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The State of Kindergarten Education in the Division of Agusan del Norte: An Evaluation Research

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ABSTRACT

This study assessed the implementation of Kindergarten education and its influence on learner readiness for formal education in the Division of Agusan del Norte. Specifically, it evaluated six core domains of implementation—cognitive development, diversity of learners, cultural capacity, teachers' professional development, content knowledge, and pedagogical approach—and examined the readiness of learners across physical, social, intellectual, skills simulation, and values formation dimensions. Utilizing a descriptive-correlational design and a complete enumeration of Kindergarten teachers from central schools, data were gathered through a researcher-made questionnaire and analyzed using weighted mean and Spearman rho correlation. Findings revealed a very high level of Kindergarten implementation, with cultural capacity rated the highest. Learners also demonstrated very high readiness for Grade 1, especially in physical development, values formation, and social development. Significant influence was noted in values formation, as well as in physical, social, and intellectual readiness—particularly when instruction was culturally responsive and pedagogically sound. The study underscores the importance of strengthening culturally relevant and developmentally appropriate teaching practices to ensure holistic learner preparation.

Keywords: Kindergarten education, learner readiness, early childhood development, cultural capacity, pedagogical approach, values formation, descriptive-correlational research.

1. INTRODUCTION

Here Educating children at an early age is the primary concern of Kindergarten Education, emphasizing that young minds' absorptive capacity for learning is at its sharpest. Early childhood education is one of the essential phases in the ladder of the education journey of every learner. It is a foundational stage where learners begin to explore their potential. Kindergarten marks a pivotal transition in children's lives, as they step into a structured learning environment outside the home for the first time.

Republic Act 10157 of 2007, an act institutionalizing Kindergarten Education into the Basic Education System, states that Kindergarten education should be provided to all five-year-old children on an equal basis to properly support their physical, social, emotional, and intellectual development, as well as the formation of values, for them to be prepared for the next step in formal education. This is in line with the statement from the Department of Education (DepEd) that Kindergarten marks the shift from informal to formal literacy (Grades 1–12), with the age of five (5) falling within the crucial window of time during which good experiences must be fostered to ensure school preparedness. The study of Kokkalia et al. (2019), cited that school readiness seems to be a very crucial issue for a child's academic development and school readiness as children possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

Consequently, Kindergarten teachers play a vital role in shaping children's initial experiences with formal education. Their pedagogical approaches, content knowledge of current trends, and professional development are essential integral parts of the cognitive development and cultural capacity of learners, as well as in mainstreaming diverse learners inside the classroom setting.

In support, the Enhanced Basic Education Act or Republic Act No. 10533 states that Kindergarten education offers equal chances for all children to have access to required and compulsory Kindergarten instruction that successfully fosters cognitive, social, physical, and values formation, as well as skill stimulation, which is provided to all five-year-old Filipino children to adequately prepare them for first grade. The Philippines' early childhood education programs are designed to help achieve a high standard of education, which calls for providing all children with a high-quality, inclusive education. The nation is still dedicated to providing educational services and initiatives to its youngest citizens, even in the face of political and economic obstacles as well as population growth.

Kindergarten education in the Philippines under RA 10157 faces several issues and challenges. In the context of Agusan del Norte Division, many of the kindergarten learners have not manifested the important indicators in the Philippine Early Childhood Development and Learner's Progress Report

checklists as manifested in the consolidated report of teachers. Issues on cognitive abilities, social skills and values formation were evident in the checklists submitted by Kindergarten teachers. These issues and concerns are very alarming and need to be addressed at an early stage before it becomes too late. Implementing a comprehensive Kindergarten education should address its purpose and intention. However, the Philippine educational system, precisely in kindergarten education, needs an intensive and thorough evaluation to ensure that the intention of the policy has not been defeated. There is a need to assess those important factors mentioned of the policy to attain its goal. According to Tabura (2025), specific obstacles, including limited access to learning materials, classroom overcrowding, inadequate training, lack of support for special needs students, administrative burdens, insufficient age-appropriate materials, behavioral management difficulties, and health and safety concerns, were identified as problems in the implementation of kindergarten education. The kindergarten teachers experienced challenges that were not only digital but also socioemotional.

Kindergarten data should be collected and evaluated consistently to ensure that the kindergarten experience is effective for children's learning development. In the Location, the Philippines, it is not easy to quantify the consequences of the kindergarten and pinpoint its enhancement using data and evaluation. These challenges demonstrate the need for continued efforts to improve the implementation of kindergarten in the Philippine educational system to ensure that all students have access to a good quality education in kindergarten.

This study aimed to evaluate the state of Kindergarten education in the Division of Agusan del Norte in terms of the physical, social, intellectual, skills simulation, and values formation of learners. This evaluation provided insights into the program's effectiveness and highlight opportunities for improvement. It sought to delve into the underlying effects and defects, if any, of the Kindergarten Program implementation in the local schools subject to this research work based on the legalities of the whole Kindergarten Program with the hope of a more improved implementation.

1.1 Research Questions

This study aimed to determine the state of kindergarten education in central schools in the Division of Agusan del Norte.

Specifically, it sought to answer the following questions:

1. What is the status of implementation of Kindergarten education, vis-à-vis to:
 - 1.1 Cognitive development;
 - 1.2 Diversity of learners;
 - 1.3 Cultural capacity;
 - 1.4 Teacher's Professional development;
 - 1.5 Content knowledge in the current trends; and
 - 1.6 Pedagogical approach?
2. What is the level of preparation for the formal education of Kindergarten learners in terms of:
 - 2.1 Physical development;
 - 2.2 Social development;
 - 2.3 Intellectual development;
 - 2.4 Skills simulation; and
 - 2.5 Values formation.
3. Is there a significant influence of kindergarten education on the preparation of young learners in formal education?
4. Based on the findings, what program recommendation may be formulated?

2. METHODOLOGY

2.1 Research Design

The study used a descriptive-correlational research design. It evaluated the Kindergarten educational platform on cognitive development, diversity of learners, cultural capacity, teachers' professional development, content knowledge in current trends, and pedagogy. This educational platform of the Act was correlated to the policy intention of honing young learners for formal education preparation relative to physical, social, intellectual, skills development, and values formation. The researcher used a researcher-made survey questionnaire to collect data on the level of implementation of kindergarten in the Division of Agusan del Norte and the status of formal education preparation of the young learners. The survey questionnaire was validated by the research adviser, school principal, and two other experts in the program and in statistics.

