
Regional Online Training on Teaching, Managing and Assessing Five-Year-Old Learners with Developmental Delays – Part 2	2
Division Virtual Orientation on the Contextualization of Kindergarten Support Learning Materials for QUARTER 3&4	2
Regional Online Orientation on the Analysis Scoring and Interpretation of Early Childhood Care Development (ECCD)	1

The table shows the actual trainings attended by the teachers teaching Kindergarten program in lowland schools in Marinduque. It can be gleaned that 10 or 46.62% has attended the Division Training Workshop on National Kindergarten Curriculum, 9 or 42.86% has attended the National Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in the Time of COVID-19, and 6 or 28.57% has attended the Division Enhancement Training Workshop for Kindergarten Teacher. It is interesting to note also that there are some teachers who at the moment don't have any trainings attended particularly in teaching Kindergarten. It can generally observed that the trainings provided for teachers are given to select teachers in the field and a division-wide training for all teachers are also limited.

The "Enhanced Basic Education Act of 2013," Republic Act No. 10533, also known as the "Enhanced Basic Education Act of 2013," was passed into law in 2013. It is titled "An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and for Other Purposes." This creates a "universal kindergarten" and gives Grades 11 and 12 their first exposure to high school in both public and private institutions. Republic Act No. 10533 stipulates that students must complete the additional coursework to be eligible for higher education. Section 10.2 on standards and principles, the curriculum must make use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical practices. The curriculum ought to be adaptable enough to let schools localize, indigenously, and modify it in accordance with their own educational and social settings. In order to guarantee mastery of knowledge and abilities at the end of each level, it should also use the spiral progression technique. DepEd teachers who will implement the enhanced basic education curriculum but who did not complete pre-service education that is

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aligned with the enhanced basic education curriculum must be trained to meet the requirements of Section 12.1, which deals with in-service training on content and pedagogy.

The Significant Relationship exist between the Kindergarten Teachers' Years in Service to the Pedagogies in Teaching Kindergarten

This part correlated the relationship exist between years in service and pedagogies in teaching Kindergarten program from the data obtained from the data gathered on years in service and pedagogies in teaching Kindergarten. The data presented are the variables, Pearson r, Sig. Value, interpretation and decision to hypothesis.

Table 3 presented the relationship between years in service and pedagogies. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 3
Years in Service VS Pedagogies

Variables	Pearson r	Sig. Value	Interpretation	Decision to Ho
Years in Service*Meeting Time 1	-0.168	0.467	Not Significant	Accept
Years in Service*Work Period 1	-0.247	0.279	Not Significant	Accept
Years in Service*Meeting Time 2	-0.346	0.124	Not Significant	Accept
Years in Service*Supervised Recess	-0.358	0.111	Not Significant	Accept
Years in Service*Quiet Time	-0.255	0.265	Not Significant	Accept
Years in Service*Story Time/ Rhymes/ Poems/ Songs	-0.018	0.937	Not Significant	Accept
Years in Service*Work Period 2	-0.222	0.334	Not Significant	Accept
Years in Service*Indoor/ Outdoor Games	-0.252	0.270	Not Significant	Accept

Table shows the correlation test results between the years in service and pedagogies. It can be gleaned that there is no significant relationship between years in service and meeting time 1 reflective of the pearson r of -0.168 with the sig. value of 0.467; years in service and work period 1 reflective of the pearson r of -0.247 with the sig. value of 0.279; years in service and meeting time 2 reflective of the pearson r of -0.346 with the sig. value of 0.124; years in service and supervised recess reflective of the pearson r of -0.358 with the sig. value of 0.111; years in service and quiet time with the pearson r of -0.255 with sig. value of 0.265; years in service and story time/ rhymes/ poems/ songs reflective of the pearson r of -0.015 with sig. value of 0.937; years in service and work period 2 reflective of the pearson r -0.222 with the sig. value of 0.334 and; years in service and indoor/ outdoor games reflective of the pearson r of -0.252 with the sig. value of 0.270 which is greater than $\alpha = 0.05$. Hence, the null hypothesis is accepted.

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Graham, L., et al (2020) indicated that while there is some indication of a reduction in teaching quality for teachers with 4-5 years of experience, there is no evidence of a poorer level of instruction for starting teachers (0-3 years' experience). According to the findings, all instructors would benefit from individualized support and professional development that is informed by the best available research.

