

Proposed Guide in Learning Space and Environment for Kindergarten Classes in Malvar District

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Abstract: The study aimed to describe the existing learning space and environment in terms of classroom size, furniture and equipment, activity corners and play area of kindergarten classrooms, Malvar District, Division of Batangas Province. The practices of 16 public elementary schools in the implementation of learning space and environment for kindergarten were considered. Likewise, the issues and challenges met in the use of learning space and environment were also determined with the end view of developing a guide in learning space and environment for kindergarten. The study utilized the descriptive research design with researcher -constructed questionnaire as main data gathering instrument complemented by interviews and focus group discussion. The responses were gathered among 16 school heads and 50 kindergarten teachers from 16 public schools Malvar District, Division of Batangas. The statistical tools used were frequency, weighted and composite means and t-test. The findings with regard to respondents' description on learning space and environment for kindergarten relative to classroom size and furniture and equipment revealed that classrooms provided to kindergarten by the school leaders adhered on the basic standards mandated by law as shown by the composite means of 3.38 and 3.37 respectively. Likewise, both group of respondents agreed that the classroom size, ratio, placement on access to entrance and exit points were given consideration. The respondents also agreed on the characteristics described in learning space and environment relative to furniture and equipment as shown by the composite means of 3.41 and 3.26. Moreover, demonstration of disagreement for activity corners was revealed on composite mean of 2.93 from school heads and 2.93 from the group of teachers. Relatively, strong disagreement was the assessment of the respondents on the existing play area as shown on the composite means of 1.36 and 1.43 respectively. For the practices of 16 public elementary schools on the implementation of the Omnibus Policy on Kindergarten Education Program, specifically with the learning space and environment, the two groups of respondents agreed that there were practices implemented and not yet implemented to the field as divulged in the composite means of 2.89 and 2.96. The open-ended-sensory materials like sand and water, clay or homemade playdough and other teaching materials are well-chosen and prepared to fit for the purpose and the outdoor play-based activities are held in sports and simple athletics movement activities and outdoor games like balancing, running, throwing and catching received the least weighted means of 1.20 and 1.27 for school heads while 1.30 and 1.36 for the teachers with verbal interpretation of both strong disagreement. Likewise, the two groups of respondents did not differ in their assessments as regards to practices of public elementary schools on the

implementation of the learning space and environment as per Omnibus Policy on Kindergarten Education. The test of hypothesis showed that the two groups of respondents did not differ in their assessments as to description of the existing learning space and environment relative to classroom size, furniture and equipment, activity corners and play area. The research hypothesis raised in the study at 0.05 significant level is accepted; therefore, it revealed no significant difference in all of the areas in learning space and environment. On the other hand, the school heads expressed disagreement on results relative issues and challenges met as exhibited by composite mean of 2.99 while teachers responses revealed agreement on a forecited aspect on issues and challenges they met as shown on the composite mean of 3.11. Furthermore, the respondents showed disagreement on the following: play apparatus in the play area as shown in weighted means of 2.26 and 2.34; has designed areas for classroom and play area with weighted means of 2.35 and 2.56; has designed learning space and environment related to socio-cultural and biographical context and realities of the community for the child's best application to real life situation as divulged in the weighted means of 2.43 and 2.58; the provision in classrooms for activity corners shown in weighted mean of 2.43 as assessed by school heads and 2.77 by the kindergarten teachers and has appropriate color of wall for acoustics of the classroom with weighted means of 2.33 and 2.67 respectively. On the basis of the findings, a guide on learning space and environment for kindergarten is proposed in order to help instructional leaders, kindergarten teachers and other stakeholders in adhering to the basic standards for the sub component learning space and environment with the purpose of improving the teaching-learning condition among five-year old Filipino children.

Keywords: Kindergarten classes, learning space and environment, proposed guide.

1. Introduction

Learning takes place everywhere and anywhere. For young learners in school, consideration on the factors affecting the experiences of the children is taken cared of very carefully by school authorities. The school environment whether indoor or outdoor influences the cognitive, affective and psychomotor development of each learner. A planned classroom space and learning areas including other important aspects in the teaching-learning engagement inside the school, truly make a big impact on the set expectations in the performance of the class daily.

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In the 21st century, advancement in education is evident with the fast-changing policies and mandates of the government through the in-charge bureaus. The bottom line of all the concerted efforts and actions is for the welfare of the young. Since educating the youth begins in the foundation years, the government has added the kindergarten as part of the basic education. It is mandated in the Republic Act 10157 otherwise known as Universal Kindergarten Act and Republic Act 10533 entitled Enhanced Basic Education Act which promote the physical, social, cognitive and emotional skills simulation including values formation in kindergarten education to all five (5) year-old Filipino children, is mandatory and compulsory, thus to sufficiently prepare the latter for grade one.

The institutionalization of Kindergarten Education in the country since 2012 directs everyone in the Department to adhere in DepEd Order 47, series 2016 commonly known as the Omnibus Policy on Kindergarten Education. It lays the foundation on curriculum framework guided by the theories such as constructivism, integrative, thematic, collaborative, inquiry-based and reflective teaching in play-based approaches with application of the developmentally appropriate practices (DAP). Moreover, the kindergarten teachers follow a class program known as blocks of time. It provides daily routinary activities which allow children to feel safe through the support and encouragement of teachers for participation and work with others.

The class schedule for kindergarten composes of 180 minutes. The lessons in numeracy skills is tackled in work period 1 with a duration of 45 minutes. Likewise, the cognitive and literacy skills are taught in work period 2 for 40 minute-time. In day-to-day life in school of kindergarten kids, the daily routine starts with the opportunities which the teacher gives for drawing, scribbling, building with blocks. It lasts for 10 minutes. The totality of the child is developed by providing varied activities. Since the children have different interests, language literacy and communication skills are also provided by the use of polite expressions. Fine motor skills and socio-emotional skills are also experienced by the interactions of one another with class members while waiting for the start of higher learning. This scenario draws the learning space a kindergarten classroom authority has prepared for the kids. The activity corners for the engagement of learners with one another through the guidance of the teacher set the order for the expected delivery of performances using the appropriate theories.

