

INCULCATING CIVIC CONSCIOUSNESS THROUGH INTEGRATION OF SOCIAL RELEVANT ACTIVITIES IN KINDERGARTEN EDUCATION

By:

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Abstract

The study aims to know if our beloved preschoolers can be able to have civic consciousness at a young age through the integration of socially relevant activities in their lessons in Kindergarten Education. School administrators and kindergarten teachers are the contributors to implanting good values in the young minds of these preschoolers at school. In coordination with the parents at home, civic consciousness can be inculcated effectively. These civically conscious young minds will have the potential of being better leaders and can be a key to the success of our nation in the future. In this regard, the study seeks to determine if there is a need to recommend an intervention program that will inculcate civic consciousness in Kindergarten Education. The findings of the study in terms of Curriculum in kindergarten can be used as bases for the creation of school programs that will foster a positive and responsive manner of learners that will promote their dynamic and complex process of learning. The teachers and administrators used instructions in kindergarten that are suitable and appropriate to the level of the learners and such instructions allow them to attain the learning objectives. Kindergarten programs were not fully justified that there is a need for teachers to make learning programs more diverse and orient them to be innovative in the use of technologies in the presentation of learning activities, it is recommended for teachers to be abreast with the use of technology-enhanced materials to make more learning interesting and exciting to the learners. Competencies of preschool pupils in kindergarten in pre-reading skills were not enhanced because the activities which will enable the children to master the sounds of different letters and to read words through decoding were not given.

The conclusion is that the kindergarten curriculum can be used as bases for the creation of school programs that will foster a positive and responsive manner of learners that will promote their dynamic and complex process of learning. Also, the teachers and administrators used instructions in kindergarten that are suitable and appropriate to the level of the learners and such instructions allow them to attain the learning objectives. The teachers and administrators who used programs in kindergarten were not fully justified that there is a need for teachers to make learning programs more diverse. The teachers and administrators used in terms of competencies of preschool pupils in kindergarten in pre-reading skills were not enhanced because the activities which will enable the children to master the sounds of different letters and to read words through decoding were not given. It is recommended that the teachers and administrators must create school programs that will foster positive output in the students for them to develop civic consciousness among the pupils. Also, teachers and administrators must be abreast in terms of enhancing the use of multi-axial approaches, as well as, technology-enhanced materials. Provision of additional time for reading activities, and lastly, it is also recommended for the teachers to invite resource speakers for the children to interact with different community helpers rather than having traditional discussions.

Brief Introduction

It is the concern of the government to keep society in peace, maintain laws and order, and secure the welfare of the people. Yet, the government cannot do it alone without the help of its constituents. Every citizen must abide by the regulations, participate in community programs, and get involved in social activities that aim

to make their place a functional one to live in. However, some prefer to be indifferent. Being indifferent is being without concern and not minding the laments of other people. An indifferent person has a narrow sense of being a servant to others and does not recognize equal civic rights and obligations. Becoming unresponsive to the needs of people and standing for their rights can open the door for other people to take advantage of the oppressed ones as it hinders the progress of the community.

Young Filipinos who belong to the 21st generation are very familiar with the internet at a very young age and engage in activities that require isolation and neglect the need for social interactions. In addition, school programs focus on cognitive development for the children to be more competent, competitive, and ready for the schoolwork task. Though, as the 1987 Philippine Constitution stated that the school must inculcate ethical and spiritual values that will develop moral character and personal discipline among our youth, teaching without doing and not allowing children to get involved in activities that will spur their sense of nationalism and patriotism will only compromise the objectives. Integration of socially relevant activities is one way of digging deep beneath the surface which will make children grounded in civic responsibilities and ignite their desire of helping others in the future.

Teachers aside from their role in increasing the flow of information, have the significant role to develop a desirable character among children through instilling a sense of civic responsibility. With the integration of socially relevant activities in schools programs, pupils at a very young age may learn how to perceive things around them critically and be oriented on what they can do and what should be done to make their community is a functional place to live in.