Afalla, B., et al (2020) discovered that pre-service teachers regularly displayed an extremely high degree of pedagogical proficiency. Their respective teaching effectiveness over the last three academic years has been very different. Pre-service teachers tended to demonstrate poor teaching efficiency when they demonstrated a low command of knowledge. As a result, pre-service teachers who demonstrated a strong mastery of the material have a propensity to teach exceptionally well. The remarkable pedagogical ability of the pre-service teachers contributes to their exceptional teaching effectiveness.

Buyong N., et.al (2020) discovered that more years of teaching result in greater educational understanding.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Meeting Time 1

This part correlated the relationship exist between specialization and meeting time 1 from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 4 presented the relationship between specialization and meeting time 1. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 4
Specialization vs Meeting Time 1

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Meeting Time 1	0.507	0.464	Not Significant	Accept

$\alpha = 0.05$ Level of Significance

Table shows the correlation test results between specialization and meeting time 1 pedagogy. It can be gleaned that there is no significant relationship between these variables reflective of the eta correlation coefficient of 0.507 with the probability value of 0.464 which is greater than $\alpha = 0.05$. Hence, the null hypothesis is accepted.

Kim, S., et.al (2019) noted that pupils observe their teachers' skill demonstrations in the classroom. If teachers are unable to identify effective teaching methods, they will not be able to model them. This is a critical issue for observational training as well as for teacher feedback and professional growth. It also serves as the primary argument for the obligation to find manifestations of culturally appropriate teaching practices. Observers, practitioners, and/or teachers observing classrooms from their own cultures through live observation or films have proven vital for good training, rater dependability, and the general applicability of the instrument. Furthermore, Barbod, A. (2021) discovered that by employing a variety of

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classroom objects as abstract symbols, early childhood educators and daycare providers included diversity into their normal classroom routines. Parent partnerships, literacy, and the zone of proximal all helped to successfully include diversity into the curriculum. By recognizing and identifying these variances in the classroom populations, teachers can modify the curriculum to meet the needs of the diverse student populations. The findings show that childcare providers need to modify their perspective on diversity. In addition to diverse inclusion, more research is needed to look at the numerous tactics employed by early childhood educators and childcare providers.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Work Period 1

This part correlated the relationship exist between specialization and work period 1 from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 5 presented the relationship between specialization and work period 1. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 5
Specialization vs Work Period 1

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Work Period 1	0.530	0.032	Significant	Reject

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and work period 1 pedagogy. It can be gleaned that there is significant relationship between these variables reflective of the eta correlation coefficient of 0.530 with the probability value of 0.032 which is lesser than α = 0.05. Hence, the null hypothesis is rejected.

Ramos, R., et.al (2019) discovered that kindergarten students' proficiency level was evaluated as "Significantly Delay in Overall Development" with a mean value of 74.78. Regarding the proficiency of Kindergarten students using the developmental domains, a mean value of 2.48 was achieved. The null hypothesis was rejected when it came to the significant relationship between the quality of the classroom and the degree of competency of the Kindergarten students using the seven domains. Data on the achievement level of kindergarten students revealed that they only achieved a mean percentage score of 74.79, which was qualitatively described as "Average Performing." As a result, there is a considerable correlation between the quality of the classroom and the degree of competency of Kindergarten students. It was also discovered that the effectiveness of the classroom had an impact on the performance of the Kindergarten students. Making excellent classrooms for kindergarten students is therefore crucial. In consonance thereto, Omaga, J., et.al 2019, survey showed that teachers are in agreement about the value of employing play to teach literacy principles. Additionally, a variety of play activities were listed that addressed various aspects of child development. These educators demonstrated the integration of play into their present pedagogical strategies, as well as their understanding of the relationship between play and development and literacy.

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The Significant Relationship exist between the Kindergarten Teachers' Specialization to Meeting Time 2

This part correlated the relationship exist between specialization and meeting time 2 from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 6 presented the relationship between specialization and meeting time 2. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 6
Specialization vs Meeting Time 2

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Meeting Time 2	0.477	0.054	Not Significant	Accept

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and meeting time 2 pedagogy. It can be gleaned that there is no significant relationship between these variables reflective of the eta correlation coefficient of 0.477 with the probability value of 0.054 which is greater than α = 0.05. Hence, the null hypothesis is accepted.

