

Teaching Strategies And Academic Growth Of Kindergarten Learners In Calapan City And Oriental Mindoro Divisions

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Abstract

This study aimed to examine the teaching strategies utilized by kindergarten teachers and the extent of academic growth among kindergarten learners in Calapan City and Oriental Mindoro Divisions, with the end view of proposing enhancement activities that may strengthen instructional practices and support learners' development. The study employed a descriptive–correlational method of research using a researcher-developed questionnaire to collect the required data. The respondents of the study were kindergarten teachers in the two divisions selected through purposive sampling. Statistical tools used to analyze the data included frequency, weighted mean, ranking, and Pearson's r correlation coefficient to determine the relationship between teaching strategies and learners' academic growth.

The findings of the study revealed that kindergarten teachers generally used teaching strategies related to learning content, classroom activities, and assessment tasks. Kindergarten learners likewise demonstrated highly manifested academic growth in self-help, cognitive, social-emotional, and psychomotor domains, indicating that they are developing independence, curiosity, positive social interaction, and motor coordination through classroom experiences. The results also showed a significant relationship between the level of utilization of teaching strategies and the extent of learners' academic growth, particularly highlighting that classroom-based activities have the strongest relationship with cognitive development. However, teachers also encountered several challenges, such as limited instructional materials, varied learning abilities among learners, and the need to balance administrative and teaching responsibilities, which may affect the effective implementation of teaching strategies.

Based on the conclusions drawn from the study, it is recommended that kindergarten teachers continue strengthening the use of developmentally appropriate teaching strategies when presenting learning content, conducting classroom activities, and implementing meaningful assessment practices. Schools may also provide adequate instructional materials, professional development opportunities, and collaborative learning



sessions to support teachers in addressing classroom challenges and improving instructional practices. Furthermore, the proposed enhancement activities, such as workshops on instructional material development, training in interactive classroom-based activities, seminars on developmentally appropriate assessment, and professional learning communities, may be implemented to promote more engaging learning environments and support the continuous academic growth of kindergarten learners.

Keywords: *Kindergarten Teaching Strategies, Learner Academic Growth, Early Childhood Education, Descriptive-Correlational Research, Cognitive Development, Developmentally Appropriate Practices, Calapan City, Oriental Mindoro, Professional Development*

Introduction

Early childhood is a crucial stage in development, as it lays the foundation for children's learning, behavior, and overall well-being. During these formative years, children develop essential skills in language, thinking, social interaction, and self-regulation that shape their readiness for school and future success. Because of this, the quality of early childhood education, particularly the teaching strategies used by preschool teachers, plays a significant role in supporting holistic development. In the Philippines, policies such as the Early Years Act of 2013 and the Kindergarten Education Act emphasize the use of developmentally appropriate practices that align with how young children learn best through play, interaction, and meaningful experiences. However, teachers often face challenges such as limited resources, diverse learner needs, and competing responsibilities, which may affect the effective implementation of these strategies.

Given these considerations, this study aimed to examine the teaching strategies employed by kindergarten teachers and the extent of academic growth among kindergarten learners in the Calapan City and Oriental Mindoro Divisions. Specifically, it sought to answer the following questions:

1. What are the teaching strategies of kindergarten teachers in terms of learning content, classroom-based activities, and assessment tasks?
2. To what extent is the academic growth of kindergarten learners manifested in self-help, cognitive, social-emotional, and psychomotor domains?
3. Is there a significant relationship between teaching strategies and the academic growth of learners?
4. What challenges do kindergarten teachers encounter in implementing teaching strategies?
5. What enhancement activities may be proposed based on the findings of the study?

Methodology

Research Design

This study employed a descriptive research design to examine the teaching strategies used by kindergarten teachers and their relationship to the academic growth of learners in the Calapan City and Oriental Mindoro Divisions. The design was appropriate as it described existing classroom practices and learner development without manipulating variables. Data were gathered through questionnaires and assessment tools to determine how teaching strategies in learning content, classroom-based activities, and assessment tasks relate to learners' development in the self-help, cognitive, social-emotional, and psychomotor domains. The study also identified challenges encountered by teachers in implementing these strategies, providing a basis for proposing enhancement activities to improve instructional practices and support learner outcomes.

Participants

The respondents of this study were 105 kindergarten teachers from public elementary schools in the Calapan City and Oriental Mindoro Divisions, selected through purposive sampling because of their active role in classroom teaching. As frontliners in early childhood education, they were able to share how they use different teaching strategies in delivering lessons, managing classroom activities, and assessing learners.

They also provided insights into how children show academic growth in areas such as self-help, cognitive, social-emotional, and psychomotor development, based on their daily observations and classroom experiences. The study relied on teachers' assessments and records rather than collecting data directly from learners to ensure ethical considerations. By including teachers from various schools, the study was able to capture a broader and more realistic view of classroom practices, learner development, and the common challenges teachers face.

Research Instrument

The study used a researcher-made questionnaire to gather data on kindergarten teachers' teaching strategies, learners' academic growth, and the challenges they encounter in the classroom. It was divided into three parts: the first looked at how teachers use strategies in terms of learning content, classroom activities, and assessment; the second focused on learners' development in the self-help, cognitive, social-emotional, and psychomotor domains based on teachers' observations; and the third identified common challenges such as limited resources, time constraints, and learner diversity. The instrument was designed to be clear and based on the study's objectives to ensure meaningful and relevant responses.

Data Collection Procedure

The data gathering process started with the researcher securing permission from the school heads and Schools Division Superintendents of Calapan City and Oriental Mindoro Divisions to ensure proper protocols were followed. Once approved, coordination was made with the kindergarten teachers, and the purpose of the study was explained along with clear instructions for answering the questionnaire. The respondents were assured that their participation was voluntary and that their responses would remain confidential and used only for research purposes.

The researcher then personally distributed the questionnaire, which covered teaching strategies, learners' academic growth, and classroom challenges. After giving enough time for completion, the questionnaires were retrieved, checked for completeness, and organized. The responses were then encoded, tallied, and prepared for statistical analysis.

Data Analysis

The data were analyzed using appropriate statistical tools based on the study's objectives. Frequency and percentage were used to describe the respondents' profiles and summarize their responses, showing common patterns in teaching practices and learners' development. The weighted mean was used to determine the level of teaching strategy utilization and the extent of learners' academic growth across different domains, with a Likert scale for interpretation. Ranking helped identify the most used strategies and the key challenges faced by teachers. Finally, Pearson's r was used to determine if there was a significant relationship between teaching strategies and learners' academic growth.

Results

1. Level of Utilization of Teaching Strategies by Kindergarten Teachers

1.1 Learning Content

The findings show a composite mean of 3.31, interpreted as Agree, which indicates that kindergarten teachers generally apply appropriate strategies in presenting learning content. The highest mean was 3.54 for content matching the developmental level of learners, while the lowest mean was 3.04 for content supporting readiness for the next grade level, showing that although teachers consider learners' developmental needs, preparation for the next academic level is given slightly less emphasis.

Table 2
Level of Utilization of Teaching Strategies by Kindergarten Teachers in terms of Learning Content

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. The learning objectives are clearly aligned with the prescribed curriculum.	3.46	Moderately Utilized	2
2. The content presented matches the developmental level of learners.	3.54	Highly Utilized	1
3. Lessons integrate real-life situations familiar to children.	3.36	Moderately Utilized	6
4. Instructional topics are organized from simple to complex ideas.	3.40	Moderately Utilized	5
5. Content encourages curiosity and interest among learners.	3.30	Moderately Utilized	7
6. Lessons promote understanding through concrete examples.	3.06	Moderately Utilized	9
7. The subject matter supports holistic child development.	3.45	Moderately Utilized	4
8. Learning materials reinforce the lesson objectives effectively.	3.44	Moderately Utilized	3
9. Topics allow learners to connect prior knowledge with new ideas.	3.08	Moderately Utilized	8
10. Content supports readiness for the next grade level.	3.04	Moderately Utilized	10
Composite Mean	3.31	Moderately Utilized	

Legend: 3.50 – 4.00 = Highly Utilized; 2.50 – 3.49 = Moderately Utilized; 1.50 – 2.49 = Slightly Utilized; 1.00 - 1.49 = Utilized

1.2 Classroom Based-Activities

The results show a composite mean of 3.30, interpreted as Agree, which indicates that kindergarten teachers generally implemented classroom-based activities that encouraged participation and learning among young children. The highest mean was 3.50 for activities encouraging active participation among learners, while the lowest mean was 3.16 for activities helping develop confidence and independence, which suggested that although participation was strongly promoted, opportunities for strengthening learners' independence may still need further emphasis.