The most crucial years of life are the first five years. It lies on the Early Childhood stage wherein children have an 'absorbent mind', according to M. Montessori (1870), and a child from birth to three (3) years of age has an 'unconscious absorbent mind'. This means that at this age, the child passively absorbs stimuli in their surroundings as their skills are intended only for their survival and satisfaction of needs. At the age of three years and above, the child transforms from the unconscious to the conscious mind wherein they can absorb everything that acquires language and physical activities that will help them do the daily tasks that they need. This is when children must be fed with valuable information, good character, proper values, love for the environment, community, and family; courage, and self-esteem.

In this study, administrators, teachers, and parents will be also aware that their child is capable of being socially conscious of their community and environment. This will allow them to learn that one of the keys to producing potential leaders who could develop hardwired compassion among people and integrity in performing their work is during their preschool age. It will give way to the realization of the possibility of developing compassionate constituents in the future by making preschool children exposed to the real situations of the community.

Children nowadays do not bother to pay attention to what is happening to their environment. As they are focused on satisfying their needs, playing and doing things that will make them happy. According to Faver (2010), humane education has the key to creating various learning opportunities that will expand children's understanding and develop their skills for becoming responsible citizens of the world. The integration of humane education values into the curriculum should be done every day. As early childhood teachers should integrate lessons that will enlighten the children on what is happening around them. Teachers need experience and preparation in order to perform the task well. It can create opportunities for the teachers to construct skills, and knowledge and develop good attitudes for shaping young children about the environment and their community.

As stated in R.A. 10533 Enhanced Basic Education Act of 2013, (a) Give every student an opportunity to receive a quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards; in integrating social relevant activities, as young as our preschool pupils are, they will be conscious enough regarding the needs and issues of their community and our country. It will be our building blocks to produce more functional citizens of the country in the future. This aims to foster learning from the activities that will give the pupils a chance to contribute and help their community, love for nature, and promote a positive self-concept that will lead to holistic development amongst young children at a very young age.

Research Problem

The general problem of the study is: How do educators inculcate civic consciousness in Kindergarten pupils?

Specifically, the study seeks to answer the following questions:

1. 1. How may the activities in kindergarten education be described in terms of:
 - 1.1 curriculum
 - 1.2 instructions
 - 1.3 programs, and
 - 1.4 competencies?
2. What social relevant activities can be integrated to inculcate civic consciousness in corresponding kindergarten subjects such as
 - 2.1 Reading
 - 2.2 Language
 - 2.3 Filipino
 - 2.4 Mathematics, and
 - 2.5 Science?
3. How may civic consciousness be inculcated in the given social relevant activities?
4. What problems have been encountered by kindergarten teachers in inculcating civic consciousness among preschoolers?
5. What intervention program may be proposed to inculcate civic consciousness among preschoolers?

Integrated Review of Related Literature and Studies

As children nowadays are fonder of using gadgets and entertained by watching the television, teachers need to compete and be more aggressive in preparing activities that will help the students to boost their learning. This study is anchored in Constructivism Learning Theory by Jean Piaget, which tells that learning is an active, constructive process. Knowledge is constructed based on individual experiences and hypotheses of the environment, for the children learn by allowing them to construct knowledge for themselves, and understanding their environment can lead them to acquire learning. According to this theory through the processes of accommodation and assimilation, individuals construct new knowledge from their experiences. Children are engaged in experiences through the environment they belong to.

The constructivism learning theory is used in this study to refer to the fact that: In contrast, when individuals' experiences contradict their internal representations they may change their perceptions of the experiences to fit their internal representations. Their experiences will gain by understanding how will they be at help for the social issues in the community at an early age. Inculcating civic consciousness in young minds will be a big help in attaining to produce more functional citizens in the country.

