

Teaching Strategies of Kindergarten Teachers in Public Elementary Schools of District IV, San Carlos City Division

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Abstract

Effective teaching strategies in early childhood education not only foster a love for learning but also lay the foundation for future academic success. They help children develop essential skills such as problem-solving, critical thinking, creativity, and collaboration. This study explored the extent of utilization of teaching strategies among Kindergarten teachers in public elementary schools of District IV, San Carlos City Division for the School Year 2024–2025. Recognizing that effective teaching strategies are crucial in fostering holistic development and foundational learning among young children, the study aimed to assess how frequently and effectively these strategies were applied in classroom instruction. It specifically sought to determine the extent of utilization of multi-sensory instruction, cooperative learning, tutorial method, experiential learning, and play-based learning as perceived by Kindergarten teachers and school heads. The study employed a descriptive-correlational research design,

involving both teachers and school heads as respondents. Data were collected through a validated questionnaire and analyzed using appropriate statistical tools to describe perceptions and determine differences between the two groups. Findings revealed that both teachers and school heads perceived the teaching strategies as moderately utilized, indicating that while these strategies were commonly practiced, there remains room for improvement in their consistent and effective application. Moreover, both groups shared similar perceptions, suggesting alignment in their understanding and observation of instructional practices. Problems encountered by teachers were also found to be moderately serious, highlighting the need for continued support and professional development. The study concluded that enhancing the use of varied and child-centered strategies can further improve the quality of Kindergarten instruction and contribute to better learning outcomes for young learners.

Keywords: *teaching strategies, Kindergarten education, instructional competence, early childhood learning*

INTRODUCTION

Teaching in Kindergarten played a crucial role in shaping the foundation of a child's learning journey, as it developed their cognitive, social, and emotional skills necessary for future academic success. Teachers in the early grades faced the challenge of providing meaningful learning experiences through

appropriate and engaging strategies suited to the developmental needs of young learners. The utilization of effective teaching strategies was essential in promoting active participation, curiosity, and creativity among Kindergarten pupils.

Previous studies emphasized that child-centered and play-based approaches enhanced motivation, retention, and holistic development in early education. Strategies such as multi-sensory instruction, cooperative learning, tutorial methods, experiential learning, and play-based activities were proven to improve learners' engagement and understanding. However, despite these established benefits, the extent to which these strategies were practiced and maximized by Kindergarten teachers varied depending on factors such as teacher competence, availability of learning resources, and administrative support.

This study aimed to determine the extent of utilization of teaching strategies among Kindergarten teachers in Public Elementary Schools of District IV, San Carlos City Division, for the School Year 2024–2025. Specifically, it sought to answer the following questions: (1) What is the extent of utilization of teaching strategies as perceived by Kindergarten teachers and school heads? (2) Is there a significant difference between the perceptions of the two groups? and (3) What is the degree of seriousness of the problems encountered by the teachers in the utilization of teaching strategies?

The study also aimed to develop an action plan to enhance the use of effective and developmentally appropriate teaching strategies. It was hypothesized that there was no significant difference between the perceptions of the Kindergarten teachers and school heads on the extent of utilization of teaching strategies.

MATERIALS AND METHODS

Research Design

This study utilized a descriptive-correlational research design to determine the extent of utilization of teaching strategies among Kindergarten teachers. This design was deemed appropriate as it aimed to describe existing conditions and relationships between variables without manipulation.

Participants

The respondents of the study included Kindergarten teachers and school heads from public elementary schools in District IV, San Carlos City Division during the School Year 2024–2025. The researcher employed total enumeration sampling to include all 24 Kindergarten teachers and 14 school heads, ensuring that the perceptions of both groups were fully represented.

Instruments

A validated questionnaire served as the main data-gathering instrument. It consisted of two parts: Part I determined the extent of utilization of teaching strategies such as multi-sensory instruction, cooperative learning strategy, tutorial method, experiential learning strategy, and play-based learning strategy; Part II measured the degree of seriousness of problems encountered in implementing these teaching strategies.

