

Teaching Strategies and Learning Engagement of Kindergarten Learners: Basis for an Enhancement Plan

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Abstract. *This study examined the teaching strategies employed by kindergarten teachers and their relationship to the learning engagement of kindergarten learners in public elementary schools in San Miguel during the School Year 2025–2026 as basis for a proposed instructional enhancement plan. Using a descriptive-correlational research design, the study described the demographic profile of the teacher-respondents and the extent of teaching strategies employed in terms of play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction, as well as the level of learners’ engagement in terms of attention, participation, and interest. Correlation analysis was employed to determine the relationship between teaching strategies and learners’ engagement. Data were collected from twenty-one kindergarten teachers using a researcher-modified structured questionnaire. The collected data were statistically treated using frequency and percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. Results revealed that the teachers always employed play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction in classroom instruction. Similarly, kindergarten learners always demonstrated attention, participation, and interest during classroom activities. Significant positive relationships were found between teaching strategies and learners’ participation and interest while the overall level of kindergarten learners’ engagement demonstrated positive relationship with the teaching strategies employed by kindergarten teachers. Among the teaching strategies examined, teacher–pupil interaction demonstrated the strongest relationship with learners’ engagement. It was concluded that developmentally appropriate and learner-centered teaching strategies significantly contribute to enhancing kindergarten learners’ engagement. Consequently, an instructional enhancement plan was proposed to strengthen classroom instructional practices and improve learner engagement among kindergarten learners.*

Key words: *Teaching Strategies, Learner Engagement, Kindergarten Education, Play-Based Learning, Teacher–Pupil Interaction*

Introduction

The Problem and Its Scope

Rationale of the Study

Early Childhood Education (ECE) plays a crucial role in the holistic development of children because it serves as the foundation for cognitive, social, emotional, physical, and language growth during the formative years of life[1]. According to UNESCO, quality early childhood education promotes school readiness and supports children’s overall development through meaningful learning experiences and responsive educational environments. Likewise, Shonkoff, Phillips[2] emphasized that early childhood is a critical developmental period in which appropriate educational interventions can positively shape children’s future learning capacities and social adjustment.

In kindergarten education, learners begin to develop foundational competencies that prepare them for formal schooling. At this stage, children are naturally curious, active, and highly dependent on

engaging learning environments that encourage participation and exploration[3]. The effectiveness of early childhood education therefore largely depends on how teachers facilitate learning experiences suited to the developmental needs of young learners. Teachers serve not only as facilitators of instruction but also as guides who nurture children's motivation, confidence, and interest in learning[4]. Consequently, instructional practices employed in kindergarten classrooms greatly influence learners' engagement and developmental outcomes[5].

Teaching strategies in early childhood education are considered essential components of effective classroom instruction because they shape how young learners interact with learning materials, peers, and teachers. Teaching strategies refer to the methods, techniques, and approaches utilized by teachers to facilitate learning and achieve instructional objectives. In kindergarten education, developmentally appropriate teaching strategies such as play-based learning, storytelling, cooperative activities, experiential learning, differentiated instruction, and interactive teaching are widely recognized for promoting meaningful learning experiences among children[6]. According to Pianta[7], effective classroom interactions and instructional support in early childhood classrooms significantly contribute to children's academic and social development. Similarly, Darling-Hammond[8] noted that learner-centered and engaging instructional approaches enhance children's participation, motivation, and overall learning performance.

Research further suggests that teaching strategies greatly affect learners' engagement inside the classroom. Fredricks, Blumenfeld, Paris[9] described learning engagement as a multidimensional construct involving behavioral, emotional, and cognitive participation in learning activities. Behavioral engagement includes participation in classroom tasks and activities, emotional engagement refers to learners' interest and positive feelings toward learning, while cognitive engagement involves mental investment and willingness to exert effort in understanding lessons. In the context of kindergarten education, learning engagement is particularly important because young learners tend to learn more effectively when they are actively involved in enjoyable and meaningful activities.

Several studies have shown that engaging teaching strategies encourage active participation and improve children's learning experiences. Hamre, Pianta[10] found that emotionally supportive and instructionally engaging classrooms promote higher levels of participation and positive learning behaviors among young children. Likewise, Ansari, Purtell[11] emphasized that developmentally appropriate instructional practices foster children's motivation, classroom involvement, and school readiness skills. Play-based and interactive approaches have also been identified as effective methods for sustaining children's attention and encouraging collaborative learning among kindergarten learners. Since kindergarten learners possess short attention spans and varying learning needs, teachers are expected to employ strategies that stimulate curiosity, participation, and sustained engagement.

In the Philippine educational system, early childhood education has been strengthened through policies such as the Kindergarten Education Act and the Early Years Act of 2013, which recognize the significance of early childhood development and institutionalize kindergarten education as part of the basic education system[12][13]. These policies emphasize the provision of developmentally appropriate learning experiences that cater to the needs of young learners. According to the Philippine Department of Education, kindergarten instruction should promote active learning through play, exploration, and interactive activities that support holistic child development. However, despite the implementation of these educational reforms, challenges related to instructional delivery and learner engagement continue to exist in many public schools.

Studies conducted in the Philippine context reveal concerns regarding the adequacy of teaching strategies, teacher preparation, classroom resources, and learner participation in early childhood classrooms. Lagat, Madarang[14], in a study conducted among kindergarten teachers in Labo Elementary School of Camarines Norte, found that teaching pedagogies and instructional practices significantly influence the quality of kindergarten instruction and emphasized the need for continuous teacher development programs. Similarly, Alvarez, Galman[15] reported that early childhood educators in Philippine public schools experience challenges related to instructional resources,

professional training, and classroom management, which may affect the quality of teaching and learner engagement. These findings suggest that although kindergarten teachers employ various instructional approaches, there remains a need to further examine how teaching strategies relate to learners' engagement, particularly in local public-school settings.

This concern is particularly relevant in the municipality of San Miguel, Bohol. Kindergarten teachers in public schools are expected to provide developmentally appropriate and engaging learning experiences while responding to differences in learners' attention span, participation, motivation, and classroom interaction. Teachers may employ a variety of strategies to address these differences, however, the extent to which these strategies are associated with the learning engagement of kindergarten learners in the local setting remains insufficiently documented. Thus, there is a need for empirical evidence describing the teaching strategies used by kindergarten teachers and examining how these strategies are related to learners' engagement within the specific context of public schools in San Miguel, Bohol.

Although previous studies have established the importance of developmentally appropriate teaching strategies and have documented the role of classroom practices in promoting learner participation and engagement, several gaps remain. First, existing Philippine studies have been conducted in different localities, such as Camarines Norte, and their findings may not fully reflect the conditions of kindergarten classrooms in San Miguel, Bohol. Second, while previous research has examined teaching practices, instructional challenges, or learner outcomes, limited evidence is available regarding the relationship between teaching strategies and the learning engagement of kindergarten learners specifically in public schools in San Miguel, Bohol. Third, there is a need for localized evidence that considers the actual teaching strategies employed by kindergarten teachers alongside the behavioral, emotional, and cognitive engagement of their learners.

Addressing this gap is important because localized evidence can provide school administrators and teachers with a clearer understanding of the instructional practices being utilized and the engagement patterns of kindergarten learners within their own educational context. Such evidence may also help identify areas where instructional practices can be strengthened and where professional development or other forms of support may be appropriate. Rather than relying solely on findings from other settings, examining the local context may provide a more contextually grounded basis for improving kindergarten instruction.

Hence, this study was conducted to determine the teaching strategies employed by kindergarten teachers in public schools in San Miguel, Bohol, and to examine their relationship with the learning engagement of kindergarten learners. The findings may provide empirical evidence regarding the association between teaching strategies and learner engagement in the local kindergarten context. Furthermore, the findings may serve as a basis for developing an enhancement plan that can support teachers and school administrators in strengthening instructional practices and creating learning environments that encourage active and meaningful engagement among kindergarten learners.

Theoretical Background

The present study was anchored on theories that explain the processes through which young children acquire knowledge and develop engagement in classroom learning activities. Specifically, the study was grounded on the Cognitive Development Theory of Jean Piaget, the Sociocultural Theory of Lev Vygotsky, and the Learner Engagement Theory of Jennifer A. Fredricks. These theories collectively provide a comprehensive framework for understanding how teaching strategies influence the learning engagement of kindergarten learners.

The Cognitive Development Theory of Jean Piaget posits that children actively construct knowledge through interaction with their environment. According to Piaget[16], cognitive development occurs progressively through distinct developmental stages, with kindergarten learners generally belonging to the preoperational stage, which typically encompasses children between two and seven years of age. During this stage, children begin to develop symbolic thought, language, imagination, and representational thinking, however, their reasoning remains largely dependent on concrete experiences and direct interaction with objects and situations. Piaget further asserted that children

learn more effectively when they are actively involved in exploration, manipulation, and discovery rather than through passive reception of information.

In the context of early childhood education, Piaget's theory underscores the significance of developmentally appropriate teaching strategies that facilitate experiential and active learning. Instructional approaches such as play-based learning, storytelling, songs, games, and the utilization of instructional materials provide opportunities for young learners to engage in meaningful exploration and cognitive processing. These strategies are consistent with the cognitive characteristics of kindergarten learners, whose learning is enhanced through concrete and interactive experiences. Empirical studies support the application of Piagetian principles in early childhood classrooms. Pyle, Danniels[17] reported that play-based pedagogical approaches positively influence children's classroom participation, motivation, and learning outcomes by promoting active involvement in instructional activities. Similarly, Weisberg[18] emphasized that guided play and interactive learning experiences contribute significantly to children's cognitive development and sustained classroom engagement. These findings substantiate Piaget's assertion that active participation and experiential learning are essential components of effective early childhood instruction.

Complementing Piaget's cognitive perspective is the Sociocultural Theory of Lev Vygotsky, which emphasizes the role of social interaction and cultural experiences in cognitive development. Vygotsky[19] argued that learning is fundamentally a social process in which children acquire knowledge through interaction with more knowledgeable individuals, including teachers, parents, and peers. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can accomplish independently and what the learner can achieve with appropriate guidance and support. According to Vygotsky, learning is maximized when instructional support is provided within the learner's ZPD.

In relation to classroom instruction, Vygotsky introduced the concept of scaffolding, wherein teachers provide temporary assistance to learners as they develop new skills and understanding. As learners gradually acquire competence, the level of support is systematically reduced until independent performance is achieved. This perspective highlights the critical role of teachers in facilitating learning through meaningful interaction, guided participation, and collaborative activities. In kindergarten classrooms, teaching strategies such as storytelling, guided questioning, collaborative play, group activities, and interactive discussions foster social interaction and create opportunities for learners to actively participate in the learning process.

Several studies support the application of Vygotsky's sociocultural principles in early childhood education. Bodrova, Leong[20] emphasized that guided play and teacher-supported interaction significantly contribute to children's self-regulation, cognitive growth, and classroom participation. Likewise, Hammond, Gibbons[21] explained that scaffolding strategies enhance learners' engagement and understanding by providing structured instructional support appropriate to learners' developmental capacities. These studies affirm Vygotsky's contention that effective teacher guidance and social interaction are fundamental in promoting active learner engagement.

While Piaget and Vygotsky provide explanations regarding cognitive and social dimensions of learning, the Learner Engagement Theory developed by Jennifer A. Fredricks and her colleagues specifically explains the multidimensional nature of learner engagement within educational settings. Fredricks conceptualized learner engagement as consisting of behavioral, emotional, and cognitive dimensions. Behavioral engagement pertains to learners' participation, attentiveness, and involvement in classroom activities. Emotional engagement refers to learners' interest, enjoyment, enthusiasm, and emotional responses toward learning experiences. Cognitive engagement, on the other hand, involves learners' mental investment, strategic thinking, and willingness to exert effort in understanding instructional content.

This theoretical perspective emphasizes that learner engagement is an essential determinant of successful learning outcomes because engaged learners are more attentive, participative, motivated, and cognitively invested in classroom activities. In early childhood education, learner engagement is particularly critical because kindergarten learners demonstrate higher levels of learning when

instructional activities are interactive, meaningful, and developmentally appropriate. Moreover, Fredricks emphasized that instructional practices and classroom environments significantly influence learners' engagement levels.

Related studies further substantiate the importance of learner engagement in early childhood classrooms. Skinner[22] found that supportive instructional environments and engaging teaching practices positively affect children's participation, motivation, and emotional involvement in learning activities. Similarly, Hamre, Pianta reported that emotionally supportive and instructionally effective classrooms contribute to higher levels of learner participation, attentiveness, and positive classroom behavior among young children. These findings indicate that the teaching strategies employed by teachers significantly affect how learners respond to classroom instruction and participate in educational activities.

Collectively, the theories of Piaget, Vygotsky, and Fredricks establish the theoretical foundation of the present study by explaining how developmentally appropriate instruction, social interaction, and learner-centered teaching strategies contribute to learner engagement. Piaget emphasizes the importance of active exploration and concrete experiences in cognitive development, Vygotsky highlights the significance of social interaction and teacher guidance in facilitating learning, while Fredricks explains the behavioral, emotional, and cognitive dimensions of learner engagement. Taken together, these theories support the assumption that effective teaching strategies significantly influence the engagement of kindergarten learners within the classroom setting.