2.2 Research Respondents

Thirty-seven (37) teachers were evaluated in the study who have taught kindergarten at central schools in the Division of Agusan del Norte. These teachers have various experiences and different lengths of service in handling kindergarten in the department. Their empirical observations and daily engagements with young learners were evaluated to attest to the influence of Kindergarten education relative to their preparations for formal education.

This study employed a complete enumeration, wherein the entire accessible population relevant to the research was included as respondents. Specifically, 100% of the identified population who met the inclusion criteria, such as all kindergarten teachers in central schools within Agusan del Norte Division, were selected to participate in the study. This method was deemed appropriate due to the manageable size of the population and the direct relevance of each participant to the objectives of the research. Utilizing the total population allowed for a comprehensive assessment of the variables under investigation, thereby enhancing the validity, reliability, and generalizability of the findings within the defined context.

Table 1. Distribution of Population

District	n
Carmen	3
Nasipit	6
Buenavista	9
Las Nieves	3
Magallanes	2
Remedios T. Romualdez (RTR)	2
Tubay	3
Santiago	4
Jabonga	3
Kitcharao	2
Total	37

Table 1 shows the distribution of the respondents. The first column is the name of all the districts in the Division of Agusan del Norte. The second column is the number of kindergarten teachers assigned in central schools.

2.3 Research Instrument

The study used a researcher-made survey questionnaire to collect quantitative data on the state of Kindergarten implementation in the Division of Agusan del Norte. The researcher-made survey questionnaire was checked and validated by the school principal, master teacher, and other expert for content validation. This will undergo reliability and validity testing to ensure the internal consistency of the questionnaire. Constructs in the instruments have high Cronbach's alpha internal consistency.

A rating scale questionnaire was used to capture quantitative details that require respondents to rate him/herself and his/her learners. A balanced scale gives the respondents the exact enumeration of choices, with exact points holding the same number of scales that match their assessment.

The following scales were used in this study.

Teacher's Self-Assessment

Scale	Range	Verbal Description
5	4.51-5.0	Always
4	3.51-4.50	Oftentimes
3	2.51-3.50	Sometimes
2	1.51-2.50	Rarely
1	1.0-1.50	Never

Teacher's Assessment of Learners

Scale	Range	Verbal Description
5	4.51-5.0	Always
4	3.51-4.50	Oftentimes
3	2.51-3.50	Sometimes
2	1.51-2.50	Rarely
1	1.0-1.50	Never

2.4 Statistical Treatment

The following statistical tools were used to interpret the data being gathered.

Weighted Mean. This was used to measure the status of the implementation of Kindergarten education in the Division of Agusan del Norte as well as the level of formal education preparation.

Spearman Rho. This was used to determine the significant influence of Kindergarten education on the preparation of young learners in the formal education.

RESULTS and DISCUSSION**1. What is the status of implementation of Kindergarten education, vis-à-vis cognitive development, diversity of learners, cultural capacity, teachers' professional development, content knowledge in the current trends, and pedagogical approach?****Table 2. Mean Distribution on Cognitive Development**

Cognitive Development	Mean	Verbal Indicator
The teacher		
demonstrates deep understanding of subject matter.	4.95	Very High
applies knowledge to develop lessons that promote critical thinking and problem solving.	4.87	Very High
engages in continuous learning about cognitive development theories and their application in teaching.	4.84	Very High
incorporates innovative and creative teaching methods to engage students.	4.70	Very High
regularly reflects on teaching practices and student outcomes to identify areas for improvement.	4.92	Very High
Total Mean	4.86	Very High

Legend: 4.50 – 5.00 Very High

2.50 -3.49 - Average

3.50 -4.49 - High

1.50 -2.49 - Low

1.00 -1.49 -Very Low

The data from Table 2 indicate that kindergarten teachers in the Agusan del Norte Division excel in developing higher-order thinking skills among young learners. The overall implementation score is notably high at 4.86, categorized as "Very High," reflecting effective training and seminars that enhance teachers' instructional strategies. Teachers demonstrate a strong understanding of subject matter, with a mean of 4.95, indicating solid foundational knowledge. They regularly reflect on their teaching practices and student outcomes (mean of 4.92), which supports adaptive and responsive instruction. Teachers also effectively incorporate critical thinking and problem-solving into lessons (mean of 4.87), fostering higher-order cognitive skills. Their commitment to professional growth is evident through continuous learning about cognitive development theories (mean of 4.84). While they frequently employ innovative teaching methods (mean of 4.70), this area presents potential for further development. Overall, kindergarten educators actively contribute to cognitive development, aligning with best practices, with room for increased pedagogical creativity.

The result of the study affirmed the study by Bjorklund (2022), highlighting that cognitive development is an ever-evolving area of study. Children come into the world with a natural ability to understand their surroundings, but their thinking is also influenced by the physical and social environments they grow up in, as well as their educational experiences.

Table 3. Mean Distribution on Diversity of Learners

Diversity of Learners	Mean	Verbal Indicator
The teacher		
provides differentiated instruction to learners.	4.84	Very High
accepts different cultural backgrounds of learners.	4.95	Very High
accepts different types of learners.	5.00	Very High
understands the different cultural practices of learners.	4.84	Very High
mainstreams learners with special educational needs.	4.51	Very High
understands the socio-economic status of learners.	4.95	Very High
accepts different sexual orientations of learners.	4.90	Very High
Total Mean	4.86	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average

3.50 -4.49 - High 1.50 -2.49 - Low

1.00 -1.49 -Very Low

Table 3 demonstrates the focus on inclusivity and diversity in the Kindergarten education in the Division of Agusan del Norte. The teacher score of 4.86, "Very High," demonstrates teachers' ongoing work to include differentiation, welcoming and acceptance of diverse learners, and respect for varied backgrounds like cultural, sexual orientation, and economic status. Notably, teachers' overall score across students was 5.00 for encouraging acceptance of the various types of learners and firm commitment to the policy of non-exclusion. Scores of 4.95 for cultural sensitivity and socio-economic understanding, along with 4.90 for accepting different sexual orientations, indicate high levels of awareness and progressive attitudes. Teachers also effectively provide differentiated instruction (mean 4.84). Although slightly lower, the score for mainstreaming learners with special needs (4.51) suggests room for further support. Overall, the data reveals a dedicated, culturally competent teaching force committed to creating equitable, nurturing early learning environments for all children.