Procedure

Before the conduct of the study, permission was secured from the Schools Division Superintendent. Upon approval, the researcher distributed the questionnaires personally to the Kindergarten teachers and school heads in the identified schools. Data collection was completed within two weeks, and all questionnaires were retrieved, resulting in a 100% response rate.

Data Analysis

The data gathered were analyzed using weighted mean to determine the extent of utilization of teaching strategies and the seriousness of problems encountered. To test the significant difference between the perceptions of Kindergarten teachers and school heads, the t-test was applied at a 0.05 level of significance.

RESULTS AND DISCUSSIONS

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG MULTI-SENSORY INSTRUCTION AS PERCEIVED BY SCHOOL HEADS AND KINDERGARTEN TEACHERS

Table 2 shows that kindergarten teachers and school heads perceive the utilization of multi-sensory teaching strategies as generally effective, with a total average weighted mean of 2.32, interpreted as “High Extent.” Strategies such as providing tactile learning opportunities and using letter magnets to build vocabulary were rated highly effective, highlighting strong student engagement. Other strategies, including sounding out words, creating illustrations, and using audiobooks or videos, were rated moderately effective, indicating room for improvement in consistency and support. Overall, these strategies positively contribute to emergent literacy and active learning.

The findings align with prior studies emphasizing multi-sensory approaches in early education, suggesting that teachers should continue these practices while enhancing moderately effective strategies. Administrators can support implementation by providing resources and professional development. Limitations include reliance on self-reported perceptions and focus on a single division, which may affect generalizability.

Table 2

Extent of Utilization of Teaching Strategies Along Multi-Sensory Instruction as Perceived by Kindergarten Teachers and School Heads

Multi-Sensory Instruction	Kindergarten Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AW M	DE

Use sight, touch, and sound to <u>connect letters and their sounds.</u>	2.32	HE	2.4	HE	2.36	HE
Provide opportunities for <u>students to use the tactile knowledge they have acquired through reading, listening and viewing.</u>	2.34	HE	2.47	HE	2.41	HE
Have students build vocabulary words using letter magnets as a tactile activity.	2.39	HE	2.54	HE	2.47	HE
Give audiobook or video assignments as well instead of always assigning students print books to take home.	2.32	ME	2.33	ME	2.33	ME
Have students make their own illustrations to accompany vocabulary words or simple sentences that they write.	2.21	ME	2.27	ME	2.24	ME
Teach students to sound out words while pointing at each letter to solidify a link between sounds and print letters.	2.19	ME	2.28	ME	2.24	ME
Draw letters on the board and learners' practices duplicating it in their own paper	2.02	ME	2.1	ME	2.06	ME
Explain the concept of observation by making the students explore things around their house, by touching some things and observing its details	2.38	HE	2.46	HE	2.42	HE
Put on an audio recording or watching a clip of a storyteller performing it when reading a book as a class.	2.42	HE	2.47	HE	2.45	HE
Have students build vocabulary words using letter magnets as a tactile activity.	2.29	ME	2.18	ME	2.24	ME
Total	2.29	HE	2.35	HE	2.32	HE

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG COOPERATIVE LEARNING STRATEGY AS PERCEIVED BY SCHOOL HEADS AND KINDERGARTEN TEACHERS

Table 3 presents the extent of utilization of cooperative learning strategies as perceived by kindergarten teachers and school heads, with a total average weighted mean of 2.18, interpreted as "Moderate Extent." The most highly effective strategy was planning heterogeneous teams to include students with diverse skills, highlighting the value of collaboration and peer learning. Arranging smaller teams was also rated highly effective, supporting personalized interaction and engagement. Moderately

effective strategies included organizing teams instead of self-selection, allowing students time to build camaraderie, and providing clear instructions and guidelines, indicating awareness of structure but room for improvement. Less effective strategies involved providing explicit instructions before activities, developing social skills before team formation, and ensuring realistic paths for success, suggesting areas that need attention. Overall, the findings reveal that cooperative learning is valued and implemented with varying degrees of effectiveness, emphasizing the importance of careful team planning, smaller group sizes, and structured guidance to enhance student collaboration and engagement.