In addition, the present study was further anchored on existing laws, policies, and Department of Education (DepEd) issuances that emphasize the significance of early childhood education, developmentally appropriate instruction, learner-centered teaching strategies, and active learner engagement in kindergarten education. These legal frameworks provide policy support for the implementation of effective teaching strategies that promote meaningful learning experiences among kindergarten learners. Specifically, the study is guided by Republic Act No. 10157, Republic Act No. 10533, DepEd Order No. 47, s. 2016, DepEd Order No. 20, s. 2018, and DepEd Order No. 42, s. 2016.

Foremost among these legal foundations is Republic Act No. 10157, otherwise known as the Kindergarten Education Act. This law institutionalized kindergarten education as part of the Philippine basic education system and made kindergarten compulsory for all children before entering Grade 1. The policy recognizes early childhood education as a critical stage in child development and emphasizes the importance of providing young learners with opportunities for holistic growth and meaningful early learning experiences. The law further underscores that kindergarten education should be learner-centered, developmentally appropriate, and designed to support children's physical, social, emotional, and cognitive development.

The implementation of Republic Act No. 10157 highlights the importance of effective teaching strategies in facilitating meaningful learning among kindergarten learners. Since young children possess unique developmental needs and learning characteristics, teachers are expected to employ instructional approaches that encourage exploration, interaction, participation, and active engagement. Research supports the significance of quality early childhood instruction in promoting learner development and school readiness. According to Yoshikawa[23], effective early childhood educational practices positively influence children's cognitive, social, and emotional development, thereby improving later academic outcomes. Similarly, UNESCO emphasized that high-quality early childhood education provides foundational learning experiences that contribute significantly to children's lifelong learning and development. These principles are consistent with the present study, which seeks to examine the relationship between teaching strategies and learner engagement in kindergarten classrooms.

In addition, the study is supported by Republic Act No. 10533, commonly known as the Enhanced Basic Education Act of 2013. This law institutionalized the K–12 Basic Education Program in the Philippines and emphasized the provision of quality, learner-centered, and developmentally appropriate education. The policy recognizes that instructional approaches should be responsive to

learners' developmental stages, cultural context, and individual learning needs. Furthermore, the K–12 curriculum promotes active learning, critical thinking, creativity, and meaningful classroom engagement among learners.

The provisions of Republic Act No. 10533 reinforce the importance of employing appropriate teaching strategies in kindergarten education. Since the K–12 curriculum advocates learner-centered instruction, teachers are encouraged to use varied pedagogical approaches that facilitate active participation and meaningful learning experiences. Darling-Hammond noted that learner-centered educational practices enhance learners' motivation, participation, and academic engagement by creating supportive and interactive learning environments. Likewise, NAEYC emphasized that developmentally appropriate practices in early childhood education foster children's active involvement and meaningful engagement in learning activities. These perspectives align with the objectives of the present study, particularly in examining how teaching strategies contribute to the engagement of kindergarten learners.

Moreover, DepEd Order No. 47, s. 2016 provides additional policy guidance relevant to the study. This issuance outlines the standards and guidelines for the implementation of kindergarten education in the Philippines and emphasizes the use of learner-centered approaches and contextualized instruction. The policy recognizes that kindergarten learners learn best through activities that are interactive, experiential, and relevant to their immediate environment and experiences. Consequently, teachers are encouraged to utilize instructional strategies that actively involve learners in classroom activities and facilitate meaningful learning experiences.

The policy further highlights the importance of contextualized instruction in promoting learner participation and engagement. Contextualized learning enables learners to connect classroom lessons with their real-life experiences, thereby increasing interest and understanding. According to Paris, Alim[24], culturally and contextually responsive teaching practices enhance learners' motivation and classroom engagement by making instruction more meaningful and relevant to learners' backgrounds and experiences. This supports the present study's focus on identifying teaching strategies that effectively promote engagement among kindergarten learners within the local educational context of San Miguel.

In addition, DepEd Order No. 47, s. 2016 emphasizes the implementation of play-based learning, developmentally appropriate practices, and active learning approaches in kindergarten classrooms. The policy recognizes play as an essential component of early childhood education and asserts that kindergarten instruction should provide opportunities for exploration, creativity, collaboration, and active participation. Furthermore, the policy emphasizes that teaching strategies should be aligned with the developmental needs and learning characteristics of young children.

Play-based learning has been widely recognized as an effective instructional approach in early childhood education because it promotes active engagement and holistic development among learners. Research conducted by Zosh[25] revealed that guided play and playful learning experiences significantly improve children's cognitive, social, and emotional engagement in classroom activities. Likewise, Pyle[26] emphasized that play-based pedagogies support children's active participation, attention, and motivation to learn. These findings support the principles embodied in DepEd Order No. 47, s. 2016 and reinforce the importance of utilizing developmentally appropriate teaching strategies that encourage learner engagement in kindergarten classrooms.

Furthermore, the study is guided by DepEd Order No. 42, s. 2016, which provides standards for instructional planning and teaching practices within the K–12 curriculum. This policy emphasizes the importance of effective instructional planning, appropriate teaching strategies, and learner-centered pedagogical approaches in achieving desired learning outcomes. The order recognizes that teachers play a significant role in designing instructional experiences that promote active learner participation, critical thinking, and meaningful classroom interaction.

DepEd Order No. 42, s. 2016 further emphasizes that instructional planning should consider learners' needs, interests, and developmental levels to ensure effective engagement in classroom activities. Effective teaching strategies are therefore essential in creating productive learning environments that

encourage participation, attentiveness, and sustained interest among learners. According to Hattie[27], instructional practices and teacher effectiveness significantly influence learners' engagement and academic achievement. Similarly, Marzano[28] emphasized that well-planned instructional strategies and classroom practices positively affect learner participation and motivation. These studies reinforce the policy's emphasis on the importance of strategic instructional planning and effective teaching approaches in promoting learner engagement.

Taken collectively, these legal bases establish the policy framework supporting the study. Republic Act No. 10157 underscores the significance of early childhood education and meaningful learning experiences, while Republic Act No. 10533 promotes learner-centered and developmentally appropriate instruction under the K–12 curriculum. Likewise, DepEd Orders No. 47, s. 2016 and No. 42, s. 2016 emphasize contextualized instruction, play-based learning, active participation, instructional planning, and the use of effective teaching strategies in kindergarten education. These policies collectively support the premise that appropriate teaching strategies are essential in promoting the learning engagement of kindergarten learners.

Related Literature

Teaching Strategies in Kindergarten Education

Teaching strategies are an important component of early childhood instruction because they influence how teachers present learning experiences and how young learners interact with teachers, peers, and learning materials. In kindergarten education, instructional approaches need to be responsive to children's developmental characteristics, interests, and learning needs. Developmentally appropriate and learner-centered approaches provide opportunities for children to explore, participate, communicate, and construct understanding through meaningful classroom experiences. Kotsopoulos emphasized the value of developmentally appropriate approaches, including play and interactive learning, in supporting children's learning experiences. Similarly, Pianta highlighted the importance of effective classroom interactions and instructional support in promoting children's academic and social development.

The literature generally indicates that teaching strategies are most meaningful when they move beyond the passive transmission of information and provide opportunities for children to actively participate in learning. Darling-Hammond emphasized the importance of learner-centered and engaging instructional approaches in promoting participation, motivation, and meaningful learning. Taken together, these perspectives suggest that the effectiveness of kindergarten instruction is not determined solely by the content being taught but also by the manner in which teachers create opportunities for learners to participate and interact with the learning process.

Play-Based Learning

Play-based learning is widely recognized as an important approach in early childhood education because play provides children with opportunities to explore, experiment, communicate, and interact with others. Through purposeful play, children can engage with learning tasks while experiencing activities that are meaningful and appropriate to their developmental level. Pyle described play-based pedagogies as approaches that can promote curiosity, active participation, and sustained interest among young children. Zosh likewise emphasized the potential of guided play to support children's cognitive and socio-emotional learning by combining children's active involvement with intentional learning objectives.

The literature therefore suggests that play-based learning can serve both instructional and engagement functions. Rather than treating play merely as a recreational activity, teachers can use purposeful play to provide structured opportunities for children to participate, collaborate, and explore concepts. This is particularly relevant to kindergarten learners, whose learning experiences are closely associated with active exploration and interaction. Consequently, the use of play-based activities may contribute to behavioral participation as well as children's interest and involvement in classroom learning.

Instructional Materials

Instructional materials also contribute to the creation of meaningful and engaging learning experiences in kindergarten classrooms. Young children often benefit from concrete, visual, and interactive resources because these materials can make abstract concepts more accessible and provide opportunities for direct manipulation and exploration. Tety[29] emphasized the contribution of instructional materials to classroom participation and active involvement, while Boz[30] reported that visual and manipulative materials can enhance children's motivation and engagement by making instructional activities more interactive.

These perspectives indicate that instructional materials function not only as supplementary resources but also as tools that can facilitate children's participation in the learning process. When materials are appropriate to learners' developmental levels and are integrated purposefully into classroom activities, they can support attention, interaction, and understanding. Thus, the availability and appropriate use of instructional materials are relevant considerations when examining teaching strategies and learning engagement among kindergarten learners.

Storytelling and Songs

Storytelling and songs are other instructional approaches commonly associated with early childhood learning. Both approaches provide opportunities for children to listen, respond, communicate, and participate in activities in ways that can make classroom experiences more enjoyable and meaningful. Isbell[31] found that storytelling can support children's attention and participation by presenting learning experiences through meaningful narratives. Ivala[32] likewise reported that storytelling can encourage interaction and participation in classroom activities. Paquette, Rieg[33] further discussed the educational value of songs and musical activities in sustaining children's interest and participation.

The literature suggests that storytelling and songs can support engagement by combining instructional content with language, rhythm, repetition, imagination, and interaction. For kindergarten learners, these characteristics can provide varied opportunities to respond to teachers and peers and to participate actively in classroom activities. Therefore, storytelling and songs may be particularly useful components of teaching strategies intended to sustain children's attention and encourage classroom participation.

Teacher-Pupil Interaction

Beyond specific instructional techniques and materials, the quality of teacher–pupil interaction is an important aspect of kindergarten instruction. Young learners depend substantially on teachers for guidance, encouragement, feedback, and emotional support. Supportive interactions can create classroom environments in which children feel encouraged to participate and respond to learning activities. Ansari[34] found that supportive teacher behaviors are associated with children's classroom engagement and participation. Hamre[35] likewise emphasized the importance of emotionally supportive teacher–child interactions in children's classroom behavior and learning experiences.

The literature therefore indicates that teaching strategies should not be viewed solely as isolated techniques. They also encompass the ways teachers interact with learners while implementing classroom activities. A teacher who provides encouragement, responds to learners' needs, and creates opportunities for interaction may help establish a classroom environment conducive to participation and engagement. This supports the inclusion of teacher–pupil interaction as one of the teaching-strategy dimensions examined in the present study.

Learning Engagement of Kindergarten Learners

Learning engagement refers to the extent to which learners are actively involved in the learning process. Fredricks conceptualized engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive dimensions. Behavioral engagement involves participation and involvement in learning activities, emotional engagement concerns learners' interest, enjoyment, and feelings toward learning, and cognitive engagement involves mental investment, effort, and willingness to understand and accomplish learning tasks.

The multidimensional nature of engagement is particularly relevant in kindergarten because young learners demonstrate engagement not only through completing classroom tasks but also through their observable participation, interest, attention, interactions, and responses to learning experiences. Skinner, Pitzer[36] emphasized the relationship between supportive learning environments and learners' motivational and participatory behaviors, while Ingulfsen[37] highlighted the contribution of teacher support and meaningful learning activities to learner engagement.

Taken together, the literature indicates that learning engagement is shaped by the interaction between learners and their classroom environment. Teaching strategies that provide opportunities for participation, interaction, exploration, and meaningful learning may create conditions that encourage behavioral, emotional, and cognitive engagement. This provides a conceptual basis for examining the relationship between the teaching strategies used by kindergarten teachers and the learning engagement of their learners.

Related Studies

Global Studies

Empirical studies conducted in different educational contexts have examined specific teaching approaches and their relationship with children's classroom participation and engagement. Pyle examined play-based pedagogies and reported their potential to promote children's curiosity, participation, and sustained interest in learning. Similarly, Zosh examined guided play and highlighted its contribution to children's cognitive and socio-emotional learning. These findings collectively suggest that play can provide young learners with opportunities to engage actively with learning experiences when it is intentionally incorporated into instruction.

Studies have also examined the contribution of instructional materials to children's engagement. Boz reported that visual and manipulative materials can increase children's motivation and engagement by making instructional experiences more interactive. In the area of storytelling, Isbell found that storytelling can enhance children's attention and participation, while Paquette, Rieg discussed the role of songs and musical activities in maintaining children's interest and classroom participation. These findings demonstrate that engagement can be supported through varied instructional experiences that appeal to children's developmental characteristics and encourage active participation.

Teacher-child interactions have likewise been examined as an important component of children's classroom experiences. Ansari reported positive associations between supportive teacher behaviors and children's classroom engagement and participation. Hamre similarly emphasized the importance of emotionally supportive interactions in promoting positive classroom behaviors. When considered together with studies on play, instructional materials, storytelling, and songs, these findings suggest that learner engagement is influenced by multiple dimensions of classroom instruction rather than by a single teaching technique.

Research on learner engagement further supports this perspective. Fredricks[38] described engagement in terms of behavioral, emotional, and cognitive dimensions, while Skinner, Pitzer examined how contextual factors and supportive learning environments relate to learners' motivational engagement. Ingulfsen likewise emphasized the contribution of teacher support and meaningful learning activities to learner engagement. Collectively, these studies establish that engagement is a multidimensional phenomenon that can be examined through learners' participation, interest, attention, and involvement in classroom learning.