The result of the study affirms the study of Lee et al. (2021), reiterating that teachers face the challenge of meeting the diverse learning needs of their students. However, if educators plan thoughtfully, they can find great opportunities to include various topics and tackle issues related to diversity of learning more effectively.

Table 4. Mean Distribution on Cultural Capacity of Kindergarten Education

Cultural Capacity	Mean	Verbal Indicator
The teacher		
welcomes different types of learners inside the school.	4.97	Very High
makes a positive and respectful relationships with families and communities from diverse cultural backgrounds	4.92	Very High
can adapt the different personal attitudes of his/her pupils inside the classroom.	4.87	Very High
can adjust to the new environment.	4.92	Very High
can easily mingle his/herself to others.	4.81	Very High
can collaborate on the different learning styles of his/her pupils.	4.90	Very High
can associate with the different religious beliefs of his or her pupils.	4.87	Very High
Total Mean	4.89	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average

3.50 -4.49 - High 1.50 -2.49 - Low

1.00 -1.49 -Very Low

Table 4 shows the cultural capacity demonstrated by kindergarten teachers in the Division of Agusan del Norte. With a total mean of 4.89, rated as “Very High” on the verbal scale, the findings reflect a strong and consistent practice of cultural responsiveness and adaptability among educators in the division.

It reveals that kindergarten teachers in Agusan del Norte demonstrate exceptional openness and inclusivity, with a mean score of 4.97 for welcoming diverse learners. This highlights a strong commitment to creating a safe, valuing environment where all children feel accepted. Teachers also excel in building respectful relationships with families from various cultural backgrounds, scoring 4.92, and in adapting to new environments, reflecting their ability to bridge home and school cultures, crucial in diverse communities. Their flexibility is evident in high scores for collaborating with different learning styles (4.90) and managing various pupil attitudes (4.87), ensuring tailored support for each child's needs. Additionally, teachers also exhibit social ease, scoring 4.81 on the ability to interact with others, and respect religious diversity, with a mean score of 4.87. These metrics highlight a teaching staff that is culturally competent, respects diversity, and encourages harmonious coexistence. In general, the data shows that teachers are personable, socially adept, and dedicated to creating a comprehensive, inclusive early childhood learning environment—qualities that are essential for the effective adoption of inclusive practices in Agusan del Norte.

The study of Yang and Li (2022) supports the result of the study. Early childhood education should incorporate social and cultural diversity into the curriculum and modify instructional strategies to fit the particular local community. This increases the likelihood that the curriculum will address the backgrounds of the young children. Supporting teachers' professional development is also quite important to guarantee that they can give young students a top-notch education.

Table 5. Mean Distribution of Teacher’s Professional Development

Teacher’s Professional Development	Mean	Verbal Indicator
The teacher		
pursues graduate studies.	4.89	Very High
attends trainings and seminars on Kindergarten education.	4.70	Very High
attends School Learning Action Cell on teaching-learning enhancements.	4.92	Very High
uses pedagogical approaches for early childhood education.	4.78	Very High
uses research-based teaching strategies to improve learning.	4.60	Very High
fosters collaborative expertise from Kindergarten teachers.	4.90	Very High
encourages benchmarking of best practices among Kindergarten teachers.	4.73	Very High
Total Mean	4.79	Very High

Legend: 4.50 – 5.00 Very High

2.50 -3.49 - Average

3.50 -4.49 - High

1.50 -2.49 - Low

1.00 -1.49 -Very Low

Data in Table 5 shows a high level of professional growth among kindergarten teachers, with a mean score of 4.79 ("Very high"), indicating active participation in training, seminars, and Learning Action Cells (LACs). Attendance in LACs scored the highest at 4.92, reflecting strong collaborative and reflective learning practices, and highlighting effective implementation across schools in Agusan del Norte. Teamwork among teachers also scored highly (4.90), emphasizing the importance of knowledge-sharing to improve instruction. Pursuing graduate studies received a notable score of 4.89, demonstrating teachers' commitment to advanced learning for skill enhancement. Regular participation in trainings (4.70) and benchmarking best practices (4.73) further support continuous professional development. Better access to research resources is needed, shown by the slightly lower score of 4.60 for the use of research-based strategies. Overall, the data shows a strong culture of continuous learning and teacher collaboration. This improves the quality of kindergarten education and benefits young learners in the country.

Sancar (2021) supported the study's findings, emphasizing that improving student achievement in kindergarten education requires teachers to continue their professional development. This development has several aspects and changes throughout a teacher's career; it is not one-size-fits-all.

The next Table highlights a very high level of content knowledge among kindergarten teachers in the Division of Agusan del Norte. The mean score of 4.81 shows that they have a thorough understanding of curriculum application, teaching theories, and strategies that promote literacy and numeracy skills. Key indicators—such as promoting literacy and numeracy, developing critical thinking, and utilizing mother tongue, Filipino, and English—each scored 4.87, reflecting strong competency in essential early childhood skills that support language development, cognitive growth, and inclusive communication. Teachers also effectively integrate ICT into their instruction, earning a mean of 4.84, demonstrating their ability to incorporate digital tools to enhance engagement.

