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**CAPACITATING KINDERGARTEN TEACHERS IN PUBLIC  
ELEMENTARY SCHOOLS IN THE DIVISION  
OF BATANGAS**

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**ABSTRACT**

The study aimed to enhance the capacities of kindergarten teachers in Public Elementary Schools in the Division of Batangas, ultimately leading to the development of a management program for kindergarten teachers. Specifically, the paper sought to identify the manifestation of instructional delivery as assessed by school heads and teachers, focusing on aspects such as classroom discussion, feedback mechanisms, formative assessment, strategies, assessment and evaluation of learning outcomes, development of learning materials, and experiential instruction. Additionally, the study assesses the teachers' utilization of teaching infrastructure, including instructional tools and e-learning materials.

Furthermore, the study aimed to discern differences in assessments between school heads and teachers, as well as explore the relationship between the extent of manifestation of instructional delivery and the level of utilization of teaching infrastructure. The study delves into the findings, examining variables that serve as the basis for the proposed management program.

**Keywords:** *capacitate, instructional delivery, teaching infrastructure, kindergarten teachers, instructional tools*

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## 1. INTRODUCTION

The primary factor influencing the academic success of learners is the classroom teacher. They hold a crucial role in delivering effective instruction and driving high-quality education. Teachers are instrumental in a learner's progress and achievement. Despite the evolving landscape and difficulties in modern teaching methods, the Department of Education (DepEd) continues to prioritize teacher development through various training programs, particularly for those in kindergarten aiming to enhance their teaching proficiency. Enhancing the competencies of teachers can significantly impact how they facilitate learning within the classroom.

According to the Omnibus Policy of Kindergarten Education of the Philippines it is essential for kindergarten teachers to be proficient in the common language of the learners for them to easily cope with the lessons. Teachers are also motivated to pursue continuous professional development by attending conferences, trainings/seminars and enrolled in further studies. Likewise, teachers are well-known in educating and nurturing millions of learners and with the support of different trainings and workshops they can develop, enhance, and improve their capacities that will help them to guide the learners of new generation that are inclined with the modern technology and new innovations.

In addition, from the DepEd press release entitled K to 12 Learners: Generation of Innovators teachers are informed and had the opportunities to comprehend the new learning standards and competencies, teaching plans and assessments. Teachers are also motivated to advance their skills in giving and receiving feedbacks, learning outcome based, and questioning even they are already equipped with teaching capabilities. School heads also contribute to teachers' improvement and development through their technical assistance and guidance, they also give overflowing support to all teachers to pursue their effective teaching and learning to

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produce quality education for learners and setting the goals and objectives to create effective instructional deliveries and materials for learners.

Correspondingly, instructional deliveries are the foundation of a great education. It is the applications of different approaches, strategies and activities that helps the learners to achieve the academic success. Guiding and developing young learners is like creation of an abstract painting; it can be difficult to understand the meanings and descriptions of the painting, but with the aid of various highlights of the paints, like the guidance provided by teachers that the child's growth and development can be achieved. In addition, instructional deliveries in the classroom are always considered. There are some relevant instructional deliveries such as: classroom discussion, feedback mechanism, formative assessment, strategies, assessment and evaluation of learning outcomes, development of learning materials and experiential instruction, that aids the teacher to improve the flow of successful teaching and learning.

Moreover, schools worldwide implement various educational programs regarding the adaptation and use of instructional deliveries in response to modern-day realities. Various managements propose training to help teachers to improve their ability to give instructions and use the modern technologies. Teachers are introduced to the most up-to-date teaching deliveries that will help them be more effective in front of their learners and they also use different infrastructures to illustrate the various objectives that they want to discuss with the class.

Furthermore, utilization of instructional materials and e-learning materials inside the classroom are essential for better performance and outputs of the learners from the activities given by the teachers. Teaching infrastructure is one element that ensure the access of learners in good quality education. DepEd encourages the usage of instructional materials and other items that are created or readily available locally. Different instructional materials like chalkboard, charts, graphs, puzzles etc. encourage learners to participate. The modern technology and

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advancements help the teachers in their teaching. E-Learning materials and instructional tools lead the discussion to a better and more student-friendly discussion.

According to Francisco (2020), using instructional materials and activities allows learners to become more self-sufficient and excel. The usage of e-learning materials is very effective nowadays especially in kindergarten to get their attention and to clearly discuss the lesson. In connection, the educational system in the Philippines is affected due to the changes brought by the new normal set-up in different schools. Bestowing to Mhishi M. & Vimbai MC et al. (2022), teachers encountered challenges in supporting their needs in instructional materials needed to create an effective teaching in their online classes, also their funds are insufficient to provide their learning resources, so they adopt the situation to do their duty as a teacher in the midst of pandemic. Teaching and learning are not as enjoyable compared to the traditional classroom set-up due to reduced social interaction among learners. It also affects the study habits and behavior of the learners. They have limited chance to perform well because of the restrictions given to them. The literacy and numeracy level of the learners decreased despite of the adjustments and enhancements to kindergarten teachers' instructional deliveries, a gap in capacitating kindergarten teachers is constantly noticeable.

Recently, schools have opened for restricted face-to-face classes during which time to time teachers are dealing with issues related to the behavior and literacy level of the learners, how they handle various assessments in classroom and separation anxiety. Learners are in the process of acceptance in the new set-up, some are not ready to attend classes and there's a limited instructional material to be used so teachers are challenge to discuss the lesson in their target time blocks.

The researcher realized the emerging need to capacitate the kindergarten teachers and equipped to conduct this study on the manifestation of instructional deliveries and technology

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utilization due to her experience as a kindergarten teacher. Furthermore, through this study, a prepared management program aimed to enhance and help teachers to improve their teaching skills.

## 2. OBJECTIVES

This research aims to determine the capabilities of kindergarten teachers in public elementary schools in Area 1-Division of Batangas.