Philippine Studies

Philippine studies provide additional evidence concerning teaching practices and the conditions surrounding kindergarten instruction. Lagat, Madarang, in their study of kindergarten teachers in Labo Elementary School in Camarines Norte, examined teaching pedagogies and instructional practices and emphasized the importance of appropriate teaching approaches and continuing teacher development in kindergarten education. Their findings demonstrate the relevance of examining how teachers implement instructional practices within the Philippine public-school context.

Similarly, Alvarez, Galman reported challenges experienced by early childhood educators in Philippine public schools, particularly in relation to instructional resources, professional training, and classroom management. These findings indicate that teaching practices do not occur independently of the conditions in which teachers work. Resources, professional preparation, and classroom conditions may influence how instructional strategies are implemented and how learners experience classroom activities.

Other Philippine-related studies cited in the literature, including the work of Tety, also emphasize the role of instructional materials in facilitating classroom participation. Considered together, these studies suggest that effective kindergarten instruction involves more than the selection of teaching techniques. It also requires appropriate resources, teacher preparation, supportive classroom conditions, and strategies that respond to young learners' developmental needs.

However, Philippine studies have been conducted in specific educational settings and localities. Consequently, their findings provide useful evidence for understanding kindergarten instruction in the country but may not fully represent the experiences of teachers and learners in every municipality. This contextual variation highlights the importance of examining teaching strategies and learner engagement within specific local settings.

In the municipality of San Miguel, Bohol, kindergarten teachers work within the context of public elementary schools and are expected to provide developmentally appropriate learning experiences for young learners. However, based on the literature and studies reviewed for the present research, there is limited documented empirical evidence specifically examining the relationship between the teaching strategies employed by kindergarten teachers and the learning engagement of kindergarten learners in public schools in San Miguel, Bohol.

The reviewed studies provide substantial evidence concerning the importance of play-based learning, instructional materials, storytelling and songs, and teacher–pupil interaction. Nevertheless, much of the available evidence comes from international studies or Philippine studies conducted in other localities. The findings establish the relevance of these instructional approaches but do not sufficiently describe how these strategies are associated with the learning engagement of kindergarten learners in the specific local context of San Miguel, Bohol.

Furthermore, previous studies have often examined particular instructional practices, classroom conditions, or learner outcomes separately. There remains a need to examine the identified teaching-strategy dimensions collectively in relation to the behavioral, emotional, and cognitive engagement of kindergarten learners. Such an examination can provide localized evidence that may complement findings from broader educational contexts.

The reviewed literature and studies consistently emphasize that teaching strategies are important in creating meaningful learning experiences for kindergarten learners. Across the literature, play-based activities, instructional materials, storytelling and songs, and supportive teacher–pupil interactions are identified as approaches that can provide opportunities for children to participate, interact, explore, and sustain interest in classroom activities. The literature on learner engagement further establishes that engagement is multidimensional, encompassing behavioral, emotional, and cognitive aspects of learners' involvement in the learning process.

The empirical studies likewise provide evidence that specific teaching approaches and supportive classroom interactions are associated with children's participation, attention, motivation, and engagement. International studies provide a broad evidence base regarding the relationship between instructional practices and learner engagement, while Philippine studies demonstrate the relevance of teaching practices, teacher preparation, instructional resources, and classroom conditions within the national educational context.

Despite these contributions, the reviewed literature reveals a contextual gap. Existing evidence does not sufficiently establish how the identified teaching strategies are related to the learning engagement of kindergarten learners specifically in public schools in San Miguel, Bohol. Findings from other countries and Philippine localities cannot automatically be generalized to this setting because

differences in school context, available resources, teaching practices, and learner characteristics may influence classroom experiences.

Thus, the present study seeks to address this gap by determining the teaching strategies employed by kindergarten teachers in public schools in San Miguel, Bohol and examining their relationship with the learning engagement of kindergarten learners. Specifically, the study considers play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction as dimensions of teaching strategies, while learning engagement is examined in terms of the learners' involvement in classroom learning.

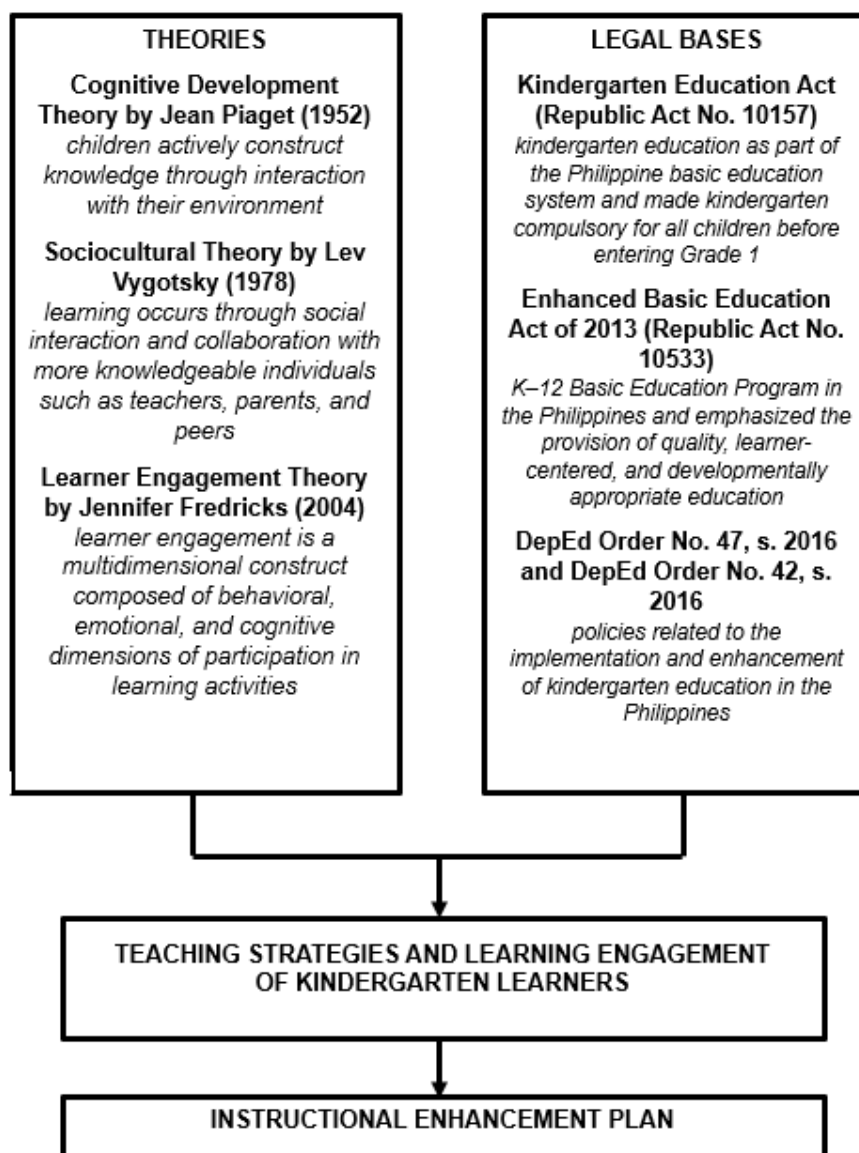


Figure 1. Theoretical Framework of the Study

The Problem

Statement of the Problem

Generally, the study aimed to examine the teaching strategies employed by kindergarten teachers and their relationship to kindergarten learners' engagement in public schools in the municipality of San Miguel, Bohol, for school year 2025 – 2026 as basis for a proposed instructional enhancement plan.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1. Age and gender,
 - 1.2. Highest educational attainment, and

- 1.3. Years of teaching experience in kindergarten?
2. How often do kindergarten teachers use the following teaching strategies:
 - 2.1. Play-based activities,
 - 2.2. Use of instructional materials,
 - 2.3. Storytelling and songs, and
 - 2.4. Teacher–pupil interaction?
3. What is the level of kindergarten learners’ engagement in terms of:
 - 3.1. Attention,
 - 3.2. Participation, and
 - 3.3. Interest?
4. Is there a significant relationship between the teaching strategies employed by kindergarten teachers and the level of kindergarten learners’ engagement?
5. Based on the findings, what instructional enhancement plan can be proposed?

Null Hypothesis

The null hypothesis was tested at 5% level of significance:

H_0 : There is no significant relationship between the teaching strategies employed by kindergarten teachers and the level of kindergarten learners’ engagement.

Significance of the Study

The findings of this study may provide significant contributions to various stakeholders in the field of early childhood education, particularly in improving teaching practices and enhancing learner engagement among kindergarten learners. Specifically, this study may benefit the following:

Kindergarten Teachers. The findings of the study may provide kindergarten teachers with insights regarding the effectiveness of teaching strategies such as play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction in promoting learner engagement. The results may help teachers identify appropriate instructional approaches that can improve learners’ attention, participation, and interest during classroom instruction.

School Administrators. The study may serve as basis for developing instructional support programs, teacher training activities, and school interventions aimed at improving teaching practices and learner engagement in kindergarten classrooms. The findings may also assist administrators in strengthening learner-centered instruction within schools.

Curriculum Planners and Educational Policymakers. The findings of the study may provide empirical support for the development and implementation of developmentally appropriate instructional programs, policies, and interventions that promote active learner engagement in early childhood education.

Department of Education (DepEd) Officials. The findings of the study may provide the Department of Education with empirical data regarding the teaching strategies employed in kindergarten classrooms and their relationship to learner engagement. The results may serve as basis for strengthening instructional policies, designing teacher development programs, and implementing interventions that promote effective teaching practices.

Parents. The study may help parents better understand the importance of engaging instructional practices and supportive learning environments in promoting children’s active participation and interest in learning. The findings may also encourage parents to support meaningful learning experiences at home.

Kindergarten Learners. The proposed instructional enhancement plan derived from the findings of the study may contribute to improving classroom instruction and learning experiences among kindergarten learners. Effective teaching strategies may help learners become more attentive, participative, and interested in classroom activities.

Future Researchers. The study may serve as reference material for future studies related to teaching strategies, learner engagement, and early childhood education. The findings may also contribute to the existing body of knowledge and provide direction for further research in similar educational settings.

Methodology

This section presents the research design, environment, respondents, instruments, procedures, and the statistical methods to be used for data analysis. It aims to provide a clear overview of the approaches and techniques applied throughout the study.

Design

This study employed a descriptive-correlational research design. Descriptive research was utilized to determine and describe the demographic profile of kindergarten teachers in terms of age, gender, highest educational attainment, and years of teaching experience in kindergarten. It was also used to determine the extent of the teachers' use of teaching strategies, specifically play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction, as well as to assess the level of kindergarten learners' engagement in terms of attention, participation, and interest.

Meanwhile, the correlational component of the design was used to examine the relationship between the teaching strategies employed by kindergarten teachers and the level of kindergarten learners' engagement. In this study, the independent variables consisted of the teaching strategies employed by kindergarten teachers, namely play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction. On the other hand, the dependent variable was kindergarten learners' engagement, which was measured through attention, participation, and interest.

The descriptive-correlational research design was considered appropriate because the study sought not only to describe the existing conditions and practices within kindergarten classrooms but also to determine whether a significant relationship existed between the identified teaching strategies and learners' engagement. Since the study intended to examine naturally occurring conditions without manipulating any variables, this design allowed the researcher to collect quantitative data and investigate associations among variables within actual educational settings.

According to John W. Creswell and J. David Creswell, correlational research is used to determine the degree of relationship between two or more variables without manipulating them, while descriptive research aims to systematically describe characteristics, behaviors, and conditions within a population. These characteristics aligned with the objectives of the present study, making the descriptive-correlational design suitable for addressing the research questions.

Flow of the Study

This study followed the Input–Process–Output (IPO) Model as a conceptual framework to systematically examine the relationship between teaching strategies and pupils' learning engagement. The IPO model provided a structured approach to organizing the variables, research procedures, and expected outcomes of the study. IPO Model is shown in the following figure below.

