



Mechanisms Employed by Grade 1 Teachers in Handling Pupils with and without Pre-Elementary Education in Biliran Division

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Abstract

The study generally aimed to ascertain the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education in the Division of Biliran. It utilized the qualitative and survey research design. Through a series of personal interviews, 32 teachers who were handling Grade 1 pupils with and without pre-elementary education served as respondents. Majority of the respondents were graduates of BS Elementary Education and all of them were qualified to teach Grade 1 level. They have been teaching Grade 1 for 0.5 to 30 years, with a mean of 10.6 years. There were 22 mechanisms employed by the teachers in handling Grade 1 pupils with and without pre-elementary education. There were 12 mechanisms that were used both to pupils with and without pre-elementary education. The mechanisms employed were related to honing the skills of pupils in reading, writing, counting and interpersonal relations. High level learning activities were not introduced to pupils without pre-elementary education. There were 16 problems met by the teachers in handling Grade 1 pupils with and without pre-elementary education. These problems were related to the limited skills and readiness of the pupils in formal education, lack of support of parents, and limited supply of instructional materials.

Keywords: education; mechanisms; pre-elementary education.

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1. Introduction

The enactment of the Early Childhood Care and Development (ECCD) Law in 2000 [1] recognizes the importance of early childhood and its special needs, affirms parents as primary caregivers and the child's first teachers. It classifies and describes in terms of focus in the curriculum design the mechanisms used by teachers in dealing with young learners.

The first class of curriculum is geared towards the traditional primary school which is organized in terms of subject matter areas and focuses mainly on cognitive, literacy and numeracy skills. Teachers engaged the children to teacher-directed, structured, sedentary classroom tasks, and their experiences are limited to paper-pencil tasks with a sprinkling of arts and crafts, music and movement. The second class is informal where teachers allow children to explore a variety of topics in a comparatively random fashion through various plays and activities where learning experiences are designed to support physical, social, emotional, language and cognitive development. The third class follows a similarly diverse and comprehensive pattern to respond to all dimensions of child development. This is more learner-centred where teachers emphasize children's active participation by organizing activities around well-selected themes or topics of study [2].

While it is true that pre-elementary education is already made an integral part of Philippine Basic Education, it is but inevitable that a number of pupils enter Grade 1 without undergoing the aforesaid level of education taking into account that pre-elementary education is non-compulsory. With this, the problem is being subjected to the expertise and versatility of the Grade 1 teacher who will be treating learners at different footings.

In the Division of Biliran, said problem is not new. A number of pre-school age children have no access to pursue pre-elementary education especially those situated at very remote places considering that only central elementary schools and big elementary schools per municipality offer such level of education. With this scenario, the department requires those who intend to enrol in Grade 1 to take first the school readiness assessment (SRA). The test will indicate whether a pupil is ready to begin formal instruction in the development of reading and writing in Grade 1. The fundamental purpose of the test is to determine the extent to which each of the underlying competencies has been developed, so that instruction can be modified to meet the needs of each learner.

The situation poses a big challenge to be faced by Grade 1 teachers. Do they have roles to be played in dealing with primary age children? It is therefore anchored on the foregoing premise that this study is focused on the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education in the Division of Biliran.

1.1 Review of Literature

The following literature is reviewed to provide substance and support to the conduct of the study.

Teachers should first consider their responsibility to assess, identify and readjust their own misperceptions about children and their family background [3,4]. Awareness information about children's families should be

considered as part of teachers' on going professional development [5]. After learning that only about a little percentage of the parents had access to transportation, the teachers started scheduling parent visits and discovered that parents very much wanted to be a part in their children's education, but they sometimes needed accommodations to do so [6]. Teachers adopt more accurate steps toward better understanding and supporting the needs of pupils and families.

A number of learners lack structure and need to feel the security of an organized, predictable classroom and school schedule, so providing a well-established, daily routine gives a sense of stability and helps learners feel that the classroom is a calm, peaceful place to learn [7,8]. Plants, photographs of children, a class pet and even home furniture can provide the pupils with a comfortable sense of stability. Providing a small storage area in the classroom can be a welcome addition for learners who have no other place to store their belongings.

Providing a caring environment establishes quality relationships between teachers and learners; it builds self-esteem and makes pupils more likely to regularly attend school and put more effort to their schoolwork [9]. It is all about relationships; developing personal relationships [10]. Teacher support and peer acceptance have a positive effect on attitudes toward school among pupils [11]. When learners feel more comfortable in the school environment, it becomes far easier for them to grow academically. Teachers cannot know the circumstances of all learners but they can create a culture where all of them feel comfortable discussing their living conditions [12].

Teachers should consider the impact of assignments on both advantaged and disadvantaged children and then offer alternatives, provide materials and make workspace available to complete the assignments, without stigmatizing them [13]. Policies that allow flexibility to complete school works and projects are also helpful for ensuring academic achievement, as pupils in temporary living arrangements may have less time and space for homework [14].

Integrating art, music, movement and other non-traditional activities offer means for pupils who struggle academically to increase their learning and participate actively in the classroom learning venue by integrating their own experiences. Including these opportunities creates avenues for pupils to reveal strengths that otherwise might go unnoticed and provides encouragement to reflect and imagine incoming possibilities [15].

Teachers' conduct of on going formative evaluations based on their own observations and continuous assessments is beneficial to the learners [16]. Studies revealed positive results on learning when teachers viewed learners more holistically (incorporating affective and non-cognitive abilities) and used the data effectively to inform their instruction and planning [17].

Creating a portfolio to document the learner's work, personal characteristics and preferred learning style is another strategy to help teachers improve the academic performance of the learners [18]. If the learner must transfer, the portfolio offers the next teacher a quick, easy way to pick up where the former teacher left off [19].

1.2 Theoretical and conceptual framework

This study is conceptualized based on the following theoretical framework. It is carried out following the concept anchored on its theoretical support.

The objectivist (or behaviourist) perspective of learning lends theoretical support to this study. Objectivists believe in the existence of reliable knowledge about the world [20]. As learners, the goal is to gain knowledge; as educators, to transmit it.

Learning is conceived as a process of changing or conditioning observable behaviour as result of selective reinforcement of an individual's response to events (stimuli) that occur in the environment. The mind is seen as an empty vessel, a *tabula rasa* to be filled or as a mirror reflecting reality. Behaviourism centres on learners' efforts to accumulate knowledge of the natural world and on teachers' efforts to transmit. It therefore relies on a transmission, instructionist approach which is largely passive, teacher-directed and controlled.

With respect to this study, the transmission of knowledge is manifested by the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education.

Objectivism further assumes that learners gain the same understanding from what is transmitted. Learning therefore consists of assimilating that objective reality. The role of education is to help learners learn about the real world. The goal of designers or teachers is to interpret events for them. Learners are told about the world and are expected to replicate its content and structure in their thinking.

Further, the perspective connotes that teachers serve as pipelines and seek to transfer their thoughts and meanings to the passive learner. There is little room for learner-initiated questions, independent thought or interaction between them. The goal of the learner is to regurgitate the accepted explanation or methodology expostulated by the teacher.

This study anchored on the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education in the Division of Biliran. To deeply appraise the intention of said study, it looked into the profile of the Grade 1 teachers, the mechanisms employed, as well as the problems met by the teachers in employing the mechanisms in handling said pupils.

Figure 1 presents the conceptual framework of the study.

1.3 Scope and delimitation of the study

The study was a descriptive and qualitative research focusing on the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education as well as the problems they encountered in employing said mechanisms. The problems and mechanisms presented were limited to narrative analysis which were derived through personal interviews conducted by the researcher to the respondents.

The study involved a limited sample of Grade 1 teachers from the eight (8) districts of the Division of Biliran, thus limiting the generalizability of the results of this study to a certain teacher group. Teachers in

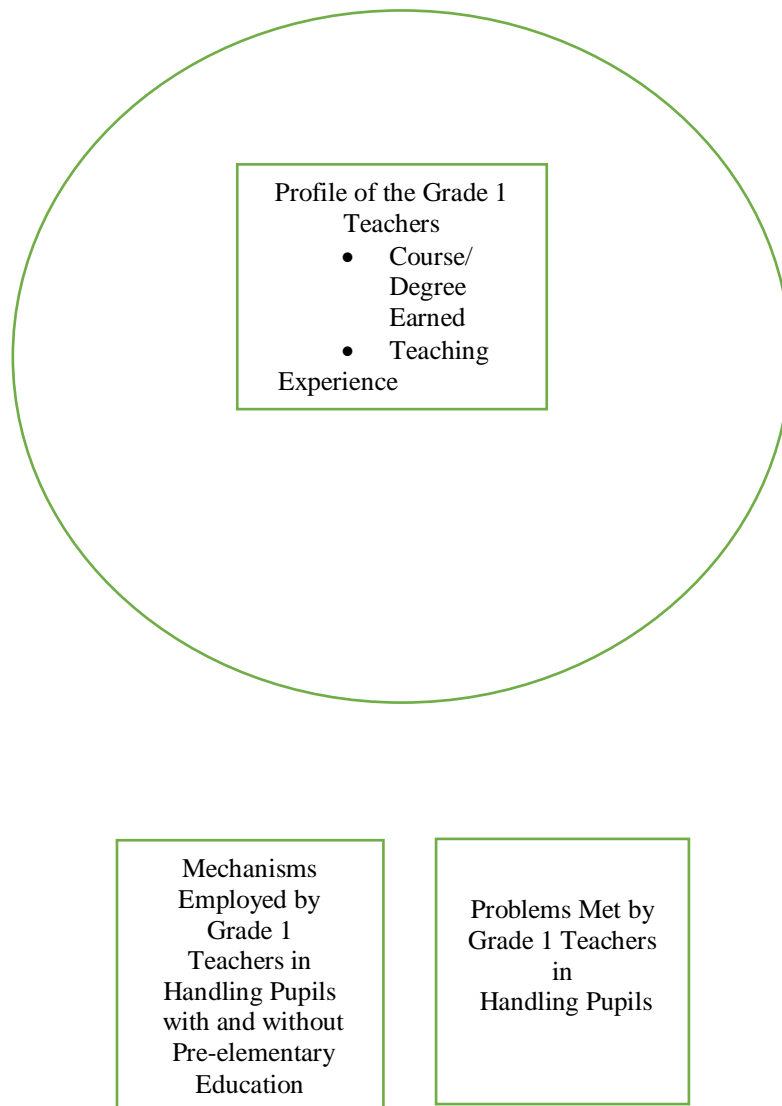


Figure 1: Conceptual framework of the study

2. Methodology

This study utilized the qualitative and survey research design. Grade 1 teachers were personally interviewed in order to elicit data like the mechanisms they employed in handling pupils with and without pre-elementary education in Biliran Division as well as the problems they met in employing said mechanisms. It covered the whole Division of Biliran. However, the District of Maripipi was not covered for accessibility reason. Hence, eight (8) out of the nine (9) districts in said division were covered in this study. Respondents were composed of Grade 1 teachers in the entire Division of Biliran. Taking into account time and monetary limitations, only four (4) respondents were randomly selected for each district; two (2) represented the central school and the other two (2) coming from the non-central or cluster school. There were 32 respondents involved in the survey. Table 1 shows the distribution of respondents from the different districts of Biliran Division.

This study made use of an interview guide (See Appendix A) to gather the needed data. The guide was divided into three parts. The first part intended to gather respondents' profile like name, age, educational attainment and number of years in teaching. The second part, on the other hand, was designed to elicit the mechanisms employed by respondents in handling Grade 1 pupils with and without pre-elementary education while the third part intended to gather information on problems met by them in employing said mechanisms.

Table 1: Distribution of respondents from the different districts of Biliran Division

District	f	%
Almeria	4	12.5
Biliran	4	12.5
Cabucgayan	4	12.5
Caibiran	4	12.5
Culaba	4	12.5
Kawayan	4	12.5
Naval North	4	12.5
Naval South	4	12.5
TOTAL	32	100

In this study, the term mechanisms refers to the methods, techniques, strategies and approaches used by Grade 1 teachers in teaching Grade 1 pupils with and without pre-elementary education.

All data gathered were analysed and interpreted using descriptive statistics like frequency counts, mean, and percentages. Results were presented in tabular and narrative forms.

3. Results and discussion

3.1. Profile of Grade 1 teachers

The profile variables considered in the study were the degree/course earned and years in teaching Grade 1. Table 2 presents the profile of the teacher-respondents.

As regards the degree/course earned by the teachers, about two-thirds (65.6%) of them were graduates of BS in Elementary Education. Others were graduates of BS in Secondary Education (12.5%), BS in Industrial

Education (15.6%), and BS in Agricultural Education (6.3%). Although not all of the Grade 1 teachers were majors in elementary education, their degrees earned in secondary, industrial, and agricultural education are also considered closely related to elementary education and hence, they are qualified to handle Grade 1 pupils.

Table 2: Profile of the teacher-respondents

Profile Variables	Frequency	Percentage
Degree/Course Earned		
BS in Secondary Education	4	12.5
BS in Elementary Education	21	65.6
BS in Industrial Education	5	15.6
BS in Agricultural Education	2	6.3
Total	32	100.0
Years of Teaching in Grade 1		
1 year and below	2	6.3
2 – 5	9	28.1
6 – 10	10	31.2
11 – 15	2	6.3
16 – 20	4	12.5
21 – 25	2	6.3
26 – 30	3	9.4
Total	32	100.0

The teachers' experience in handling Grade 1 classes ranged from 0.5 to 30 years, with a mean of 10.6 years. Most of them had 6 to 10 years (31.2%) and 2 to 5 years (28.1%) teaching experience. Only few (6.3%) of them were new to the teaching profession, with less than a year of teaching experience. This means that the teachers assigned to handle Grade 1 pupils are those skilled in handling pupils with different levels of academic and social preparations required in Grade 1 education.

3.2. Mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education

For clarity, the various mechanisms employed which were generated from the respondents through multiple response, were explained and defined.

Varied instructional materials suited for pupils' learning ability. The teachers made use of varied instructional materials such as pictures, concrete objects like ball, sticks, puppets, and many others.

Advance/high level learning activities. Giving advance or high level learning activities such as problem solving in Math that could enhance the thinking skills of the pupils.

Follow-up/reinforcement/home visits/talk with parents. The home works of the pupils should be followed-up by parents at home, so that pupils will develop proper study habits. The teacher as well, should follow-up if the pupils made their assignments or home works before they start with the new lesson. If pupils or a particular pupil is not doing well in school and is always absent, the teacher should do home visit and talk to the parents of the pupil. The teachers should convince the parents to do something about the status of the pupil, because it is not only the job of the teacher to improve the academic performance of the pupils, but also their parents.

PVOSBM (Phonic Visual Oral Sound Blending Meaning). This is a mechanism in teaching reading wherein the pupils are being familiarized with the sounds of the alphabet letters. Then visual representations are given. Then the pupils will read the letter with their corresponding sound. The sounds will be blended to form words and the words being taught to the pupils are given meanings.

Use of TV/VCD player in teaching. Using media in teaching such as TV/VCD would catch the attention of the pupils leading them to perform better in the class. Example of educational TV is the Mathinik and Sineskwela.

Pronunciation drill/sound recognition. The pupils are being taught on how to pronounce properly some basic words, so that when they go to higher grades they would have no difficulty in saying or reading words.

Flashcards. The teacher would use flashcards in teaching the pupils how to read so that the teacher would just flash each card, making it easy for her to teach.

CVC approach (Consonant Vowel Consonant). Pupils are familiarized with CVC words such as hat, bag, ham, dam, etc.

SRT (Synchronized Reading Time). Every school has SRT, a thirty-minute time wherein the pupils will read a short passage from a book and are being asked with comprehensive questions.

Group assignment/grouping. The pupils are divided into groups and are given activities. These would enhance the social skills of the pupils.

Synchronized writing activity. The pupils are given writing activities to enhance or improve their writing skills.

Peer tutoring. A pupil who performs well in the class is asked to teach or assist his/her classmates who do not do well in the class.

Spelling. Pupils should not only be taught on how to read words but also on how to spell these words.

Interactive cooperative learning. During class discussions, the pupils should be given the opportunity to share their ideas and thoughts.

Use of charts with sentences/phrases/stories. Sentences, phrases and stories are written on charts.

Concrete objects. Concrete objects mean real objects such as real fruits like apple, mango, pineapple, etc., real toys like doll, ball and marbles.

Dolchs basic sight. These are groups of words which are being familiarized to the pupils.

Synchronized remedial reading. Pupils are given time to be taught on how to read, especially those pupils who are slow in reading.

Use of big pictures and drawings. When teachers use pictures or drawings as instructional material, it should be big and visible so that the pupils could easily understand what the picture says and even pupils at the back could see it.

One-on-one session. Pupils should be given one-on-one session wherein they are taught one-on-one on how to read.

Refreshing early childhood experiences. This means providing recreation activities such as bringing the pupils outside the classroom and letting them play.

Provision of learning materials. This means providing materials that would enhance learning skills of the pupils such as puzzles, etc.

For better understanding, the aforementioned mechanisms are categorized into Visual/Spatial (where pupils learn best through pictures, images and spatial understanding), Aural/Auditory (pupils here learn best through sound and music), Verbal/Linguistic (where individuals learn best through words, verbal and/or written), Physical/Kinaesthetic (where pupils learn best through experience and rely on the sense of touch), Logical/Mathematical (where pupils learn best through logic and reasoning), Social/Interpersonal (where pupils learn best through group interaction) and Solitary/Intrapersonal (where individuals learn best through self-study) [21].

Table 3 presents the mechanisms employed by Grade 1 teachers in handling pupils with and without pre-elementary education.

3.3. Mechanisms employed by Grade 1 teachers in handling pupils with pre-elementary education.

As reflected in Table 3, there were 20 mechanisms used by the teachers. Topping among the mechanisms used by the teachers in handling pupils with pre-elementary education was the conduct of follow-up/reinforcement/home visits/talk with parents. This was followed by the use of advanced/high level learning activities, the use of varied instructional materials suited for pupils' learning ability, use of Phonic Visual Oral Sound Blending Meaning (PVOSBM), conduct of pronunciation drill/sound recognition and synchronized writing activity.

The teachers also used group assignment/grouping, TV/VCD player, flash cards, Dolchs basic sight word, CVC approach, spelling, synchronized remedial reading, peer tutoring, charts with sentences/phrases/stories, concrete objects, big pictures and drawings, SRT, one-on-one session, and interactive cooperative learning.

3.4. Mechanisms employed by Grade 1 teachers in handling pupils without pre-elementary education.

As shown in Table 3, the teachers used 14 mechanisms in handling pupils without pre-elementary education.

The number one mechanism used by the teachers was the conduct of pronunciation drill/sound recognition. This was followed by synchronized remedial reading, one-on-one session, PVOSBM, SRT, use of concrete objects and peer tutoring. The teachers also employed big pictures and drawings, group assignment/grouping, follow-up/reinforcement/home visits/talk with parents, flash cards, provision of learning materials, synchronized writing activity and refreshing early childhood experiences.

To sum up, there were 22 mechanisms employed by the teachers in handling Grade 1 pupils with and without pre-elementary education. There were 12 mechanisms that were used both to pupils with and without pre-elementary education.

It can be observed from the result that the teachers employed more mechanisms in dealing pupils with pre-elementary education than in handling pupils without pre-elementary education. According to the teachers, their efforts were focused on making the pupils capable of writing and reading, so less number of mechanisms was employed to Grade 1 pupils without pre-elementary education.

Further, the data showed that the most number of mechanisms employed by the teachers in dealing with Grade 1 pupils with and without pre-elementary education fall under the visual category. This would imply that the pupils' learning was mostly influenced by the introduction of pictures, icons, charts, diagrams, colour coded information and the like.

On the other hand, the least number of mechanisms employed by the teachers in dealing with Grade 1 pupils with and without pre-elementary education fall under the logical, physical and solitary categories. This would imply further that the pupils' young minds are not yet ready for logical reasoning, their physical experiences are still so very limited, and their independent study and learning is not yet developed.

Table 3: Mechanisms employed by grade 1 teachers in handling pupils with and without pre-elementary education

Mechanisms employed*	With pre-elem. education		Without pre-elem. education	
	Frequency	Percent	Frequency	Percent
VISUAL (SPATIAL)				
Use of varied instructional materials suited for pupils' learning ability	4	12.5		
Use of TV/VCD player in teaching	2	6.2		
Flash cards	2	6.2	1	3.1
Use of charts with sentences/phrases/stories	1	3.1		
Use of concrete objects	1	3.1	3	9.4
Dolchs basic sight word	2	6.2		
Use of big pictures and drawings	1	3.1	2	6.2
Provision of learning materials			1	3.1
AURAL (AUDITORY)				
Phonic Visual Oral Sound Blending Meaning (PVOSBM)	4	12.5	4	12.5
Pronunciation drill/sound recognition	4	12.5	8	25.0
VERBAL (LINGUISTIC)				
CVC (Consonant-Vowel-Consonant) Approach	2	6.2		
Synchronized Reading Time (SRT)	1	3.1	4	12.5
Spelling	2	6.2		
Synchronized remedial reading	2	6.2	7	21.9
One-on-one session	1	3.1	6	18.7
PHYSICAL (KINESTHETIC)				
Synchronized writing activity	4	12.5	1	3.1
LOGICAL (MATHEMATICAL)				
Advanced/high level learning activities	5	15.6		
SOCIAL (INTERPERSONAL)				
Group assignment/grouping	3	9.4	2	6.2
Peer tutoring	2	6.2	3	9.4
Interactive cooperative learning	1	3.1		
Refreshing early childhood experiences			1	3.1
SOLITARY (INTRAPERSONAL)				
Follow-up/reinforcement/home visits/talk with parents	7	21.9	2	6.2

*Multiple response

3.5. Problems met by the teachers in handling pupils with and without pre-elementary education

The problems met by Grade 1 teachers in handling pupils with and without pre-elementary education are presented in Table 4.

There were 16 problems identified by the teachers and these were encountered in handling both pupils with and without pre-elementary education.

The leading problem met by the teachers in handling Grade 1 pupils with pre-elementary education was the absenteeism of pupils during remedial activities. Teachers considered it as a problem for their ultimate goal of honing the basic skills will just be futile if the pupils would not come. It was also revealed during the interview with the teachers that most pupils who resorted to absenteeism were those slow learners.

The second most serious problem in handling pupils with pre-elementary education was the inattentiveness of pupils or lack of focus during classroom discussion. Again, this was observed among the slow -learner pupils.

Table 4: Problems met by Grade 1 teachers in handling pupils with and without pre-elementary education

Problems Met*	With Pre-elementary Education		Without Pre-elem. Education	
	Frequency	Percent	Frequency	Percent
	Pupils can't read/ hardly produce sound	6	18.8	15
Social/motor skills of pupils are not yet fully developed	7	21.9	10	31.2
Misbehaviour/discipline of pupils	9	28.1	8	25.0
Time adjustment	1	3.1	1	3.1
Unequal level of pupils' readiness	2	6.2	1	3.1
Pupils are hyperactive	3	9.4	2	6.2
Pupils are inattentive/lack focus	10	31.2	7	21.9
Pupils can't count	2	6.2	4	12.5
Pupils can't write/handle pencil	3	9.4	16	50.0
Absenteeism of pupils during remedial activities	11	34.4	14	43.8
Slow learner pupils	2	6.2	11	34.4
Pupils lack school materials	1	3.1	4	12.5
Lack of parents' support/follow-up	4	12.5	6	18.8
Non-attendance of parents during homeroom meeting	5	15.6	5	15.6
Remote location of pupils' residence	1	3.1	1	3.1
Inadequate supply of instructional materials	2	6.2	2	6.2

*Multiple response

The teachers considered misbehaviour or undisciplined pupils and hyperactive pupils as problems. They also identified problems like pupils' social or motor skills are not yet fully developed, unequal level of pupils' readiness, pupils can't read or hardly produce appropriate sound, pupils can't count, pupils can't write or handle pencil. As observed by the teachers, most of the pupils were still not engaged in classroom learning activities.