In addition, Social Learning Theory (Bandura 1977). "The theory has often been called the bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation." Social Learning Theory gives emphasis that people learn through observing others' behavior and most of the behavior is learned through modeling. People form an idea of how new behaviors are performed and apparently become a guide for actions. This study incorporated this theory because the said theory explains that retention which pertains to the encoding of mental images; production which pertains to reproducing images and motivation which is having a good reason to imitate are the aspects essential for an individual to learn such behavior. As the child experience being a part of a functional community, the child will be motivated to continue helping and making themselves a purposeful individual.

Also, the Psychosocial Development Theory (Erickson 1902-1994) tells that there are things to consider in an individual's personality development from childhood to adulthood that must take into consideration in terms of external factors, their parents, and their society. The third stage (*Initiative vs. Guilt*) among the eight stages has relevance in this study, wherein a child ages 3 to 5 years old must attain the value of *Purpose*. In relation to the present study, children nowadays have the desire to copy the adults around them and take the initiative in creating situations in their minds. Teachers and parents are the role models of young children, as children can see how adults act and treat other people, they will assume that all of those actions are correct. As they experience different social relevant activities from school or within their community, they will

be socially aware and will value people within the community with respect and courtesy. As the child attains and develops each stage with proper values, they can be a purposeful citizen of the community.

Lastly, Ecological Theory (Bronfenbrenner 1979) also known as "Bioecological System " wherein there is a structure of environment that is believed that the child's development within the context of the relationship system comprises the child's environment. The theory gives emphasis on the multipart layers of the environment which creates an effect on the development of the child. The different layers from internal to external are family, church, and school; extended family and culture subculture social class. As related to this study, through the child's growing and developing body and interplay between his immediate family, community and environment, the societal landscape fuels and steers his development. Conflicts or changes create ripple effects throughout the layers throughout the child's life. It is, therefore, not only the immediate environment that must be given attention in terms of interaction but also the large environment as well. Giving the child the to experience and interact with other social activities, they will be conscious enough to see how their community and environment must go.

In formulating school guidelines and policies and in planning programs for faculty and personnel development, school administrators should always consider meeting the needs, welfare, and security of the school personnel. Providing beneficial programs will allow them to feel that they are highly regarded for contributing to the success and attainment of schools' goals and objectives. Such feelings of satisfaction will also motivate them to perform their duties and responsibilities effectively, find joy in their work, and will enable them to spontaneously perform their tasks, not because of the compensation but because they are happily engaged

The creation of DepEd Order no. 47 s.2016, known as "Omnibus Policy on Kindergarten Education" wherein Kindergarten Education program must be engaging, creative, child-centered, and follow developmentally appropriate practices which immerse the learners in meaningful experiences. Learners are given equal opportunities to effectively promote their physical, social, cultural, emotional, and intellectual development, including values formation to ascertain school readiness. Children learn best through play and active involvement in concrete and meaningful experiences. Play is essential to healthy and holistic child development as it gives children opportunities to learn about and understand their world and practice newly acquired skills. Play is also essential for confidence, problem-solving, and cooperative learning skills that prepare them for lifelong learning. The varied play-based activities in Kindergarten lead the learners to becoming emergent literacy and help them to acquire naturally the competencies to develop holistically. This also leads them to become willing risk-takers, and ready to tackle formal school work. Children continuously develop in all domains in a holistic way. When progress is noted in one developmental domain, it will consequently impact other domains. The contents of the developmental domain are defined by learning expectations. Lastly, the Mother

Tongue of the learner shall be the primary medium of teaching and learning in

Kindergarten as stated in Section 5, RA 10153.

Meanwhile, the curriculum has been created using the thematic or integrative approach to curriculum development in a strengthening learning process. This approach employs integrative and interactive teaching-learning strategies as well as a child-centered learning experience.

Furthermore, DepEd's Kindergarten Curriculum Framework explains the theoretical bases for teaching-learning in the early grades with the application of developmentally appropriate practices which support the principle of child growth and development as well as the learning program development and assessment. It also signifies how kindergarten education is to be employed and learning domains such as; values development, socio-emotional development, mathematics, aesthetic development, physical health and motor development, language literacy and communication and understanding the physical and natural environment should be nurtured and equally imparted to holistically develop children.