Specifically, it aims to:

1. Determine the extent of manifestation of the instructional delivery as assessed by the school heads and teachers themselves relative to:

- 1.1. Classroom discussion,
- 1.2. Feedback mechanism,
- 1.3. Formative Assessment,
- 1.4. Strategies,
- 1.5 Assessment and evaluation of learning outcomes,
- 1.6 Development of learning materials, and
- 1.7 Experiential instruction.

2. Assess the teachers' level of utilization of the following teaching infrastructure

- 2.1 Instructional tools, and
- 2.2 E-Learning Materials.

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3. Determine the differences between the assessments by the school heads and the teachers.
4. Investigate the relationship between the extent of manifestation of the instructional delivery and the level of utilization of teaching infrastructure.
5. Identify the initiatives to further improve teaching capabilities.
6. Propose a Management Program for Kindergarten Teachers.

### 3. METHODOLOGY

The descriptive method of research was utilized in the study. The respondents were 170 kindergarten teachers and 127 school heads with the total number of 297 sample respondents out of 485 population from Area1. The researcher used stratified random sampling to get the sample respondents and Slovin's formula was applied to identify the sample size and used the simple random sampling.

Moreover, a researcher-made survey-questionnaire was utilized as main data-gathering instrument. The data collected were then submitted to the statistician for treatment after which the data were interpreted. The researcher also conducted reliability test and used computation of Cronbach's alpha to get reliability index. Additionally, a Focus Group Discussion (FGD) was conducted.

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## 4. RESULTS AND DISCUSSION

### 4.1 Extent of manifestation of instructional delivery

**Table 2. Classroom Discussion**

**Manifestation of Instructional Delivery School Heads and Teachers to Classroom Discussion**

Items	School Heads		Teachers		
	WM	VI	WM	VI	
1. Connect the classroom activities to the curriculum guide of kindergarten	3.78	GE	3.73	GE	
2. Choose engaging activities for the learner which are relevant to their experiences as they adjust to their new normal set up	3.78	GE	3.76	GE	
3. Give important principles of the topic so that the lesson is easy to understand	3.80	GE	3.71	GE	
4. Review the prior topic with the learners before moving on to the next lesson.	3.80	GE	3.76	GE	
5. Read aloud tales to help learners strengthen their imaginative and creative thinking skills	3.69	GE	3.66	GE	
6. Use basic word clues, reporting, and a question-and-answer section to review the prior topic	3.71	GE	3.69	GE	
7. Show a picture and allow the learners to explain their ideas	3.72	GE	3.75	GE	
8. Make sound and letter patterns of English alphabet	3.76	GE	3.77	GE	
9. Pick relevant words and sentences for the learners to easily understand the subject matter	3.73	GE	3.74	GE	
10. Show varied facial expressions according to the activities relative to the lesson objectives	3.67	GE	3.74	GE	
11. Energize the class using songs related to the new topic	3.67	GE	3.76	GE	
12. Draw a letter in the air with a hand at the same time say the sound of it when teaching writing to help learners recall the letters	3.69	GE	3.72	GE	
13. Share number stories to easily understand addition and subtraction	3.75	GE	3.67	GE	
14. Act out the story in front of the class using various voice tones	3.69	GE	3.71	GE	
15. Explain the unfamiliar words to learners before the discussion	3.70	GE	3.72	GE	
<b>COMPOSITE MEAN</b>		<b>3.73</b>	<b>GE</b>	<b>3.73</b>	<b>GE</b>

Legend: 3.5-4.0 GE - Great Extent WM- Weighted Mean VI – Verbal Interpretation

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Table 2 displays the extent of the manifestation of instructional delivery as assessed by school heads and teachers concerning classroom discussion. In each school, it is the responsibility of the classroom teacher to employ proper instructional delivery methods to maintain the engagement and participation of the learners. Clearly, the table shows that, according to the assessment of school heads, kindergarten teachers place importance on the principles of the topic to make the lesson easier to understand. Reviewing the prior topic with the learners before moving on to the next lesson received the highest weighted mean among indicators. It also revealed that teachers prioritize the review part of the topic before discussing the new lesson to ensure a positive outcome. This was interpreted as to a great extent. Additionally, the connection of classroom activities to the kindergarten curriculum guide and the selection of engaging activities relevant to the learners' experiences in their new normal setup are considered by school heads as the second-highest weighted mean.

Based on the results, it is concluded that school heads and kindergarten teachers have similar composite means, and they both prioritize providing clear and organized instructions before class discussions. Respondents focused on techniques and strategies that can help create a better classroom discussion.

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**Table 3. Feedback Mechanism**

**Manifestation of instructional delivery relative to feedback mechanism**

Items	School heads		Teachers	
	WM	VI	WM	VI
1. Coordinate with parents for monitoring learning status at home through online kumustahan	3.80	GE	3.71	GE
2. Provide a list of comments that may provide appropriate feedback after a learner's activity or assignment	3.68	GE	3.65	GE
3. Comment on the learner's performance in a suitable, timely, and criteria-based manner.	3.63	GE	3.58	GE
4. Post the pictures of the learners in the bulletin board who got perfect scores in the examinations	3.59	GE	3.44	GE
5. Conduct a meeting to inform the parents about the performance and behavior of their children	3.72	GE	3.64	GE
6. Give learners a good job, excellent and star stamps in their hands every time they answer correctly	3.74	GE	3.69	GE
7. Show a thumbs up and smile to learners if they follow the classroom rules	3.73	GE	3.66	GE
8. Encourage learners to do their best by writing positive comments and putting stickers on their work.	3.76	GE	3.69	GE
9. Let the learners give feedback on their own work to make them realize their strengths and weaknesses	3.71	GE	3.57	GE
10. Emphasise correct rather than incorrect responses of the learners	3.70	GE	3.59	GE
11. Give monthly certificate for the most active learner in class	3.61	GE	3.48	ME
12. Acknowledge and praise learners' effort in every activity through different types of rewards	3.76	GE	3.63	GE
13. Allow learners to discuss their outputs and listen to what they have to say.	3.69	GE	3.58	GE
14. Inform the learners with their progress so that they may participate actively.	3.80	GE	3.62	GE
15. Write feedback to parents or guardians of learners after every task by commenting on their modules	3.75	GE	3.61	GE
<b>COMPOSITE MEAN</b>	<b>3.71</b>	<b>GE</b>	<b>3.61</b>	<b>GE</b>

Legend: 3.5-4.0 GE - Great Extent WM- Weighted Mean VI – Verbal Interpretation

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It can be gleaned from the table that respondents' coordination with parents for monitoring learning status at home through online "kumustahan" and informing the learners of their progress so that they may participate actively got the highest weighted mean from the school heads. It simply means that their kindergarten teachers had open and good communication with the parents.

Similarly, kindergarten teachers have a great extent of manifestation in coordinating with parents for monitoring learning status at home through online "kumustahan," considered the highest weighted mean among the indicators. It shows that even in the new normal situation, teachers are providing feedback through various means of communication. Giving feedback also encourages learners to do their best in every activity performed in school. In general, the respondents show a great extent of manifestation of instructional delivery in terms of the feedback mechanism.

**Table 4. Formative Assessment**

**Manifestation of Instructional Delivery relative to Formative Assessment**

Items	School heads		Teachers	
	WM	VI	WM	VI
1.Allow learners to share their expectations for the subject	3.68	GE	3.48	ME
2.Involve the learners in the experiment and follow up with a question on what they learn	3.69	GE	3.54	GE
3.Challenge learners to demonstrate knowledge of an idea using a drawing rather than words	3.70	GE	3.58	GE
4.Find out what the learner already knows and can do regarding the lesson by giving a pre-test	3.71	GE	3.58	GE
5.Let the learners perform different activities as a form of assessment a such as reciting poems, singing songs, dancing etc.	3.69	GE	3.65	GE
6.Help the pupils learn and practice their skills by coaching them on online reading.	3.67	GE	3.59	GE
7.Ask the learners to create a letter collage using colored papers and magazines to familiarize the concept of English alphabet	3.67	GE	3.59	GE

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8.Practice assessment through reciting nursery rhymes, songs and poems	3.65	GE	3.57	GE
9.Inspire pupils to reflect on what they have learned through storytelling, and singing	3.65	GE	3.59	GE
10.Request the pupils to design journal or portfolio to improve their ideas	3.65	GE	3.46	ME
11.Implement the usage of exit cards or reflection notebooks to track if the learners learned something new in the discussion	3.65	GE	3.39	ME
12.Assign homework or assignments for the class	3.69	GE	3.49	ME
13.Make a short quiz to know if the learners understand the lesson	3.68	GE	3.48	ME
14.Use concept claps for learners who have grasped the idea and stomps for those who have not yet grasped the concept.	3.66	GE	3.50	GE
15.Exhibit maps and organizers to help the learners to become more aware of their learning needs, strengths and interests	3.68	GE	3.44	ME
<b>COMPOSITE MEAN</b>	<b>3.68</b>	<b>GE</b>	<b>3.53</b>	<b>GE</b>

Table 4 presents the extent of manifestation of instructional delivery as assessed by school heads and teachers relative to formative assessment. The pre-test is known as one of the tools used by teachers to evaluate the knowledge of learners before the start of the classroom discussion. It can be seen that among the indicators, finding out what the learner already knows and can do regarding the lesson by giving a pre-test got the highest weighted mean, and it is greatly manifested by the teachers, as observed by the school heads. School heads know that assessing learners before the lesson gives the teacher an idea to plan appropriate assessment strategies in class.

These include practicing assessment through reciting nursery rhymes, songs, and poems; inspiring pupils to reflect on what they have learned through storytelling, singing, and requesting pupils to design a journal or portfolio to improve their ideas; and implementing the usage of exit cards or reflection notebooks to track if the learners learned something new in the discussion.

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This is simply because the new normal setup of the educational system has affected the teaching styles of teacher.

**Table 5. Strategies**

### Manifestation of Instructional Delivery relative to Strategies

Items	School heads		teachers	
	WM	VI	WM	VI
1. Apply play-based instructions in teaching lessons	3.72	GE	3.61	GE
2. Involve the pupils in creating rules and regulations to follow in the classroom	3.67	GE	3.59	GE
3. Design pupil-centered learning activities through modules and online activities	3.79	GE	3.68	GE
4. Implement the inquiry-based learning strategy	3.72	GE	3.61	GE
5. Standardize the use of technology in the classroom	3.67	GE	3.61	GE
6. Share specific examples to help learners comprehend the subject matter	3.75	GE	3.64	GE
7. Modify ineffective techniques based on observations of pupils' behavior during the discussion proper	3.76	GE	3.57	GE
8. Guide para-teachers on how to discuss the specific lesson to the learners	3.72	GE	3.59	GE
9. Utilize explicit instruction which includes repeated practice, didactic questioning, drill, and demonstration	3.73	GE	3.65	GE
10. Execute team or group activities to instill the learners the value of collaboration	3.71	GE	3.59	GE
11. Perform an experiment in front of the pupils and allow them to observe and conclude	3.71	GE	3.55	GE
12. Use variety of materials and communication approaches	3.76	GE	3.61	GE
13. Assign learners to report the date and weather of the day before the classes started	3.70	GE	3.60	GE
14. Tell stories using puppet, songs, poem, role play and graphs	3.74	GE	3.60	GE
15. Create collaborative activities that inspire the learners to perform on their own	3.72	GE	3.74	GE
<b>COMPOSITE MEAN</b>	<b>3.72</b>	<b>GE</b>	<b>3.61</b>	<b>GE</b>

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It can be gleaned from Table 5 that the assessment by school heads clearly shows that their kindergarten teachers prioritized pupil-centered learning activities through modules and online activities. It means they focused on the learner’s progress and academic achievements. They chose the accurate activities based on the learner’s level of skills. This garnered the highest weighted mean among the indicators and is verbally interpreted as a great extent manifestation for strategies.