Table 6. Mean Distribution on Content Knowledge of Kindergarten Teachers

Content Knowledge	Mean	Verbal Indicator
The teacher		
demonstrates content knowledge and its application within and/or across curriculum teaching areas.	4.76	Very High
demonstrates an understanding of research-based knowledge and principles of teaching and learning.	4.68	Very High
shows skills in the positive use of ICT to facilitate the teaching and learning process.	4.84	Very High
demonstrates knowledge of teaching strategies that promote literacy and numeracy skills.	4.87	Very High
applies teaching strategies that develop critical thinking, and/or other higher-order thinking skills.	4.87	Very High
uses mother tongue, Filipino, and English to facilitate teaching and learning.	4.87	Very High
demonstrates an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement, and achievement.	4.78	Very High
Total Mean	4.81	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
3.50 -4.49 - High 1.50 -2.49 - Low

Additionally, a score of 4.78 was also given to the respondents' comprehension of verbal and nonverbal communication strategies, which are critical for promoting participation and fostering an inclusive learning environment. It shows a solid academic foundation of teachers with mean scores of 4.76 for cross-curricular content knowledge and 4.68 for research-based principles. However, their marginally lower score indicates that they could perform better when it comes to putting research into practice. All things considered, the data highlights the solid foundational knowledge and abilities that teachers possess, enabling them to provide comprehensive, high-quality early childhood education that is in line with national standards and best practices.

The study's stated outcome supported Neuman et al. (2019), recognizing that a teacher's ability to support students' learning and growth is largely dependent on their comprehension of pedagogical content knowledge (PCK). Adapting teaching strategies to young children's developmental needs is also crucial.

Table 7. Mean Distribution on Pedagogical Approaches

Pedagogical Approaches	Mean	Verbal Indicator
The teacher		
uses manipulative learning materials.	4.84	Very High
uses peer-learning strategies.	4.76	Very High
uses group performance learning tasks.	4.84	Very High
uses play-based learning activities.	4.86	Very High
uses strengths-based learning activities.	4.76	Very High
uses phonological awareness in reading.	4.86	Very High
uses the phonics method in reading.	4.95	Very High
Total Mean	4.84	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
3.50 -4.49 - High 1.50 -2.49 - Low

Table 7 reveals the results of the survey on the different pedagogical approaches in Kindergarten, with a total mean of 4.84 with a verbal description of "Very High." This means that all the important approaches suitable for kindergarten education were used and applied in the classroom setting in the Agusan del Norte division. It shows that the highest-rated strategy is the use of the phonics method in reading, with a mean score of 4.95, indicating teachers' strong focus on structured literacy to develop decoding skills. Play-based learning and phonological awareness also received high ratings of 4.86, reflecting their importance in engaging young children through exploration and sound activities. The use of manipulative materials and group performance tasks scored 4.84, emphasizing active, hands-on, and collaborative learning that enhances motor skills, problem-solving, and social interaction. Both strengths-based activities and peer-learning strategies received a score of 4.76, which shows that while they are used, they may need deeper integration to boost learner confidence and individual recognition. Overall, the data indicates that kindergarten teachers effectively support children's cognitive, social, and emotional growth in ways that are suitable for their development by using various child-centered, research-backed strategies.

The aforementioned result of the study was a confirmation of the study by Garzon et. al (2020), highlighting that Teaching methods can be used in different educational settings to shape future programs for young children. Teachers can use these techniques as innovative ways to improve the quality of their instruction since they are knowledge providers. They can improve their mentoring skills by participating in workshops and seminars.

Table 8. Summary Table on the Status of Implementation of Kindergarten Education

Domain	Total Mean	Verbal Indicator
Cognitive Development	4.86	Very High
Diversity of Learners	4.86	Very High
Cultural Capacity	4.89	Very High
Teacher's Professional Development	4.79	Very High
Content Knowledge	4.81	Very High
Pedagogical Approaches	4.84	Very High
Legend: 4.50 – 5.00 Very High		
2.50 -3.49 - Average		
1.00 -1.49 -Very Low		
3.50 -4.49 - High		
1.50 -2.49 - Low		

The findings summarized in Table 8 indicate that the implementation of Kindergarten education in the Division of Agusan del Norte is of very high quality across all assessed domains. All components received total mean scores falling under the "Very High" category, which reflects the teachers' consistent and effective efforts in delivering early childhood education that meets both developmental needs and instructional standards.

In the Cultural Capacity domain, with the highest score of 4.89, it shows that teachers were likely to be very adept at creating inclusive and respectful learning environments. Teachers need to be open to students from different socioeconomic, religious, and cultural backgrounds in order to foster a loving Kindergarten environment. Teachers' understanding of individual differences and their capacity to use differentiated instruction that fosters critical thinking and problem-solving abilities from a young age are demonstrated by the 4.86 scores in the domains of diversity of learners and cognitive development. With a mean score of 4.84, Pedagogical Approaches demonstrated a consistent application of research-based, child-centered strategies appropriate for Kindergarten learners. Content Knowledge also scored well at 4.81, highlighting teachers' strong mastery of subject matter, ICT integration, multilingual instruction, and literacy methods. Teacher's Professional Development had a mean of 4.79, indicating a solid commitment to continuous growth through graduate studies, SLACs, and training programs. Although slightly below the "Always" category, this suggests potential for further enhancement, especially in applying research-based strategies. Overall, the data support the high effectiveness of kindergarten instruction in Agusan del Norte, with teachers prepared to provide high-quality early childhood instruction in line with best practices and national standards.

The study by MacPhail (2019), which highlighted that teacher educators often carry out complex and multidimensional roles but receive insufficient training and professional development to carry them out successfully, supported the study's findings. Throughout their careers, teacher educators must continue to acquire pertinent skills and knowledge, particularly through formal professional development opportunities, according to MacPhail. The results of the current study confirm the same concern: despite teachers' commitment to professional development, they need additional support to improve their capacity to apply innovative, research-based teaching strategies in kindergarten classrooms. The results of the current study highlight the same concern: while teachers are committed to development, further support is needed to enrich their capacity to apply advanced, evidence-based strategies in the Kindergarten classroom.

2. What is the level of preparation for formal education of kindergarten learners in terms of physical development, social development, intellectual development, skills simulation, and values formation?