Table 3
Level of Utilization of Teaching Strategies by Kindergarten Teachers in terms of Classroom-Based Activities

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. Activities encourage active participation among learners.	3.50	Highly Utilized	1
2. Tasks allow children to learn through play and exploration.	3.38	Moderately Utilized	2
3. Classroom activities are suited to varied learning abilities.	3.36	Moderately Utilized	4
4. Lessons include hands-on tasks to reinforce understanding.	3.20	Moderately Utilized	8
5. Group activities foster cooperation and interaction.	3.28	Moderately Utilized	6
6. Activities maintain learners' attention throughout the lesson.	3.18	Moderately Utilized	9
7. Tasks stimulate creativity and imagination.	3.30	Moderately Utilized	5
8. Classroom routines support consistent learning experiences.	3.37	Moderately Utilized	3
9. Activities help develop confidence and independence.	3.16	Moderately Utilized	10
10. Learning experiences are enjoyable and meaningful.	3.24	Moderately Utilized	7
Composite Mean	3.30	Moderately Utilized	

Legend: 3.50 – 4.00 = Highly Utilized; 2.50 – 3.49 = Moderately Utilized; 1.50 – 2.49 = Slightly Utilized; 1.00 - 1.49 = Utilized

1.3 Assessment Task

The results show a composite mean of 3.13, interpreted as Agree, which indicates that kindergarten teachers generally utilize assessment tasks to monitor learners' progress and support classroom instruction. The highest mean was 3.30 for assessment tasks matching the lesson objectives, while the lowest mean was 3.00 for feedback provided to guide learners' improvement, suggesting that although assessments are aligned with lesson goals, consistent feedback to learners may still need further emphasis.

Table 4
Level of Utilization of Teaching Strategies by Kindergarten Teachers in terms of Assessment Tasks

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. Assessment tasks match the lesson objectives.	3.30	Highly Utilized	1
2. Evaluation methods reflect learners' actual performance.	3.16	Moderately Utilized	5
3. Assessments are conducted through appropriate age activities.	3.18	Moderately Utilized	4
4. Observation is consistently used to monitor progress.	3.15	Moderately Utilized	7
5. Feedback is provided to guide learners' improvement.	3.00	Moderately Utilized	10
6. Assessment tools consider individual learning differences.	3.14	Moderately Utilized	6
7. Progress is documented systematically and regularly.	3.08	Moderately Utilized	8
8. Tasks allow learners to demonstrate skills naturally.	3.02	Moderately Utilized	9
9. Assessment results support instructional planning.	3.20	Moderately Utilized	3
10. Evaluation practices promote positive learning experiences.	3.24	Moderately Utilized	2
Composite Mean	3.13	Moderately Utilized	

Legend: 3.50 – 4.00 = Highly Utilized; 2.50 – 3.49 = Moderately Utilized; 1.50 – 2.49 = Slightly Utilized; 1.00 - 1.49 = Utilized

2. Academic Growth of Kindergarten Learners

2.1. Self-Help Domain

The results show a composite mean of 3.61, interpreted as Highly Manifested, which indicates that kindergarten learners generally demonstrated strong self-help skills in managing daily classroom routines and responsibilities. The highest mean was 3.84 for practicing proper hygiene routines, while the lowest mean was 3.34 for displaying confidence in daily tasks, which suggested that although learners practice independence in routines, confidence in performing tasks was still gradually developing.

Table 5
Academic Growth of Kindergarten Learners in terms of Self-Help Domain

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1.Manages personal belongings independently.	3.76	Highly Manifested	2
2.Practices proper hygiene routines.	3.84	Highly Manifested	1
3.Follows daily classroom routines.	3.66	Highly Manifested	6
4.Completes simple tasks without assistance.	3.70	Highly Manifested	5
5.Demonstrates responsibility for personal needs.	3.60	Highly Manifested	7
6.Shows awareness of safety rules.	3.36	Moderately Manifested	9
7.Prepare learning materials independently.	3.74	Highly Manifested	3.5
8.Transitions smoothly between activities.	3.74	Highly Manifested	3.5
9.Responds appropriately to instructions.	3.38	Moderately Manifested	8
10.Displays confidence in daily tasks.	3.34	Moderately Manifested	10
Composite Mean	3.61	Highly Manifested	

Legend: 3.50 – 4.00 = Highly Manifested; 2.50 – 3.49 = Moderately Manifested; 1.50 – 2.49 = Slightly Manifested; 1.00 - 1.49 = Least Manifested

2.2 Cognitive Domain

The results show a composite mean of 3.59, interpreted as Highly Manifested, indicating that kindergarten learners generally demonstrated strong cognitive development during classroom activities. The highest mean was 3.82 for showing curiosity during lessons, while the lowest mean was 3.52 for identifying patterns correctly, which suggested that although learners display active curiosity and engagement, some cognitive skills such as pattern recognition were still developing.

