

# Compliance and Agreement of Kindergarten Teachers on the Implementation of Blocks of Time

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**Abstract:** *This study aimed to determine the compliance and agreement of the kindergarten teachers on the implementation of blocks of time in Bulan District for school year 2019-2020. The study was descriptive type of research, using a self-constructed questionnaire, validated by the panel members and the researcher's adviser. The respondents of the study were the 50 kindergarten teachers in all the elementary schools in Bulan District. The main concern of the study was blocks of time implementation in terms of time allotment, learning activities, instructional materials, and teaching approach used. Weighted mean, frequency count, percentage, and ranking were utilized to analyze the data gathered. Chi square ( $\chi^2$ ) test was employed to determine the significant relationship between the profile and level of agreement of the teachers on the implementation. The respondents were dominated by female teachers. The quarter percent of the total respondent are 31 to 40 years old and have Bachelor's degree. Almost 50 percent have 5 years and below teaching experience and have attended the Division level training. The teachers always complied the time allotment and learning activities while the instructional materials and teaching approach used are complied. Further, the teachers agreed with instructional materials whereas undecided with time allotment, learning activities, and teaching approach used. Findings revealed that the foremost problem encountered by the teachers is the limited technical assistance given to prepare the instructional materials. Likewise, the educational attainment and length of service affect the level of agreement on the implementation of blocks of time. It is recommended that the teachers may be encouraged to pursue their graduate studies and to attend more related seminars on kindergarten and on preparing effective instructional materials.*

## 1. Introduction

Nowadays kindergarten education is considered and realized to be very important in all over the world. As it is known kindergarten learners are very curious to their environment, open to learn, eager to try new activities and therefore kindergarten education is assumed meaningful to enable them to understand their environment.

Probably, a key element for this was the fact that it was established as the first goal of UNESCO's Education for All (EFA), initiative adopted by the World Education Forum 2000. In particular, UNESCO points out that the literature, cognitive and social skills are the foundations for lifelong learning and for this reason considers that the effectiveness and fairness of education system are crucial (Hinojosa et al, 2013).

In addition, the first year of life are important because what happens in early childhood can matter in a lifetime (Harvard, 2009). This study focuses on the teachers compliance and agreement of the curriculum given to the kindergarten teachers nationwide this will be beneficial to kindergarten teachers and learners because we all know that kindergarten is the ladder towards formal education, the learner who developed the general competencies based on the Kindergarten Curriculum Guide are readier for primary grades than those who do not undergone kindergarten. Kindergarten education is an eye-opener for the next level of education. In addition to that kindergarten teachers are preparing their learners to adapt easily from the time they enter to first grade in elementary.

But in the year 2012 an act was made to institutionalized the Kindergarten Education that provides equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education this act is also known as Kindergarten Education Act this act also provide the new way of teaching kindergarten with the use of blocks of time to help the teachers cope with the change of the curriculum.

The Kindergarten Education Act recognizes that Kindergarten education is vital to the development of the Filipino child for it is the period when the young mind's absorptive capacity is at its sharpest (Section 2 Republic Act No. 10157, 2012). Year 2013 another act was made also known as the Enhanced Basic Education Act this provide that Kindergarten Education shall mean one year preparatory education for children at least five (5) years old as a prerequisite for grade one. In this act it effectively promotes physical, social, cognitive and emotional skills stimulation and values formation is offered to all five (5) year old Filipino children to sufficiently prepare them to grade one (Republic Act 10533,2013).

The Department of Education (DepEd) believes that kindergarten is the transition period from informal to formal literacy (Grades 1 –12), considering that age five is within the critical years in which positive experiences must be nurtured to ascertain school readiness. Extensive research has shown that this is the period of greatest growth and development, during which the brain continuously develops most rapidly and almost at its fullest. It is also the stage when self-esteem, vision of the world and moral foundations are established, and their mind's absorptive capacity for learning is at its sharpest. Teachers/ parents/ caregivers/ adults should therefore be guided to facilitate explorations of our young learners in an engaging, creative, and child-centered curriculum that is developmentally appropriate and which immerses them in meaningful experiences. Provision of varied play-based activities leads them to becoming emergent literates and helps them to naturally acquire the competencies to develop holistically. They are able to understand the world by exploring their environment, as they are encouraged to create and discover, which eventually leads them to becoming willing risk takers and ready to tackle formal school work (Kindergarten Teacher's Guide, 2007).