Table 9. Mean Distribution on Physical Development

Physical Development	Mean	Verbal Indicator
The learner		
climb to elevated places.	4.75	Very High
walk in backward direction.	4.82	Very High
run smoothly.	4.84	Very High
step down from the stairs safely.	4.86	Very High
step up the stairs safely.	4.83	Very High
move the body parts.	4.85	Very High
jump up three times using the preferred leg.	4.83	Very High
jump up in turning motion.	4.76	Very High
throw the ball up.	4.87	Very High
simulate dance moves.	4.82	Very High
use fingers in getting things or foods.	4.91	Very High
place things inside the storage box.	4.93	Very High
remove things outside from the storage box.	4.84	Very High
hold crayons.	4.90	Very High
scribble in any form.	4.89	Very High
draw circles.	4.90	Very High
draw body figure of human being.	4.76	Very High
draw house in any forms.	4.84	Very High
Total Mean	4.84	Very High

Legend: 4.50 – 5.00 Very High

2.50 -3.49 - Average

1.00 -1.49 -Very Low

3.50 -4.49 - High

1.50 -2.49 - Low

Table 9 evaluates the physical development of kindergarten learners in the Division of Agusan del Norte, revealing a “Very High” overall score of 4.84. This indicates consistent observation and promotion of motor milestones in early childhood settings. Learners demonstrate excellent fine motor skills, which are essential for writing and academic assignments. They perform very well on tasks like holding crayons for drawing (4.90), grasping objects with their fingers (4.91), and storing items (mean 4.93). High scores in throwing a ball (4.87), safely descending stairs (4.86), moving body parts (4.85), and running smoothly (4.84), in addition to exhibiting proficiency in coordination, balance, and locomotion, also show equally impressive gross motor development. Physical confidence and body awareness are further improved by rhythmic and movement-based activities, such as dancing simulation (4.82) and jumping in a turning motion (4.76). Although all indicators are consistently strong, some tasks like drawing a human figure and complex jumping received slightly lower scores but remain within the “Always” range, possibly reflecting their developmental complexity. Overall, the learners are effectively developing essential fine and gross motor skills, vital for school readiness, through age-appropriate, engaging physical activities.

This result of the survey was supported by Invernizzi et. al (2019), suggesting that researchers in Physical Education emphasize that how teachers support the physical development of students is crucial for shaping positive experiences in their lessons. This support can significantly affect children's overall physical and mental well-being.

Table 10. Mean Distribution on Social Development

Social Development	Mean	Verbal Indicator
The learner		
communicates to his/her classmates.	4.87	Very High
associates or mingles herself/himself to others.	4.86	Very High

collaborates to others in doing the group learning activities.	4.81	Very High
welcomes the different types of learners.	4.76	Very High
makes friends with all the classmates.	4.82	Very High
shows self-confidence	4.75	Very High
plays with his/her classmates.	4.87	Very High
shows respect to others.	4.88	Very High
offers toys to others.	4.78	Very High
offers help to others.	4.84	Very High
shares something to others.	4.84	Very High
helps the school chores.	4.61	Very High
can patiently wait his/her turn.	4.74	Very High
always asks permission in borrowing things from his/her classmates.	4.85	Very High
Total Mean	4.81	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
 3.50 -4.49 - High 1.50 -2.49 - Low

Table 10 shows that the teachers in the division are excellent at fostering social development. Teachers who create a classroom culture that emphasizes friendship, respect, communication, and teamwork give their students the courage to interact with their peers and feel appreciated. High regard indicators of the development of empathy, cooperation, and civility include children's play and interactions with classmates (mean 4.87), respect (4.88), asking for permission (4.85), and sharing or offering assistance (4.84). Furthermore, children demonstrate exceptional social skills when they participate in group activities (mean 4.81) and establish friendships (4.82). Slightly lower scores in self-confidence (4.75), patient waiting (4.74), and chore assistance (4.61) indicate areas that need more reinforcement. Based on the data, kindergarten learners are generally socially prepared to enter formal education. They display behaviors that are developmentally appropriate and foster prosocial attitudes, emotional intelligence, and courteous interactions—all of which are essential for long-term development.

Cascio et al. (2019), who contend that socialization is essential for children's development, corroborate the earlier findings. It significantly affects their social bonding, communication, cognitive development, attachments, and emotional regulation from birth to adulthood.

Table 11. Mean Distribution on Intellectual Development

Intellectual Development	Mean	Verbal Indicator
The learner		
shows learning progress and development.	4.85	Very High
shows learning competence in the set learning competencies for Kindergarten education.	4.79	Very High
shows to ability to perform learning tasks correctly.	4.79	Very High
shows mastery of the lessons.	4.70	Very High
shows learning interest to learn new knowledge.	4.78	Very High
asks learning queries on the learning competencies.	4.78	Very High
shows the ability to think.	4.83	Very High
shows development in numeracy.	4.82	Very High
shows development in literacy.	4.80	Very High
explores learning at school.	4.83	Very High
Total Mean	4.80	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
 3.50 -4.49 - High 1.50 -2.49 - Low

Table 11 shows that kindergarten pupils in the Division of Agusan del Norte demonstrate a "Very High" level of preparedness for formal education. With an overall intellectual development score of 4.80. Their strong foundational skills in literacy (4.80) and numeracy (4.82), as well as their curiosity and capacity for exploration and critical thought (mean 4.83), are among their main strengths. In order to demonstrate that instructional goals are successfully met, learners exhibit significant academic development progress (4.85), and young learners complete learning tasks correctly (4.79). Indicators such as asking questions and showing interest in new knowledge (both 4.78) reflect active engagement and intrinsic motivation. The lowest score, mastery of lessons at 4.70, suggests room for enhancing content retention and application. Overall, these results demonstrate that young learners have a solid cognitive and academic foundation and are eager, involved, and prepared to take on the intellectual demands of formal education.

This result of the study was affirmed by Lins de Holanda Coelho et. al (2020), stressing that intellectual development, which is characterized as the extent to which people enjoy thinking and interacting with ideas, is essential for students in all subject areas. The need for cognition is a trustworthy personality trait that reveals a person's inclination to finish mentally taxing tasks. In general, tasks requiring reasoning and problem-solving are more engaging and positively viewed by those with high cognitive needs.

