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## **Achievements of the Kindergarten Vis-à-vis Classroom Quality in Leyte District I**

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### **Abstract**

This study determine the relationship of classroom quality to Kindergarten achievement in District of Leyte 1, Division of Leyte for the school year 2018-2019. Descriptive-correlational research design was utilized to determine the relationship between classroom quality and achievement of Kindergarten learners. Based on the gathered data, quality classroom for Kindergarten was rarely established. The obtained mean value was 2.48 On the proficiency of the Kindergarten learners using the developmental domains, it was found out that the proficiency level of the Kindergarten learners was considered as “Significantly Delay in Overall Development” with a mean value of 74.78. On the achievement level of the Kindergarten learners, data showed that the obtained mean percentage score of the Kindergarten learners was only 74.79 with a qualitative description interpreted as “Average Performing”. On the significant relationship between the classroom quality and level of proficiency of the Kindergarten learners using the seven domains, revealed that the null hypothesis was rejected. Therefore, there is a significant relationship exist between classroom quality and level of proficiency of the Kindergarten learners. It was also revealed that the classroom quality had a correlation on the achievement of the Kindergarten learners. Thus, making high quality classrooms for Kindergarten learners is necessary.

**Keywords:** Achievements; Kindergarten Learners; Classroom Quality; Level of Proficiency; and Developmental Domains.

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## **1. Introduction**

One of the most important things a teacher can do is to create a classroom environment which is conducive to learning. Classroom is an important place where young learners acquire necessary knowledge and develop skills which they need in dealing with daily life activities. Classroom is the second home of the learners. It is very vital that the kind of classroom where teaching and learning happens should be inviting to all learners.

Positive classroom condition, it ought to be well-equipped with facilities. Classroom physical course of action gives students powerful learning and advances effective instructional process. Provision of physical facilities may be ensured because these are useful in enhancing the general school's performance[1].

The Constitution, Article 14, Section 1 reiterated that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. Section 2. The State shall: (1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society[2].

The oversized classes found in public school classrooms today violate the Constitutionally-guaranteed right of Filipino school children to quality education. Oversized classes also violate the right of teachers to just compensation and humane working conditions. In the current system, a teacher handling a class of 70 students is in fact taking on the workload of two teachers, but without receiving any additional compensation. This practice of assigning oversized classes to teachers without extra pay is one of the mechanisms by which they are "overworked, yet underpaid "[3].

Class size is one factor to consider when evaluating a school's effectiveness [4]. Education researchers have found that Class size reduction in the early grades helps students achieve because there is a greater opportunity for individual interaction between student and teacher in a small class. But the government reduction in public spending on education has resulted to a worsening shortage of teachers and classrooms. Based on data culled from the Department of Education, public schools face a shortage of 46,567 teachers and 32,844 classrooms in school year 2013-2014 [5].

The study was limited to the permanent Kindergarten teachers in the Leyte 1 District, Division of Leyte, Philippines and one of the challenges met by the Kindergarten teachers was on the availability of classroom. Several Kindergarten classes are housed in Temporary Learning Shelters (TLS) constructed by the Department of Education [6] other classroom are constructed by the Parent Teachers Association (PTA). Some of these Temporary Learning Shelters and classroom constructed by the Parent Teachers Association (PTA) are not in good condition [7]. Every time heavy rain comes, classes are suspended. It was also observed that when the weather is very hot, pupils are uneasy and do not want to perform classroom activities. These situations causes low performance of the pupils in the classroom. Worst, some pupils tend to be absent during severe weather conditions.

## **2. Methods**

### ***2.1 Research design***

This study employed the descriptive-correlational research design to discover relationship between the classroom quality and achievement of Kindergarten learners. The method was used to answer questions posed in the study such as: 1. Determine the extent to which elements of a quality classroom being established by Kindergarten teachers; 2. Determine the level of proficiency of the Kindergarten learners using the seven domains; 3. Find out the achievement level of the Kindergarten learners; and 4. Ascertained the significance relationship between the classroom quality and the achievement of Kindergarten learners.

### ***2.2 Research Respondents***

The respondents of the study were the four hundred eighty-four (484) Kindergarten learners and sixteen (16) teachers in the District of Leyte 1, Leyte Division, for the school year 2018-2019. Since the number of Kindergarten learners and Kindergarten teachers was not too big, the researcher decided to include all the Kindergarten pupils and Kindergarten teachers as respondents of the study.

### ***2.3 Research Instrument***

Achievement Test for Kindergarten. This was a teacher made achievement test made by the researcher to measure achievement level of the Kindergarten learners. The achievement test was composed of thirty-five (35) items based on the different learning domains as stated in the National Kindergarten Curriculum Guide for Kindergarten. The seven developmental domains such as Socio-Emotional Development, Values Development, Physical Health & Motor Development, Aesthetic/Creative Development, Mathematics, Understanding of the Physical and Natural Environment and Language, Literacy, and Communication have five items in the achievement test [8].

### ***2.4 Data Gathering Procedure and Data scoring***

Permit to conduct the study was asked from the Schools Division Superintendent through a formal letter. In the same manner, permission from the school administrators of the different schools in the District of Leyte 1 was also done. When permission was approved, the researcher started the conduct of the study. An orientation and explanation of the purpose of the study was discussed to the Kindergarten learners and teachers in order to gather the needed data.

The mechanics and direction in taking the achievement test was discussed by the researcher to the Kindergarten learners. The teacher read the question and the pupils wrote the letter of correct answer on the paper provided to them.

Meanwhile, Kindergarten teachers answered the survey questionnaire. Appropriate time was given to the teachers to answer the said survey questionnaire.

To determine the proficiency level of the Kindergarten learners using the seven domains, the standard criteria set by the Department of Education in terms of proficiency level of pupils [9] was used.

<b><i>Level of Proficiency</i></b>	<b><i>Equivalent Numerical Value</i></b>
Significantly Delay in Overall Development	74% and below
Slightly Delay in Overall Development	75 – 79%
Average Development	80 – 84%
Slightly Advanced Development	85 – 89%
Highly Advanced Development	90% and above

To determine the extent to which elements of classroom quality being established by Kindergarten teachers the following mean values and qualitative descriptions used.

<b><i>Range of Value</i></b>	<b><i>Qualitative Description</i></b>
4.20 - 5.00	Always Established
3.40 - 4.19	Very Often Established
2.60 - 3.39	Sometimes Established
1.80 - 2.59	Rarely Established
1.00 - 1.79	Never Established

To determine the achievement level of the Kindergarten learners, the standard criterion set by the Department of Education in terms of achievement level of pupils was used:

<b><i>Range of Value</i></b>	<b><i>Qualitative Description</i></b>
96%-100%	High Performing
86%-95%	Satisfactory Performing
85%-66%	Average Performing
65% and below	Low Performing

**2.5 Statistical Treatment of the Data**

The statistical tools used in this research was the descriptive-correlational statistics, frequency and percentage, and weighted means.

Pearson Product Moment of Correlation used to find out the relationship of variables and the t-test was considered to test the null hypothesis.

**3. Results and Discussion**

**3.1 Elements of Quality Classroom**

**Table 1:** Quality Classroom being Established by Kindergarten Teachers

<b>Elements of a Quality Classroom</b>	<b>WM</b>	<b>Interpretation</b>
Appropriate class size (35 pupils and below per classroom)	1.90	Rarely Established
Complete classroom furniture	1.67	Never Established
Functional water facility inside the classroom	2.09	Rarely Established
Functional comfort room inside the classroom	1.98	Rarely Established
Well ventilated classroom	3.48	Very Often Established
Availability of instructional materials in the classroom	3.52	Very Often Established
Arranges physical space to include appropriate furniture and designated areas	1.92	Rarely Established
Establishes appropriate traffic patterns: facilitates access to materials and areas	1.89	Rarely Established
Arranges seating to facilitate learning	2.63	Sometimes Established
Makes classroom visually appealing	3.46	Very Often Established
Emphasizes a sense of ownership of the physical environment	2.78	Sometimes Established
<b>AWM</b>	<b>2.48</b>	<b>Rarely Established</b>

Table 1 presents the extent to which elements of a quality classroom being established by Kindergarten teachers. The data gathered clearly showed that the establishment of quality classrooms of the Kindergarten in Leyte 1 District was “Rarely Established”. Therefore, there is a need to improve the learning environment of the Kindergarten in Leyte 1 District. Having good learning environment is necessary in making teaching effective. The findings revealed that a well-managed and vibrant classroom environment has a positive effect on the academic achievement of students in the subject of Pakistan studies at secondary level. Based on findings, it was recommended that an effective, well-managed, vibrant and favorable classroom environment should be ensued for effective instructional process [10]. Furthermore, according to Directorate of Staff Development DSD

41% classes from primary to higher secondary schools level are running without classrooms and 28% have complete boundary wall at same level. In addition to that, 49% students are without furniture and 36% teachers have no furniture in schools [11]. In this situation, students sit on the ground under the sky or under the shady trees and teachers are unable to maintain the learning environment. So, the achievement of the students remains low and disruptive behavior maximize [12].

**3.2 Proficiency Level of the Kindergarten Learners**

**Table 2:** Proficiency Level of the Kindergarten Learners Using the Developmental Domains

<b>Developmental Domains</b>	<b>WM</b>	<b>Interpretation</b>
Socio-Emotional Development	73.75	Significantly Delay in Overall Development
Values Development	77.37	Slightly Delay in Overall Development
Physical Health & Motor Development	72.53	Significantly Delay in Overall Development
Aesthetic/Creative Development	74.67	Significantly Delay in Overall Development
Mathematics	73.11	Significantly Delay in Overall Development
Understanding of the Physical and Natural Environment	75.72	Slightly Delay in Overall Development
Language, Literacy, and Communication	76.32	Slightly Delay in Overall Development
<b>AWM</b>	<b>74.78</b>	<b>Significantly Delay in Overall Development</b>

Table 2 depicts the proficiency level of the of the Kindergarten learners was only 74.78 interpreted as “Significantly Delay in Overall Development”. Thus, a good learning environment must be provided to the Kindergarten learners to improve their proficiency level on the different learning domains.