Moreover, the other grade levels have classroom program, kindergarten teachers follow daily routines of learning

activities under the blocks of time when teaching their learner based from the allotted time per block. The day of a kindergarten learner starts in the Arrival Time, this is the period for free play while waiting for their classmates to arrive. Meeting Time 1 and Meeting Time 2 are for whole group and Work Period 1 are activities intended to individual or small group likewise in Supervised Recess, Quiet Time and Work Period 2. While Indoor/Outdoor Games can be whole group or small group and can be free or structured play like in Work Period 1 and 2. The last period in the blocks of time is the Meeting Time3/Dismissal. Each blocks of time have different learning activities that children are engaged in and other competencies are being developed.

Following the daily routines helps children feel safe while supporting and encouraging them to do some challenges and work cooperatively with others. The kindergarten teacher observes and documents children's learning as they are involved in the learning activities. Many outcomes of the Kindergarten curriculum are reinforced once daily routines are practiced. This system of organizing the children's learning experiences can be appropriately contextualized in relation to the social and cultural realities in their community (Kindergarten Teacher's Guide, 2017).

As observed by the researcher in Bulan District during In-Service Training (INSET), District/School Learning Action Cell Session, and District Kindergarten Conference even though all the topics tackled during meetings were related to blocks of time still some of the kindergarten teachers have issues and concerns about the use of blocks of time that they were having a hard time following the allotted time, learning activities, instructional materials, and approach used because of some factors affecting their teaching practices. The allotted time or minutes for Arrival Time and Meeting Time 1 is 10 minutes, Work Period 1 is 45 minutes, Meeting Time 2 is also 10 minutes, Supervised Recess is 15 minutes, Quiet Time is 5 minutes, Story Time/Poems/Rhymes/Songs is 15 minutes, Work Period 2 is 40 minutes, Indoor/Outdoor Games is 20 minutes and Meeting Time 3 is 5 minutes. Blocks of Time have 3 hours duration and during observation some school heads accompanied by the master teacher if they have in their school observed most of the time either Work Period 1 or 2. Work Period 1 and 2 have the longer time allotted from the rest of the other blocks. The effectiveness and efficiency of blocks of time cannot be seen in observing one block it should be the whole block. The content focus or the message for the day can be accomplished at the end of the block which is the Meeting Time 3 or Dismissal. The teacher will sum-up what they have learned for that day not in each block. Gained learnings in each block is anchored with the message of the day or the content focus for the week. The utilization of the blocks of time is the core of teaching of every kindergarten teacher.

It is visible within the two districts that some kindergarten teachers have encountered difficulty to complied on the implementation of blocks of time within their schools even though they agreed that Republic Act No. 10157 or D.O.10157 should be followed first and foremost. Maybe one of the reasons was some of the newly hired kindergarten teachers were transferred to other grade level after a year or two once there is another teacher appointed in the field of

teaching or being transferred in a particular school. The mastery of managing a five-year-old child and utilization of blocks of time were put into squander. Enlightened and motivated by the importance of blocks of time, in terms of time allotment, learning activities, instructional materials, approaches used and to the practices, definitions and theories, the researcher, who is a kindergarten teacher for 7 years and using blocks of time in teaching kindergarten curriculum and believed that the compliance and agreement of kindergarten teachers on the implementation of blocks of time in teaching kindergarten is essential to the holistic development of a five-year-old child.

## 2. Research Questions

This study aimed to determine the compliance and agreement of kindergarten teachers on the implementation of blocks of time in Bulan District for the school year 2019-2020.

Specifically, it sought answers to the following questions:

- 1) What is the profile of the teachers along:
  - a) Sex;
  - b) Age;
  - c) Educational Attainment;
  - d) Length of service as kindergarten teachers; and
  - e) Training attended related to kindergarten?
- 2) How compliant are the teachers on the implementation of blocks of time in terms of:
  - a) Time Allotment;
  - b) Learning Activities;
  - c) Instructional Materials; and
  - d) Teaching Approach used?
- 3) What is the level of agreement of the teachers on the implementation of blocks of time along the identified variables?
- 4) Is there a level of significance between the profile and level of agreement of the teachers on the implementation of blocks of time?
- 5) What are the problems encountered by the teacher on the implementation of blocks of time?
- 6) What could be proposed based on the results of the study?