Cesur, B., et.al (2022) found that looping models were chosen by the majority of academics and elementary school teachers. Recognizing students' strengths and shortcomings, keeping track of and evaluating individuals holistically, and fostering emotional connections between teachers and students can be summed up as the key justifications for favoring these methods. The study's findings led to the recommendation that, in order to foster both teachers' professional knowledge and skill development and students' development of positive relationships with instructors, it could be advantageous to deploy departmentalized classroom models and looping models concurrently.

Gallego, P., et.al (2020) found that they had high levels of professional needs in the remaining categories, but extremely high levels in subject knowledge, pedagogy, the learning environment, and diversity of learners. These areas would be the primary factors in the creation of a professional development plan because they were given such high priority in their responses about content knowledge and pedagogy, as well as the learning environment and variety of learners. In addition Corpuz, N., et.al (2016), emphasized once more that a curriculum should incorporate specific learning objectives for kids and should be informed by the most recent research on child development. A particular philosophy or approach to early childhood education, such as Montessori, Reggio Emilia, or Waldorf Schools, can also be reflected in well-planned learning activities.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Supervised Recess

This part correlated the relationship exist between specialization and supervised recess from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

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Table 7 presented the relationship between specialization and supervised recess. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 7
Specialization vs Supervised Recess

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Supervised Recess	0.570	0.011	Significant	Reject

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and supervised recess pedagogy. It can be gleaned that there is no significant relationship between these variables reflective of the eta correlation coefficient of 0.570 with the probability value of 0.011 which is lesser than α = 0.05. Hence, the null hypothesis is rejected.

Ozkal, N., et.al (2020) demonstrated that the participants had ideas about the cognitive, social, affective, and physical effects of recess. Participants claimed that academic learning remained during recess and that recess assists children to participate in lessons effectively from a cognitive, affective, and behavioral standpoint. Furthermore, it is claimed that recess offers social benefits such as fostering friendships and teaching students life lessons and social skills. Recess, according to the participants, makes pupils happier and relieves anxiety. Participants agreed that as recess allows students to move around physically and can reduce disruptive behavior, it can improve students' health. Participants acknowledged that during recess, students may also feel unfavorable emotions like loneliness and exclusion.

Ozenbaugh, I., *et al.* (2022) found that, in contrast to parents of usually developing children, parents of children with disabilities perceive a different recess experience for their kid that entails more instances of victimization. Based on these findings, school, district, and state policy makers could think about making sure that recess offers a variety of activities, is overseen by adults, and serves as a place where disputes can be resolved in order to create a more inclusive atmosphere for kids with disabilities.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Quiet Time

This part correlated the relationship exist between specialization and quiet time from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 8 presented the relationship between specialization and quiet time. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 8
Specialization vs Quiet Time

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Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Quiet Time	0.492	0.200	Not Significant	Accept

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and quiet time pedagogy. It can be gleaned that there is no significant relationship between these variables reflective of the eta correlation coefficient of 0.492 with the probability value of 0.200 which is greater than α = 0.05. Hence, the null hypothesis is accepted.

Zhaocun, L. et.al (2019) found that teachers' attitudes toward the significance of the four pillars of creative pedagogy were generally positive, the following: possibility thinking, interpersonal interaction, self-initiated pursuit, and teacher-focused pursuit. Additionally, teachers expressed satisfaction with all four of these elements in their work. However, there is a discrepancy between teachers' reported practices and their beliefs. Although teachers' opinions on teacher-oriented pursuits were neutral, this was more prevalent in their reported practices. Although they placed less emphasis on these elements in their teaching, individuals held fervent beliefs about possibility thinking, social engagement, and self-initiated pursuit. The primary contributing elements to the discrepancy between beliefs and practice may include the teachers themselves, families, instructional resources, and the learning environment. In this regard, Inoue, M., et.al (2017) noted that early childhood educators see nature-based activities as crucial for children's development. However, as these topics did not become mainstream in modern pedagogy until the late twentieth century, not all early childhood educators were yet aware of the value of teaching about resource conservation, environmental challenges, and saving resources.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Story Time/ Rhymes/ Poems/ Songs