They focused on studying the strategies used by the teachers inside the classroom and on how to improve the ineffective strategies to make it easier for the learners to understand the subject matter. Due to the wide changes in the educational system because of the pandemic, based on the table, teachers crafted online and modular worksheets in a pupil-centered design. It was interpreted as a great extent manifestation and has the second-highest weighted mean.

**Table 6. Assessment and evaluation of Learning Outcomes  
Manifestation of Instructional Delivery to Evaluation of Learning Outcomes**

Items	School heads		teachers	
	WM	VI	WM	VI
1. Utilize the Kindergarten checklist in assessing knowledge, skills and attitude of learners	3.79	GE	3.74	GE
2. Use classroom assessment approaches that are aligned with curricular requirements. (Department of Education Order No. 8 s.2015)	3.77	GE	3.70	GE
3. Conduct a formative and summative assessment in class	3.80	GE	3.57	GE
4. Assess learners' knowledge, skills and attitude comprehensively aligned with National Kindergarten Curriculum Guide	3.85	GE	3.68	GE
5. Organize learners' portfolio for the documents of the pupils	3.83	GE	3.62	GE
6. Define the learners' performance and abilities using checklists and anecdotal records by the help of guardians	3.82	GE	3.64	GE
7. Keep the parents well-informed with issues, challenges and problems in connection to the performance of every learner by communicating them in any ways of communication	3.85	GE	3.71	GE
8. Provide learners with monthly and quarterly exams to assess their knowledge.	3.89	GE	3.54	GE
9. Utilize rubrics in assessing pupil's performance	3.83	GE	3.58	GE
10. Evaluate periodically attainment of objectives aligned with the competencies for kindergarten	3.81	GE	3.59	GE
11. Analyze the learning results to enhance the lessons for least mastered skills	3.83	GE	3.61	GE
12. Create a record book about the learner's improvement every meeting	3.80	GE	3.61	GE
13. Use criteria in doing evaluation on a regular basis	3.83	GE	3.58	GE
14. Execute the online-pabasa as remediation and enrichment activities for the learners	3.86	GE	3.54	GE
15. Identify learners' strengths and weaknesses by requiring them to record their performances and send in the group chat	3.84	GE	3.58	GE

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In Table 6, the assessment and evaluation of learning outcomes are presented. Providing learners with monthly and quarterly exams to assess their knowledge obtained the highest weighted mean and is interpreted as a great extent manifestation of kindergarten teachers, based on the responses of school heads. Every quarter, school heads are responsible for monitoring and validating the exams made by teachers to ensure their authenticity and validity, which helps learners improve. Also, the execution of online-pabasa as remediation and enrichment activities for the learners is considered a practice of teachers to evaluate the level of comprehension in literacy of the learners. This indicator has the second-highest weighted mean and is interpreted as a great extent.

On the contrary, based on the responses of the kindergarten teachers, it was revealed that the utilization of the kindergarten checklist in assessing knowledge, skills, and attitudes of learners is always practiced and manifested inside the classroom. It has the highest weighted mean and resulted in a great extent. The ECCD checklist is a common tool used by teachers to assess learners' development in different aspects. In any type of assessments, teachers always stay connected with the parents.

Furthermore, both respondents considered the usage of classroom assessment approaches that are aligned with curricular requirements. The table shows how important the curriculum is for the respondents because it guides them to have accurate and reliable assessments in the classrooms. This indicator has the least weighted mean and is interpreted as a great extent of manifestation by the school heads and teachers.

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**Table 7. Development of Learning Materials**

**Manifestation of Instructional Delivery to Development of Learning Materials**

Items	School heads		Teachers	
	WM	VI	WM	VI
1. Select colorful images of the learning alphabet to be shown in the classroom	3.80	GE	3.70	GE
2.Refer to the DepEd orders relating to Kindergarten Curriculum to determine the right content of materials for the learners	3.84	GE	3.67	GE
3.. Reuse old magazines and newspapers as learner's table cover during arts /craft activity	3.74	GE	3.58	GE
4.Provide blocks, card games, and board games that will encourage pupils to work as a group	3.80	GE	3.65	GE
5.Utilize materials that can be found at home which are appropriate to the lesson	3.83	GE	3.67	GE
6.Contextualize materials based on the community culture, history and traditions	3.83	GE	3.65	GE
7.Sort the learning resources into categories based on the learner's interests and participation	3.82	GE	3.64	GE
8.Develop materials which will motivate learners to participate in class	3.83	GE	3.63	GE
9.Utilize speakers and radio to listen the different sound of the animals	3.81	GE	3.62	GE
10.Prepare reading materials for the learners according to their comprehension level	3.81	GE	3.62	GE
11.Decorate the learning packets every distribution to motivate learners	3.78	GE	3.57	GE
12.Use instructional materials which could encourage successful learning and evaluation techniques	3.79	GE	3.65	GE
13.Choose the suitable font size and styles and background of power point presentation	3.82	GE	3.67	GE
14.Apply watercolors, acrylics, and crayons to improve learner's output	3.82	GE	3.57	GE
15.Create a worksheet that encourages learners to reflect and share their personal experiences	3.82	GE	3.65	GE
<b>COMPOSITE MEAN</b>	<b>3.81</b>	<b>GE</b>	<b>3.64</b>	<b>GE</b>

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As gleaned from Table 7, it illustrates the extent of the manifestation of instructional delivery as assessed by school heads and teachers relative to the development of learning materials. Memorandums serve as essential guides for school heads in directing teachers on how to implement learning activities inside the classroom. According to Table 7, teachers consistently refer to the DepEd orders related to the Kindergarten Curriculum to determine the right content for materials tailored to the learners.