## 3. Methodology

This study aimed to determine the compliance and agreement of kindergarten teachers on the implementation of blocks of time in Bulan District for school year 2019-2020. It utilized descriptive-survey method of research making use of a questionnaire to gather pertinent answers regarding the problem.

The respondents of this study were the kindergarten teachers of Bulan District. The total number of the kindergarten teachers of the two districts were 71, 35 from Bulan North and 36 from Bulan South. All the respondents come from different schools. The instrument used was a survey-questionnaire which contained parts on the data to be gathered as reflected in the problem. The statistical tools were frequency count, percentage, weighted mean and purposive sampling for sampling technique.

### The Sample

The primary sources are the 53 kindergarten teachers from the two districts of Bulan which constitute a 75% representation of the total number of kindergarten teachers in the Municipality of Bulan. The simple random sampling method was used in the study. The number of respondents and its percentage are presented in Table 1.

**Table 1: The Respondents**

Districts	Frequency	Percentage
Bulan North	26	49
Bulan South	27	51
Total	53	100

From the table, it can be shown that there are 26 (49%) kindergarten teachers are assigned in Bulan North District. Then, 27 (51%) kindergarten teachers are teaching in Bulan South District.

### The Instrument

This study made use of a researcher-made questionnaire in which the indicators were adopted from the DepEd Order No. 47, s. 2016 Omnibus Policy on Kindergarten Education and the Revised Time Schedule for Kindergarten Blocks of Time.

The questionnaire is composed of four parts. The first part asked information regarding the profile of the respondents in terms of sex, age, educational attainment, length of service as kindergarten teacher, and trainings attended related to kindergarten. The second part consisted of compliance of kindergarten teachers on the implementation of blocks of time. The researcher used 4-point Likert scale in determining the kindergarten teachers' compliance in terms of time allotment, learning activities, instructional materials, and teaching approach used; where 4 means always complied, 3 is complied most of the time, 2 is seldom complied, and 1 is not complied. The third part is the level of agreement of the teachers on the implementation of blocks of time then a 5-point Likert scale was used wherein; 5 means strongly agree, 4 is agree, 3 is neutral, 2 is disagree, and 1 is strongly disagree. The last part consists of problems encountered by the teachers on the implementation of blocks of time.

Prior to the administration of the questionnaire, the researcher brought the questionnaire to the adviser for face validation since most of the contents were adopted from DepEd document. Then, it was shown to the panel members for further refinement and approval.

In order to verify the validity and reliability of the questionnaire, a dry run of the questionnaire was conducted on February 7, 2020 to 5 kindergarten teachers from the private elementary school in Bulan. With the questionnaires retrieved from the teachers, the researcher incorporated the suggestions made and finally shown to the adviser for reproduction and distribution to the identified respondents.

### Data Collection Procedures

In order to conduct and gather data needed for the purpose of the study, the researcher sought approval through formal communications to concerned offices, secured an endorsement from the Schools Division Superintendent of

the Department of Education Sorsogon Province Division, as well as from the District Supervisors and the School Heads of the two districts of Bulan. The letter of request is exhibited in Appendix A.

Upon the approval of the request, the researcher distributed the questionnaire to the respondents. February 10-11, 2020 the questionnaire distributed in schools of Bulan North District, while in Bulan South District is on February 12-13, 2020. The questionnaire was retrieved on February 21-24, 2020 with a 100% retrieval rate. After the retrieval, the researcher informed the thesis adviser on March 5, 2020 that the questionnaires were tallied and computed for the tabulation process. The researcher had also reported then the things that transpired before, during and after the process of the conduct of the questionnaire.

### Data Analysis Procedures

The data collected from the respondents were subjected to the appropriate statistical analysis. The frequency and percentage were used to present the profile of Kindergarten teachers in terms of age, educational attainment, length of service, and trainings attended. However, the frequency and rank were used to analyze the data on the trainings attended by the teachers.