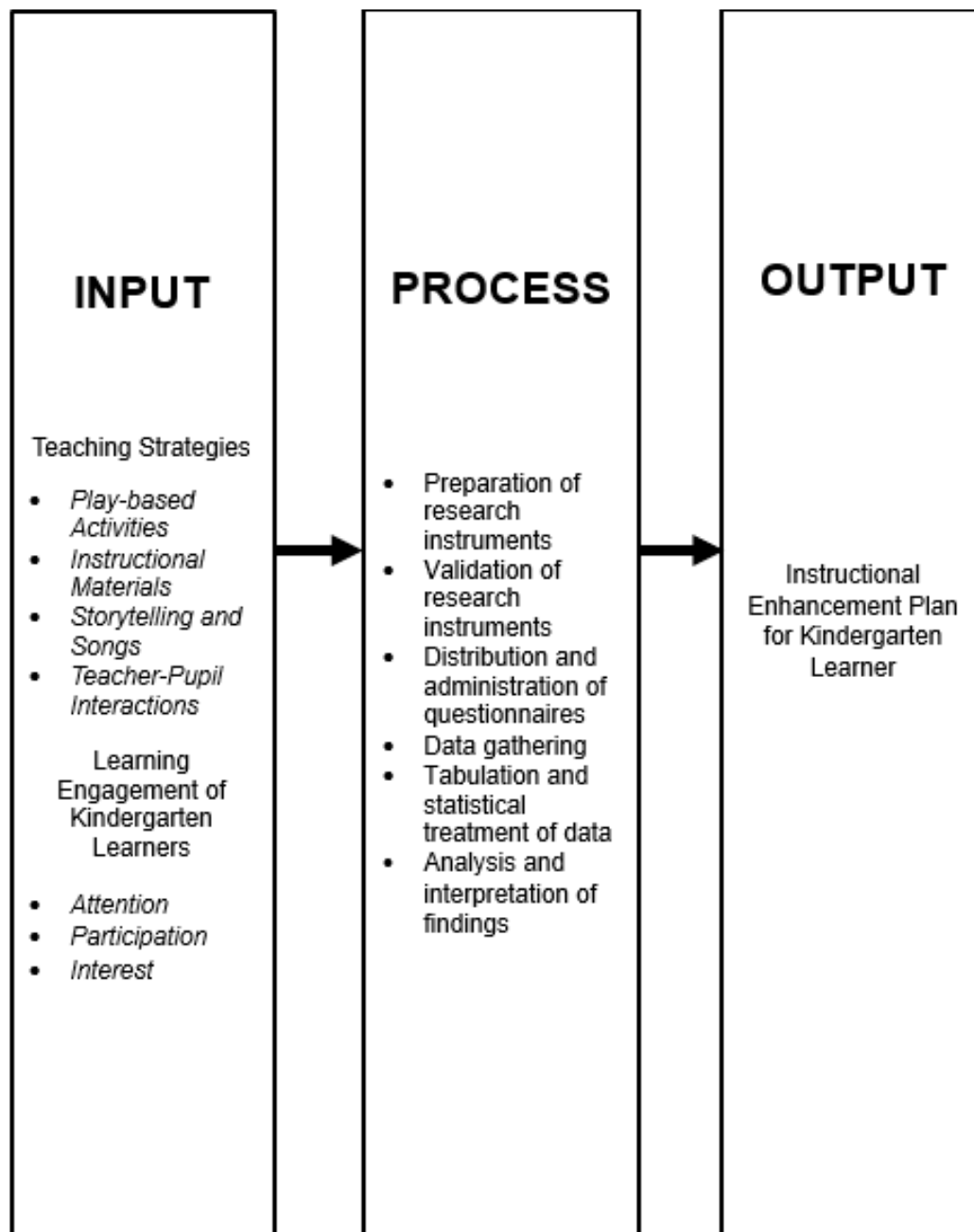


Figure 2. Conceptual Framework of the Study

As shown in Figure 2, the input of the study consisted of the teaching strategies employed by kindergarten teachers in terms of play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction. It also included the learning engagement of kindergarten learners in terms of attention, participation, and interest. Additionally, the process involved the distribution and administration of the research questionnaire, gathering of data from the respondents, tabulation and statistical treatment of data, analysis and interpretation of the findings, and determination of the relationship between teaching strategies and learners’ engagement. Lastly, the output of the study was the proposed instructional enhancement plan designed to improve teaching practices and promote learner engagement among kindergarten learners.

Research Environment

The study was conducted in public elementary schools offering kindergarten education within San Miguel District, Bohol, Philippines, during School Year 2025–2026. These schools operated under the supervision of the Department of Education (DepEd) and provided kindergarten education as part of the K–12 Basic Education Program. The research environment was selected because it provided an appropriate setting for examining the teaching strategies employed by kindergarten teachers and the learning engagement of kindergarten learners within the local public-school context.

The public elementary schools in San Miguel District vary in terms of learner population, number of teaching personnel, school size, and location. These variations provide different classroom contexts in which kindergarten teachers implement instructional practices and respond to the learning needs of young children. Within these schools, kindergarten classes provide opportunities for learners to participate in developmentally appropriate activities through various instructional approaches.

The schools included in the study offered kindergarten classes handled by teachers who implemented different instructional practices and learning activities. These included play-based activities, the use of instructional materials, storytelling and songs, and teacher–pupil interaction. Such classroom practices provided the setting for examining the teaching strategies employed by kindergarten teachers and the learning engagement demonstrated by kindergarten learners during classroom activities.

The selection of the research environment was therefore appropriate to the purpose of the study because it represented the actual public-school setting in which kindergarten teaching and learning took place. It also provided a local context for generating evidence on the relationship between teaching strategies and the learning engagement of kindergarten learners in San Miguel District, Bohol.

Respondents

The respondents of the study consisted of 21 kindergarten teachers from the public elementary schools included in San Miguel District, Bohol, during School Year 2025–2026. The kindergarten teachers served as the respondents because they were directly involved in planning and implementing classroom instruction and were in a position to provide information regarding the teaching strategies used in their respective kindergarten classrooms.

The study employed total enumeration sampling, wherein all eligible kindergarten teachers in the identified schools were included as respondents. This sampling procedure was appropriate because the identified population of kindergarten teachers was relatively small and manageable. By including all eligible teachers, the study obtained information from the entire identified teacher population rather than selecting only a portion of it.

The primary unit of analysis was the kindergarten teacher, particularly in determining the teaching strategies employed in the classroom. The teachers also served as the source of data regarding the learning engagement of their kindergarten learners, based on their observations of the learners' participation and involvement in classroom learning activities. Thus, the study did not treat the kindergarten learners as independent respondents unless they were directly administered a research instrument.

The inclusion criteria for the teacher-respondents were as follows: (1) currently assigned as a kindergarten teacher in one of the identified public elementary schools in San Miguel District, (2) actively teaching kindergarten during School Year 2025–2026, (3) directly involved in implementing classroom instructional activities and teaching strategies, and (4) willing to participate in the study and provide informed consent.



Figure 3. Locale of the Study

The data gathered from the teacher-respondents covered the identified dimensions of teaching strategies, namely play-based activities, instructional materials, storytelling and songs, and teacher–pupil interaction. Data regarding the learning engagement of kindergarten learners were likewise obtained through the teachers' assessment of their learners' engagement based on the indicators specified in the research instrument.

The respondents were distributed across the identified public elementary schools in San Miguel District, as presented in Table 1. The percentage distribution of respondents per school was computed by dividing the number of respondents from each school by the total number of respondents (21) and multiplying the quotient by 100.

For purposes of consistency, the study considered the kindergarten teacher as the unit of analysis, while the kindergarten learners' learning engagement served as an outcome variable assessed through teacher-reported observations. The teaching strategies reported by each teacher were examined in relation to the corresponding level of learning engagement of the kindergarten learners in the teacher's classroom.

This distinction was made to ensure consistency among the respondents, source of data, variables, and statistical analysis of the study.

Research Instruments

The study utilized a researcher-modified structured questionnaire composed of three parts to gather data relevant to the study variables. The instrument was developed and modified based on the objectives of the study, the identified dimensions of teaching strategies and learning engagement, and relevant literature and previous studies on kindergarten instruction and learner engagement. The items were reviewed to ensure that they were appropriate to the developmental and instructional context of kindergarten education and aligned with the specific indicators examined in the study.

The instrument was designed to obtain data on the demographic characteristics of the teacher-respondents, the teaching strategies employed in their kindergarten classrooms, and the learning engagement of the kindergarten learners as assessed by their teachers. The three parts of the instrument were structured to correspond directly to the variables and indicators specified in the study.

Table 1. Distribution of Respondents across Schools in San Miguel District

Schools	n	%
Kagawasan Elementary School	1	0.05
Mahayag Elementary School	2	0.10
Caluasan Elementary School	1	0.05
Tomoc Elementary School	1	0.05
Capayas Elementary School	1	0.05
Camanaga Elementary School	1	0.05
Sto. Niño Elementary School	1	0.05
Garcia Elementary School	1	0.05
San Jose Elementary School	1	0.05
San Isidro Elementary School	1	0.05
Cabangahan Elementary School	1	0.05
San Miguel Central Elementary School	2	0.10
San Vicente Elementary School	1	0.05
Bayongan Elementary School	1	0.05
Hagbuyo Elementary School	1	0.05
Cambangay Norte Elementary School	1	0.05
Bugang Elementary School	1	0.05
Corazon Elementary School	1	0.05
TOTAL	21	100.00

Part I. This section gathered information regarding the demographic characteristics of the kindergarten teacher-respondents. The variables included age, gender, highest educational attainment, and years of teaching experience in kindergarten. These data were collected using categorical response options appropriate to each variable and were used to describe the characteristics of the teacher-respondents.

Part II. This section measured the frequency with which kindergarten teachers employed the teaching strategies identified in the study. The section consisted of 20 items, distributed across four dimensions: (1) play-based activities, (2) instructional materials, (3) storytelling and songs, and (4) teacher-pupil interaction, with five items assigned to each dimension. Each item was rated using a five-point Likert scale, ranging from 1 = Never to 5 = Always. The scale was used to determine the reported frequency with which the teacher-respondents employed each teaching strategy in their

kindergarten classrooms. The four dimensions were selected based on the literature and studies reviewed in the study and were aligned with the conceptualization of teaching strategies presented in the research framework.

Part III. This section assessed the learning engagement of kindergarten learners based on the teacher-respondents' observations of their learners' classroom behavior and involvement during learning activities. The section consisted of 15 items distributed across three dimensions: (1) attention, (2) participation, and (3) interest, with five items assigned to each dimension. Each item was rated using the same five-point Likert scale, ranging from 1 = Never to 5 = Always. The responses were used to determine the reported level of kindergarten learners' engagement in classroom learning activities.

The use of the three dimensions—attention, participation, and interest—was aligned with the operational definition of learning engagement adopted in the present study. These dimensions reflect observable manifestations of learners' involvement during classroom activities and were used as indicators for assessing the learners' engagement based on teacher-reported observations.

Validation and Reliability

The research instruments underwent content validation to determine the appropriateness, clarity, and relevance of the items in relation to the objectives of the study. The instrument was evaluated by a panel of experts composed of specialists in early childhood education, educational research, and measurement and evaluation. Suggestions and recommendations from the validators were incorporated to improve the content and wording of the items.

A pilot test was conducted among respondents with characteristics like the target participants but were not included in the actual study. The purpose of the pilot testing was to determine the consistency and reliability of the instrument. The internal consistency of the instrument was measured using Cronbach's alpha coefficient. Cronbach's alpha values of 0.70 or higher indicate acceptable reliability.

Based on the reliability analysis results, all subsections of teaching strategies as well as all subsections of the level of kindergarten learners' engagement obtained an alpha value of more than 0.70, indicating that all items are reliable. Moreover, the overall alpha value of the research instrument also exceeded 0.70, indicating that the instrument was also reliable. The specific Cronbach's alpha value results are shown on the table below:

Table 2. Cronbach's alpha value and interpretation

Scale	Cronbach's alpha	Interpretation
Teaching Strategies	0.9394	Excellent
Play-based activities	0.8396	Good
Instructional materials	0.8000	Good
Storytelling and songs	0.9286	Excellent
Teacher-pupil interaction	0.8092	Good
Level of Kindergarten Learners' Engagement	0.9496	Excellent
Attention	0.8799	Good
Participation	0.8743	Good
Interest	0.9011	Excellent
Overall Instrument	0.9583	Excellent

Data Gathering Procedure

Preliminary Stage. Prior to the conduct of the study, the researcher secured the necessary approvals and permissions from the appropriate authorities. A formal letter of request was prepared and submitted to the Schools Division Superintendent of the Department of Education (DepEd) Division of Bohol through the District Supervisor of San Miguel District requesting permission to conduct the study. Upon approval, the researcher coordinated with the school heads of the selected public

elementary schools in San Miguel District to discuss the objectives, significance, scope, and procedures of the study.

The research instruments also underwent content validation by experts to ensure the appropriateness, relevance, and clarity of the items. Necessary revisions were incorporated based on the recommendations of the validators before the instruments were finalized for administration.

Data Gathering Stage. Upon securing approval from the concerned authorities and school administrators, the actual data gathering was undertaken. The survey questionnaires were personally distributed by the researcher to the kindergarten teacher-respondents in the selected schools. Prior to administering the questionnaires, the researcher explained the purpose of the study and provided instructions regarding the proper completion of the instrument. The respondents were given sufficient time to answer the questionnaire to ensure the completeness and accuracy of their responses.

Following the administration of the questionnaires, classroom observations were conducted using an observation checklist to assess kindergarten learners' engagement in terms of attention, participation, and interest. The observations were scheduled in coordination with the teacher-respondents to avoid disruption of regular classroom activities and to ensure that classroom conditions remained natural and conducive to learning.

Post Data Gathering Stage. After all questionnaires and observation checklists had been retrieved, the researcher checked the instruments for completeness and accuracy of responses. The collected data were organized, encoded, tabulated, and prepared for statistical treatment.

The responses obtained from the questionnaires and observation results were processed using appropriate statistical tools. Descriptive statistics such as frequency counts, percentages, weighted mean, and standard deviation were used to summarize and describe the data. Correlation analysis was utilized to determine the relationship between teaching strategies employed by kindergarten teachers and the level of kindergarten learners' engagement.

The analyzed data served as the basis for describing the sample and in drawing conclusions, answering the research questions, and developing the proposed Teaching and Engagement Enhancement Plan.

Ethical Considerations

The conduct of this study adhered to established ethical principles and standards to ensure the protection of the rights, privacy, and welfare of the participants. Ethical considerations were observed throughout all phases of the research process, including planning, data collection, data management, analysis, and reporting of results.

Informed Consent. Prior to the conduct of the study, informed consent was obtained from all teacher-participants. The consent form clearly explained the purpose and objectives of the study, the procedures involved, the expected duration of participation, and the participants' rights throughout the research process. The participants were given adequate information and opportunity to ask questions before voluntarily agreeing to participate in the study.

Voluntary Participation. Participation in the study was entirely voluntary. The participants were informed that they had the right to decline participation or withdraw from the study at any stage without penalty or negative consequences. They were also informed that they could choose not to answer any question they considered uncomfortable or unnecessary.

Confidentiality and Anonymity. The confidentiality and anonymity of the participants were strictly maintained throughout the conduct of the study. No names or identifying information of the participants appeared in the questionnaires, observation forms, or research reports. Instead, identification codes were assigned to each respondent for purposes of data organization and analysis. The findings of the study were presented in summarized and aggregate form to ensure that no individual participant could be identified.

Storage and Protection of Data. All data collected during the study were handled with strict confidentiality and were used solely for research purposes. Hard copies of completed questionnaires

and observation forms were stored in a secured location, while electronic files were kept in password-protected digital storage accessible only to the researcher. The collected data were retained only for the period required by institutional guidelines and were properly disposed of after completion of the study to ensure the protection of participants' information.

The researcher complied with institutional research guidelines and the ethical protocols of the Department of Education before conducting the study. Ethical principles of respect, responsibility, transparency, and accountability guided the conduct of the research to ensure integrity and professionalism throughout the study.

Statistical Treatment of Data

The data gathered were subjected to statistical analysis using the following methods.

Frequency and Percentage. Frequency and percentage were used to describe the demographic profile of the teacher-respondents in terms of age, gender, highest educational attainment, and years of teaching experience in kindergarten. Frequency refers to the number of times a particular response occurs, while percentage represents the proportion of that frequency relative to the total number of respondents. The formula for frequency and percentage is given by:

$$P = f/N \times 100$$

Where:

P = Percentage

f = Frequency of responses

N = Total number of respondents

Weighted Mean. The weighted mean was used to determine the average level of teaching strategies employed by kindergarten teachers and the level of learners' engagement as observed in the classroom. It is a statistical measure that assigns weights to each response based on the Likert scale used in the questionnaire. The resulting values will be interpreted using a descriptive scale ranging from 1.00 to 5.00, where higher means indicate more frequent use of teaching strategies or higher levels of learner engagement. The formula for weighted mean is given by:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum$ = Summation symbol

f = Frequency of responses

x = Weight assigned to each response

N = Total number of respondents

Pearson Product - Moment Correlation Coefficient. The Pearson Product-Moment Correlation Coefficient (r) was used to determine the significant relationship between teaching strategies and learners' engagement. This inferential statistical tool measures the strength and direction of the linear relationship between two variables. In this study, Pearson r was applied to examine whether the teaching strategies employed by teachers were associated to the levels of attention, participation, and interest of kindergarten learners. The significance of the relationship was tested at the 0.05 level of significance. The formula for Pearson Product-Moment Correlation Coefficient is given by:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r = Pearson correlation coefficient

N = Number of respondents

X = Scores of the first variable

Y = Scores of the second variable

XY = Sum of the product of paired scores

$\sum X$ = Sum of scores for variable X

$\sum Y$ = Sum of scores for variable Y

$\sum X^2$ = Sum of squared scores for variable X

$\sum Y^2$ = Sum of squared scores for variable Y

Scoring Procedure

The data were collected through survey questionnaires and were calculated and interpreted according to the following procedures shown in the tables below.

Table 3. Level of Teachers' Strategies Observed During Classroom Activities

Scale	Range	Descriptor	Interpretation
5	4.21–5.00	Always	The teaching strategy was consistently employed in classroom instruction.
4	3.41–4.20	Often	The teaching strategy was frequently employed in classroom instruction.
3	2.61–3.40	Sometimes	The teaching strategy was moderately employed in classroom instruction.
2	1.81–2.60	Rarely	The teaching strategy was seldom employed in classroom instruction.
1	1.00–1.80	Never	The teaching strategy was not employed in classroom instruction.

Table 4. Level of Pupils' Learning Engagement During Classroom Activities

Scale	Range	Descriptor	Interpretation
5	4.21–5.00	Always	Learners consistently demonstrated engagement behaviors during classroom activities.
4	3.41–4.20	Often	Learners frequently demonstrated engagement behaviors during classroom activities.
3	2.61–3.40	Sometimes	Learners occasionally demonstrated engagement behaviors during classroom activities.
2	1.81–2.60	Rarely	Learners seldom demonstrated engagement behaviors during classroom activities.
1	1.00–1.80	Never	Learners did not demonstrate engagement behaviors during classroom activities.

Table 5. Relationship Between Teaching Strategies and Learners' Engagement

r value	Interpretation
< 0.20	Very weak
[0.20 – 0.40)	Weak
[0.40 – 0.60)	Moderate
[0.60 – 0.80)	Strong
[0.80 – 1.00)	Very Strong

Definition of Terms

The following terms were defined operationally as they were used in this study to ensure clarity and consistency of meaning:

Teaching Strategies. This refers to the different instructional approaches and classroom practices employed by kindergarten teachers to facilitate learning and promote active participation among pupils. In this study, teaching strategies specifically include play-based activities, use of instructional materials, storytelling and songs, and teacher–pupil interaction, as measured through the teacher questionnaire.

Play-Based Activities. These refer to structured and guided learning experiences where play is used as the primary medium for instruction. In this study, it includes the use of learning centers, games, movement-based activities, and opportunities for pupils to explore materials through guided play.

Use of Instructional Materials. This refers to the utilization of various teaching aids and resources to support learning. In this study, it includes the use of visual aids (charts, pictures, flashcards), manipulative materials (blocks, puzzles, counters), teacher-made materials, varied instructional resources, and multimedia tools.

Storytelling and Songs. This refers to the integration of stories, music, and rhymes as teaching tools to enhance understanding and engagement. In this study, it includes telling stories related to lesson themes, using picture books, incorporating songs and rhymes, using action songs, and encouraging pupils to retell stories or express their reactions.

Teacher–Pupil Interaction. This refers to the quality and frequency of communication and engagement between the teacher and pupils during classroom activities. In this study, it includes asking open-ended questions, encouraging pupils to express ideas, providing positive feedback, offering individual guidance, and promoting collaborative discussions.

Learners' Engagement. This refers to the level of pupils' active involvement in the learning process, as manifested through their attention, participation, and interest during classroom activities. It is measured using an observation checklist in this study.

Attention. This refers to the ability of pupils to focus on instructional tasks and classroom activities. In this study, it includes behaviors such as listening to the teacher, maintaining focus, avoiding distractions, and following instructions attentively.

Participation. This refers to the active involvement of pupils in classroom activities. In this study, it includes volunteering to answer questions, engaging in group activities, responding when called upon, participating in play-based tasks, and contributing ideas during discussions.

Interest. This refers to the level of enthusiasm and curiosity demonstrated by pupils toward learning activities. In this study, it includes showing excitement, displaying curiosity, completing tasks willingly, expressing enjoyment, and demonstrating eagerness to participate.

Kindergarten Learners. These refer to children enrolled in the kindergarten level in selected public elementary schools in the Municipality of San Miguel, Province of Bohol, who are the focus of the study in terms of their learning engagement.

Teacher-Respondents. These refer to the kindergarten teachers from the selected public elementary schools in San Miguel District who participated in the study and provided responses to the survey questionnaire.

Presentation, Analysis, and Interpretation of Data

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 21 kindergarten teachers from the selected schools of the San Miguel, District of Bohol Division.

The chapter is divided into four parts: the first part deals with the relevant information of the respondents in terms of their demographic profile such as age, gender, position/designation, highest educational attainment, and years of teaching experience.

The second part tackles the frequency of teaching strategies employed by the teacher-respondents in terms of play-based activities, instructional materials, storytelling and songs, and teacher-pupil interaction.

The third part presents the level of kindergarten learners' engagement in terms of attention, participation, and interest.

Lastly, this study tests the relationship between the teaching strategies and kindergarten learners' engagement.

Demographic Profile of The Respondents

The following tables reveal the relevant information of the respondents in terms of their profile.

Age

Table 6 presents the profile of the respondents in terms of age group.

Table 6. Age of the Respondents

Age	Counts	%
25-30 years old	1	4.76
31-35 years old	2	9.52
36-40 years old and above	18	85.71
Total	21	100.00

Table 6 presents the age distribution of the kindergarten teacher-respondents. The majority of the respondents were 36–40 years old and above, comprising 18 teachers (85.71%), followed by 31–35 years old with 2 teachers (9.52%), while only 1 teacher (4.76%) belonged to the 25–30 years old age group.

The prevalence of teachers aged 36 years old and above suggests a mature workforce with accumulated classroom experience. Previous studies reported that experienced and older teachers often possess stronger classroom management skills and greater instructional adaptability. Due to global demographic shifts toward higher life expectancies and lower birth rates, modern workforces are experiencing a steady increase in older employees[39]. This trend is evident in the education sector, where institutional stability is reinforced by tenure systems. According to Garcia, the long-term job security provided by tenure serves as an incentive for educators to remain in their positions for a long time. Because of this prevalence of seasoned educators in the teaching workforce, classroom environments benefit from a more mature level of experience, suggesting that an aging demographic provides schools with a stable foundation of expertise capable of maintaining educational standards.

Gender

Table 7 presents the profile of the respondents in terms of gender.

Table 7. Gender of the Respondents

Sex	Counts	%
Female	21	100.00
Male	0	0.00
Total	21	100.00

Table 7 presents the distribution of respondents according to gender. Results showed that all 21 respondents (100%) were female, while no respondent was male. This finding indicates that the kindergarten teaching workforce in the selected schools was entirely composed of female teachers.

The dominance of female teachers is consistent with trends observed in early childhood education, where women continue to comprise the majority of the teaching workforce. The high proportion of female educators in the teaching workforce can be attributed to historical, cultural, and societal perceptions that align women with nurturing roles[40]. This dynamic is especially evident in kindergarten, where young children are still highly dependent on maternal care. Having a female teacher would mean that a sense of familiarity and comfort is provided to the young students as they see not just a teacher but a mother-figure[41]. This allows young children to feel safe enough to explore and engage with new learning concepts.

Position or Designation

Table 8 presents the profile of the respondents in terms of current position/designation in their respective schools.

Table 8. Position or Designation of the Respondents

Position/Designation	Counts	%
Teacher I	7	33.33
Teacher III	12	57.14
Master Teacher I	1	4.76
Master Teacher II	1	4.76
Total	21	100.00

Table 8 presents the position or designation of the teacher-respondents. Results revealed that the majority of the respondents were Teacher III, comprising 12 teachers (57.14%), followed by Teacher I with 7 teachers (33.33%). Meanwhile, Master Teacher I and Master Teacher II each had 1 respondent (4.76%). The findings suggest that most of the respondents had progressed beyond entry-level teaching positions, indicating professional advancement and accumulated experience in the teaching profession.

The high proportion of Teacher III respondents may indicate accumulated experience and continuous professional development. Pursuing advanced education is fundamental to the career advancement and professional retention of educators, as achieving tenure often correlates with higher institutional rankings and increased compensation[42]. This drive to maintain employment while simultaneously enhancing professional skills through graduate programs to attain a higher-ranking status aligns with demographic data indicating a prevalence of seasoned, older teachers in the workforce.

Highest Educational Attainment

Table 9 presents the profile of the respondents in terms of highest educational attainment.

Table 9. Highest Educational Attainment of the Respondents

Highest Educational Attainment	Counts	%
Bachelor's Degree with Units in Masters	15	71.43
Master's Degree	4	19.05
Master's Degree with Units in Doctorate	1	4.76
Doctorate Degree	1	4.76
Total	21	100.00

Table 9 presents the highest educational attainment of the teacher-respondents. The majority of respondents, comprising 15 teachers (71.43%), had Bachelor's degrees with units in a master's program, followed by 4 teachers (19.05%) who had completed a Master's degree. Additionally, 1 teacher (4.76%) had a Master's degree with units in a doctoral program, while 1 teacher (4.76%) had completed a Doctorate degree. These findings indicate that most respondents had pursued studies beyond their undergraduate education, reflecting their commitment to professional development and continuing education.

Pursuit of graduate studies reflects teachers' commitment to improving pedagogical competence and professional growth. Teachers who pursue higher education demonstrate a profound commitment to both professional longevity and mastery. Because the teaching profession demands immense emotional and physical energy, dedicating resources whether financial or personal, indicates commitment[43], whether coming from motivations of career security or from sheer personal desire to help students. In either case, there is an active choice to engage in higher studies for enhancement, which is a deliberate rejection in professional stagnation. This allows for more opportunities for teachers to explore various teaching approaches, remaining adaptable in an unpredictable and ever-changing work environment.

Years of Teaching Experience

Table 10 presents the profile of the respondents in terms of years of teaching experience. The table presents the years of teaching experience of the teacher-respondents. Results revealed that the majority of the respondents had 11–15 years of teaching experience, accounting for 13 teachers (61.90%), followed by 6–10 years of experience with five teachers (23.81%), while three teachers (14.29%) had 1–5 years of experience.

Table 10. Years of Teaching Experience of the Respondents

Years of Teaching Experience	Counts	%
1 to 5 years	3	14.29
6 to 10 years	5	23.81
11 to 15 years	13	61.90
Total	21	100.00

The findings indicate that most respondents had considerable teaching experience, suggesting substantial exposure to instructional practices and classroom management strategies relevant to kindergarten education.

Longer teaching experience may contribute to greater confidence and familiarity with classroom strategies. According to Gurudeva[44], a teacher's experience expands from content-focused delivery to student-centered mastery. In the early years of a teacher, they only know how to deliver instruction effectively, and encourage and help students in attaining academic success. However, teachers with more experience realize the importance of recognizing their students' learning capabilities to effectively tailor strategies in delivering instruction to various types of students and design classroom management techniques. Having more years of experience allows for a more seamless and natural pedagogical flexibility among teachers as they have mastered the ability to read a classroom and know what to do in unpredictable situations and have the confidence to implement it[45].

Teaching Strategies Employed by The Kindergarten Teachers

The following tables reveal the frequency of teaching strategies employed by kindergarten teachers. The strategies included in the study are the following: play-based activities, use of instructional materials, storytelling and songs, and teacher-pupil interaction.

Play-based Activities

Table 11 presents the item-wise and overall analysis of the extent to which play-based activities were used as a teaching strategy by the teacher-respondents.

Table 11. Teaching Strategies Employed by Kindergarten Teachers in Terms of Play-based Activities

Statement	Weighted Mean	Standard Deviation	Interpretation
I use structured play activities that are aligned with the lesson objectives.	4.90	0.30	Always
I integrate learning centers (e.g., blocks, dramatic play, and art activities).	4.76	0.44	Always

I allow pupils to explore materials through guided play.	4.90	0.30	Always
I use games to reinforce learning concepts.	4.86	0.36	Always
I incorporate movement-based learning activities.	4.86	0.36	Always
GRAND MEAN	4.86	0.28	Always

Table 11 presents the teaching strategies employed by kindergarten teachers in terms of play-based activities. Results revealed that all indicators obtained weighted mean values interpreted as “Always,” indicating that respondents consistently integrated play-oriented approaches into classroom instruction. The highest mean values of 4.90 (SD = 0.30) were observed in indicators related to the alignment of play activities with lesson objectives and providing learners opportunities for guided exploration. This suggests that teachers highly emphasized purposeful and structured play experiences that facilitated active learner involvement and exploration. Meanwhile, indicators related to the use of games for reinforcing learning concepts and the incorporation of movement-based learning activities obtained mean values of 4.86 (SD = 0.36), suggesting that teachers regularly integrated interactive and physically engaging activities into instruction. The lowest mean of 4.76 (SD = 0.44) was obtained for the integration of learning centers and activity stations.

The overall weighted mean of 4.86 (SD = 0.28) indicates that kindergarten teachers consistently utilized play-based activities during classroom instruction. This finding suggests that teachers recognized the importance of incorporating developmentally appropriate practices that encourage active participation, meaningful exploration, and learner engagement.

Kindergarten students cannot really grasp the real importance of learning, and most are simply present out of compliance, and this leads to academic resistance to complex topics they encounter. According to Ugalde[46], kindergarten students are more likely to engage in an environment where they can be curious, creative, and social, which would mean that instructional methods incorporated with play-based activities tend to be more welcomed by kindergarten students. This dynamic of early childhood development is recognized by kindergarten teachers, so to reframe learning as an active choice rather than a forced obligation, educators design learning activities to mirror play time[47]. This approach allows young learners to absorb foundational skills naturally, fostering a positive attitude toward school from the very beginning.

Use of Instructional Materials

Table 12 presents the item-wise and overall analysis of the extent to which instructional materials were used as a teaching strategy by the teacher-respondents.

Table 12. Teaching Strategies Employed by Kindergarten Teachers in Terms of Use of Instructional Materials

Statement	Mean	SD	Interpretation
I use visual aids such as charts, pictures, and flashcards.	4.95	0.22	Always
I use manipulative materials (e.g., blocks, counters, and puzzles).	4.86	0.36	Always
I prepare instructional materials that are developmentally appropriate.	4.81	0.40	Always
I vary instructional materials to maintain pupils' interest.	4.86	0.36	Always
I use multimedia resources to support instruction when appropriate.	4.90	0.30	Always
GRAND MEAN	4.88	0.25	Always

Table 12 presents the teaching strategies employed by kindergarten teachers in terms of the use of instructional materials. Results indicated that all indicators obtained weighted mean values interpreted as “Always,” suggesting that teachers consistently incorporated various instructional materials into their teaching practices. The highest mean of 4.95 (SD = 0.22) was obtained in the use of visual instructional resources, indicating that teachers regularly utilized visual aids to facilitate

learning. This was followed by the use of multimedia resources with a mean of 4.90 (SD = 0.30), suggesting that technology-supported materials were also commonly integrated into instruction. Indicators related to the use of manipulative materials and varying instructional resources to maintain learners' interest both obtained mean values of 4.86 (SD = 0.36), indicating that teachers consistently used concrete and varied materials to support classroom engagement. The lowest mean of 4.81 (SD = 0.40) was observed in the preparation of developmentally appropriate instructional resources.

The overall weighted mean of 4.88 (SD = 0.25) indicates that kindergarten teachers consistently employed instructional materials during classroom instruction. This suggests that respondents recognized the importance of utilizing varied and age-appropriate resources to facilitate learning and sustain learners' interest and participation during classroom activities.

Children learn through their experiences and observations, meaning they struggle to comprehend concepts outside their current awareness. To bridge this gap, teachers must tailor instructional strategies that would actively stimulate their curiosity. Learning materials that are contextualized would allow students to directly relate to the topic, thereby increasing student engagement and fostering active involvement in the learning process[48]. According to Manlunas[49], preparing instructional materials should extend beyond the colorful and visually appealing aspects, but it must also align with students' learning needs. By ensuring that students perceive the topic as neither too basic and boring nor too complex and exhausting, teachers can challenge young learners appropriately without inducing frustration.

Storytelling and Songs

Table 13 presents the item-wise and overall analysis of the extent to which storytelling and songs were used as a teaching strategy by the teacher-respondents.

Table 13. Teaching Strategies Employed by Kindergarten Teachers in Terms of Storytelling and Songs

Statement	Mean	SD	Interpretation
I tell stories that are related to lesson themes.	4.90	0.30	Always
I use big books or picture books during storytelling sessions.	4.81	0.40	Always
I incorporate songs and rhymes to reinforce learning concepts.	4.86	0.36	Always
I use action songs to promote active participation among pupils	4.90	0.30	Always
I encourage pupils to retell stories or share their responses.	4.86	0.36	Always
GRAND MEAN	4.87	0.31	Always

Table 13 presents the teaching strategies employed by kindergarten teachers in terms of storytelling and songs. Results revealed that all indicators obtained weighted mean values interpreted as "Always," indicating that the respondents consistently integrated storytelling and musical activities into classroom instruction. The highest mean values of 4.90 (SD = 0.30) were obtained in indicators related to connecting stories with lesson themes and using songs to encourage active learner participation. These findings suggest that teachers strongly emphasized the use of meaningful stories and interactive musical activities as part of their instructional practices. Meanwhile, indicators associated with incorporating songs and rhymes to reinforce learning concepts and encouraging learners to verbally express or share responses both obtained a mean of 4.86 (SD = 0.36), indicating that teachers regularly used these approaches to strengthen classroom interaction and learning reinforcement. The lowest mean of 4.81 (SD = 0.40) was observed in the use of books and picture books during storytelling sessions.

The overall weighted mean of 4.87 (SD = 0.31), indicates that kindergarten teachers consistently utilized storytelling and songs in their classroom practices. This finding suggests that teachers recognized the importance of integrating stories and musical activities as developmentally appropriate strategies that facilitate learner participation, sustain attention, and create engaging learning experiences.

Within early childhood education, storytelling serves as a powerful pedagogical tool by transforming abstract concepts into emotionally resonant experiences. By fostering anticipation and imagery, this narrative approach naturally extends the limited attention spans of young learners, cultivating an engaging environment where students feel empowered to actively participate and speak their minds[50]. Furthermore, incorporating storytelling into instructional methodologies significantly enhances a child's expressive speaking abilities[51]. This linguistic growth occurs because stories expose students to rich vocabulary rarely encountered in everyday conversations, and modeling how to organize thoughts into logical structures.

Teacher-Pupil Interaction

Table 14 presents the item-wise and overall analysis of the extent to which teacher-pupil were used as a teaching strategy by the teacher-respondents.

Table 14. Teaching Strategies Employed by Kindergarten Teachers in Terms of Teacher–Pupil Interaction

Statement	Mean	SD	Interpretation
I ask open-ended questions during classroom instruction.	4.90	0.30	Always
I encourage pupils to express their ideas and opinions.	4.81	0.40	Always
I provide positive and constructive feedback during activities.	4.90	0.30	Always
I provide individual guidance to pupils when needed.	4.81	0.40	Always
I promote collaborative discussions among pupils.	4.81	0.40	Always
GRAND MEAN	4.85	0.28	Always

Table 14 presents the teaching strategies employed by kindergarten teachers in terms of teacher–pupil interaction. Results revealed that all indicators obtained weighted mean values interpreted as “Always,” indicating that the respondents consistently practiced positive and interactive teacher–pupil relationships during classroom instruction. The highest mean values of 4.90 (SD = 0.30) were observed in indicators related to encouraging critical thinking through questioning techniques and providing constructive feedback to learners. These findings suggest that teachers strongly emphasized communication practices that facilitated learner participation and reinforced positive learning behaviors during classroom activities.

Meanwhile, indicators associated with encouraging learners to express their ideas and opinions, providing individual guidance when needed, and promoting collaborative interactions among learners each obtained mean values of 4.81. Specifically, the indicators on individual guidance and collaborative discussions obtained a standard deviation of 0.40, indicating relatively consistent responses among respondents. Although these indicators obtained comparatively lower mean values, they still fell within the verbal interpretation of “Always,” indicating that such practices remained consistently employed in classroom instruction.

The overall weighted mean of 4.85 (SD = 0.28) indicates that kindergarten teachers consistently employed teacher–pupil interaction strategies in their classrooms. This finding suggests that respondents recognized the importance of maintaining supportive, responsive, and engaging interactions that encourage active learner participation and create positive learning environments.

Early childhood education serves as a bridge between home learning and formal schooling, requiring a carefully designed transition to ensure young learners experience the joy of education rather than premature academic frustrations. Effectively managing this transition depends on cultivating a safe, responsive, and emotionally supportive classroom environment that fosters a secure foundation for exploration. Responsibility for this environment rests primarily with educators because as Branigan, Donaldson[52] proved in their study, teachers play a crucial role in encouraging students to elaborate on their own thinking and learning through health and positive interactions. This need for positive reinforcement extends across developmental stages, as evidence demonstrates that even adolescents experience higher self-esteem and feel more appreciated when teachers maintain a positive attitude toward them[53]. Consequently, this supportive dynamic must be established during early childhood,

ensuring that young learners feel validated in their initial educational efforts and remain confident despite the mistakes they may make.

Table 15. Summary of Teaching Strategies Employed by Kindergarten Teachers

Dimensions	Mean	SD	Interpretation
Play-based activities	4.86	0.28	Always
Use of instructional materials	4.88	0.25	Always
Storytelling and song	4.87	0.31	Always
Teacher–pupil interaction	4.85	0.28	Always
GRAND MEAN	4.86	0.24	Always

Table 15 presents the summary of the teaching strategies employed by kindergarten teachers in terms of play-based activities, use of instructional materials, storytelling and songs, and teacher–pupil interaction. Results revealed that all dimensions obtained weighted mean values interpreted as “Always,” indicating that the respondents consistently employed the identified teaching strategies in their classroom practices.

Among the dimensions, the use of instructional materials obtained the highest weighted mean of 4.88 (SD = 0.25), suggesting that teachers highly emphasized the use of various instructional resources in facilitating classroom instruction and sustaining learners’ interest. This was followed by storytelling and songs with a mean of 4.87 (SD = 0.31) and play-based activities with a mean of 4.86 (SD = 0.28), indicating that teachers consistently integrated developmentally appropriate and engaging learning experiences in their instruction. Meanwhile, teacher–pupil interaction obtained the lowest weighted mean of 4.85 (SD = 0.28), indicating that teachers consistently practiced supportive and interactive classroom relationships.

The overall weighted mean of 4.86 (SD = 0.24) indicates that kindergarten teachers consistently employed a variety of teaching strategies in their classroom instruction. This finding suggests that teachers recognized the importance of utilizing multiple developmentally appropriate instructional approaches to create engaging learning environments and facilitate meaningful learning experiences among kindergarten learners.

Early childhood education is a stage where young learners are unaware of what they want to do and what they are capable of. Recognizing that students have different learning styles and needs at this stage enables the teachers to understand how to design their instructional method where every student can be catered. In turn, this improves the pedagogical flexibility of educators, making them immune to unpredictable classroom scenarios.

Level of Kindergarten Learners’ Engagement

The following tables reveal level of kindergarten learners’ engagement in terms of attention, participation, and interest.

Attention

Table 16 presents the item-wise and overall analysis of the level of learners’ engagement in classroom activities in terms of attention as assessed by the teacher-respondents.

Table 16. Level of Kindergarten Learners’ Engagement in Terms of Attention

Indicator	Mean	SD	Interpretation
Pays attention during classroom instruction.	4.62	0.50	Always
Maintains focus during learning activities.	4.48	0.51	Always
Listens attentively when the teacher speaks.	4.57	0.51	Always
Minimizes distractions during tasks.	4.48	0.51	Always
Follows instructions carefully and attentively.	4.67	0.48	Always
GRAND MEAN	4.56	0.41	Always

Table 16 presents the level of kindergarten learners' engagement in terms of attention. Results revealed that all indicators obtained weighted mean values interpreted as "Always," indicating that learners consistently demonstrated attentive behaviors during classroom activities. The highest mean of 4.67 (SD = 0.48) was observed in learners' ability to follow classroom instructions attentively, suggesting that learners consistently demonstrated responsiveness and attentiveness during learning activities. This was followed by attentiveness during classroom instruction with a mean of 4.62 (SD = 0.50). Meanwhile, maintaining focus during learning activities and minimizing distractions during tasks both obtained the lowest mean of 4.48, with standard deviations of 0.51.

