

KINDERGARTEN EDUCATION UNDER THE K TO 12 CURRICULUM IN DUMINGAG

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by

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ABSTRACT

This study assessed the implementation of Kindergarten Education Under the K to 12 Curriculum in Dumingag I District, Dumingag, Zamboanga del Sur for School Year 2016-2017.

The investigation focused on the following variables: perceptions on kindergarten teaching, strategies employed by Kindergarten teachers in teaching as assessed by the two groups of respondents; the learning performance of pupils based on the five sub-domains; the learning developmental materials used by the teacher-respondents; and the significant relationship between the teaching strategies employed by the teacher-respondents and the pupils' performance.

This study employed the descriptive method in collecting facts and important details relative to Kindergarten. education. Questionnaire-checklist was used and the statistical tools used were Weighted Arithmetic mean and Z-test.

The study revealed that the teacher-respondents have favorable perceptions on the benefits of teaching Kindergarten. They have positive attitude towards their work. The kindergarten teachers assessed that interactive strategy found to be "very effective"; while the two-track method, manipulative games, experiential learning, Total Physical Response (TPR) among others, and small discussion were "sometimes effective". On the other hand,

School Heads assessed that manipulative games was effective", while the two track, group "very experiential learning, Total Physical Response (TPR) among others, interactive strategy, and small group discussion were "sometimes effective". The Kindergarten teachers constantly listening story; while big and small books, experience story, primer lessons and lesson exemplar were sometimes used. The learning performance of pupils in five domains was "Developing". There was no significant difference between the assessments of the two groups of respondents on the teaching strategies used by teachers.

The study recommended the following: that the school principals conduct regular observation teaching to kindergarten teachers to determine their strengths and weaknesses in teaching; that the Kindergarten teachers continue to work full of commitment and dedication in order to help improve pupils' performance from developing to consistent level, employ varied teaching strategies, which are appropriate to the kindergarten learners, and maximize the use of learning developmental materials to increase pupils' learning performance; and that parents continuously support their children through constant follow-up, and communicate with the teachers and school heads on whatever problems that may arise in the education of their children.