This part correlated the relationship exist between specialization and story time/ rhymes/ poems/ songs from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 12 presented the relationship between specialization and story time/ rhymes/ poems/ songs. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 12
Specialization vs Story Time/ Rhymes/ Poems/ Songs

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Story Time/ Rhymes/Poems/ Songs	0.462	0.188	Not Significant	Accept

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and meeting time 1 pedagogy. It can be gleaned that there is no significant relationship between these variables

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reflective of the eta correlation coefficient of 0.462 with the probability value of 0.188 which is greater than α = 0.05. Hence, the null hypothesis is accepted.

Weadman, T., et.al (2022) indicated that teachers of young children regularly utilized responsive remarks, such as commenting on the story or recognizing or copying the children's utterances when they were talking about books. In order to engage children, early childhood teachers most frequently used closed questions during shared book readings as well as paralinguistic and nonverbal cues like prosody and volume. Early Childhood teachers, on the other hand, rarely extended the children's utterances and only occasionally employed a restricted variety of dialogic reading prompts and explicit vocabulary tactics. Notably, early childhood educators hardly ever used tactics to focus on the kids' print or phonological awareness. During shared book readings, Early Childhood teachers frequently employed extratextual discussion, but they did not consistently exhibit the targeted strategies that are known to develop oral language and emergent literacy. These findings point to wasted possibilities for joint book reading with preschoolers.

Hill, A., et.al (2018), findings suggested that the "looping" policy, in which students and teachers progress through the early grades of school together, may offer potential low-cost benefits. This policy may also help to explain the recent experimental evidence that teacher specialization has a negative impact on student achievement because it probably reduces student-teacher familiarity.. In addition, Wang, L., et.al (2020) showed that teacher professional standing and educational level were significantly and positively connected with two measures of child language development, but that a degree in early childhood education was inversely correlated with vocabulary learning. The growth of children and teacher experience or training were not shown to be significantly correlated. The study comes to the conclusion that in order to enhance the development of preschoolers, policymakers should promote highly trained and regarded instructors to work in rural preschools.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Work Period 2

This part correlated the relationship exist between specialization and work period 2 from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 9 presented the relationship between specialization and work period 2. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 9
Specialization vs Work Period 2

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Work Period 2	0.480	0.119	Not Significant	Accept

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and work period 2 pedagogy. It can be gleaned that there is no significant relationship between these variables

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reflective of the eta correlation coefficient of 0.480 with the probability value of 0.119 which is greater than α = 0.05. Hence, the null hypothesis is accepted.

Borgund, S. (2020) reiterated the main findings is presented in three themes; i) *complexity of leadership*, ii) *professional competition* and iii) *fragmentation of a subject*. The principal conclusion highlights that pedagogy, as a subject, is weakened, unclear and less defined within interdisciplinary education. Implication for leadership in Higher Education Educations (HEI) indicates in general the need for a clarification of the content of the term "pedagogy" and particularly its role in the reformed KTE in Norway. While Wieduwilt, N., et.al (2021) the more teacher-directed method of "additional language support" and the more child-centered approach of "language education embedded into daily routines" revealed a two-factor structure in teachers' pedagogical ideas. Although participants express child-centered ideas more frequently than teacher-directed ones, teachers nevertheless respect both approaches.

The Significant Relationship exist between the Kindergarten Teachers' Specialization to Indoor/ Outdoor Games

This part correlated the relationship exist between specialization and indoor/ outdoor games from the data obtained from the data gathered on specialization and pedagogies in teaching Kindergarten. The data presented are the variables, Eta Correlation Coefficient, Sig. Value, interpretation and decision to hypothesis.

Table 10 presented the relationship between specialization and indoor/ outdoor games. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 10
Specialization vs Indoor/ Outdoor Games

Variables	Eta Correlation Coefficient	Sig. Value	Interpretation	Decision to Ho
Specialization*Indoor/ Outdoor Games	0.563	0.595	Not Significant	Accept

α = 0.05 Level of Significance

Table shows the correlation test results between specialization and indoor/ outdoor games pedagogy. It can be gleaned that there is no significant relationship between these variables reflective of the eta correlation coefficient of 0.563 with the probability value of 0.596 which is greater than α = 0.05. Hence, the null hypothesis is accepted.