The overall weighted mean of 4.56 (SD = 0.41) indicates that kindergarten learners consistently demonstrated attention during classroom activities. This finding suggests that learners were able to sustain concentration and remain responsive during instructional activities.

In early childhood education, attention serves as a behavioral indicator of a kindergarten student's level of engagement because it reflects the active allocation of their limited thinking resources toward a specific task. Given that young children possess naturally short attention spans and are highly susceptible to environmental distractions, sustained focus is rarely passive but is rather a deliberate choice driven by interest. When a student demonstrates focused attention, it signifies that the pedagogy has successfully resonated with their curiosity. This is why it is important for educators to consider students when designing instructional methods to implement.

Participation

Table 17 presents the item-wise and overall analysis of the level of learners' engagement in classroom activities in terms of participation as assessed by the teacher-respondents.

Table 17. Level of Kindergarten Learners' Engagement in Terms of Participation

Indicator	Mean	SD	Interpretation
Volunteers to answer questions during classroom activities.	4.67	0.58	Always
Participates actively in group activities.	4.67	0.48	Always
Engages actively in play-based learning tasks.	4.81	0.40	Always
Responds appropriately when called upon.	4.62	0.59	Always
Shares ideas during classroom discussions.	4.67	0.48	Always
GRAND MEAN	4.69	0.42	Always

Table 17 presents the level of kindergarten learners' engagement in terms of participation. Results revealed that all indicators obtained weighted mean values interpreted as "Always," indicating that learners consistently demonstrated active participation during classroom activities. The highest mean of 4.81 (SD = 0.40) was obtained in participation in play-based learning tasks, suggesting that learners actively engaged in interactive learning experiences. Indicators related to volunteering responses and participation in group activities each obtained means of 4.67, with standard deviations of 0.58 and 0.48, respectively. Likewise, sharing ideas during classroom discussions also obtained a mean of 4.67 (SD = 0.48). The lowest mean of 4.62 (SD = 0.59) was observed in responding when called upon.

The overall weighted mean of 4.69 (SD = 0.42), interpreted as "Always," indicates that kindergarten learners consistently demonstrated active participation during classroom instruction. This finding suggests that learners were actively involved in learning activities and willingly interacted with teachers and peers during classroom experiences.

Due to the short-lived attention spans of young learners, it is important that they actively participate in classroom activities to keep them focused and decrease the possibility of them being distracted by external variables. Moreover, participation encourages them to think and form their own ideas and interact with others, slowly fostering a healthy and safe environment where they are empowered enough to voice their minds. Moreover, making classroom activities enjoyable enables students to have foundational skills while having a lasting positive attitude towards learning.

Interest

Table 18 presents the item-wise and overall analysis of the level of learners' engagement in classroom activities in terms of interest as assessed by the teacher-respondents. The table presents the level of kindergarten learners' engagement in terms of interest. Results revealed that all indicators obtained weighted mean values interpreted as "Always," indicating that learners consistently exhibited interest during classroom activities.

Table 18. Level of Kindergarten Learners' Engagement in Terms of Interest

Indicator	Mean	SD	Interpretation
Shows enthusiasm during learning activities.	4.71	0.46	Always
Displays curiosity about lesson content.	4.62	0.50	Always
Completes tasks willingly and with interest.	4.62	0.50	Always
Expresses enjoyment during learning activities.	4.67	0.48	Always
Demonstrates eagerness to participate in tasks.	4.67	0.48	Always
GRAND MEAN	4.66	0.41	Always

The highest mean of 4.71 (SD = 0.46) was observed in learners' enthusiasm toward learning activities, suggesting that learners consistently displayed positive attitudes toward classroom experiences. Indicators related to expressing enjoyment during learning activities and eagerness to participate both obtained means of 4.67 (SD = 0.48). Meanwhile, indicators associated with curiosity toward lesson content and willingness to complete learning tasks both obtained means of 4.62, with standard deviations of 0.50.

The overall weighted mean of 4.66 (SD = 0.41), interpreted as "Always," indicates that kindergarten learners consistently demonstrated interest during classroom activities. This finding suggests that learners exhibited positive emotional responses and willingness to participate in classroom experiences.

Because a young child's awareness is still limited, they are highly prone to dismissing unfamiliar topics upon first introduction. To stimulate their innate curiosity, instructional concepts must be delivered in a manner that allows them to relate to the material on a personal level, thereby encouraging active engagement in classroom activities. One of the most universally relatable frameworks for children is play. According to Ariani[54], integrating games into direct instruction significantly increases students' levels of engagement, allowing them to naturally absorb complex concepts through immersive experiences.

Table 19. Summary of the Level of Kindergarten Learners' Engagement

Dimensions	Mean	SD	Interpretation
Attention	4.56	0.41	Always
Participation	4.69	0.42	Always
Interest	4.66	0.41	Always
GRAND MEAN	4.63	0.38	Always

Table 19 presents the summary of the level of kindergarten learners' engagement in terms of attention, participation, and interest. Results revealed that all dimensions obtained weighted mean values interpreted as "Always," indicating that learners consistently demonstrated engagement behaviors during classroom activities.

Among the dimensions, participation obtained the highest weighted mean of 4.69 (SD = 0.42), suggesting that learners consistently demonstrated active involvement in classroom activities through interactions with teachers, peers, and learning tasks. This was followed by interest, which obtained a mean of 4.66 (SD = 0.41), indicating that learners consistently exhibited enthusiasm and willingness to engage in learning experiences. Meanwhile, attention obtained the lowest weighted mean of 4.56 (SD = 0.41), however, it remained within the verbal interpretation of "Always," indicating that learners consistently demonstrated attentiveness and focus during classroom activities.

The overall weighted mean of 4.63 (SD = 0.38) indicates that kindergarten learners consistently demonstrated engagement during classroom instruction. This finding suggests that learners actively participated in classroom experiences, maintained interest in learning activities, and remained attentive throughout instructional tasks.

Test for Significant Relationship

The following tables presents the results of the correlation analysis which aims to determine whether there is a significant relationship between the teaching strategies employed by kindergarten teachers and the level of kindergarten learners' engagement.

Table 20. Relationship Between Play-based activities as Teaching Strategy and Kindergarten Learners' Engagement

Variable 1	Variable 2	r-value	p-value
Play-based activities	Attention	0.30	0.186
	Participation	0.44	0.046
	Interest	0.53	0.013

Results revealed that play-based activities and attention had a weak positive relationship ($r = 0.30$), indicating that increases in the use of play-based activities tended to correspond with slight increases in learners' attention. However, the computed p-value of 0.186 suggests that there was insufficient evidence to conclude that the linear relationship existed between play-based activities and learners' attention is statistically significant.

Meanwhile, play-based activities and participation exhibited a moderate positive relationship ($r = 0.44$), suggesting that greater use of play-based activities tended to correspond with higher learner participation. Similarly, play-based activities and interest demonstrated a moderate positive relationship ($r = 0.53$), indicating that increased use of play-based activities tended to be associated with higher learner interest. The p-values indicate that there was sufficient evidence to conclude that the relationships existed between play-based activities and the dimensions of participation and interest are statistically significant.

Because young children are naturally carefree, they often struggle to absorb information through structured instruction. Instead, play serves as their primary developmental lens for discovering and processing new information, so when educators utilize play-based activities as a core instructional strategy, children are far more receptive to new concepts and display higher levels of classroom engagement. By transforming education into an enjoyable experience, students are more likely to develop a foundational interest in learning at an early age ensuring that academic motivations are built on a baseline of curiosity rather than compliance, effectively mitigating the risk of premature academic burnout.

Table 21. Relationship Between Use of instructional materials as Teaching Strategy and Kindergarten Learners' Engagement

Variable 1	Variable 2	r-value	p-value
Use of instructional materials	Attention	0.34	0.130
	Participation	0.61	0.004
	Interest	0.60	0.004

For the use of instructional materials, results showed a weak positive relationship with attention ($r = 0.34$), indicating that greater use of instructional materials tended to correspond with slight increases in learners' attention. The p-value of 0.130 suggests that the linear relationship existed between instructional materials and attention is not statistically significant.

In contrast, instructional materials exhibited a strong positive relationship with participation ($r = 0.61$) and a strong positive relationship with interest ($r = 0.60$). These findings suggest that greater use of instructional materials tended to correspond with increased participation and interest among learners. Both p-values provides strong evidence that the relationship is statistically significant.

One-way children process information is by using their senses, meaning that when concepts are transformed into tangible and accessible realities through flashcards, vibrant charts, and interactive outputs, children can learn and retain information better without any cognitive fatigue. Furthermore, when educators select and deploy these materials with a keen awareness of their students' specific needs, young learners can more easily relate to and welcome the unfamiliar information introduced to them. The strategic use of contextualized instructional materials such as infusing tablets into learning would be effective in increasing a student's level of engagement[55].

Table 22. Relationship Between Storytelling and Song as Teaching Strategy and Kindergarten Learners' Engagement

Variable 1	Variable 2	r-value	p-value
Storytelling and song	Attention	0.35	0.115
	Participation	0.53	0.013
	Interest	0.48	0.028

Similarly, storytelling and songs demonstrated a weak positive relationship with attention ($r = 0.35$), indicating that increased use of storytelling and songs tended to correspond with slight increases in learners' attention. However, the p-value of 0.115 suggests that there was insufficient evidence to conclude that a statistically significant linear relationship existed.

On the other hand, storytelling and songs demonstrated moderate positive relationships with participation ($r = 0.53$) and interest ($r = 0.48$). These findings indicate that higher ratings in storytelling and songs were associated with higher ratings in learners' participation and interest. Since the p-values (0.013 and 0.028) were below 0.05, there was sufficient evidence to conclude that significant positive linear relationships existed.

Storytelling significantly affects student engagement because it translates abstract concepts into imaginative experiences that naturally captivate young learners' volatile attention spans. By introducing narrative elements like colorful plotlines and expressive characters, storytelling lowers a child's fear of being wrong and actively participate as they consider it a fun time. Capturing a child's interest through stories ensures they experience the joy of education rather than premature academic burnout. Furthermore, this method contextually enriches a child's expressive vocabulary, models logical and sequential thought organization, and provides a safe, low-stress environment where they gain the communicative confidence to speak their minds and interact with their peers[56].

Table 23. Relationship Between Teacher–pupil interaction as Teaching Strategy and Kindergarten Learners' Engagement

Variable 1	Variable 2	r-value	p-value
Teacher–pupil interaction	Attention	0.40	0.069
	Participation	0.73	<0.001
	Interest	0.63	0.002

Results further showed that teacher–pupil interaction and attention had a moderate positive relationship ($r = 0.40$). However, because the computed p-value of 0.069 exceeded the 0.05 significance level, there was insufficient evidence to conclude that a significant linear relationship existed.

In contrast, teacher–pupil interaction exhibited a strong positive relationship with participation ($r = 0.73$) and interest ($r = 0.63$). These findings indicate that higher ratings in teacher–pupil interaction were associated with higher ratings in learners' participation and interest. Since the computed p-values ($p < .001$ and $p = .002$) were below the 0.05 significance level, there was sufficient evidence to conclude that significant positive linear relationships existed.

Teacher–pupil interaction is critical to student engagement because it establishes both the foundational emotional security and the instructional scaffolding necessary for active learning. Within early childhood education, a supportive and responsive educator acts as a secure base,

meaning when students feel emotionally validated, their performance anxiety is lowered, transforming them from passive observers into confident participants who possess the courage to engage in activities and express their ideas. Furthermore, these high-quality interpersonal dynamics allow teachers to intentionally guide a child's cognitive development through open-ended dialogue. In this supportive environment, children can explore without the fear of making mistakes, reframing errors instead as valuable opportunities for learning[57].

Table 24. Relationship Between Overall Level of Kindergarten Learners' Engagement and Teaching Strategies

Variable 1	Variable 2	r-value	p-value
Level of Learner's Engagement	Play-based activities	0.46	0.037
	Use of instructional materials	0.56	0.009
	Storytelling and song	0.49	0.023
	Teacher–pupil interaction	0.64	0.002

Results revealed that play-based activities and the overall level of learners' engagement demonstrated a moderate positive relationship ($r = 0.46$), indicating a moderate positive association between the variables. Similarly, use of instructional materials exhibited a moderate positive relationship ($r = 0.56$), while storytelling and songs also showed a moderate positive relationship ($r = 0.49$). These findings indicate that higher ratings in these teaching strategies were associated with higher ratings in the overall level of learner engagement. Meanwhile, teacher–pupil interaction demonstrated a strong positive relationship ($r = 0.64$), indicating a stronger positive association with learners' engagement compared with the other teaching strategies examined in the study.

Further examination of the significance values revealed that the computed p-values for play-based activities ($p = 0.037$), use of instructional materials ($p = 0.009$), storytelling and songs ($p = 0.023$), and teacher–pupil interaction ($p = 0.002$) were all less than the 0.05 level of significance. Therefore, there was sufficient evidence to conclude that significant positive linear relationships existed between the teaching strategies employed by kindergarten teachers and the overall level of kindergarten learners' engagement.

Among the teaching strategies examined, teacher–pupil interaction demonstrated the strongest relationship with learners' engagement, followed by the use of instructional materials, storytelling and songs, and play-based activities. This suggests that teacher–pupil interaction had the highest degree of association with learners' engagement among the variables included in the study.