On the part of the parents, the teachers considered non-attendance of parents during homeroom meetings, and lack of parents' support or follow-up as problems. According to the teachers, parents do not attend meetings and do not make follow-up activities on school-related tasks of their children but instead assign them to perform some minor house chores.

Some teachers considered the remote location of pupils' residence as a problem. Since home visitations were mostly employed only during weekends, teachers considered it as a difficulty especially for very remote places where the pupils reside and it would entail monetary consideration on the part of the teachers.

Inadequate supply of instructional materials was a problem considered by some teachers. The provision of materials for construction of instructional materials was limited. Sometimes teachers provide school materials like paper and pencil to some pupils who report to class without bringing school materials.

Few teachers identified time adjustment as a problem. This was commonly experienced by the new teachers.

With respect to the problems met by the Grade 1 teachers in handling pupils without pre-elementary education, said problems were identified as common to both pupils with and without pre-elementary education.

As shown in the same table, the most serious problem of teachers in handling pupils without pre-elementary education was the inability of the pupils to write or handle a pencil. This problem was expected since the pupils were still new entrants to the formal schooling.

Other serious problems met by the teachers were the following: pupils can't read or hardly produce sound, absenteeism of pupils during remedial activities, slow learner pupils, and social or motor skills of pupils are not yet fully developed.

It could be gleaned from the result that the problems met by the teachers in handling pupils without pre-elementary education were closely associated to the limited skills and readiness of the pupils in formal education.

4. Conclusion

Pre-elementary education in the Division of Biliran is offered only in the central schools and big barangays. Grade 1 teachers handling pupils with and without pre-elementary education are holders of appropriate education degrees and have ample years of experience in teaching Grade 1 level. The mechanisms employed by the teachers are related to honing the skills of pupils in reading, writing, counting and interpersonal relations. High level learning activities are not introduced to pupils without pre-elementary education. The problems met

by the Grade 1 teachers are related to the limited skills and readiness of the pupils in formal education, lack of support of parents and limited supply of instructional materials.

5. Recommendations

Parents who have 5-year-old children should be aware that their children should be enrolled in pre-elementary before they enter Grade 1. In this way, pupils already possess the pre-requisite skills as they enter Grade 1. On the other hand, Grade 1 teachers should enhance the activities as they employ remedial activities in reading and writing. Additional efforts should be put on home visitation, utilization of varied instructional materials/charts other than textbooks and praising/motivating learners' performance in order to develop the holistic potentials of Grade 1 pupils.

On the part of the school administration, more efforts should be made to establish a strong school-community linkage so that the conduct of homeroom meetings with the parents will be well attended and absenteeism of pupils will be mitigated. Sanctions must be applied to the parents or guardians who don't attend homeroom meetings and those who let their children miss the classes or remedial activities.

On the part of the agency, the Department of Education should allocate budget for home visitation purposes as well as for the supply of varied instructional materials to Grade 1 level of education especially those located in very remote barangays.

A study should be made whether there is a significant difference between the scholastic achievements of elementary pupils (at all levels) who have undergone pre-elementary education. Moreover, a study should also be conducted to ascertain the parents' participation and involvement in activities for readiness of Grade 1 pupils in formal education.

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Appendix A

INTERVIEW GUIDE FOR RESPONDENTS

I. PERSONAL BACKGROUND

Name:

Age:

Degree/s Completed:

School Graduated:

Present Station:

Number of Sections Taught:

Number of Years in Teaching:

II. MECHANISMS EMPLOYED BY GRADE 1 TEACHERS IN HANDLING PUPILS

a. What are the mechanisms/strategies you used in handling pupils with pre-elementary education background?

b. What are the mechanisms/strategies you used in handling pupils without pre-elementary education background?

III. PROBLEMS MET IN HANDLING THE MECHANISMS

a. What are the problems you encountered in handling the mechanisms employed in teaching pupils with pre-elementary education background?

b. What are the problems you encountered in handling the mechanisms employed in teaching pupils without pre-elementary education background?