This indicator obtained the highest weighted mean from school heads' responses and is interpreted as a great extent. Moreover, the kindergarten curriculum aids teachers in planning every classroom discussion by following the given objectives and tasks in MELC and the teacher's guide. It clearly shows that the selection of colorful images of the learning alphabet to be displayed in the classroom has the highest weighted mean among kindergarten teachers. This is because, in preschool classrooms, colorful images, walls, textbooks, and activity sheets play a vital role in preserving the excitement and engagement of learners in class discussions. It was greatly manifested by the teachers to promote a learning-friendly environment by developing quality learning materials.

Meanwhile, kindergarten teachers choose the suitable font size and styles and background of PowerPoint presentations, utilize materials found at home that are appropriate to the lesson, and refer to the DepEd orders related to the Kindergarten Curriculum to determine the right content for materials. Based on the table, the composite mean of the school head is greater than the composite means of kindergarten teachers, and both groups have shown that they have a great extent of manifestation in the assessment and evaluation of learning outcomes.

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**Table 8. Experiential instruction**

**Manifestation of Instructional Delivery to Experiential Instruction**

Items	School heads		Teachers	
	WM	VI	WM	VI
1. Allow the learners to reflect on their own experiences by sharing it with the class	3.76	GE	3.62	GE
2. Demonstrate an experiment in the class and let the learners do the same	3.78	GE	3.61	GE
3. Permit the learners to practice and join morning exercises inside the classroom	3.76	GE	3.67	GE
4. Inspire learners to develop self-confidence through imitating different community helpers and their duties	3.79	GE	3.64	GE
5. Encourage the class to join the educational field trip/ Virtual trip	3.67	GE	3.56	GE
6. Employ an interactive game in class to boost the excitement of the learners to the topic	3.75	GE	3.56	GE
7. Include short “kumustahan” in the kindergarten time blocks	3.80	GE	3.72	GE
8. Connect the lesson to their physical education (P.E) activities during Friday.	3.75	GE	3.65	GE
9. Show real-life objects such as a ball, box, and cone for the shapes as an illustration of the lesson	3.79	GE	3.65	GE
10. Present situations and allow pupils to discover and solve with their peers	3.78	GE	3.66	GE
11. Visit the different rooms and buildings inside the school campus such as the library, guidance, playground, etc.	3.80	GE	3.57	GE
12. Bring a variety of foods and let the learners identify the different tastes	3.76	GE	3.57	GE
13. Call the learners to spell different words in the blackboard	3.78	GE	3.56	GE
14. Allow the learners to manipulate computers and toys	3.76	GE	3.54	GE
15. Include play and nap time in the time blocks setting in which pupils may appreciate and experience	3.76	GE	3.60	GE
<b>COMPOSITE MEAN</b>	<b>3.77</b>	<b>GE</b>	<b>3.62</b>	<b>GE</b>

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As gleaned from Table 8, it displays the extent of the manifestation of instructional delivery as assessed by school heads and teachers relative to experiential instruction. The inclusion of short "kumustahan" in the kindergarten time blocks and visits to different rooms and buildings inside the school campus, such as the library, guidance, playground, etc., got the highest weighted mean from the respondents. It was interpreted as a great extent of manifestation. It simply shows that teachers can easily deliver their lessons if the learners participate in various activities. They can easily understand the topic because of their engagement in the performances.

Learners are allowed to choose and take part in experiences that would enhance their development. Experiential learning cannot take place without a teacher and without learners being present. Due to the spread of the virus that caused the pandemic in the education system, continuous "kumustahan" to track the learner's progress in every quarter is a must. Through advancements and modern technology, school heads and teachers can easily create planned time blocks for the learners.

Moreover, the connection between the learner, teacher, content, and knowledge and skills of learners is needed for learning and cooperating with others in a varied society. A quickly changing globe is referred to as instructional delivery, as stated in kid-FRIENDLY. Some indicators, like inspiring learners to develop self-confidence through imitating different community helpers and their duties, and showing real-life objects such as a ball, box, and cone for the shapes as an illustration of the lesson, gained the second-highest weighted mean among the indicators in the school head's responses, as observed by their teachers. It shows that teachers let the learners familiarize the activities, which are important in the school community to promote equality and respect for learner skills and abilities.

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## 4.2 Teachers' level of utilization of the following teaching infrastructure

**Table 9. Instructional Tools**

### Assessment of teachers' level of utilization of instructional tools.

Items	School heads		Teachers	
	WM	VI	WM	VI
1. Include real object such as books, journals and magazines that might help students learn	3.79	VH	3.63	VH
2.Manipulate jam boards in the google classroom to write important notes about the lesson	3.75	VH	3.38	VH
3.Run projectors and desktop computers in order to deliver lectures	3.74	VH	3.47	VH
4.Utilize big books to tell stories in class	3.82	VH	3.66	VH
5.Use charts, images, and posters to help students learn faster	3.85	VH	3.69	VH
6.Read and explain to the learners' facts and actualities included in the textbook lessons	3.83	VH	3.66	VH
7.Make use of sensory items such as sand, water, and clay, as well as homemade dough	3.83	VH	3.68	VH
8.Operate manipulative toys to develop critical thinking and imagination	3.81	VH	3.67	VH
9.Take time to show the pupils how to use and care for the instructional tools	3.79	VH	3.65	VH
10.Evaluate if the materials can motivate learners to participate in different activities	3.78	VH	3.59	VH
11.Operate television/ laptop for the video presentations in class.	3.77	VH	3.59	VH
12.Utilize smartphone and tablets to aid on their study especially in the new normal	3.73	VH	3.57	VH
13.Capture learner's performance using the video camera and recording tapes	3.76	VH	3.62	VH
14.Try mathematics problems and practicing tocount with popsicle sticks and number blocks.	3.73	VH	3.62	VH
15.Illustrate the topics using graphs and big pictures	3.74	VH	3.58	VH
<b>COMPOSITE MEAN</b>	<b>3.77</b>	<b>VH</b>	<b>3.60</b>	<b>VH</b>

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Table 9 shows the assessment of teachers' level of utilization of instructional tools. The usage of charts, images, and posters to help learners learn faster got the highest weighted mean from the responses of both respondents. It can be noticed that instructional tools are essential for teachers to discuss the lesson clearly.