In line with this, Strong-Wilson and Ellis 2017 stated that children's experiences are limited by their surroundings, and the environment we provide for them has a crucial impact on the way a child's brain develops. Gerdes, etl. of 2013 proved that stimulating a responsive environment for children can lead to overall social, emotional, physical, and cognitive development. It promotes learning and development in the primary years. He also explained that children have access to a variety of materials, and opportunities for them to engage in creativity. Administrators and teachers should provide an intervention program and social relevant activities that will promote and develop civic consciousness among preschoolers. Activities allow opportunities for learning through experience by integrating social relevant activities in science, math, reading, language, and cognitive

domains as pupils participate in hands-on experiences that are particularly effective in early childhood settings. This includes activities like mini-field trips wherein children together with their parents, will have a community tour and have experiences in engaging in community works done by the community helpers like firemen, policemen, street sweepers, doctors, and many more. In this way, children will develop their interest and will gain more learnings through what they have experienced.

Standards and Competencies for Five-Year-Old Filipino Children (2016) – K-12 Basic Education Curriculum by the Department of Education. As stated in R.A. 10157, in compliance with the Education For All (EFA) 2015, the State will provide equal opportunities for all children for them to avail accessible mandatory and compulsory kindergarten education that will effectively promote physical, social, intellectual, emotional, and skills stimulation and values formation to prepare them for formal schooling. It is believed that the kindergarten stage is the transition stage of children in preparation for elementary which is formal schooling. Schneider et al. (2014) have conducted a study about the transition stage of kindergarten, a five-year research has a high degree of implementation practices that led to the better judgement of the transitioning student and a low number of result of practices led to the lower number of their success rate. The data strongly suggest that kindergarten transition to formal school has both immediate and long-term consequences that make a difference in their achievement. Rimm-Kaufman & Pianta 2000 also stated that a complex web of a relationship that develops over time will have a factor and will influence the transition through a network within the neighborhood, at home, at school, with peers and other students.

Kindergarten is a period of development and adaptation of information around them. From a blank slate, children by this stage continuously gather information and learn from teachers, family members, relatives, friends, and their community. These sources of information are also their guide in exploring their environment. Children will build their interest and motivate them to be creative, and productive, engage in socially relevant activities, and participate in different programs that will build civic awareness. Integration of social relevant activities in their daily lessons and in learning domains will lead them to become literate and will help them acquire the competencies holistically.

In relation to the Kindergarten Curriculum Standards, this study will enlighten teachers and administrators on why it is necessary for them to integrate social relevant activities in daily lessons. With this, social relevant activities can be integrated into seven learning domains, and each will be included to help to instill civic awareness in preschoolers.

These learning domains are; Values Development, Socio-Emotional Development, Mathematics, Aesthetic Development, Physical Health, and Motor Development, Language and Literacy Communication, and Understanding Physical and Natural Environment. As illustrated in the Kindergarten Curriculum Framework, learning areas for grade one were also included right after the learning domains for kindergarten, this illustrates how the kindergarten stage is the transition and preparation stage for formal education. The outermost layer is the Curricular Theme which is the Kindergarten Curriculum Guide or the Teacher's Guide; Myself, My Family, My School, My Community, Things Around Me, which shows that the curriculum provided is the learner-centered curriculum. It is designed for interactive learning teaching-learning strategies which are anchored to the significance of this study, to inculcate civic consciousness through the integration of social relevant activities in kindergarten education.