The weighted mean was utilized to present the time allotment, various activities, instructional materials and corresponding approaches on the compliance of the implementation of blocks of time. To interpret the extent of compliance, the following scale with its descriptors is used:

1.00 – 1.49	Not complied
1.50 – 2.49	Seldom complied
2.50 – 3.49	Complied most of the times
3.50 – 4.00	Always complied

To determine the level of agreement of the teachers on the implementation of blocks of time, the weighted mean was also adopted. The scale below was used to interpret such level:

1.00 – 1.49	Strongly disagree
1.50 – 2.49	Disagree

## 4. Findings

Based on the data collected, the following are the findings of the study:

- 1) The profile in terms of sex is that out of 53 Kindergarten teachers, 50 (94%) are female and 41 (77%) of them have age of 40 years old and below. There is a total of 52 (99%) teachers who have pursued their advanced education studies and 43 (81%) of them have below 6 years of teaching experience. Also, most of them (f=25) have attended the division level training.
- 2) The implementation of the blocks of time along time allotment, the teachers always complied the Work Period 1 (45 minutes) because the weighted mean is 3.72. The learning activities such as greetings, weather check, teacher-supervised activity, asking questions, and socialization are always complied by the teachers since the weighted mean range from 3.56 to 3.82. Also, the following instructions, recitation, independent activity, indoor games, and synthesis are always complied with

the mean range of 3.50-3.72. Then, the flash cards and number charts are the instructional materials always complied with weighted means of 3.56 and 3.50, respectively. The collaborative method is the teaching approach always complied with weighted mean of 3.57.

- 3) The teachers are undecided with the time allotment for the blocks of time to respond the changing needs of the learners and extended blocks of time both with weighted mean of 3.47. Meanwhile, they agree that games would help the learners develop their physical, cognitive, and socio-emotional competencies with weighted mean of 3.56. Relative to instructional materials, the teachers agree that the use of colored wooden blocks would enhance the creativity and numeracy of the learners with weighted mean of 3.60. Likewise, the teacher agree that the teaching approach used is creating a climate that is welcoming to the learners with weighted mean of 3.54.
- 4) In testing the significant relationship, data show that there is sufficient evidence to conclude that educational attainment ( $\chi^2_{\text{comp}}=26.123$ ;  $\chi^2_{\text{crit}}=15.507$ ) and length of service ( $\chi^2_{\text{comp}}=22.091$ ;  $\chi^2_{\text{crit}}=15.507$ ) of the teacher affect the level of agreement on the implementation of blocks of time.
- 5) The foremost problems encountered by the teachers on the implementation of blocks of time are limited technical assistance given to the teachers (n=29); inequitable distribution of amount from school MOOE to be used for the reproduction of instructional materials (n=28); and limited time allotment for the preparation of instructional materials (n=26).
- 6) An action plan may be designed to enhance the implementation of the blocks of time.

- 1) The school administrator may encourage more teachers to pursue their graduate studies and conduct more seminars on related to Kindergarten and in preparing effective instructional materials.
- 2) The school administrator may propose measures for the enhancement of the implementation of the blocks of time.
- 3) The budget allocation for the kindergarten program may be increased.
- 4) The teachers may establish linkage with partner agencies which can support the purchase/donate the needed instructional materials.
- 5) The school administrator may enrich the advocacy formation to enhance school and community relationship.
- 6) The proposed action plan may be submitted to the Division Office for consideration. If found feasible, may be recommended for further implementation.
- 7) Further study may be considered that will include other variables not covered in this study. The effectiveness of the action plan may be rectified to the other schools.

## 5. Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

- 1) Majority of the Kindergarten teachers are female, have age of 40 years and below, still pursuing their advanced education studies, been teaching 5 years and below, and have attended trainings in the Division level.
- 2) The time allotment and learning activities are always complied by the Kindergarten teachers. However, the instructional materials and teaching approach used are complied by the teachers.
- 3) The Kindergarten teachers are undecided with their agreement on the implementation of blocks of time along time allotment, learning activities, and teaching approach used whereas they agree with instructional materials.
- 4) The educational attainment and length of service of the teachers are significantly related to their level of agreement on the implementation of blocks of time.
- 5) The limited technical assistance extended to the Kindergarten teachers emerged as most critical problem encountered.
- 6) The action plan to enhance the implementation of the blocks of time was formulated.

## 6. Recommendations

In the light of foregoing conclusions, the following recommendations were offered: