

## TEACHING METHODS PREFERENCES OF KINDERGARTEN TEACHERS: A BASIS FOR LEARNING IMPROVEMENT PLAN (LIP)

**Johann Lyza C. Mendoza, M.A.Ed., Raquel G. Larang, Ed.D.**  
*Pangasinan State University; Open University Systems, Lingayen Campus*  
*mendoza.johann53@gmail.com*

**Abstract:** *The study aims to determine the method of teaching most preferred by kindergarten teachers of Alaminos City, Pangasinan. The criteria in which the kindergarten teachers made use of in making a choice are: cost efficiency, time of preparation, pupils' engagement, and assessment tool/s to be used. It also sought to establish the profile of the kindergarten teachers, the problems they have encountered in employing the different methods, and the significance of the relationships between their profile variables and their extent of preference. based from the findings of the study, a learning plan is crafted by the researcher. In this research, Descriptive-survey method was used in this study with the questionnaire as the main data-gathering instrument. The respondents of her study are the 44 kindergarten teachers in the different public schools of Alaminos City during the school year 2018-2019. The data gathered were submitted to appropriate statistical tools in order to arrive at accurate analysis and interpretation.*

**Keywords:** *Teaching Methods, Cost efficiency, Time of Preparation, Pupil's Engagement, Assessment Tool*

---

## **INTRODUCTION**

Kindergarten is the first time most children are exposed to a classroom environment that's less about playing and more sitting still, listening to the teacher and completing classwork. Teachers in kindergarten classrooms use several teaching methods to ensure that each student is learning what she needs to know [1].

Kindergarten teachers play an integral role in early childhood development by fostering basic intellectual and social foundations. To build these foundations, kindergarten teachers implement several teaching methods that challenge students to express themselves while learning. Successfully teaching kindergarten is about finding the right balance between fun and learning [2].

Aware that there are various developmentally appropriate methods of teaching recommended for kindergarten teachers to employ, the researcher desires to find out which of these methods do kindergarten teachers of Alaminos City Division prefer most. The findings of the study may serve as basis in crafting staff development programs for kindergarten teachers to enhance their teaching competencies, specifically in the selection of teaching methods that is appropriate for young children and in the preparation of needed instructional and assessment materials.

## **OBJECTIVES OF THE STUDY**

This study aimed to determine the method of teaching most preferred by kindergarten teachers of Alaminos City Division during the school year 2018 – 2019.

Generally, this study answers the following queries: (1) profile of the respondents in terms of: a. Age; b. Sex; c. Highest Educational Attainment; d. Number of Years Teaching Kindergarten, and e. In-Service Trainings Attended Related to Kindergarten Teaching (2) extent of preference of kindergarten teachers on the different methods in teaching kindergarteners in terms of: (a) Cost Efficiency; (b) Time of Preparation; (c) Pupils' Engagement, and (d) Assessment Tool/s to Use;

(3) problems encountered by the kindergarten teachers in employing the different teaching methods; (4) a significant relationship between the extent of preference on the different methods employed by teacher in teaching kindergarteners and their profile variables; (5) proposed learning plan.

## **MATERIALS AND METHODS**

In this research, descriptive-survey-correlational method of research was employed since it's goal is to determine the extent of preference kindergarten teachers on different teaching methods and its relationship to the respondents' profile variables.

In gathering data pertinent to this study, the researcher constructed a questionnaire. The questionnaire has a three parts. Part I, the profile of the respondents in terms of age, sex, highest educational attainment, number of years in teaching kindergarten, and the number of in-service trainings attended related to kindergarten teaching. Part II, extent of preference of the kindergarten teachers on the different methods of teaching used in kindergarten. This part employs the Five-Point Likert Type questionnaire. Part III of the questionnaire are problems encountered by the kindergarten teachers in employing the different teaching methods.

After all data pertinent to study were collected, researcher seeks the help of PSU Statistics Center in the computation. The researcher has consulted the Center before the proposal defense to ensure that appropriate statistical tools are used so as to arrive at accurate interpretation and analysis of data. Problem number 1 which is on the profile of the kindergarten teachers in the Division of Alaminos City were answered using frequency counts and percentage. Problem number 2 which is on the extent of preference of kindergarten teachers on the different methods of teaching employed in kindergarten, Weighted Mean (WM) were used. The following rating, and descriptive interpretation will be used. Problem

number 3 which is the problems encountered by kindergarten teachers in employing the different teaching methods, frequency counts and weighted mean were used. Problem number 4 which is on the significance of the relationship between respondents' profile variables and extent preference on the teaching methods utilized in kindergarten, Mann-Whitney independent-test were used.

### RESULTS AND DISCUSSION

The results presented include the teaching methods preferences of kindergarten teachers: a basis for learning improvement plan. The significant perceptions established the practices, skills and process flow.

#### Profile of the Respondents

Shown in Tables 1 is the profile of the Kindergarten Teachers in terms of age, sex, highest educational attainment, number of years teaching in kindergarten and in-service trainings attended related to kindergarten training.

Table 1  
 Profile of the Respondents

	Freque ncy	Valid Percent	Percent
<b>Age</b>			
22 – 34 (Early Adulthood)	28	63.6	65.1
35 – 49 (Midlife)	14	31.8	32.6
50 and above (Mature Adulthood)	1	2.3	2.3
Total	43	97.7	100.0
Missing System	1	2.3	
Total	44	100.0	
<b>Sex</b>			
Male	3	6.8	7.3
Female	38	86.4	92.7
Total	41	93.2	100.0
Missing System	3	6.8	
Total	44	100.0	
<b>Highest Educational Attainment</b>			
BEEd/BECEd/BSEd	4	9.1	9.1
With M.A. Units	31	70.5	70.5
MAEd/Med	8	18.2	18.2
With Doctoral Units	1	2.3	2.3
Total	44	100.0	100.0
<b>Number of Years Teaching Kindergarten</b>			

Below 5	19	43.2	45.2
5-9	15	34.1	35.7
10-14	6	13.6	14.3
15 Above	2	4.5	4.8
Total	42	95.5	100.0
Missing System	2	4.5	
Total	44	100.0	

#### In-Service Trainings Attended Related To Kindergarten Teaching

##### School Level

Below 5	43	97.7	100.0
Missing System	1	2.3	

##### Division Level

None	34	77.3	79.1
1	6	13.6	14.0
2	1	2.3	2.3
4	1	2.3	2.3
10	1	2.3	2.3
TOTAL	43	97.7	100.00
Missing System	1	2.3	

##### Regional Level

0	24	54.5	55.8
1	13	29.5	30.2
2	4	9.1	2.3
4	1	2.3	2.3
5	1	2.3	2.3
Total	43	97.7	100
Missing System	1	2.3	
.00	40	90.9	93.0
1.00	2	4.5	4.7
3.00	1	2.3	2.3
Total	43	97.7	100.0
Missing System	1	2.3	
Total	44	100.0	

The table 1 reveals that majority of the kindergarten teachers, 28 or 63.6 percent are within the age range 22.34 years old. Fourteen (14) or 31.8 percent are 35-49 years old. Only 1 or 2.3 percent has an age within the range 50 years and above. One of the respondents did not indicate his/her age. The findings show that majority of the respondents are in their early and middle adulthood. This finding is noteworthy because the kindergarten teachers are still in their vibrant and energetic to handle young children who are also energetic, adventurous, and playful.

In terms of sex, majority of the kindergarten teachers, 38 or 86.4 percent are females and only 3 or 6.8 percent are males. Of

the 44 respondents, 3 did not indicate their sex. The findings show that kindergarten teachers are female-dominated. This is in consonance with findings of studies with sex as variables, that females dominate the teaching profession.

With regards to their highest educational attainment, 31 or 70.5 percent have earned units in the masteral program, 8 or 18.2 percent have completed their masterate degrees, and only 1 or 2.3 percent have earned units in the doctoral program. Findings show that majority of the kindergarten teachers wants to grow professionally may be for two reasons for promotion and to earn the required number of CPD points for the renewal of license.

As to the number of years they have been teaching kindergarten, 19 or 43.2 percent have been teaching below 55 years. This is followed by the number of teachers, 15 or 34.1 percent, who indicated that they are teaching kindergarten for 5 – 9 years. The remaining number of kindergarten teachers is teaching kindergarten for ten years and above. Two (2) or 2.3 percent did not indicate their years of teaching. This finding is in consonance with the finding under the variable age.

In terms of the seminars/training attended, these are classified as school, division, regional, and national levels. As to the school level, 36 or 81.8 of the teachers have not attended any. Only 7 or 15.9 percent indicated they have attended 1 seminar. In the division level, 34 or 77.3 percent have not attended any. Six (6) or 13.6 percent have attended 1 seminar. In the regional level, 24 or 54.5 percent have not attended any while 13 or 29.5 percent have attended one. The remaining number of kindergarten teachers have attended more than one seminar/training. In the ntional level, 40 or 90.9 percent indicated that they have not attended any. Two or 4.5 percent have attended one while one respondent or 2.3 percent has attended 3 seminars/trainings. One did not respond in this item.

### **Extent of Preference on Teaching Methods as to the Different Criteria**

#### **A. Cost Efficiency**

Table 2 found on the next page presents the summary of the data gathered along this aspect.

It could be gleaned from the table that the very preferred method in terms of cost efficiency are two-track method; 4.59, use of manipulatives, 4.55; interactive learning, 4.52 and play method, 4.52. All the other methods are much preferred by respondents as indicated by respective weighted means.

**Table 2**  
**Extent of Preference of Kindergarten Teachers along Cost Efficiency**

	F	f	F	f	f	Me	DE
	%	%	%	%	%	an	
Two-Track Method	0	0	1	16	27	4.59	VMP
	0.	0.	2.	36	61		
	0	0	3	.4	.4		
Integrative Method	0	1	6	23	14	4.14	MP
	0.	2.	13	52	31		
	0	3	.6	.3	.8		
Interactive Learning	0	0	3	15	26	4.52	VMP
	0.	0.	6.	34	59		
	0	0	8	.1	.1		
Experiential Learning	0	0	3	16	25	4.50	MP
	0.	0.	6.	36	56		
	0	0	8	.4	.8		
Play Method	0	0	2	17	25	4.52	VMP
	0.	0.	4.	38	56		
	0	0	5	.6	.8		
Use of Manipulatives	0	0	3	14	27	4.55	VMP
	0.	0.	6.	31	61		
	0	0	8	.8	.4		
Small Group Discussion	0	0	5	13	26	4.48	MP
	0.	0.	11	29	59		
	0	0	.4	.5	.1		
Total Physical Response	0	1	3	22	18	4.30	MP
	0.	2.	6.	50	40		
	0	3	8	.0	.9		
Cooperative Learning	0	0	5	12	27	4.50	MP
	0.	0.	11	27	61		
	0	0	.4	.3	.4		
Conference Learning	0	2	5	16	21	4.27	MP
	0.	4.	11	36	47		
	0	5	.4	.4	.7		
<b>Over-all</b>				<b>4.44</b>			<b>MP</b>

### B. Time of Preparation

Table 3 on the next page presents the summary of data on the extent of preferences of teaching methods in terms of time of preparation.

The table shows that except for cooperative learning which obtained the highest weighted mean of 4.55 interpreted as very much preferred, all together methods in teaching kindergarten were much preferred by the kindergarten teachers as indicated their computed weighted means which are within the range 3.41 to 4.50. Having the highest weighted mean of 4.49 is small group discussion. This is followed closely by use of manipulatives with a computed weighted mean of 4.48. Having least computed weighted mean of 4.16 is integrative method.

**Table 3**  
**Extent of Preference of Kindergarten Teachers along Time of Preparation**

	F	f	f	f	f	Me	DE
	%	%	%	%	%	an	
Two-Track Method	1	0	3	15	<b>25</b>	4.4 3	M P
	2.	0.	6.	34	<b>56</b>		
Integrative Method	0	1	7	<b>20</b>	16	4.1 6	M P
	0.	2.	15	<b>45</b>	36		
Interactive Learning	0	1	4	14	<b>25</b>	4.4 3	M P
	0.	2.	9.	31	<b>56</b>		
Experiential Learning	0	1	4	15	<b>24</b>	4.4 1	M P
	0.	2.	9.	34	<b>54</b>		
Play Method	0	2	3	15	<b>24</b>	4.3 9	M P
	0.	4.	6.	34	<b>54</b>		
Use of Manipulatives	0	0	3	17	<b>24</b>	4.4 8	M P
	0.	0.	6.	38	<b>54</b>		
Small Group Discussion	0	0	4	14	<b>25</b>	4.4 9	M P
	0.	0.	9.	31	<b>56</b>		
Total Physical Response	0	0	4	18	<b>22</b>	4.4 1	M P
	0.	0.	9.	40	<b>50</b>		
Cooperative Learning	0	0	3	14	<b>27</b>	4.5 5	V M P
	0.	0.	6.	31	<b>61</b>		
Conference Learning	0	1	3	16	<b>24</b>	4.4 3	M P
	0.	2.	6.	36	<b>54</b>		
<b>Over-all</b>				<b>4.42</b>			<b>M P</b>

### C. Pupils' Engagement

The extent of preference of kindergarten teachers of methods of teaching in terms of pupils' engagement is shown in Table 4 found in the next page.

It could be gleaned from the table that seven of the methods were very much preferred by kindergarten teachers indicated by their corresponding weighted means which are within the range 4.51 - 5.00. Having the highest weighted mean of 4.67 is the two-track method followed by play method and use of manipulatives both having a weighted mean of 4.60. The much preferred method are integrative method (4.26), total physical response (TPR), and conference learning (4.42). It is worthy to note that kindergarten teachers use methods that cater to the nature and characteristics of young learners.

**Table 4**  
**Extent of Preference of Kindergarten Teachers along Pupils' Engagement**

	F	f	F	f	f	Me	DE
	%	%	%	%	%	an	
Two-Track Method	0	0	2	10	31	4.67	VM P
	0.0	0.0	4.5	22.7	70.5		
Integrative Method	1	0	3	22	17	4.26	MP
	2.3	0.0	6.8	50.0	38.6		
Interactive Learning	0	0	4	13	26	4.51	VM P
	0.0	0.0	9.1	29.5	59.1		
Experiential Learning	0	0	4	8	31	4.63	VM P
	0.0	0.0	9.1	18.2	70.5		
Play Method	0	1	3	8	31	4.60	VM P
	0.0	2.3	6.8	18.2	70.5		
Use of Manipulatives	0	0	4	9	30	4.60	VM P
	0.0	0.0	9.1	20.5	68.2		
Small Group Discussion	0	0	3	13	27	4.56	VM P
	0.0	0.0	6.8	29.5	61.4		
Total Physical Response	0	2	3	13	25	4.42	MP
	0.0	4.5	6.8	29.5	56.8		
Cooperative Learning	0	0	3	12	28	4.58	VM P
	0.0	0.0	6.8	27.3	63.6		
Conference Learning	1	0	4	13	25	4.42	MP
	2.3	0.0	9.1	29.5	56.8		
<b>Over-all</b>				<b>4.53</b>			<b>V MP</b>

**D. Assessment Tool/s Used**

The kindergarten teachers' preferences of teaching methods in terms of the criteria assessment tool/s used are presented in Table 5 found on the next page.

The table 5 reveals that in terms of this criterion, only the two-track method is very much preferred by teachers as evidenced in its weighted mean of 4.56. All remaining methods are much preferred of kindergarten teachers as indicated by their weighted means which are within the range 3.51 – 4.50.