Table 6
Academic Growth of Kindergarten Learners
Cognitive Domain

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1.Recognizes shapes, colors, and numbers.	3.64	Highly Manifested	8
2.Solves simple problems independently.	3.66	Highly Manifested	6
3.Demonstrates memory recall skills.	3.78	Highly Manifested	2
4. Shows curiosity during lessons.	3.82	Highly Manifested	1
5. Identifies patterns correctly.	3.52	Highly Manifested	10
6. Follows logical sequences.	3.77	Highly Manifested	4
7. Applies learned concepts.	3.68	Highly Manifested	5
8. Understands cause-and-effect relationships.	3.76	Highly Manifested	3
9. Displays attention to detail.	3.60	Highly Manifested	9
10.Shows readiness for academic tasks.	3.65	Highly Manifested	7
Composite Mean	3.59	Highly Manifested	

Legend: 3.50 – 4.00 = Highly Manifested; 2.50 – 3.49 = Moderately Manifested; 1.50 – 2.49 = Slightly Manifested; 1.00 - 1.49 = Least Manifested

2.3 Social Emotional Domain

The results show a composite mean of 3.70, interpreted as Highly Manifested, which indicates that kindergarten learners generally demonstrated strong social-emotional development during classroom interactions. The highest mean was 3.96 for expressing feelings appropriately, while the lowest mean was 3.46 for displaying confidence in social settings, which suggested that although learners can express emotions well and interact positively with peers, their confidence in social situations was still gradually developing.

Table 7
Academic Growth of Kindergarten Learners in terms of Social-Emotional Domain

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. Interacts positively with peers.	3.94	Highly Manifested	2
2. Demonstrates respect for others.	3.66	Highly Manifested	7
3. Manages emotions appropriately.	3.67	Highly Manifested	6
4. Shows cooperation during group tasks.	3.54	Highly Manifested	8
5. Responds well to guidance.	3.72	Highly Manifested	4
6. Builds friendships with classmates.	3.68	Highly Manifested	5
7. Expresses feelings appropriately.	3.96	Highly Manifested	1
8. Displays confidence in social settings.	3.46	Moderately Manifested	10
9. Practices sharing and turn-taking.	3.50	Highly Manifested	9
10. Shows empathy toward others.	3.88	Highly Manifested	3
Composite Mean	3.70	Highly Manifested	

Legend: 3.50 – 4.00 = Highly Manifested; 2.50 – 3.49 = Moderately Manifested; 1.50 – 2.49 = Slightly Manifested; 1.00 - 1.49 = Least Manifested

2.4 Psychomotor Domain

The results show a composite mean of 3.66, interpreted as Highly Manifested, which indicates that kindergarten learners generally demonstrated strong psychomotor development during classroom activities. The highest mean was 3.79 for displaying appropriate motor responses during learning tasks, while the lowest mean was 3.45 for executing movements smoothly during classroom activities, manipulating objects with accuracy and control, and participating actively in movement activities, which suggested that although learners can respond well to motor tasks, some aspects of coordination and control were still improving.

Table 8
Academic Growth of Kindergarten Learners in terms of Psychomotor Domain

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. Coordinates body movements during physical activities.	3.71	Highly Manifested	2
2. Controls hand and body actions while performing tasks.	3.63	Highly Manifested	3
3. Executes movements smoothly during classroom activities.	3.45	Moderately Manifested	9
4. Demonstrates balance while walking, running, or jumping.	3.47	Moderately Manifested	7
5. Manipulates objects with accuracy and control.	3.45	Moderately Manifested	9
6. Performs classroom tasks requiring motor coordination.	3.61	Highly Manifested	4.5
7. Responds effectively to movement-related instructions.	3.50	Highly Manifested	6
8. Shows improvement in speed and precision of movements.	3.61	Moderately Manifested	4.5
9. Participates actively in activities involving physical movement.	3.45	Moderately Manifested	9
10. Displays appropriate motor responses during learning tasks.	3.79	Highly Manifested	1
Composite Mean	3.66	Highly Manifested	

Legend: 3.50 – 4.00 = Highly Manifested; 2.50 – 3.49 = Moderately Manifested; 1.50 – 2.49 = Slightly Manifested; 1.00 – 1.49 = Least Manifested

3.Relationship between the Assessment on the Teaching Strategies and on the Extent

of Manifestation of Academic Growth among Kindergarten Learners

The results show that learning content, classroom-based activities, and assessment tasks all had significant relationships with the academic growth of kindergarten learners across self-help, cognitive, social-emotional, and psychomotor domains. Among these, classroom-based activities show the strongest relationship with cognitive development ($r = 0.66$), which suggests that engaging and interactive learning experiences were closely connected to stronger thinking skills and overall learner development.