Creative Curriculum for Preschool by Diane Trister Dodge 1988. This approach is the combination of the theories of T. Brazelton and Maslow's Hierarchy of needs, which includes attaining basic needs, self-esteem, belongingness, and safety. It also includes E. Erikson's Stages of Psychosocial Development, which focuses on social and emotional development, and the necessity of having to support and trust adults and the people around them. The theory of J. Piaget and L. Vygotsky's cognitive development focuses on interaction and cognitive development. This approach is intended for preschool educators and administrators to help them make their practices consistent with their goals for children by arranging their classrooms to support the teacher's developmentally appropriate practices wherein teachers arrange the classrooms into two areas: table toys, art, blocks, cooking, computers, house corner, library corner, music and movement, outdoors, sand and water, house corner, library corner, and music and movement. Also, the student's active learning will boost their social competence. The Creative Curriculum's main goal is to balance the importance of performing the learning and

knowledge about child development with the particular knowledge a teacher inculcated by forming a better relationship with each student and family. This continuous research is based on fundamental principles by guiding practice and helping teachers and parents to understand the reason for operating and setting up preschool programs in a particular manner. Dodge highlighted that these principles have positive interactions and relationship with adults that provides a child critical foundation for successful learning, that social-emotional competence is a significant factor in school success, purposeful play contributes a lot to learning, having a physical environment and socialization affects the type of quality of learning interactions, the Family-Teacher partnership promotes huge development and learning.

The Civic Awareness of Five and Six-Year-Olds. Moore et al. (1976) published an article in which he explores the values and perspectives of kindergarten pupils in Los Angeles, aged between five and six years old, towards authority figures, political standards concerning behavior, the shared rights and obligations within their respective communities, and even contemporary issues such as Watergate scandal involving Nixon, the concept of impeachment, and the energy crisis. In his study, Moore et al. claim that by the time a child reaches the age of six, a self-other distinction emerges which therefore qualifies him to be involved and participative in his surrounding community. The results of the study proved this, as they have shown that the kindergarteners exhibited recognition towards political symbols, governmental authorities like presidents and policemen, and even their functions such as legislation and taxation. Not only that, but they also had their notions of fairness and injustice. This supports the assumption held in this study regarding the existence of civic awareness amongst students during Early Childhood, therefore the urgency to recognize and foster this consciousness at a young age to forge a strong foundation of political and social values within them. This is further strengthened by Moore's claim that their perception of such political figures, symbols, and circumstances evolves throughout one's lifetime. Such a claim emphasizes the responsibility of Early Childhood educators to ensure that the values inculcated into the students' young minds are those that will evolve and eventually lead them to be productive and conscious citizens later on in their adulthood.

Growing up in poverty and civic engagement: The role of kindergarten executive function and play predicting participation in 8th-grade extracurricular activities. In this study, Jennifer Astuto and Martin Ruck (2017) claim that the values formation and civic awareness introduced and formed during the Early Childhood stage, particularly in kindergarten, play a significant role in the extent of an individual's political participation later on in life, as exhibited in adolescence and more importantly, in adulthood. Similar to Moore's ideas, Astuto and Ruck also argue that young children do possess the potential to be active participants in various settings within society, including the home, the school, and even their friend groups. But to bring Moore's argument further, they also identified the capability of children to understand how age differences determine how much power you hold over your own life as well as others. They also noted the kindergarteners' capacity to recognize that with age difference also come power relations, respect, and reciprocity. Not only that but by being in a classroom setting—or even in outdoor playgrounds -- in which they have to co-exist and thus behaviorally adjust to the presence of their peers, they learn the ropes of democracy, coupled with the presence of a teacher or another authority figure such as a parent or that of a peer's, which also teach them notions of authority and power. Executive function (EF) skills are optimally honed during this time as well. Thus, to maximize the time spent by kindergarteners at school, concepts related to civic awareness must be incorporated into their everyday learning as these EF skills will shape their growth trajectory as productive and active citizens later in life.

Hence, by looking at these arguments, it is undoubted that developing young children's civic engagement is a must; it is a responsibility to be upheld by the individuals responsible for forming them at a young age.

Social Studies in Today's Early Childhood Curricula. In his article, Gayle Mindes (2005) states that children learn vicariously through observation and interpretation of their social and physical environments. And as they grow older, they learn more about their community and eventually see themselves as citizens who have rights alongside obligations. Hence, he claims that there are specific approaches for early childhood educators to effectively teach civic consciousness to their students, especially at their age and therefore level of understanding. Moreover, although Mindes focuses on social studies in his article, his principles are nonetheless applicable to this study which is that schools and educators should be an effective means for students to develop civic awareness. This is particularly needed at a young age in which strong foundations are imperative for them to be effective, efficient, and ethical individuals later on, as stated by Mindes (2005).