Table 12. Mean Distribution on Skills Simulation

Skills Simulation	Mean	Verbal Indicator
The learner		
shows the ability to perform the learning tasks.	4.82	Very High
shows ability on fine motor skills.	4.79	Very High
shows the ability on gross motor skills.	4.81	Very High
shows the ability on psychomotor skills.	4.80	Very High
can demonstrate the activities based from the given instructions.	4.77	Very High
can perform the learning competencies physically.	4.78	Very High
Total Mean	4.80	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00-1.49 – Very Low
 3.50 -4.49 - High 1.50 -2.49 – Low

Table 12 shows that Kindergarten learners in the Division of Agusan del Norte have a "Very High" overall performance score of 4.80 in skills simulation, reflecting strong physical and motor skills essential for classroom activities. "Shows the ability to perform learning tasks" (mean 4.82), the highest individual indicator, indicates regular successful task execution. Proficiency in movement, hand-eye coordination, and body coordination are highlighted by the other top indicators, "fine motor skills" (4.79), "psychomotor skills" (4.80), and "gross motor skills" (4.81). Other abilities, such as physically completing learning tasks (4.78) and demonstrating tasks in accordance with instructions (4.77), were also rated highly. These findings imply that students have a strong physical foundation, which is probably reinforced by engaging teaching methods and developmentally appropriate practices. All things considered, the results give support to the idea that kindergarteners have the motor skills required for both effective engagement and a smooth transition to formal education.

Goldsworthy et al. (2019) confirmed the survey's findings and stressed that skills simulation is an instructional strategy that prepares young students for the transition to real-world practice. This method works well to increase students' self-assurance and proficiency in identifying and handling circumstances in which a young learner's health may be declining.

Table 13. Mean Distribution on Values Formation

Values Formation	Mean	Verbal Indicator
The learner		
the attitude of being Makatao.	4.85	Very High
the attitude of being Maka-Diyos.	4.88	Very High
the attitude of being Makakalikasan.	4.83	Very High
the attitude of being Makabansa.	4.77	Very High
respect to others.	4.82	Very High
politeness to others.	4.78	Very High
the value of punctuality.	4.80	Very High
generosity to others.	4.84	Very High
affection to fellow classmates.	4.78	Very High
Total Mean	4.82	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
 3.50 -4.49 - High 1.50 -2.49 - Low

Table 13 shows Kindergarten students in the Agusan del Norte Division consistently demonstrate fundamental Filipino values, as evidenced by their "Very High" overall score of 4.82 in Values Formation. Based from result, the highest-rated indicator (mean 4.88), "Attitude of being Maka-Diyos," places a high value on moral and spiritual development. Other strong indicators include "Makatao" (4.85), "generosity to others" (4.84), and "Makakalikasan" (4.83), which highlight compassion, empathy, and environmental awareness. Additionally, respect, timeliness, politeness, affection, and love of country all received high scores (above 4.77), demonstrating the effectiveness of character-building activities in the classroom. These findings imply that teachers actively model these behaviors and that values education is successfully incorporated into everyday activities and social interactions. All things considered, the results demonstrate that kindergarten students are firmly grounded in the development of values, producing polite, accountable, and socially conscious people who are ready for future academic and personal growth.

Pradana et al. (2020) supported the findings of this study by confirming that educational materials meant to promote character development could be used to teach values. These values must be ingrained in students since character education, also known as values formation, is essential in molding learners. They must comprehend and uphold strong values because they will be our country's future leaders. Teaching character in this way can help address various social issues. In fact, building character in the current generation is a key goal to national education.

Table 14. Summary Table on the Level of Preparation for Formal Education

Domain	Total Mean	Verbal Indicator
Physical Development	4.84	Very High
Social Development	4.81	Very High
Intellectual Development	4.80	Very High
Skills Simulation	4.80	Very High
Values Formation	4.82	Very High

Legend: 4.50 – 5.00 Very High 2.50 -3.49 - Average 1.00 -1.49 -Very Low
 3.50 -4.49 - High 1.50 -2.49 - Low

Table 14 presents the summary result on the level of preparation on kindergarten learners for formal education. Kindergarten students in the Division of Agusan del Norte demonstrate a very high degree of preparedness for formal education across all domains. The mean scores for all five developmental areas fell into the "Very High" range (4.50–5.00), demonstrating a steady mastery of the fundamental skills required for formal school entry. The Physical Development domain has the highest score of 4.84, indicating that students are getting enough help to improve their fine and gross motor skills. Their running, jumping, drawing, holding crayons, and performing structured movements all show strong physical coordination and body awareness, which are essential for learning tasks like writing and classroom engagement.

According to Social Development ($M = 4.81$) and Values Formation ($M = 4.82$), children are also well-prepared for social interaction and character development. Positive peer relationships, conflict resolution, and classroom harmony all depend on the traits that students consistently demonstrate: respect, helpfulness, sharing, and emotional control. The Intellectual Development domain ($M = 4.80$) validates learners' fundamental cognitive skills, including literacy, numeracy, logical reasoning, and a desire to learn. They exhibit curiosity, proficiency in learning, and a positive outlook on acquiring knowledge. Finally, Skills Simulation ($M = 4.80$) shows that kids can physically complete academic tasks like manipulating materials, following instructions with multiple steps, and exhibiting psychomotor skills related to formal classroom routines.

In conclusion, the results strongly affirm that Kindergarten learners in the division are developmentally prepared for formal education. The efficacy of early childhood programs in promoting holistic development is demonstrated by the consistency across all developmental domains. These results support kindergarten's significance as a critical period in a child's academic development and highlight the need to maintain and improve these programs for ongoing student success.

UNICEF (2019) endorsed the study's findings, which stressed the importance of a high-quality kindergarten education as the cornerstone of a child's educational journey and the claim that the success of early childhood development determines all subsequent educational stages. This aligns with the consistently high scores observed in the present study, affirming that Kindergarten programs in the division effectively prepare learners for the academic and behavioral demands of primary education. Furthermore, UNICEF highlighted that early learning supports cognitive development, social interaction, emotional maturity, and values integration - exactly the competencies reflected in the very high mean ratings across all readiness domains in Table 14.

Problem 3. Is there a significant influence of kindergarten education on the preparation of young learners in Formal Education?