Table 9

Relationship between the Level of Utilization of Teaching Strategies and the Extent of Manifestation of Academic Growth among Kindergarten Learners (Learning Content)

Variables	r-value	p-value	Decision	Interpretation
Learning Content (Self-Help)	0.58	< 0.05	Reject	Significant
Learning Content (Cognitive)	0.62	< 0.05	Reject	Significant
Learning Content (Social-Emotional)	0.55	< 0.05	Reject	Significant
Learning Content (Psychomotor)	0.51	< 0.05	Reject	Significant

Legend: r = Pearson Correlation Coefficient; Significant at $p < 0.05$

Table 10

Relationship between the Level of Utilization of Teaching Strategies and the Extent of Manifestation of Academic Growth among Kindergarten Learners (Classroom-Based Activities)

Variables	r-value	p-value	Decision	Interpretation
Classroom-Based Activities (Self-Help)	0.61	< 0.05	Reject	Significant
Classroom-Based Activities (Cognitive)	0.66	< 0.05	Reject	Significant
Classroom-Based Activities (Social-Emotional)	0.63	< 0.05	Reject	Significant
Classroom-Based Activities	0.59	< 0.05	Reject	Significant

Variables	r-value	p-value	Decision	Interpretation
(Psychomotor)				

Legend: r = Pearson Correlation Coefficient; Significant at $p < 0.05$

Table 11

Relationship between the Level of Utilization of Teaching Strategies and the Extent of Manifestation of Academic Growth among Kindergarten Learners (Assessment Tasks)

Variables	r-value	p-value	Decision	Interpretation
Assessment Tasks (Self-Help)	0.54	< 0.05	Reject	Significant
Assessment Tasks (Cognitive)	0.60	< 0.05	Reject	Significant
Assessment Tasks (Social-Emotional)	0.56	< 0.05	Reject	Significant
Assessment Tasks (Psychomotor)	0.52	< 0.05	Reject	Significant

Legend: r = Pearson Correlation Coefficient; Significant at $p < 0.05$

4. Challenges Encountered by Preschool Teachers

The results show a composite mean of 3.47, interpreted as Strongly Agree, which indicates that kindergarten teachers commonly experienced several challenges while implementing teaching strategies in the classroom. The top three challenges were limited availability of instructional materials (3.55), varied learning abilities among pupils (3.53), and balancing administrative and teaching tasks (3.50), which highlights that resource limitations, learner diversity, and workload are the most common difficulties faced by teachers.

Table 12
Challenges Encountered by Preschool Teachers

Indicators	Weighted Mean	Verbal Interpretation	Ranking
1. Limited availability of instructional materials.	3.55	Strongly Agree	1
2. Large class size affects instruction.	3.47	Agree	6

3. Time constraints during lesson delivery.	3.46	Agree	8
4. Insufficient parental support at home.	3.37	Agree	10
5. Varied learning abilities among pupils.	3.53	Strongly Agree	2
6. Behavior management difficulties.	3.49	Agree	4
7. Lack of training on new strategies.	3.48	Agree	5
8. Inadequate classroom space.	3.45	Agree	7
9. Limited assessment tools.	3.42	Agree	9
10. Balancing administrative and teaching tasks.	3.50	Strongly Agree	3
Composite Mean	3.47	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

5. Proposed Enhancement Activities to further improve Teaching Strategies and support the Academic Growth of Kindergarten Learners

The study proposes several enhancement activities, including workshops on instructional material development, training in interactive classroom-based activities, seminars on developmentally appropriate assessment practices, classroom management and inclusive teaching, and the establishment of professional learning communities for teachers.

Activity	Focus Area	Key Objectives	Expected Outcomes / Success Indicators
Instructional Material Development Workshop	Learning Content	Enhancing teachers' ability to design instructional materials, improving the presentation of content, and encouraging creativity in using low-cost resources.	Teachers develop appropriate instructional materials, lessons use varied and engaging resources, and learners show increased participation and interest.