**Table 5**  
**Extent of Preference of Kindergarten**  
**Teachers along Assessment Tool/s Used**

	F	f	f	f	f	Me	DE
	%	%	%	%	%	an	
Two-Track Method	0	0	2	15	26	4.56	V MP
	0.	0.	4.	34	59		
	0	0	5	.1	.1		
Integrative Method	0	0	6	25	12	4.14	MP
	0.	0.	13	56	27		
	0	0	.6	.8	.3		
Interactive Learning	0	1	4	17	21	4.35	MP
	0.	2.	9.	38	47		
	0	3	1	.6	.7		
Experiential Learning	0	1	3	14	25	4.47	MP
	0.	2.	6.	31	56		
	0	3	8	.8	.8		
Play Method	0	1	3	19	20	4.35	MP
	0.	2.	6.	43	45		
	0	3	8	.2	.5		
Use of Manipulatives	0	1	3	15	24	4.44	MP
	0.	2.	6.	34	54		
	0	3	8	.1	.5		
Small Group Discussion	0	1	5	14	23	4.37	MP
	0.	2.	11	31	52		
	0	3	.4	.8	.3		
Total Physical Response	1	1	4	14	22	4.31	MP
	2.	2.	9.	31	50		
	3	3	1	.8	.0		
Cooperative Learning	1	1	4	11	24	4.37	MP
	2.	2.	9.	25	54		
	3	3	1	.0	.5		
Conference Learning	1	0	5	15	21	4.31	MP
	2.	0.	11	34	47		
	3	0	.4	.1	.7		
<b>Over-all</b>				<b>4.37</b>			MP

**Problems Encountered by the Kindergarten**  
**Teachers in Employing the Different**  
**Teaching Methods**

The summary of the data gathered problems which encountered by teachers in employing different methods are presented in Table 6 found in the next page.

It could be gleaned from the table that among the 10 problems, the first problem which is “Teachers being made accountable for more than they should as evidenced by the number of teachers who chose it which is 28 or 63.64 percent. This is closely followed by the problem “Applying a prescribed curriculum to all types of students” with 26 teachers or 59.09 percent who chose it. The problem “lack of administrative support” were chosen by only 15 or 34.09 percent of the teachers. The findings show that teachers greatest problem is their being multitasking. They are given functions outside their teaching job that almost eat most of their time. They also indicated that one of the greatest problem they have is they are required to use the same curriculum even if it does not cater the abilities, needs, and interests of the children. However, it is worthy to note, that only a few indicated lack of administrative support.

Similar study in Pangasinan [4] found out that there is a high level of manifestation of professional characteristics of teachers in particularly on decisiveness, resourcefulness, commitment and stress tolerance. In addition, a study [5] also disclosed that the acquisition level of information literacy competency standards among the students in Pangasinan is high.



Indicators		F	%
1.	Teachers being made accountable for more than they should.	28	63.64
2.	Applying a curriculum to the different types of learners.	26	59.09
3.	Lack of teaching materials to use.	25	56.82
4.	Too many roles to perform and excessive paper works of teachers.	23	52.27
5.	Not enough time to plan.	21	47.73
6.	Lack of time to prepare the need teaching and assessment materials.	20	45.45
7.	Lack of empathy, and teamwork between students.	18	40.91
8.	Keep with the expectations of school admins.	18	40.91
9.	Unavailability of equipment to use such as computer or laptop, DVD Player and widescreen.	17	38.64
10.	Lack of administrative support.	15	34.09

### Significance of the Relationship Between the Extent of Preference and the Respondents' Profile Variables

Table 7 shows the summary of the results of test of relationship between the extent of preference on the different methods and profile variables.