Competency-Based Early Childhood Learning by Bob Sornson (2017). In Sorenson's journal, he elaborated on the different individual differences of children that affect their competencies. There he discussed the aspects that affect the children's competencies based on their environment, nature, families, social status, and gender.

These said competencies are reading proficiency, mathematic skills, oral communication, socialization or environmental studies, association, and writing skills. He emphasizes that there is a great factor in language, security, safety and connections, rest, good nutrition, and learning opportunities that affect the development of children's readiness and competencies at school.

Methods and Techniques of the Study

This study made use of mixed methods research. It is employed with a survey questionnaire, interview guide questions, and classroom observation as techniques in data collection.

According to Maxwell (2013), a mixed method of research design is characterized by at least one combination of qualitative and one quantitative research component. Mixed method research (MMR) is used by a researcher or a team of researchers and combines elements of a quantitative and a qualitative research method approach. According to Maxwell, an example of this is combining data collection from a quantitative research viewpoint; interview and observation from a qualitative research viewpoint. This method meets the objective of this study which is inculcating civic consciousness through the integration of socially relevant activities in kindergarten education that will use a survey questionnaire, interview guide questions, and classroom observation.

The study aims to recommend the various programs and activities at a given point in time using documentary analysis and locally constructed questionnaires as well as techniques. The study involves inculcating civic consciousness through the integration of social relevant activities in kindergarten education.

(1) The Kindergarten Education Program can be described in terms of curriculum, instructions, programs, and learning competencies. (2) The lessons where socially relevant activities can be integrated to inculcate civic consciousness in corresponding kindergarten subjects such as Reading, Language, Filipino, Mathematics, and Science. (3) Inculcating civic consciousness through the given social relevant activities. (4) The problems that have been encountered by kindergarten teachers in inculcating civic consciousness among preschoolers and (5) the intervention program that may be proposed by teachers and administrators to inculcate civic consciousness among preschoolers.

The study showed the need for the integration of social relevant activities to inculcate civic consciousness among kindergarten pupils which will be used by the teachers and be of help in promoting and developing socially equipped kindergarten learners as future responsive citizens of the country.

Significant Findings

The general problem of the study is: How do educators inculcate civic consciousness in Kindergarten pupils? The researcher utilized a combination of quantitative and qualitative approaches to yield significant findings.

1. How may the activities in kindergarten education be described in terms of:

A. Curriculum

In the learning program perspective, it is interesting to know that the curriculum in kindergarten can be used as bases in the creation of school programs that will foster positive and responsive manner of learners that will promote their dynamic and complex process of learning. Such programs will also strengthen the desire to aspire beyond learners' level of achievements and will enable them to practice newly acquired competencies.

The curriculum provides teachers with details on child development, strategies in teaching, classroom organization, and engaging families in the curriculum. Preschool educators and administrators will make their

practices consistent with their goals for children through the application of teachers' developmentally appropriate practices wherein teachers arrange the classrooms.

B. Instructions

In the learning program perspective, it is interesting to know that the teachers and administrators who used instructions in kindergarten are suitable and appropriate to the level of the learners and such instructions allow them to attain the learning objectives. Though, some activities that promote cooperative learning and interactive approaches should be performed in order to encourage passive pupils to participate in the learning process.

Nevertheless, children are less interested in lectures and traditional classroom discussions which are mostly used for lessons under civic awareness. In order for our learners to understand and cultivate civic awareness, they need to experience and participate in activities and programs that will encourage them to be involved and committed to their community. Hands-on learning experience will instill a huge impact on the learners, engaging preschoolers in civic activities will be the initial opportunity for them to deeply understand the value within it.