Training in Interactive Classroom-Based Activities	Classroom-Based Activities	Strengthening teachers' skills in organizing engaging activities, promoting active participation and collaboration, and supporting learners' creativity and interaction.	Teachers implement varied classroom activities, learners actively participate, and classrooms become more interactive and learner-centered.
Workshop on Developmentally Appropriate Assessment Practices	Assessment Tasks	Improving understanding of appropriate assessment strategies, strengthening observation and performance-based methods, and enhancing the use of assessment in planning instruction.	Teachers consistently apply appropriate assessment methods, maintain organized records, and use results to guide instruction.
Classroom Management and Inclusive Teaching Seminar	Classroom Management / Inclusivity	Providing strategies for managing diverse learners, introducing inclusive teaching approaches, and building confidence in handling behavior and participation issues.	Improved classroom management practices, better learner cooperation and participation, and more organized and supportive classroom environments.
Professional Learning Community for Kindergarten Teachers	Professional Development	Promoting collaboration among teachers, encouraging reflective discussions, and supporting continuous professional growth.	Teachers actively engage in collaborative learning, apply new strategies in practice, and demonstrate improved instructional approaches over time.

Discussion

The study showed that kindergarten teachers generally used effective teaching strategies in delivering lessons, conducting classroom activities, and assessing learners. These strategies helped support the academic growth of children in the self-help, cognitive, social-emotional, and psychomotor domains. Learners showed strong development in areas such as curiosity, social interaction, independence, and motor skills, although some skills like confidence and coordination were still developing.

The findings also revealed that teaching strategies, especially interactive classroom activities, had a significant relationship with learners' academic growth. This means that engaging and learner-centered activities helped children participate more actively and improve their thinking and learning skills.

However, teachers still experienced challenges such as limited instructional materials, diverse learner abilities, and heavy workloads. To help address these concerns, the study proposed enhancement activities such as teacher trainings, workshops, and professional learning communities to improve teaching practices and support the holistic development of kindergarten learners.

Conclusion

In view of the findings revealed in the study, conclusions were drawn.

1. Kindergarten teachers in Calapan City and Oriental Mindoro Divisions Moderately Utilized teaching strategies related to learning content, classroom-based activities, and assessment tasks, and although these strategies are applied consistently, some areas such as strengthening learner independence, providing consistent feedback, and preparing learners for the next academic level still require further attention.
2. Kindergarten learners demonstrated a highly manifested level of academic growth in self-help, cognitive, social-emotional, and psychomotor domains.
3. All pairs of variables in the assessment on the level of utilization of teaching strategies and on the extent of academic growth among kindergarten learners showed a significant relationship.
4. Kindergarten teachers encountered several challenges in implementing teaching strategies, particularly the limited availability of instructional materials, varied learning abilities among pupils, and the need to balance administrative and teaching tasks
5. The proposed enhancement activities are intended to strengthen teaching strategies and support the academic growth of kindergarten learners.

Recommendations

In light of the conclusions drawn, the following recommendations were offered by the researcher:

1. It may be helpful to further strengthen the use of developmentally appropriate teaching strategies by guiding kindergarten teachers in Calapan City and Oriental Mindoro Divisions to integrate enriched learning content, varied classroom activities, and suitable assessment tasks into their daily instruction. This approach, especially if applied in the

coming academic year, could make lessons more engaging and better aligned with learners' developmental needs.

2. There is also an opportunity to support the academic growth of kindergarten learners across different developmental domains by incorporating more structured classroom activities and consistent learning routines. Through this, learners may gradually show improvements in self-help skills, cognitive abilities, social-emotional development, and psychomotor performance, as reflected in their participation and independence throughout the school year.

3. In addition, the effectiveness of classroom-based learning activities may be enhanced by encouraging teachers to make use of interactive, play-based, and collaborative tasks on a regular basis, such as including them in at least two activities per week. Doing so may contribute to increased learner engagement while also supporting both cognitive and social development.

4. To address instructional challenges experienced by kindergarten teachers, it may be beneficial to provide greater access to appropriate instructional materials, practical teaching resources, and focused professional support. With these in place over the course of a school year, teachers may find it easier to manage diverse learners and balance their instructional responsibilities more effectively.

5. Lastly, continuous professional growth among kindergarten teachers could be fostered through the establishment of regular collaborative sessions or professional learning meetings, possibly held once every quarter. These gatherings may serve as a space for sharing effective strategies, discussing classroom experiences, and developing practical solutions that can enhance both teaching practices and learners' academic development.

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