Table 3

Extent of Utilization of Teaching Strategies Along Cooperative Learning Strategy as Perceived by Kindergarten Teachers and School Heads

Cooperative Learning Strategy	Kindergarten Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
Organize the teams rather than allow students to self-select their team members.	2.34	HE	2.06	ME	2.20	ME
Plan the heterogeneous team to be made up of students who have different skills sets and capabilities	2.38	HE	3.4	HE	2.89	HE
Arrange teams to be no larger than four to five students.	2.43	HE	2.56	HE	2.50	HE
Allow students time to get acquainted and build camaraderie	1.65	ME	1.92	ME	1.79	ME
Provide realistic and attainable ways for each team member to feel they have the ability to succeed	1.72	ME	2.24	ME	1.98	ME
Suggest that the teams develop their own rules of the road or guidelines to help them proceed smoothly through the project.	1.92	ME	2.06	ME	1.99	ME
Give the team a set of well-defined and explicit instructions or guidelines before they begin each team activity so all team members know what it expected of them, their roles, and how they should work within the team	1.91	ME	2.24	ME	2.08	ME

Provide ways students will build social skills and behaviors before the team is formed	2.31	ME	2.21	ME	2.26	ME
Provide enough time for the students to function as a team where they learn to rely on, cooperate with, and learn from one another	1.76	ME	2.01	ME	1.89	ME
Provide clear, written instructions for the overall goal and criteria for each learning objective and activity	2.13	ME	2.31	ME	2.22	ME
Total	2.06	ME	2.30	ME	2.18	ME

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG TUTORIAL TEACHING STRATEGY AS PERCEIVED BY KINDERGARTEN TEACHERS AND SCHOOL HEADS

The results of Table 4 indicate that the overall extent of utilization of tutorial teaching strategies is moderately effective, with a total Average Weighted Mean of **2.17 (ME)**. The findings highlight that strategies such as giving clear instructions before activities, preparing lessons for each session, and forming groups based on learners' difficulty levels are perceived as highly effective, whereas individualized support, remedial instruction, and evaluation/feedback are moderately effective, indicating areas for improvement. These results are consistent with prior studies emphasizing that clarity, structured lesson planning, and group formation enhance teaching effectiveness, while individualized support and feedback require additional resources and professional development.

In terms of implications for practice and policy, teachers should prioritize clarity, lesson preparation, and effective grouping to improve tutorial teaching outcomes. School administrators and policymakers should provide adequate training, resources, and support for implementing remedial instruction and providing meaningful feedback.

Table 4

Extent of Utilization of Teaching Strategies Along Tutorial Teaching Strategy as Perceived by kindergarten teachers and School Heads

Tutorial Teaching Strategy	kindergarten teachers		School heads		Overall	
	Mean	DE	Mean	DE	AW M	DE
Encourage every learner to raise their difficulties so that it can provide appropriate solutions.	2.43	HE	2.49	HE	2.46	HE

Format of the group must form on the basis of level of difficulties for effective tutorial method of teaching.	2.78	HE	2.65	HE	2.72	HE
Prepare a lesson for each session so that it can prove effective teaching.	2.53	HE	2.76	HE	2.65	HE
Give clear instruction before starting any activities.	2.55	HE	2.82	HE	2.69	HE
Follow the time table for tutorial teaching time.	1.76	ME	2	ME	1.88	ME
Establish good rapport with the learners.	1.87	ME	1.71	ME	1.79	ME
Know the ability, interest and potentials of the learners.	1.64	ME	1.76	ME	1.70	ME
Provide remedial and supplementary instruction.	2.31	ME	2.18	ME	2.25	ME
Provide individualized and personal instruction.	1.95	ME	1.71	ME	1.83	ME
Give appropriate evaluation and feedback.	1.96	ME	1.53	ME	1.75	ME
Total	2.18	ME	2.16	ME	2.17	ME

.EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG EXPERIENTIAL LEARNING STRATEGY AS PERCEIVED BY KINDERGARTEN TEACHERS AND SCHOOL HEADS