Zulkifli, M., et.al (2022) the results of this study show that teachers most regularly employ the approach of proper teacher behavior, while they least commonly favor the method of encouraging student autonomy. The study's results also demonstrate that there is no correlation between teachers' areas of specialization and years of classroom experience and their motivational strategies. In order to better comprehend this subject, it is advised that future studies look into what influences teachers' motivational tactics.

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The findings of this study had significant ramifications for teacher education, where it is necessary to develop and modify the most popular teaching techniques. This is crucial so that the teachers' training matches the methodology they employ when instructing students. The failure of the training the teachers receive to add value to their teaching will be further exacerbated by differences between the approach the teachers learn in the course and the method they actually employ in the classroom.

The educational material used by a kindergarten teacher who is putting an inferential reasoning lesson plan that was developed in a lesson study into practice was detailed by Estrella, S., et.al in 2022. The study found that while the teacher displayed curriculum-relevant knowledge and abilities as well as conceptual teaching tactics, there is still a problem with the student's comprehension of the material and the integration of pedagogical subject knowledge. In the same way, Arasomwan D., et.al (2021) emphasized that, despite its drawbacks, the use of music-based pedagogies is recognised as a way to teach communication skills to kids between the ages of three and four. These limitations include a lack of musical resources, insufficient training, and the omission of music-based pedagogies from the curricula for pre-service teachers and early childhood care and education.

The Significant Relationship exist between the Kindergarten Teachers' Number of Handled Learners to the Pedagogies in Teaching Kindergarten

This part correlated the relationship exist between number of handled learners and pedagogies in teaching Kindergarten program from the data obtained from the data gathered on years in service and pedagogies in teaching Kindergarten. The data presented are the variables, Pearson r, Sig. Value, interpretation and decision to hypothesis.

Table 11 presented the relationship between number of handled learners and pedagogies. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

Table 11
Number of Handled Learners VS Pedagogies

Variables	Pearson r	Sig. Value	Interpretation	Decision to Ho
Number of Handled Learners*Meeting Time 1	0.198	0.390	Not Significant	Accept
Number of Handled Learners *Work Period 1	0.481	0.027	Not Significant	Accept
Number of Handled Learners *Meeting Time 2	0.479	0.028	Not Significant	Accept
Number of Handled Learners *Supervised Recess	0.457	0.037	Not Significant	Accept
Number of Handled Learners *Quiet Time	0.398	0.074	Not Significant	Accept

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Number of Handled Learners *Story Time/ Rhymes/ Poems/ Songs	0.296	0.192	Not Significant	Accept
Number of Handled Learners *Work Period 2	0.600	0.004	Not Significant	Accept
Number of Handled Learners *Indoor/ Outdoor Games	0.341	0.130	Not Significant	Accept

Table shows the correlation test results between the number of learners handled and pedagogies. It can be gleaned that there is no significant relationship between number of handled learners and meeting time 1 reflective of the pearson r of 0.198 with the sig. value of 0.390; number of handled learners and work period 1 reflective of the pearson r of 0.481 with the sig. value of 0.027; number of handled learners and meeting time 2 reflective of the pearson r of 0.479 with the sig. value of 0.028; number of handled learners and supervised recess reflective of the pearson r of 0.457 with the sig. value of 0.037; number of handled learners and quiet time reflective of the pearson r of 0.398 with the sig. value of 0.074; number of handled learners and story time/ rhymes/ poems/ songs reflective of the pearson r of 0.296 with the sig. value of 0.192; number of handled learners and work period 2 reflective of the pearson r of 0.600 with the sig. value of 0.004 and; number of handled learners and indoor/ outdoor games reflective of the pearson r of 0.341 with the sig. value of 0.130 which is greater than $\alpha = 0.05$. Hence, the null hypothesis is accepted.

Chimbi, G., et.al (2021), Results appear to refute the widely held belief that learner-centric practices are encouraged in small courses whereas rote memorization is forced upon teachers in large classes. Neither class size nor a new pedagogical policy were factors in the teachers' method of instruction selections. Instead of the size of the class, the teachers' individual approaches to instruction appeared to be what ultimately determined the instructional strategies they employed. Instead of building additional schools and hiring more teachers to cut class sizes, it seems like a better and less expensive investment to improve teacher quality.