This idea is supported by [13], when he stated that creating a positive learning environment classroom allows students to feel comfortable, safe and engaged – something that all students deserve.

The students are given opportunity to become responsible for their own learning, students will be self-motivated and results good learning outcome.

**3.3 Achievement Level of the Kindergarten Learners**

**Table 3:** Achievement Level of the Kindergarten Learners in Leyte 1 District

<b>Name of Schools</b>	<b>MPS</b>	<b>Interpretation</b>
Leyte Central School	82.33	Average Performing
Maanda Primary School	73.14	Average Performing
ParasanElementary School	74.9	Average Performing
PalaraoElementary School	76.63	Average Performing
Palid 2 Elementary School	71.8	Average Performing
SambulawanElementary School	78.14	Average Performing
TinocduganElementary School	75.58	Average Performing
ToctocElementary School	74.29	Average Performing
BacoElementary School	74.19	Average Performing
BurabudElementary School	73.93	Average Performing
CulasiElementary School	73.53	Average Performing
DanusElementary School	74.92	Average Performing
KawayanElementary School	71.43	Average Performing
Bachao Elementary School	72.18	Average Performing
<b>AMPS</b>	<b>74.79</b>	<b>Average Performing</b>

Table 3 shows that the obtained Average Mean Percentage Score of the Kindergarten learners in Leyte 1 District was only 74.79 interpreted as Average Performing.

The achievement level of the Kindergarten learners on Leyte 1 District was unable to meet the standard set by the Department of Education which is 75%.

In order to improve the achievement level of the Kindergarten learners, it is vital to provide them with learning environment that would make them interesting in attending classes and be cooperative in all classroom learning activities that would strengthen their knowledge.

Classroom environment plays a noteworthy part in creating a stimulating environment for instructional process and builds up an environment ideal and urging to learning. If learners feel painful in classroom then they will neglect to achieve much knowledge from teachers[1].

Explains that positive classroom learning situations are ones that boost learning for all learning and cultivate their improvement as all-encompassing creatures by considering scholarly, enthusiastic, social and physical development. A positive learning environment is thoughtful and responsive[14].

### **3.4 Relationship of Variables**

**Table 4:** Relationship Between Classroom Quality and Level of Proficiency of the Kindergarten Learners

Variables	p-value	CV	t-value	Decision
Classroom Quality and Level of Proficiency of the Kindergarten Learners	0.03	3.12	3.179	H <sub>0</sub> Rejected

Degree of freedom = 3, alpha of significance = 0.05

Table 4 shows the relationship between the classroom quality and level of proficiency of the Kindergarten learners using the developmental domains.

Using the appropriate statistical tool, the null hypothesis on the significant relationship between the classroom quality and level of proficiency of the Kindergarten learners using the seven domains was rejected. The decision was “H<sub>0</sub> Rejected” because the p-value was only 0.03 which was less than 0.05 alpha of significance. Therefore, there is a significant relationship exist between two (2) variables which were the classroom quality and level of proficiency of the Kindergarten learners.

**Table 5:** Relationship Between Classroom Quality and the Achievement of Kindergarten Learners

Variable	p-value	CV	t-value	Decision
Classroom Quality and the Achievement of Kindergarten Learners	0.05	4.78	3.973	H <sub>0</sub> Rejected

Degree of freedom = 3, alpha of significance = 0.05

Table 5 shows the correlation an analysis depicts that the classroom quality had a correlation or marked relationship on the achievement of the Kindergarten learners. Thus, the null hypothesis was rejected because the p-value was less than 0.05alpha of significance.

#### 4. Conclusion

In the light of the findings of the study, it is safe to conclude that the proficiency of the Kindergarten learners on the developmental domains, were considered as “Significantly Delay in Overall Development”. Further, the Kindergarten learners of Leyte 1 District were considered as “Average Performing”. Thus, classroom quality affects the proficiency level of the Kindergarten learners; likewise, classroom quality marked relationship on the achievement level of the Kindergarten learners.

#### 5. Recommendations

In the light of the findings and conclusions of the study, the following recommendations were hereby proposed for consideration;

1. Construction of quality classrooms for Kindergarten learners should be given a priority and an appropriate budget;
2. Department of Education administration are encourage to send their teachers to trainings and seminars to enhance their skills on classroom structuring;
3. To be led by the school heads, school-based training workshop should be conducted on how to make learning environment conducive to learning;
4. Kindergarten teachers are encourage to design, arrange, and structure their classroom in a way that would help in developing the seven learning domains among Kindergarten learners;
5. School heads are encourage to provide technical assistance to Kindergarten teachers on appropriate classroom structuring and classroom arrangement and management; and
6. It is also encourage to conduct further studies in a larger scope and longer duration to validate the results of the study.

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