		CE	TP	PE	ATU
<b>Age</b>	Spearman rho	<b>.341*</b>	.162	.193	.242
	Sig. (2-tailed)	<b>.025</b>	.306	.220	.133
	DE	LPC	VLPC	VLPC	VLPC
<b>Sex</b>	Point Biserial	.048	.018	.029	.111
	Sig. (2-tailed)	.765	.913	.861	.502
	DE	VLPC	VLPC	VLPC	VLPC
<b>HEA</b>	Spearman rho	.200	.023	.024	.104
	Sig. (2-tailed)	.193	.886	.880	.518
	DE	VLPC	VLPC	VLPC	VLPC
<b>Number of Years in Teaching</b>	Spearman rho	.200	-.106	-.004	.116
	Sig. (2-tailed)	.205	.510	.979	.481

	DE	VLPC	VLNC	VLNC	VLPC
<b>TrainSL</b>	Spearman rho	-.039	.016	-.030	-.118
	Sig. (2-tailed)	.802	.921	.852	.467
	DE	VLNC	VLPC	VLNC	VLNC
<b>TrainDIS</b>	Spearman rho	.020	-.156	-.026	-.005
	Sig. (2-tailed)	.897	.325	.871	.975
	DE	VLPC	VLNC	VLNC	VLNC
<b>TrainDIV</b>	Spearman rho	-.001	-.174	-.025	-.005
	Sig. (2-tailed)	.997	.270	.875	.978
	DE	VLNC	VLNC	VLNC	VLNC
<b>TrainR</b>	Spearman rho	.038	.016	.084	.095
	Sig. (2-tailed)	.810	.921	.596	.559
	DE	VLPC	VLPC	VLPC	VLPC
<b>TrainN</b>	Spearman rho	-.030	-.204	-.049	-.034
	Sig. (2-tailed)	.848	.195	.757	.836
	DE	VLNC	VLNC	VLNC	VLNC

Legend:  
CE=Cost Efficiency  
TP= Time of Prepaation  
PE= Pupil's Engagement  
ATU=Assessment tools to Use

The table 7 reveals that the kindergarten teachers' extent of preference on the teaching methods to employ, cost efficiency is significantly correlated with age.

This goes to show that the older a person is the tendency is to choose a method that will require him/her lesser amount of money she will spent in preparing the materials. The reason may be being they do not like to spend much money allotted for their families' needs for the materials and equipment needed in employing the method.

### Conceptual Framework of the Study

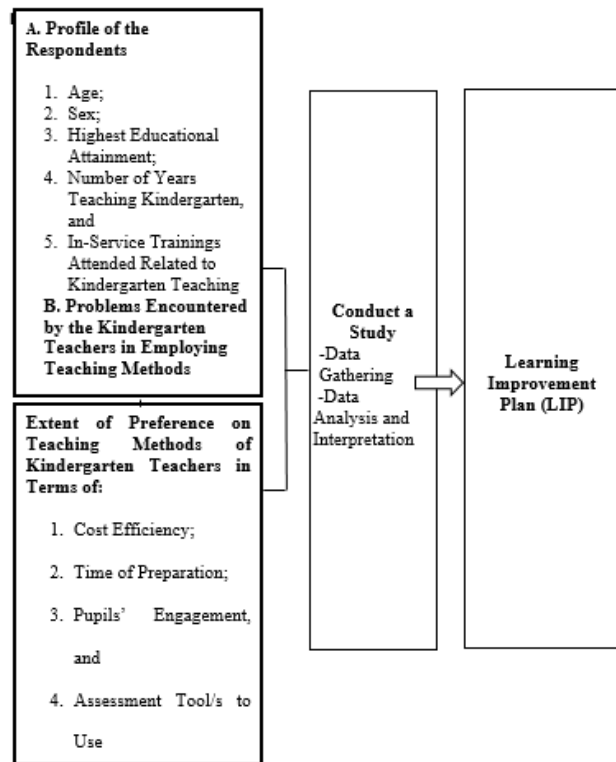
The teacher's role in the teaching-learning process is indispensable in spite of technological advancements. The teacher is still considered the lead actor/actress in the drama inside the

classroom, for he/she decides what is to be taught, how is the lesson be taught, the materials to use, and how to assess if pupils have mastered the concept.