Table 15. Significant Influence of Kindergarten Education on the Preparation of Young Learners in Formal Education

		R-Value	Verbal Description	Null Hypothesis
Cognitive Development	Physical Development	0.225	Not Significant	Accepted
	Social Development	0.108	Not significant	Accepted
	Intellectual Development	0.587	Not significant	Accepted
	Skills Simulation	0.404	Not Significant	Accepted
	Values Formation	0.936	Significant	Rejected
Diversity of Learners	Physical Development	0.523	Not significant	Accepted
	Social Development	0.593	Not significant	Accepted
	Intellectual Development	0.470	Not significant	Accepted
	Skills Simulation	0.501	Not significant	Accepted
	Values Formation	0.220	Not significant	Accepted
Cultural Capacity	Physical Development	0.214	Significant	Rejected
	Social Development	0.150	Significant	Rejected
	Intellectual Development	0.541	Significant	Rejected
	Skills Simulation	0.167	Not significant	Accepted
	Values Formation	0.965	Not significant	Accepted
Teacher Professional Development	Physical Development	0.483	Not significant	Accepted
	Social Development	0.207	Not significant	Accepted
	Intellectual Development	0.520	Not significant	Accepted
	Skills Simulation	0.614	Not significant	Accepted
	Values Formation	0.986	Not significant	Accepted
Content	Physical Development	0.794	Not significant	Accepted
	Social Development	0.910	Not significant	Accepted
	Intellectual Development	0.863	Not significant	Accepted

Knowledge	Skills Simulation	0.822	Not significant	Accepted
	Values Formation	0.680	Not significant	Accepted
	Physical Development	0.909	Significant	Rejected
Pedagogical	Social Development	0.338	Significant	Rejected
Approaches	Intellectual Development	0.583	Significant	Rejected
	Skills Simulation	0.451	Not significant	Accepted
	Values Formation	0.094	Not significant	Accepted

Table 15 presents the analysis of the significant influence of Kindergarten education on the formal education preparation of young learners across five developmental domains: physical development, social development, intellectual development, skills simulation, and values formation in the Division of Agusan del Norte. The findings reveal that, in general, most R-values fall below the threshold for significance, indicating no statistically significant influence of Kindergarten education on most domains when analyzed across variables such as cognitive development, diversity of learners, teacher professional development, and content knowledge. This suggests that while Kindergarten education is foundational, its measurable statistical influence on formal school readiness may not be uniformly strong across all areas assessed.

However, there are several critical exceptions where significant influences were noted. Most notably, with an R-value of 0.936 indicates a very strong, positive, and statistically significant influence between cognitive development and values formation among kindergarten learners. This suggests that as cognitive development progresses, there is a corresponding and substantial improvement in the formation of values. This strong correlation suggests that young learners' development of moral, social, and cultural values is directly influenced by cognitive growth, including enhanced thinking, problem-solving, and understanding skills. It emphasizes how crucial it is to develop cognitive skills through interesting, developmentally appropriate activities because these not only improve intellectual capacity but also significantly influence students' values and character. Result of the study was affirmed by Bjorklund (2022), highlighting that cognitive development remains a dynamic area of study, viewing the developing child as someone born ready to understand the world around them. However, their minds are also influenced and shaped by interactions with their physical and social environments, alongside their foundational academic experiences.

In addition, the result of the study indicates influence between cultural capacity and physical development among the learners. This suggests that while there is some relationship—meaning that aspects of cultural capacity may have a minimal influence on physical development—having an R-value of 0.214. This influence could imply that cultural capacity, such as exposure to specific cultural practices, beliefs, or values, has limited direct impact on the physical growth and motor skills of learners at this stage. There further indicates that there is a need of more intensive culture-based programs and activities that foster the physical development of the young learners. It is suggested that school leaders persist in supporting and expanding intervention programs aimed at promoting learners' physical development. Additionally, fostering collaboration between Physical Education teachers and educators of other subjects is recommended to improve students' attitudes and to create more opportunities for engaging in diverse physical activities (ACCAD, 2023).

Moreover, cultural capacity indicates slight influence to the social development of young learners with R-value of 0.150. This suggests that while there is a slight tendency for increased cultural capacity to be associated with better social development, the influence implies that cultural capacity such as understanding, appreciation, and engagement with one's cultural practices, plays a limited role in shaping the social skills and interactions of young learners. This calls for more focus on learning activities that promote social skills of young learners inside the classroom setting. Fostering cultural capacity remains valuable for holistic growth, its direct impact on social development appears to be modest. A comprehensive approach that incorporates cultural education along with other socialization activities may be more beneficial for educational strategies that aim to improve social skills. Children in primary and secondary schools benefit from developing a variety of personal and social skills, such as peer relationship skills, prosocial behaviors (like respect), leadership qualities, problem-solving skills, and a sense of personal and social responsibility, in a world that is changing quickly, according to Opstoel et al. (2020). Children who acquire these abilities have a higher chance of academic success and will be more equipped to face adulthood.

Furthermore, with an R-value of 0.541, the findings indicated a somewhat positive correlation between intellectual development and cultural capacity. This moderate relationship suggests that cultural capacity—which includes awareness, appreciation, and engagement with cultural knowledge and practices—is necessary to support cognitive development. The development of critical thinking, creativity, and problem-solving abilities—all crucial for intellectual growth—can be facilitated by exposure to a variety of cultural experiences. These results demonstrate the significance of incorporating cultural education into the classroom. Encouraging cultural sensitivity and respect may act as a stimulant to improve students' cognitive capacities and result in more comprehensive intellectual development. The general intellectual development of young students may therefore be greatly aided by educational programs that place a high priority on cultural competency. Lins de Holanda Coelho et al. (2020) provided support for the aforementioned finding. It highlighted the connection between people's propensity to engage in and enjoy thinking exercises and the increasing significance of cognition in a variety of academic fields. One consistent personality trait that is thought to represent a person's inclination to participate in and enjoy mentally taxing activities is the need for cognition. Higher cognition needs are generally associated with more positive attitudes toward reasoning and problem-solving tasks, as well as more deliberate and meaningful responses to such challenges.

In addition, the R-value of 0.909, which shows a very strong positive correlation between pedagogical approaches and physical development, demonstrates the significant influence of pedagogical approaches to physical development. This implies that the techniques and strategies employed in the classroom have a big influence on students' physical growth and abilities. This strong correlation suggests that using effective teaching techniques can greatly improve physical development outcomes. Learners are more likely to see noticeable gains in their physical capabilities when instructional strategies are created to encourage active engagement, motor skills, and physical activity. The significance of pedagogical quality in physical education programs is highlighted by the significant impact that teachers can have on students' physical development through the application of organized, interesting, and focused teaching strategies. Physical education (PE) experts believe that teachers' support of students' physical development is essential to creating positive learning experiences in the classroom and has a significant impact on their general psychophysical health, Invernizzi et al. (2019) cited studies to support this conclusion.