The results of Table 5 indicate that the overall utilization of experiential learning strategies by kindergarten teachers is moderately effective, with a total Average Weighted Mean of 2.04 (ME). This finding suggests that while teachers implement strategies such as reflection, application of learned knowledge, and peer discussion, there is still room for improvement in fully maximizing the benefits of experiential learning. These results are consistent with prior studies emphasizing that hands-on experiences, reflection, and connecting learning to real-world contexts enhance student engagement and knowledge retention, though adequate support and guidance are crucial for effectiveness. For practice and policy, teachers should prioritize structured reflection, application exercises, and peer interactions to strengthen experiential learning, while school administrators should provide sufficient resources, training, and time allocation to optimize these strategies.

Table 5

Extent of Utilization of Teaching Strategies Along Experiential Learning

Strategy as Perceived by kindergarten teachers and School Heads

Experiential Learning Strategy	Kindergarten Teachers	School heads	Overall
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	Mean	DE	Mean	DE	AWM	DE
Perform or do a hands-on minds-on experience	1.65	ME	1.92	ME	1.79	ME
Share the results, reactions and observations	1.72	ME	2.24	ME	1.98	ME
Get other peers to talk about their own experience,	1.92	ME	2.06	ME	1.99	ME
Describe and analyze their experiences allow students to relate them to future learning experiences.	1.91	ME	2.24	ME	2.08	ME
Discuss how the experience was carried out, how themes, problems and issues emerged as a result of the experience.	1.76	ME	1.94	ME	1.85	ME
Discuss how specific problems or issues were addressed and to identify recurring themes.	1.58	ME	1.82	ME	1.70	ME
Connect the experience with real world examples	1.64	ME	1.94	ME	1.79	ME
Discuss how the newly learned process can be applied to other situations	2.35	HE	2.41	HE	2.38	HE
Apply what they learned in the experience to a similar or different situation	2.38	HE	2.47	HE	2.43	HE
Encourage learners to reflect on his first-hand experience .	2.39	HE	2.41	HE	2.40	HE
Total	1.93	ME	2.15	ME	2.04	ME

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG PLAY-BASED LEARNING STRATEGY AS PERCEIVED BY KINDERGARTEN TEACHERS AND SCHOOL HEADS

The results of Table 6 indicate that the overall utilization of play-based learning strategies by kindergarten teachers is moderately effective, with a total Average Weighted Mean of 2.11 (ME). This suggests that while teachers employ strategies such as outdoor play, use of household items, and social interaction opportunities, there remains potential to further enhance the effectiveness of play-based learning. These findings align with prior studies emphasizing that play-based approaches foster engagement, social skills, and experiential understanding, though structured reflection and guided activities can strengthen outcomes. For practice and policy, teachers should prioritize incorporating familiar materials, facilitating outdoor and peer interactions, and guiding reflective play, while administrators should

provide support, training, and resources to maximize the benefits of play-based learning in early childhood education.

Table 6

Extent of Utilization of Teaching Strategies Along Play-based Learning Strategy as Perceived by Kindergarten Teachers and School Heads

Play-based Learning Strategy	Kindergarten Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
Get to know kids' interests, strengths, and what they can contribute to the class	1.98	ME	2.02	ME	2.00	ME
Introduce materials, such as paint or play dough, that allow for their manipulation	2.23	ME	2.29	ME	2.26	HE
Incorporate common household items to add a new dimension to their play	2.25	ME	2.32	ME	2.29	ME
Build up relationships through play and look for ways for learners to connect to each other	1.8	ME	2.12	ME	1.96	ME
Imitate, elaborate and ask questions based on what Learners doing.	1.89	ME	2.18	ME	2.04	ME
Let the learners play outside as they learn cause and effect, appreciation of nature and benefit from fresh air	2.09	ME	2.31	ME	2.20	ME
Give opportunities to play with other children.	2.00	ME	2.23	ME	2.12	ME
Allow time for students to reflect on the new things they have learned or discovered.	1.78	ME	2.32	ME	2.05	ME
TOTAL	2.00	ME	2.22	ME	2.11	ME