According to school heads' responses, kindergarten teachers read and explain to the learners the facts and actualities included in the textbook lessons and make use of sensory items such as sand, water, and clay, as well as homemade dough in school activities as the second-highest weighted mean from the indicators. While from the kindergarten teachers' experiences, the operation of manipulative toys to develop critical thinking and imagination is considered as second to the highest mean among indicators. It simply means that kindergarten teachers train their learners through experiential activities and the usage of manipulative toys and other materials.

In addition, trying mathematics problems and practicing counting with popsicle sticks and number blocks and utilizing smartphones and tablets to aid in their study, especially in the new normal, resulted in the least weighted mean among the indicators from school heads. Even though it reflected as the lowest indicator, it still implies that the utilization of smartphones and tablets in the new education system helps learners capacitate and learn more things about the lesson. Modern technology is considered as the weapon in this new normal education. The manipulation of jam boards in the Google Classroom to write important notes about the lesson has the lowest weighted mean according to kindergarten teachers.

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**Table 10. E-Learning Materials**

**Assessment of teachers' level of utilization of E-learning materials.**

Items	School heads		Teachers	
	WM	VI	WM	VI
1. Involve the learners on how to use the computer applications	3.57	VH	3.40	H
2. Understand the etiquette in using video conferencing services like as Zoom, Google Meet, and others	3.66	VH	3.46	H
3. Include e-games in the class discussions	3.69	VH	3.50	VH
4. Present the lesson in class using power point presentations	3.73	VH	3.59	VH
5. Utilize YouTube Kids for watching children's songs, videos and offer educational films	3.70	VH	3.50	VH
6. Communicate with the parents and learners through different social media platforms	3.77	VH	3.64	VH
7. Organize class activities using google classrooms	3.71	VH	3.48	H
8. Allow pupils to film and photograph their actions at home, especially during class hours, using smartphone	3.67	VH	3.54	VH
9. Have adequate knowledge about the topic to be taught in ICT	3.69	VH	3.43	H
10. Create google forms for quizzes and surveys	3.62	VH	3.40	VH
11. Show educational films during class discussions to add information about the lesson	3.61	VH	3.47	H
12. Develop critical thinking skills through manipulating IT gadgets	3.62	VH	3.43	VH
13. Orient the learners to practice proper etiquette during the online classes/ kumustahan"	3.61	VH	3.54	VH
14. Design learner-centered IT supplementary learning activities	3.61	VH	3.50	VH
15. Transfer all reading materials files and presentations in a Google Drive folder for quick access.	3.62	VH	3.52	VH
<b>COMPOSITE MEAN</b>	<b>3.67</b>	<b>HU</b>	<b>3.49</b>	<b>MU</b>

As gleaned from Table 10, titled "Assessment of Teachers' Level of Utilization of E-learning Materials," both respondents highly utilized communication with parents and learners through different social media platforms. The results show that the respondents prioritize open communication with parents even in the midst of the pandemic. Social media plays a vital role in

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the lives of teachers and even kindergarten learners. Through the usage of electronic tools and learning materials, spreading information is easier and simpler.

While the discussion of the lesson in class using PowerPoint presentations reflected as the second-highest mean from both respondents. Kindergarten learners have imaginative minds, and they want colorful and lively presentations, so they exerted efforts to produce quality presentations. It simply means that respondents highly utilized the usage of applications such as PowerPoint and social media presentations to support and make the lesson more active. Using electronic materials, teachers are ready to facilitate learning inside the classroom, and learners are allowed to manipulate devices to enhance their knowledge about it.

Also, teachers showed that creating Google Forms for quizzes and surveys and involving learners is highly utilized, and it is a big help for the performances of the learners in blended learning. Not all kindergarten learners can answer online quizzes, so they ask their parents to do such things.

Moreover, some indicators from the teachers' column, such as the involvement of learners in how to use computer applications, understanding the etiquette in using video conferencing services like Zoom, Google Meet, and others, organization of class activities using Google Classrooms, and developing critical thinking skills through manipulating IT gadgets, are moderately utilized.

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### 4.3. Differences between the assessments by the school heads and the teachers.

**Table 11. Differences between the assessments by the school heads and the teachers on the extent of manifestation of instructional tools**

**Difference between the assessments on the extent of manifestation of instructional deliveries**

Variables	p-values	Computed t-values	Decision	Verbal Interpretation
Classroom discussion	.926	.093	Failed to Reject Ho	Not Significant
Feedback mechanism	.02	2.347	Reject Ho	Significant
Formative Assessment Strategies	.004	2.889	Reject Ho	Significant
Assessment and evaluation of learning outcomes	.018	2.373	Reject Ho	Significant
Development of learning materials	.000	4.696	Reject Ho	Significant
Experiential instruction	.000	3.740	Reject Ho	Significant
	.003	3.014	Reject Ho	Significant

The given data affirmed the p-values of .096 and computed t-values of .093, resulting in a failure to reject the null hypothesis. This implies that school heads' and kindergarten teachers' responses were not different, as there are instances where classroom discussions require more activities for learners to learn and understand the lesson. Teachers' strategies and time for classroom management were observed and assessed by their school heads during classroom observations, indicating that kindergarten teachers can facilitate classroom discussions using various strategies and always consider the learning needs of the learners.