C. Programs

In the learning program perspective, it is interesting to know that the teachers and administrators used programs in kindergarten were not fully justified that there is a need for teachers to make learning programs more diverse and orient them to be innovative in the use of technologies in the presentation of learning activities, it is recommended for teachers to be abreast with the use of technology-enhanced materials to make more learning interesting and exciting to the learners.

Nevertheless, it will be a great contribution by providing a rich and conducive environment that will give the maximum potential for children. It is said that kindergarten education provides children to learn at their own pace through experiential learning to develop their social, emotional, and intellectual skills. Accordingly, the implementation of an effective, individually and culturally developmentally appropriate kindergarten program must recognize and accept individual differences in children's growth patterns and have realistic curriculum goals that are appropriate with their level, educates the whole child wherein it includes the social, intellectual and physical aspects, needs and interests. The curriculum must provide multiple opportunities for learning with relevance to the child's experiential background and keep them actively engaged in discovering and learning thru senses and experiences. The curriculum must also provide a variety of programs, and opportunities for many multicultural and nonexistent experiences, materials, and activities that will engage them in accepting other people even in other cultures as they grow. Also, the curriculum must include activities and programs that allow children to make choices and decide on their own, which will result to independence, the joy of learning, attention, feeling of success, and achievement.

D. Competencies

From the learning program perspective, it is interesting to know that the teachers and administrators used in terms of competencies of preschool pupils in kindergarten in pre-reading skills were not enhanced because the activities that will enable the children to master the sounds of different letters and read words through decoding were not given. This somehow might create negative effects on the reading ability of preschool learners and might compromise their reading competencies. Thus, the acquisition of knowledge in relation to other subjects might somehow be affected brought by the reading difficulties of children.

Nevertheless, individual differences of children affect their competencies. There are aspects that affect the children's competencies based on their environment, nature, families, social status, and gender. Preschoolers advance upon mastery and not in age, the learning and achievements will start with a clear goal that the child needs to meet and be followed by miles of goals until he reaches all the competencies that he needs to develop.

Conclusion:

In view of the forgoing significant findings of the study, the conclusions are:

First that the curriculum in kindergarten can be used as bases in the creation of school programs that will foster positive and responsive manner of learners that will promote their dynamic and complex process of learning. Second, the teachers and administrators used instructions in kindergarten are suitable and appropriate to the level of the learners and such instructions allow them to attain the learning objectives. Third, the teachers and administrators used programs in kindergarten were not fully justified that there is a need for teachers to make learning programs more diverse and orient them to be innovative in the use of technologies in the presentation of learning activities, it is recommended for teachers to be abreast with the use of technology-enhanced materials to make more learning interesting and exciting to the learners. Fourth, the teachers and administrators used in terms of competencies of preschool pupils in kindergarten in pre-reading skills were not enhanced because the activities which will enable the children to master the sounds of different letters and to read words through decoding were not given. This somehow might create negative effects on the reading ability of preschool learners and might compromise their reading competencies.

Recommendations:

In light of the findings and conclusion of the study, the following recommendations were drawn.

1. The researcher recommends the creation of school programs that will foster positive and responsive manner of learners that will promote their dynamic and complex process of learning.
2. It is recommended that the school heads must provide opportunities for their preschool teachers to be updated with the multi-axial approaches.
3. It is recommended that teachers and administrators must be abreast with the use of technology-enhanced materials to make more learning interesting and exciting to the learners.
4. It is recommended that the teachers may add time for activities that will enhance students' reading skills by providing activities that will make it easier for them to decode words in reading.
5. The researcher recommends that the teachers and administrators must include programs and activities at least every quarter that involves parent's participation to make the bond with their children because parents must be the ones that should be the role models in children's values orientation.
6. It is recommended that teachers in preschool consider inviting resource speakers so children may encounter personal interaction with community helpers and other professionals instead of merely discussing inside the classroom.
7. It is recommended that the teachers include signs found on the road and other places within the community and associate those signs to abide by rules and regulations being implemented in the community has never been used as part of discussion or activity to inculcate civic consciousness.

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