DIFFERENCES IN THE EXTENT OF UTILIZATION OF TEACHING STRATEGIES AS PERCEIVED BY SCHOOL HEADS AND KINDERGARTEN TEACHERS

The results presented in Table 7 indicate that there is no significant difference between the perceptions of kindergarten teachers and school heads regarding the extent of utilization of teaching strategies. The average summative mean for teachers is 2.09 (ME) and for school heads is 2.24 (ME), reflecting a moderately effective utilization of the strategies across all five areas: Multi-Sensory Instruction, Cooperative Learning, Tutorial Teaching, Experiential Learning, and Play-based Learning. The computed t-value of 0.0512 is less than the critical t-value of 2.024 at the 0.05 level of significance with 4 degrees of

freedom, leading to the acceptance of the null hypothesis. This implies that both groups share similar perceptions of teaching strategy utilization, demonstrating consistency between teachers and school heads in evaluating the effectiveness of instructional practices in the kindergarten setting.

Table 7

Significance Differences of the Extent of Utilization of Teaching Strategies as Perceived by the kindergarten teachers and School Heads

Teaching Strategies	Kindergarten teachers		School heads	
	Weighted Mean	DE	Weighted Mean	DE
Multi-Sensory Instruction	2.29	HE	2.35	HE
Cooperative learning Strategy	2.06	ME	2.30	ME
Tutorial teaching Strategy	2.18	ME	2.16	ME
Experiential learning Strategy	1.93	ME	2.15	ME
Play-based Learning Strategy	2.00	ME	2.22	ME
Average Summative Mean	2.09	ME	2.24	ME

Computed t-value: 0.0512 @ df 4

Alpha: @ 0.05 level of significance

Critical Value: 2.024 df 4

Decision: accept the null hypothesis

Interpretation: No significant difference

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY KINDERGARTEN TEACHERS

Table 8 shows that the total Average Weighted Mean of 2.22 indicates that the overall challenges encountered by kindergarten teachers in teaching strategies are moderately serious. This suggests that while teachers face notable obstacles, such as lack of teaching materials, limited training, and reading comprehension difficulties, these challenges are manageable but still require attention. Comparatively, existing studies emphasize that early childhood educators frequently encounter similar barriers, particularly in resource-constrained environments, which can affect instructional effectiveness and learner outcomes. For practice and policy, these findings highlight the need to provide adequate training, teaching resources,

and support systems to kindergarten teachers, as well as to implement targeted interventions to address learner-related issues such as absenteeism and motivation. Systematic efforts to mitigate these challenges can enhance teaching effectiveness and improve learning experiences for young children. Study limitations include reliance on self-reported perceptions from a localized sample, which may affect the generalizability of the findings.

Table 8

Degree of Seriousness of Problems Encountered by Kindergarten Teachers

Indicators	Kindergarten Teachers		Rank
	Mean	DE	
Absenteeism of the learners	2.03	MS	7
Lack of Reading Comprehension	2.87	S	1
Difficulty in the use of differentiated instruction to address the multi-level group	2.25	MS	4
Difficulty in the integration of learning competencies	2.21	MS	5
Laziness of the learners	2.13	MS	6
Lack of Teaching Materials	2.80	MS	2
Inadequate provision of funds for Kindergarten	1.99	MS	9
Inadequate and non-functional equipment.	2.01	MS	8
Unspacious and not well-ventilated rooms or place	1.79	MS	12
Failure to give learners sufficient guidance	1.88	MS	11
Absence of parents, teachers and learners partnership	1.90	MS	10
Lack of Trainings	2.78	HS	3
TOTAL	2.22	S	

Conclusion

The study revealed that kindergarten teachers moderately utilize teaching strategies, with certain approaches such as clear instructions, structured lesson planning, peer discussions, and the integration of familiar materials in play-based learning being highly effective. Challenges such as lack of teaching materials, limited training, and reading comprehension difficulties were observed to moderately affect teaching practices. The perceptions of teachers and school heads were largely aligned. It is recommended

that teachers continue refining effective strategies, and that administrators provide adequate support, training, and resources to address challenges, thereby improving teaching practices and overall learner outcomes.

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