Gadd, K. (2020) highlighted several important connections between instruction and class size. These noteworthy findings include disparities between males and girls in the relationship between class size and the relationship between teachers and pupils. Despite the fact that these statistically significant connections are insignificant enough to have dubious practical importance, they point to possible directions for future research to better understand the connection between class size and instruction.

The Significant Relationship exist between the Kindergarten Teachers' Trainings Attended to the Pedagogies in Teaching Kindergarten

This part correlated the relationship exist between trainings attended and pedagogies in teaching Kindergarten program from the data obtained from the data gathered on years in service and pedagogies in teaching Kindergarten. The data presented are the variables, Pearson r, Sig. Value, interpretation and decision to hypothesis.

Table 12 presented the relationship between trainings attended and pedagogies. The results for this were taken from the results obtained from the actual observation used in the actual data gathering among Kindergarten teachers in Torrijos district.

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Table 12
Trainings Attended VS Pedagogies

Variables	Pearson r	Sig. Value	Interpretation	Decision to Ho
Trainings Attended*Meeting Time 1	-0.299	0.188	Not Significant	Accept
Trainings Attended *Work Period 1	0.252	0.270	Not Significant	Accept
Trainings Attended *Meeting Time 2	0.035	0.880	Not Significant	Accept
Trainings Attended *Supervised Recess	0.071	0.761	Not Significant	Accept
Trainings Attended *Quiet Time	-0.221	0.337	Not Significant	Accept
Trainings Attended *Story Time/ Rhymes/ Poems/ Songs	0.095	0.682	Not Significant	Accept
Trainings Attended *Work Period 2	0.063	0.787	Not Significant	Accept
Trainings Attended *Indoor/ Outdoor Games	-0.144	0.533	Not Significant	Accept

Table shows the correlation test results between the trainings attended and pedagogies. It can be gleaned that there is no significant relationship between trainings attended and meeting time 1 reflective of the pearson r of -0.299 with the sig. value of 0.188; trainings attended and work period 1 reflective of the pearson r of 0.252 with the sig. value of 0.270; trainings attended and meeting time 2 reflective of the pearson r of 0.035 with the sig. value of 0.880; trainings attended and supervised recess reflective of the pearson r of 0.071 with the sig. value of 0.761; trainings attended and quiet time reflective of the pearson r of -0.221 with the sig. value of 0.337; trainings attended and story time/ rhymes/ poems/ songs reflective of the pearson r of 0.095 with the sig. value of 0.682; trainings attended and work period 2 reflective of the pearson r of 0.063 with the sig. value of 0.787 and; trainings attended and indoor/ outdoor games reflective of the pearson r of -0.144 with the sig. value of 0.533 which is greater than $\alpha = 0.05$. Hence, the null hypothesis is accepted.

Zoupidis, A., et.al (2022) discovered that kindergarten teachers' intentions to employ specific content and teaching approaches depend on whether they possess the necessary abilities to do so and on their judgment of their pupils' capacity to learn relevant information. The judgment of one's own gains or losses, as well as the viewpoints of significant third parties, are all factors that influence the teacher's manner of instruction. The results of the study also demonstrate that kindergarten instructors can be divided into two groups: those whose methods are based on the tradition of science education and those whose methods are based on the tradition of early childhood education. Thus, it can be argued that learning outcomes of the blended learning application in this teacher training initiative, overstep those of the “traditional” model in a small scale and with some slight differentiations among teacher specialties.

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Daing, C., et.al (2021) found that the majority of kindergarten teachers had received training specifically in experiential learning methods that complemented their knowledge of information, communication, and technology.

The Proposed Development Plan based on the Findings of the Study

Based on the result of the study, an Upskilling Program on the Pedagogies in teaching Kindergarten program will be given to the Kindergarten Teachers in the lowland schools in Marinduque. This will primarily put emphasis on the pedagogies that teachers should observe in every blocks of time that comprises the entire program for the learners which is in consonance with Department of Education Order no. 47, s. 2016 – Omnibus Policy on Kindergarten Education and DO 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers.