More often than not, the choice of methods to use depends on how much the teacher spends both in money and time, the pupils' involvement in the employment of the method chosen, and the assessment tool to use. When delivery of the lesson is not interesting to children and is not developmentally appropriate, retention or mastery is not fully attained. Teachers should, therefore, choose methods to use not only considering their convenience but likewise that of the nature and ability of the children they are teaching. Hence, it is essential that preferences of teachers on teaching methods be determined so that necessary staff development programs be crafted to enhance their capabilities in the employment of varied teaching methods. Consequently, when their capabilities are enhanced, improved students' learning is attained.

This study which is proposed by the researcher will determine the extent of preference of kindergarten teachers on the different teaching methods appropriate in teaching the lessons in kindergarten. Figure 1 shows the flow of the research.

This study will determine the profile of the kindergarten teachers of Alaminos City Division in terms of their age, sex, highest educational attainment, number of years teaching kindergarten, and the in-service trainings they have attended related to kindergarten teaching. The list of teaching methods which are appropriate to be used in teaching kindergarten will be provided to them in which they will indicate their extent of preference on these methods based from the criteria. The study will also determine the significance of the relationship between the respondents' profile variable and their extent of preference on the different teaching methods. Based from the findings of the study, a learning improvement plan will be designed/crafted by the researcher.



**Figure 1. A Schematic Paradigm Showing the Relationship between the Respondents' Profile Variables and Extent of Preference on the Different Teaching Methods**

### Conclusions and Recommendations

Majority of kindergarten teachers are females who are in their early and middle adulthood stage, have earned units in the masteral program, have been teaching kindergarten for 9 years and below, and have not attended any seminar/training at all in any level.

In terms of cost efficiency, the methods very much preferred by the respondents are two-track method, interactive method, play method, and use of manipulatives. As to time of preparation, cooperative learning is very much preferred. In terms of pupils' engagement, the methods very much preferred are two-track method, interactive method, experiential learning, play method, use of manipulatives,

small group discussions, and cooperative learning. Lastly, in terms of the assessment tool/s used, cooperative is very much preferred.

With regards to the problems they have encountered, majority of them indicated that they are made accountable for more than what they should and applying a uniform curriculum even if it does not suit the ability, needs, and interest of the pupils. In addition, lack of teaching materials were chosen by more than half of the teachers

Among the profile variables that was found to be significantly correlated with the different criteria in choosing a method to employ, it is age and cost efficiency which were found to be significantly correlated.

Based from the findings and conclusions by the researcher the following are humbly recommended: (1) School administrators should highly recommend for adoption by all kindergarten teachers the learning plan designed by the researcher. (2) Adequate budget be allocated for the attendance of kindergarten teachers to seminars or trainings related to kindergarten teaching. (3) School administration should institute measures to sustain the use of the prescribed developmentally appropriate methods of teaching kindergarteners. (4) School administration should establish linkages with government and non-government organizations for possible donations of developmentally appropriate facilities, equipment, and teaching-learning resources for teachers' and pupils' use. (5) A related study be conducted in a wider scope to affirm the present study's findings.

## REFERENCES

- [1] Ipatenco, S.(2007). Teaching Methods Used in a Kindergarten Classroom, URL: <https://education.seattlepi.com/teaching-methods-used-kindergarten-classroom-3743.html>
- [2] Malysa, S. (2019). Teaching Methods Used in Kindergarten Classroom, URL: <https://www.theclassroom.com/teaching-methods-used-kindergarten-classroom-8692445.html>
- [3] Queroda, P. (2018). Perceived Knowledge and Skills of Teachers in Innovative Instructional Activities . Southeast Asian Journal of Science and Technology, 3(1). Retrieved from <https://mail.psu.edu.ph/zdomains/j.sajst.org/index.php/sajst/article/view/45>
- [4] Queroda, P. and Quimson, L. (2018). Information Literacy Competency Standards Among the Students of Pangasinan State University – Open University Systems (PSU-OUS). [online] Asianjournal.org. Available at: <https://www.asianjournal.org/index.php/ajms/article/view/129> [Accessed 8 Mar. 2020].