Furthermore, a moderately positive correlation between pedagogical approaches and social development is indicated by an R-value of 0.338. This suggests that students' social development is significantly, if not significantly, impacted by the teaching strategies used. This moderate relationship implies that other factors might also be significant, even though pedagogical strategies have a significant impact on social development. Students can acquire social skills like empathy, cooperation, and communication with the aid of effective teaching techniques. This suggests that while educational strategies are crucial for promoting social development, their efficacy is probably increased when combined with more all-encompassing social and environmental elements. Teachers should adopt a holistic strategy that blends supportive social settings with successful teaching strategies in order to maximize students' social development. Kindergarten is a critical period for social development and lays the groundwork for future success, per research by Maleki et al. (2019). Building strong relationships, enhancing academic performance in supervised learning environments, and getting ready for school all depend on the social skills developed during this stage. Children with strong social skills are typically better able to handle social situations and succeed academically as they get older.

And finally, an R-value of 0.583 indicates a moderate to strong positive relationship between pedagogical approaches and intellectual development. This suggests that the teaching methods employed play a substantial role in enhancing students' cognitive growth. The data imply that the strategies educators use can significantly impact how effectively learners develop their critical thinking, problem-solving skills, and overall mental capacity. This correlation implies the importance of adopting effective pedagogical practices to foster intellectual advancement. It underscores the notion that intentional, well-designed instructional approaches are vital in stimulating cognitive engagement and promoting deeper understanding. Consequently, optimizing teaching methods could be a key factor in maximizing students' intellectual potential and academic achievement. The above-cited result of the study was supported by Falloon's (2019) research; employing skill simulations can serve as a valuable method for exposing kindergarten learners to fundamental educational concepts and encouraging them to participate in more advanced thinking activities.

4. Based on the findings, what program recommendation may be formulated?

Based on the results of the study, enrichment programs can be proposed to strengthen the implementation of the Kindergarten education.

Program Title: Proposed Enrichment Program for Kindergarten Education at Agusan del Norte Division

Rationale: Kindergarten instruction in the Division of Agusan del Norte is being carried out at a very high level, the study's results showed that some important areas still need improvement, notably in the areas of values formation, culturally sensitive instruction, pedagogical techniques, and parental involvement. This proposed Enrichment Program for Kindergarten Education describes focused interventions meant to maintain strengths and fill in gaps found in the evaluation in order to meet these needs and further improve the developmental readiness of Kindergarten students. Through context-responsive, evidence-based, and inclusive strategies, the program aims to promote holistic child development and make sure all students are ready for both formal education and lifelong learning.

Table 16. Proposed Enrichment Program for Kindergarten Education at Agusan del Norte Division

Key Area	Objective	Strategies	Activities	Expected Outcomes	Persons Involved	Funding Source
1.Cognitive Development	Embody in the lessons the core values such as integrity, empathy, responsibility, and respect in their personal and social contexts.	Integrate values in daily classroom routines and storytelling	-Daily flag ceremony with value reflections -Weekly story-based moral lessons -Monthly	Learners consistently showed Filipino core values at all times.	Kindergarten Teachers, School Heads, Parents	DepEd Funds, LGU support

Key Area	Objective	Strategies	Activities	Expected Outcomes	Persons Involved	Funding Source
			Values Day			
2.Cultural Capacity	Engage the learners in activities that promote physical coordination, collaboration, and intellectual curiosity.	Embed cultural dances, local songs,local-based poems, inclusive group activities and culture-based stories.	-Culture-based festival of talents -Group activities -Culture-based literary and musical contests.	Culturally developed learners on physical, social and intellectual aspects.	Teachers, Cultural Officers, Parents, Elders	DepEd Funds
3.Pedagogical Approaches	Implement diverse pedagogical approaches that actively promote the physical, social, and intellectual development of learners.	Conduct trainings on research application and lesson study	-Yearly training on early childhood best practices -SLAC on evidence-based strategies	Teachers demonstrated improved instructional planning and delivery based on research	School Heads, Master Teachers, Kindergarten Teachers	NEAP, INSET Funds

4. CONCLUSIONS and RECOMMENDATIONS

4.1 Conclusions

Based on the results of the study, the following are the driving conclusions and implications of the research study:

Kindergarten education in the Division of Agusan del Norte is implemented with a high degree of effectiveness, supported by competent teachers, inclusive practices, and strong pedagogical approaches. Cultural responsiveness and instructional quality are key strengths in the current implementation.

Kindergarten learners are well-prepared for formal education, showing strong readiness in all essential domains. The current division's early childhood program effectively supports holistic learner development, aligned with the goals of the K to 12 Basic Education Curriculum in the Philippines.

It is concluded that Kindergarten education meaningfully influences learner preparation in areas where instruction is culturally grounded and pedagogically sound. Significant impacts are evident in values formation, as well as in the physical, social, and intellectual development of learners

when supported by strong cultural capacity and effective teaching approaches. These results highlight the need to strengthen these key areas to ensure holistic learner readiness for formal education.

4.2 Recommendations

The following recommendations are based on the data that has been analyzed.

School Administrators. The results of this study can help make decisions about curriculum development, resource allocation, and professional growth opportunities for kindergarten educators.

Teachers. This study will give them valuable insights into evidence-based teaching strategies. This will help them improve their instructional methods and create better learning environments for young children.

Policymakers. This study can act as a single source of evidence to guide the creation of policies and reform initiatives aimed at improving kindergarten education.

Parents. This study can help parents understand the importance of kindergarten teaching. With this knowledge, they will be better prepared to support their child's learning at home and advocate for quality education in their child's school.

Future Researchers. This study can be utilized to pinpoint areas of deficiency in Kindergarten implementation for future research exploration.

Professional Development Providers. Organizations that provide professional development for educators can use these findings to create workshops, seminars, and training programs that focus on incorporating evidence-based teaching methods in kindergarten classrooms.

Community Organizations. Non-profit organizations and community groups involved in early childhood education can use the findings to shape their programs and outreach efforts that promote kindergarten readiness and success.

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