Conclusions

1. The teachers teaching Kindergarten in lowland schools of Marinduque are mostly experienced teachers although there are some beginning or new teachers in the field in terms of years in service, more than half of the teachers are specialized in Early Childhood Education yet a number of teachers are not specialized in teaching Kindergarten, and more than half of the teachers are handling 21-50 learners while others are handling 20 learners and below with 1 as the smallest number of learner handled in class.
2. The pedagogies in teaching Kindergarten in lowland schools based on D.O no. 47, s. 2016 (Omnibus Policy on Kindergarten Education) and D.O no. 42, s. 2017 (National Adoption and Implementation of Philippine Professional Standards for Teachers) are seriously observed by all teachers.
3. Trainings for teachers are responsive to the greater understanding of the pedagogies in teaching Kindergarten classes although trainings are limited to some teachers only.
4. The profile of teachers (years in service, specialization, and number of handled learners) and trainings attended in teaching Kindergarten has no significant relationship on the pedagogies used by teachers across blocks of time: Meeting Time 1, Work Period 1, Meeting Time 2, Supervised Recess, Quiet Time, Story Time/ Rhymes/ Poems/ Songs, Work Period 2, and Indoor and Outdoor Games in teaching the Kindergarten program.
5. The need for an upskilling program for Kindergarten teachers was found to help improve the actual execution of pedagogies in teaching Kindergarten program.
6. There is no significant relationship between the profile of teachers in terms of years in service, specialization, number of handled learners and trainings on pedagogies to the pedagogies in teaching the Kindergarten program used by the Kindergarten teachers. Thus, the hypothesis is accepted.

Recommendations

Based on the findings and conclusion of the study, the researcher humbly offers the following recommendations:

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1. Beginning or new teachers teaching Kindergarten should be given proper orientation as on boarding activity on instructional delivery, preparation and planning, activities to be implemented in class, the use of Kindergarten Teachers' Guide in aligning activities and competencies, and managing Kindergarten learners in the public setting. On the other hand, experienced teachers should be given support programs to sustain the quality of instructional delivery and experiences provided for the 5-year-old children in school. The Department of Education has showed commitment in providing specialized teachers to teach in the Kindergarten program, yet teachers who specialized in other areas should be given continues skill enhancement activity to cope with the challenges in teaching Kindergarten program. The Department of Education should give consideration on the number of learners being handled by the teachers in class. This is to ultimately achieve the main goal of the program and provide the best experiences for every children in class while developing their full potential needed in moving to formal education.

2. Pedagogies in teaching the Kindergarten program are vital for the holistic development of every 5-year-old children in school, thus, teachers should endeavor to strengthen their skills and abilities in applying such pedagogies particularly in the different blocks of time expected in teaching the Kindergarten program. Since not all teachers have established good understanding on the pedagogies, the Department of Education officials particularly the program supervisors should design training and development activity to help teachers to cope with the need of the program. It is also recommended that school heads should be given opportunity to underwent Kindergarten program workshops for greater understanding in order for them to ideally developed appropriate programs, projects and activities that is responsive to the needs of the 5-year-old children.

3. Teachers teaching Kindergarten program should be given equal opportunity by the Department of Education officials in attending trainings, seminars, workshops, and the like in order to update one's professional practice and at same time strengthen their commitment and motivation in providing quality education for the Kindergarten learners. If the possibility of acquiring equal opportunity in attending training is low, a district-wide reorientation can be done to establish standard or all Kindergarten teachers in the field can gain uniform program update.

4. Since there is no significant relationship exists between the profiles of teachers namely: years in service, specialization, number of handled learners and trainings attended to the pedagogies in teaching the Kindergarten program, it is important to the Department of Education should continuously provide development programs and other skills enhancement activity to support Kindergarten teachers in improving the implementation of the Kindergarten program.

5. An upskilling program can be given to all teachers handling Kindergarten focusing on the pedagogies in teaching the program with high consideration on fostering competitiveness, effectiveness, responsiveness, and appropriateness of experiences for the learners, since Kindergarten program provide learning opportunities that holistically develop skills, competencies, and abilities of the 5-year-old children from where future researchers could take into considerations.

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