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**Table 12**

**Difference between the assessment of school heads and teachers on the level of utilization teaching infrastructure. (teacher)**

**Difference Between the Assessments on the Level of Utilization of Teaching Infrastructure**

Variables	p-values	Computed t-values	Decision	Verbal Interpretation
Instructional tools	.000	3.536	Reject Ho	Significant
e-learning materials	.002	3.121	Reject Ho	Significant

Table 12 presents the difference between the assessment of school heads and teachers on the level of utilization of teaching infrastructure. It can be gleaned from the table that the p-value of .000 and computed t-value of 3.536 indicate that there is sufficient evidence to reject the null hypothesis. Thus, it is an indication that there is a significant relationship between the extent of manifestation of assessment by school heads and teachers on the level of utilization of instructional tools.

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## 4.4 Relationship between the extent of manifestation of the instructional delivery and the level of utilization of teaching infrastructure.

**Table 13. Relationship between extent of manifestation of instructional delivery and level of utilization of instructional tools (teacher)**

Relationship between extent of manifestation of instructional delivery and level of utilization of instructional tools (teacher)					
Variables	p-values	Computed r-value	Interpretation	Decision	Verbal Interpretation
Classroom discussion	.000	.330	Moderate Positive relationship	Reject Ho	Significant
Feedback mechanism	.000	.393	Moderate Positive relationship	Reject Ho	Significant
Formative Assessment	.000	.457	Moderate Positive relationship	Reject Ho	Significant
Strategies	.000	.511	Strong positive relationship	Reject Ho	Significant
Assessment and evaluation of learning outcomes	.000	.476	Moderate Positive relationship	Reject Ho	Significant
Development of learning materials	.000	.565	Strong positive relationship	Reject Ho	Significant
Experiential instruction	.000	.750	Strong positive relationship	Reject Ho	Significant

Table 13 presents the relationship between the extent of manifestation of instructional delivery and the level of utilization of teaching infrastructure. It can be gleaned from the table that there is a significant relationship between the extent of manifestation of instructional delivery and the level of utilization of instructional tools by the kindergarten teachers.

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Among the variables, four are interpreted as having a moderate positive relationship, such as classroom discussion, feedback mechanism, formative assessment, and assessment and evaluation of learning outcomes, and there is enough evidence to reject the hypothesis that shows a significant relationship. It simply means that teachers conducted different types of assessments in the classroom, using the proper instructional tools to reach the target learning goals.

**Table 14**

**Relationship between extent of manifestation of instructional delivery and level of utilization of e-learning materials (teacher)**

**Relationship between extent of manifestation of instructional delivery and level of utilization of e-learning materials (teacher)**

Variables	p-values	Computed r-values	Interpretation	Decision	Verbal Interpretation
Classroom discussion	.000	.325	Moderate positive relationship	Reject Ho	Significant
Feedback mechanism	.000	.569	Strong positive relationship	Reject Ho	Significant
Formative Assessment	.000	.513	Strong positive relationship	Reject Ho	Significant
Strategies	.000	.527	Strong positive relationship	Reject Ho	Significant
Assessment and evaluation of learning outcomes	.000	.434	Moderate positive relationship	Reject Ho	Significant
Development of learning materials	.000	.409	Moderate positive relationship	Reject Ho	Significant
Experiential instruction	.000	.559	Strong positive relationship	Reject Ho	Significant

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The table 14 shows the computed r-values ranges from .325 to 559 simply means that teachers have moderate positive relationship in classroom discussion, assessment and evaluation of learning, development of learning materials and strong positive relationship in feedback mechanism, formative assessment, strategies, and experiential instruction between the instructional delivery and e-learning materials.

**Table 15.**

**Relationship between extent of manifestation of instructional delivery and level of utilization of instructional tools (school heads)**

**Relationship between extent of manifestation of instructional delivery and level of utilization of instructional tools (school heads)**

Variables	p-values	Computed r-values	Interpretation	Decision	Verbal Interpretation
Classroom discussion	.000	.585	Strong positive relationship	Reject Ho	Significant
Feedback mechanism	.000	.481	Strong positive relationship	Reject Ho	Significant
Formative Assessment	.000	.572	Strong positive relationship	Reject Ho	Significant
Strategies	.000	.662	Strong positive relationship	Reject Ho	Significant
Assessment and evaluation of learning outcomes	.000	.682	Strong positive relationship	Reject Ho	Significant
Development of learning materials	.000	.725	Strong positive relationship	Reject Ho	Significant
Experiential instruction	.000	.806	Very Strong positive relationship	Reject Ho	Significant

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Table 15 focuses on the relationship between the extent of manifestation of instructional delivery and the level of utilization of instructional tools by school heads. It can be observed from the presented table that the relationship between the extent of manifestation of instructional delivery and the level of utilization of instructional tools (school heads) has computed p-values of .000 in all variables, while the computed r-values range from .481 to .806. The interpretation is a strong positive relationship for classroom discussion, strategies, assessment and evaluation of learning outcomes, and development of learning materials. Whereas experiential instruction is interpreted to have a very strong positive relationship. With that, the decision is to reject the null hypothesis, and the verbal interpretation is significant.

In addition, the data in Table 15 shows that there is a very strong positive relationship between instructional delivery and the level of utilization of instructional tools in terms of experiential instructions. It simply means that school heads are focused on the direct experiences of the learners inside the classroom. They guide the teachers on how to include manipulative toys, experiments, and materials that will motivate learners to participate in class. Instructional tools like textbooks, graphs, pictures, and tarpaper help teachers easily demonstrate specific lessons, and if the learners have the experience of using these materials, they can easily adapt and understand the concepts.

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**Table 16**

**Relationship between extent of manifestation of instructional delivery and level of utilization of e-learning materials (school heads)**

**Relationship between extent of manifestation of instructional delivery and level of utilization of e-learning materials (school heads)**

Variables	p-values	Computed r-values	Interpretation	Decision	Verbal Interpretation
Classroom discussion	.000	.390	Moderate positive relationship	Reject Ho	Significant
Feedback mechanism	.000	.343	Moderate positive relationship	Reject Ho	Significant
Formative Assessment	.000	.445	Moderate positive relationship	Reject Ho	Significant
Strategies	.000	.459	Moderate positive relationship	Reject Ho	Significant
Assessment and evaluation of learning outcomes	.000	.485	Moderate positive relationship	Reject Ho	Significant
Development of learning materials	.000	.535	Strong positive relationship	Reject Ho	Significant
Experiential instruction	.000	.589	Strong positive relationship	Reject Ho	Significant

As gleaned from the table, the p-value .000 and computed r-value .390 of the classroom discussion reflected that there is a moderate positive relationship and no sufficient evidence to accept the hypothesis. The result shows that there is a significant relationship between instructional delivery and the utilization of e-learning materials by school heads. It means that

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with the help of e-learning materials, teacher's discussions are more engaging compared to the traditional way of teaching. Learners are able to explore while learning during the discussion.

On the matter of the feedback mechanism, a p-value of .000 and an r-value of .343 show that there is not enough evidence to accept the hypothesis, and it is interpreted as a moderate positive relationship. It indicates a significant relationship in terms of the feedback mechanism where learners are allowed to manipulate and use electronic devices in class, and teachers provide continuous feedback to ensure the improvement of learners' performance.

## 4.5 Initiatives to further improve teaching capabilities

Table 17

### Assessment of initiatives to improve teaching capabilities

Items	Initiatives to improve further Teaching Capabilities	School heads		Teachers	
		WM	VI	WM	VI
1.	Support school programs that aim for learner's improvement.	3.76	SA	3.70	SA
2	Enroll in the graduate school program to improve teaching and professional skills	3.69	SA	3.64	SA
3	Attend workshops on integrating technology in different aspects of education	3.70	SA	3.67	SA
4	Read and adhere to all memoranda, orders, circulars and bulletins about kindergarten teaching	3.72	SA	3.70	SA
5	Optimistic about accepting difficulties and obstacles in the classroom	3.79	SA	3.69	SA
6	Create instructional materials for kindergarten learners that will provide good impact to their learning	3.77	SA	3.66	SA
7	Acknowledge the support and guidance of the parents to the learners at home in the midst of pandemic	3.82	SA	3.68	SA
8	Subscribe to educational magazines and online platform that will help improve teaching proficiencies	3.74	SA	3.63	SA
9	Conduct study about the current state of education and how to address the issues that have arisen	3.69	SA	3.80	SA
10	Evaluate activities to determine the strengths and shortcomings as a teacher	3.73	SA	3.63	SA
11	Embrace the difficulties and changes in the educational system	3.79	SA	3.67	SA
12	Reflect and modify the ineffective teaching practices	3.80	SA	3.62	SA
13	Collaborate with other educators to understand digital literacy concepts and how to promote safe, responsible, and ethical digital habits.	3.82	SA	3.65	SA
14	Exhibit a commitment to improve teaching approach in order to enhance learner's learning results.	3.86	SA	3.66	SA
15	Contribute in the creation of school resources, school planning and objectives	3.85	SA	3.65	SA

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Table 17 shows the assessment of initiatives to improve teaching capabilities. Based on school heads' responses, the exhibition of commitment to improve teaching approaches to enhance learners' learning results received the highest weighted mean among the indicators. School heads strongly agree that they need to commit to their duties and responsibilities to improve their approach in many aspects. As school heads, they are responsible for encouraging teachers to enhance their educational and teaching background. The item that states conducting a study about the current state of education and addressing the issues arising from kindergarten teachers is also considered strongly agree (SA).

#### 4.6 Management Program for Kindergarten Teachers.

The proposed management program is intended to assist and guide kindergarten teachers in their teaching instructions and deliveries. It runs through different phases with an emphasis on the least identified indicators, such as formative assessment and the utilization of e-learning materials inside the classroom. As a result, it is designed to boost kindergarten teachers' abilities to teach students using new strategies, approaches, and resources that will improve their engagement and learning capacities.

This program, created by the researcher, aims to strengthen the way instruction is delivered, specifically in terms of formative assessment and the utilization of teaching infrastructure, specifically e-learning resources. Several elements make up this program: problems/gaps, objectives, strategies, persons involved, time frame, and assistance to capacitate kindergarten teachers.

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## 5. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

In the light of the key findings of the study, the following conclusions are drawn:

1. Generally, the teachers greatly manifests' instructional delivery to the seven dimensions as perceived by the respondents and school heads.
2. Teachers highly utilized instructional tools and e-learning materials with very high utilization of instructional tools but moderate utilization on e-learning materials.
3. There is a positive relationship on the extent of manifestation in instructional delivery and the level of utilization of teaching infrastructure emphasizes the connection of effective teaching and the proper use of educational tools.
4. The recognition of teachers' initiatives in enhancing teaching capacities, as reflected the initiatives to further improve teaching capabilities are exhibit commitment to improve teaching approach, support teachers in their professional and personal growth.
5. The management program is designed to manage teachers' instructional deliveries and utilization of teaching infrastructure signifies a proactive step towards enhancing teaching capabilities, ultimately contributing to an improved educational environment.

### Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

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1. School heads should provide technical assistance for teachers and continue the involvement in trainings, workshops and programs related to instructional deliveries and teaching infrastructures to capacitate their teaching skills.

2. The teachers' utilization of the teaching infrastructure such as instructional tools, and e-learning materials should provide learners with the needed knowledge, skills and attitudes that will support learning.

3. The initiatives to further improve teaching capabilities should be shared so that it can provide a culture of practices for the Kindergarten teachers.

4. The proposed management program should be reviewed and be considered to utilize in the Division of Batangas.

5. The study, along the manifestation of instructional delivery, utilization of teaching infrastructures such as instructional tools and e-learning materials and initiatives to improve teaching capabilities be replicated by future researchers in order to validate the findings of the study.

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