Positive teacher-pupil interaction as the most effective in stimulating student engagement may be justified by the fact that human responsiveness serves as the foundational channel for all other pedagogical tools. While vibrant instructional materials, narrative storytelling, and games are highly effective, their success in an early childhood classroom ultimately depends on how an educator introduces and contextualizes them through direct interpersonal connection. High-quality teacher-pupil interactions transform passive observation into active, confident participation. When teachers utilize open-ended dialogue, validate small efforts, and reframe errors as constructive learning milestones, they provide a psychologically safe environment that structurally extends a child's naturally volatile attention span. Conversely, even the most innovative digital tablets, toys, or stories lose their pedagogical efficacy if they are deployed in an environment lacking responsive feedback and emotional warmth. Therefore, because interpersonal connection is the primary mechanism that activates a child's curiosity, teacher–pupil interaction naturally yields the highest degree of association with sustained classroom engagement.

Summary

This study assessed the teaching strategies employed by kindergarten teachers and the learning engagement of kindergarten learners in public schools in the municipality of San Miguel. Specifically, the study aimed to determine the level of teaching strategies utilized by kindergarten teachers and examine their relationship to the learners' engagement in terms of attention, participation, and

interest. Based on the findings of the study, an instructional enhancement plan was proposed to improve teaching practices and strengthen learner engagement in early childhood education.

The demographic profile of the teacher-respondents, the level of teaching strategies employed, and the level of learners' engagement were gathered using a researcher-modified structured questionnaire. The data collected were statistically treated and analyzed using frequency and percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. Frequency and percentage were used to describe the demographic profile of the respondents, while weighted mean was utilized to determine the level of teaching strategies and learner engagement. Furthermore, Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship between the teaching strategies employed by kindergarten teachers and the level of learners' engagement.

Results and Discussion

The significant findings of the study were as follows: Majority of the respondents were female kindergarten teachers aged 36 years old and above, occupying Teacher III positions, with Bachelor's degrees with units in master's programs, and with 11 to 15 years of teaching experience. These findings indicate that the respondents generally possessed considerable teaching experience and professional exposure in kindergarten education.

In terms of teaching strategies employed by kindergarten teachers, results revealed that play-based activities, use of instructional materials, storytelling and songs, and teacher-pupil interaction were all consistently practiced in classroom instruction with an overall verbal interpretation of "*Always*." Among the identified strategies, the use of instructional materials obtained the highest weighted mean, followed by storytelling and songs, play-based activities, and teacher-pupil interaction. This indicates that kindergarten teachers highly emphasized the use of varied and developmentally appropriate instructional approaches to facilitate learner participation and engagement during classroom activities.

Regarding the level of kindergarten learners' engagement, findings revealed that learners consistently demonstrated attention, participation, and interest during classroom instruction, with all dimensions obtaining a verbal interpretation of "*Always*." Among the dimensions, participation obtained the highest weighted mean, followed by interest and attention. These findings suggest that learners actively participated in classroom experiences, demonstrated enthusiasm toward learning activities, and remained attentive during instructional tasks.

On the relationship between teaching strategies and kindergarten learners' engagement, results revealed that play-based activities, use of instructional materials, storytelling and songs, and teacher-pupil interaction all demonstrated positive relationships with learners' engagement. Significant positive relationships were found between play-based activities and learners' participation and interest, use of instructional materials and learners' participation and interest, storytelling and songs and learners' participation and interest, and teacher-pupil interaction and learners' participation and interest. However, no significant relationships were found between the identified teaching strategies and learners' attention.

Furthermore, the overall level of kindergarten learners' engagement was found to have significant positive relationships with all teaching strategies examined in the study. Among the variables, teacher-pupil interaction obtained the strongest relationship with learners' engagement, followed by the use of instructional materials, storytelling and songs, and play-based activities. These findings indicate that positive and supportive teacher-pupil interaction played the most influential role in promoting kindergarten learners' engagement during classroom instruction.

Output of The Study

Instructional Enhancement Plan

Rationale

The enhancement of learner engagement in kindergarten education has become increasingly important in today's educational setting. Early childhood education serves as the foundation of children's cognitive, social, emotional, and behavioral development. In kindergarten classrooms, effective teaching strategies are essential in creating meaningful and engaging learning experiences that promote active participation, sustained attention, and interest among learners. Developmentally appropriate teaching practices help young learners become more responsive, interactive, and motivated during classroom instruction.

The findings of this study revealed that kindergarten teachers consistently employed teaching strategies such as play-based activities, instructional materials, storytelling and songs, and teacher-pupil interaction in classroom instruction. The study further found that these teaching strategies demonstrated significant positive relationships with learners' participation and interest. However, findings also revealed that no significant relationship existed between the identified teaching strategies and learners' attention, indicating the need to further strengthen instructional practices that can sustain learners' focus and active involvement during classroom instruction. Although kindergarten learners generally manifested high levels of engagement, maintaining attention among young learners remains a challenge in early childhood education due to their developmental characteristics and limited attention span.

In this connection, the proposed Instructional Enhancement Plan is conceptualized to address the identified needs and areas for improvement revealed in the study. The proposed plan primarily focuses on strengthening learner-centered and developmentally appropriate teaching strategies that can improve learners' attention, sustain classroom engagement, and promote more meaningful learning experiences among kindergarten learners.

Main Objectives

With the proposed Instructional Enhancement Plan, it is expected that the following objectives will be attained:

1. improve learners' attention and focus during classroom instruction,
2. strengthen the implementation of engaging and interactive classroom activities among kindergarten teachers,
3. enhance teachers' competencies in utilizing attention-sustaining instructional strategies appropriate for kindergarten learners,
4. minimize classroom distractions and off-task behaviors through learner-centered teaching approaches, and
5. promote active and meaningful learner engagement in kindergarten classrooms.

Scheme of Implementation

The proposed Instructional Enhancement Plan shall be disseminated to school administrators, kindergarten teachers, and other educational stakeholders to provide insights regarding the importance of strengthening instructional practices that sustain learners' attention and improve classroom engagement among kindergarten learners. The implementation of the proposed plan shall focus on enhancing learner-centered and developmentally appropriate teaching strategies, particularly those that promote active participation, sustained attention, and meaningful classroom interaction.

Furthermore, seminars, workshops, classroom demonstrations, mentoring activities, and collaborative instructional planning may be conducted to assist kindergarten teachers in improving classroom engagement strategies and minimizing learners' inattentiveness and off-task behaviors during classroom instruction. The implementation of engaging classroom activities such as interactive

play-based learning, storytelling, action songs, movement-based activities, and positive teacher–pupil interaction may also be strengthened to improve learners’ attention and participation.

Monitoring and evaluation activities may likewise be conducted after the implementation of the proposed instructional enhancement plan to determine its effectiveness in improving learners’ attention, participation, and interest during classroom activities. The results of the monitoring may serve as basis for further improvement and continuous enhancement of kindergarten instructional practices.

Proposed Instructional Enhancement Plan

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
A. Sustaining Learners’ Attention	To Improve learners’ attention and focus during classroom instruction	Conduct interactive and movement-based classroom activities, attention drills, and short engaging learning tasks	School Head, Kindergarten Teachers	₱ 3,000	School Funds /MOOE	June - August 2026	Learners demonstrate improved attentiveness and reduced classroom distractions		
B. Limited Attention Span During Classroom Activities	To strengthen teachers’ strategies in maintaining learners’ attention	Conduct seminar-workshop on attention-sustaining and learner-centered instructional strategies Implement classroom routines, positive reinforcement, and behavior management strategies	School Head, Master Teachers, Kindergarten Teachers	₱ 5,000	School Funds/ Teachers’ Development Fund	June 2026	Teachers effectively implement strategies that sustain learners’ attention during classroom instruction		
C. Classroom Distractions and Off-Task Behavior	To minimize learners’ inattentiveness and off-task behaviors	Conduct classroom demonstration on play-based activities, storytelling, songs, and collaborative learning activities.	Kindergarten Teachers	₱ 2,000	Classroom Funds	July - September 2026	Learners demonstrate improved classroom behavior and active participation		
D. Enhancement of Interactive Teaching Strategies	To strengthen the use of engaging and developmentally appropriate instructional approaches	Conduct mentoring sessions, peer observations, and positive communication activities	School Head, Kindergarten Teachers	₱ 4,000	School Funds/MOOE	August - October 2026	Increased learner participation, interaction, and classroom engagement		
E. Strengthening Teacher-Pupil Interaction	To improve positive classroom interaction and learner responsiveness	Preparation and utilization	School Head, Master Teachers, Kindergarten Teachers	₱ 3,000	School Funds	July - October 2026	Improved teacher-pupil interaction and supportive classroom environment		
F. Utilization of	To Improve the use of varied and		Kindergarten Teachers	₱ 5,000	School Funds/	June - Novem	Learners become more		

Instructional Materials	engaging instructional materials	of visual aids, manipulatives, multimedia resources, and interactive learning materials			PTA Funds	ber 2026	interested, participative, and engaged during classroom activities
H. Monitoring and Evaluation	To evaluate the effectiveness of the instructional enhancement plan	Conduct classroom observation, monitoring, feedback sessions, and evaluation activities	School Head, Master Teachers	₱ 1,000	School Funds	November - December 2026	Improved implementation of teaching strategies and enhanced learner engagement

Conclusion

Based on the findings of the study, it was concluded that kindergarten teachers consistently employed developmentally appropriate teaching strategies such as play-based activities, use of instructional materials, storytelling and songs, and teacher–pupil interaction in classroom instruction. These instructional approaches promoted active participation and meaningful learning experiences among kindergarten learners. The findings support the Cognitive Development Theory of Jean Piaget, which emphasizes that young children learn more effectively through active exploration, concrete experiences, and interaction with their environment. The frequent use of play-based activities, storytelling, songs, and instructional materials indicates that teachers provided interactive and experiential learning opportunities appropriate to the developmental characteristics of kindergarten learners. The study further revealed that kindergarten learners consistently demonstrated high levels of attention, participation, and interest during classroom activities, indicating that learners were actively engaged in the teaching-learning process. These findings affirm the Learner Engagement Theory of Fredricks et al., which explains that learner engagement is reflected through behavioral, emotional, and cognitive involvement in learning activities. The learners’ active participation and sustained interest suggest that engaging and learner-centered instructional practices positively influence classroom involvement and learning experiences among kindergarten learners. Moreover, significant positive relationships were found between the teaching strategies employed by kindergarten teachers and the learners’ level of participation and interest. Among the identified teaching strategies, teacher–pupil interaction demonstrated the strongest relationship with learner engagement. This finding supports the Sociocultural Theory of Lev Vygotsky, which emphasizes that learning occurs through social interaction, collaboration, and teacher guidance. Positive teacher–pupil interaction, scaffolding, and supportive classroom communication therefore play important roles in promoting active participation, motivation, and meaningful engagement among kindergarten learners. Furthermore, the findings of the study support the principles embodied in Republic Act No. 10157, Republic Act No. 10533, DepEd Order No. 47, s. 2016, and DepEd Order No. 42, s. 2016, which emphasize learner-centered, developmentally appropriate, and engaging instructional practices in kindergarten education. The study therefore concludes that effective and developmentally appropriate teaching strategies significantly contribute to enhancing learner engagement and improving the quality of early childhood education among kindergarten learners in public elementary schools. Based on the findings and conclusions of the study, the following recommendations are proposed for the identified stakeholders: For Kindergarten Teachers Kindergarten teachers are encouraged to continue and strengthen the use of developmentally appropriate and learner-centered teaching strategies, particularly play-based activities, appropriate instructional materials, storytelling and songs, and positive teacher–pupil interaction. Teachers may integrate these strategies into daily classroom activities in ways that provide learners with opportunities to participate, respond, explore, and interact. For School Heads and School Administrators School heads and administrators are

encouraged to provide sustained instructional support to kindergarten teachers by facilitating access to appropriate instructional materials and other learning resources needed for interactive and developmentally appropriate activities. They may also organize or recommend school-based learning sessions, mentoring activities, peer sharing, and other professional development opportunities focused on kindergarten teaching strategies and learner engagement. For the Department of Education District and Division Offices The concerned DepEd offices may consider providing professional development opportunities for kindergarten teachers that address developmentally appropriate teaching strategies, classroom engagement, preparation and use of instructional materials, storytelling and songs, play-based learning, and positive teacher–pupil interaction. For Parents and Guardians Parents and guardians are encouraged to support the development of positive learning behaviors at home by providing children with opportunities to participate in age-appropriate educational, creative, and play-based activities. They may reinforce children's interest in learning through reading or storytelling, songs, simple games, and other interactive activities that are appropriate to their developmental level. For the Implementation of the Enhancement Plan The proposed Instructional Enhancement Plan may be considered for adoption and implementation by the concerned schools as a basis for strengthening kindergarten teaching practices and supporting learner engagement. The plan may be implemented through targeted activities such as teacher development sessions, peer learning and sharing, instructional-material development, classroom-based coaching, and monitoring of learners' engagement. For Future Researchers Future researchers may conduct similar studies involving a larger number of respondents and kindergarten learners from different municipalities, districts, or school divisions to provide additional evidence across varied educational contexts. Future studies may also examine other factors associated with kindergarten learners' engagement, such as classroom environment, teacher characteristics, parental support, learning resources, or other instructional practices. Researchers may likewise consider gathering data directly from learners, where developmentally appropriate and ethically feasible, or using classroom observations to complement teacher-reported assessments of learner engagement.

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