The meeting time 2 as another engaging activity for the kids is intended for learning the personal hygiene like washing of hands. This prepares the children to become healthy members of the class and the family. A 15-minute period is given to the kids for this. A lavatory with installed faucet with running clean water are the needed facilities which include toiletries. A cubby hole for the kids directs the young on moving independently while forming the habit of cleanliness. A 15-minute break for recess is the next activity given to kindergarten. The time for nourishing the body where the teachers assist the child in opening the lid of the container where the food is stored. It strengthens the muscles while the cognitive skills are also developed. By the directions announced by the teacher,

following the actions of the teacher while delivering the steps in doing a certain task, the theory on application of the developmentally appropriate practice in a child's life is being honed. The recess can be taken inside or outside the classroom. A learning space and environment answer the needed mobility to make by a child for the task. A safe and accident-free indoor and outdoor play spaces are to be occupied by the children in this hour. Enjoyment of the children in the stay inside and outside play spaces are observed in the presence of the play apparatus set by the school authorities as mandated in the kindergarten education program's component under learning space and environment.

To motivate once more the kids, read-aloud activities for stories, rhymes, poems and songs are provided to the young during work period 2. It is done through small group, pair and individually through teacher-assigned or child-initiated activities. The tables and chairs fitted for the height of the kids for them to comfortably listen to the teacher's enticing children stories are made available in this period. The rubber mats weaved together on the floor are also an enjoyable one to use by the kids while listening to the teacher. Since the five-year old kids' interest span is too short, these teaching materials aid the teaching approaches of the teacher with the end goal of making them prepared for reading.

To balance the holistic development of the kindergarten pupils, outdoor tasks is also included in the daily routine. For 20 minutes, children are engaged in sports, simple athletics, movement activities and outdoor games. Children are involved with one another in balancing, running, throwing and catching. At the same manner, receptive and expressive language skills like following instructions are the expected learnings to be taught to the young learners. An outdoor space with at least 360 square meters is required as mandated by authorities specifically, in DepEd Order 47, series 2016. This is for the kids to experience learning while playing.

The last 5 minutes for the 180 minutes given period for the day-to-day learning activities of the child is intended for the meeting time 3 where children express their feelings and emotions based on the experiences they gather as they socialized with the class members in a learning space and environment provided to them. The open-ended questions raise by the teacher help the kids develop language literacy including the social-emotional skills which helps also develop the self-confidence. Furthermore, the self-help skills such as packing of ones own things and returning materials used to proper places are additional learnings children get from school.

Since the school is the second home of the young kids, school authorities prepare it as the center for learning everyday. With the guidance of the school head to the kindergarten teachers, the blocks of time with incorporated tasks based from the kindergarten competencies from quarter 1 to quarter 4 are monitored. The learning resources and materials are set everyday for each lesson. The children are always welcome in class with a prepared teacher who is ready for the delivery of the competency for the day.

The classroom visits being done by the researcher in her visit to kindergarten classrooms give her the view of a kindergarten

classroom in public elementary schools. From the features in the Omnibus Policy in Kindergarten Education relative to the kindergarten education, one component that play vital in the progress of a kindergarten child is the learning space and environment. This study will give the implementation status of the school heads and kindergarten teachers relative to classroom size, furniture and equipment, activity corners and the play area with the end view of developing a guide in learning space and environment for kindergarten as an important component in educating five (5) year old Filipino children.

2. Brief Review of Literature

Education for all is the universal mantra in the community of educators. It connotes that every child or any member of the community should be counted in learning centers as a potential individual-member of the society. It echoes the importance of educating the nation's treasure, most importantly its people who are builders of globally- competitive society.

Everyday learning takes place as people interact with the environment, they live in. School has been founded to be the heart of learning for all. It is a place where knowledge, skills and attitudes are honed. It offers learning opportunity to all types of learners to increase literacy. The expansion of the educational programs by DepEd like the inclusion of kindergarten in the Basic Education as mandated in DepEd Order 9155 otherwise known as Governance of Basic Education for All manifests the importance of the foundation years among all five-years Filipino children. In the 20th century, the formal attendance of young-children in school begins in grade one at age seven. It is optional for the parents to enroll their children in kindergarten class. Pursuant to the Kindergarten Education Act otherwise known as Republic Act No. 10157 and Republic Act No. 10533 entitled Enhanced Basic Education Act of 2013 kindergarten education has been mandatory and compulsory. This is offered to all five (5)-year old Filipino children to sufficiently prepare the latter in the development of the physical, social, cognitive and emotional skills and values formation.

Additionally, the kindergarten education program (KEP) defined its features as per D.O 47, s.2016. First, it must be engaging, creative, child centered and follow the developmentally appropriate practices which engage the learners in meaningful experiences. Equal opportunities must be provided to kindergarten pupils to effectively promote the physical, social, cultural emotional and intellectual development including values formation to ascertain school readiness. Second feature of the kindergarten education program was the play-based activities. Accordingly, children learned best through play and active involvement in concrete and meaningful experiences. It was essential to healthy and holistic child development as it gives children to learn and understand their world and practice newly acquired skills. Play built children's self-confidence, problem-solving and cooperative learning skills that prepare them for life-long learning. The provision of varied play-based activities to kindergarten pupils led the learners to become emergent

literate and acquire the competencies to develop holistically. Play-based approach taught learners to become risk takers and ready to tackle formal school work. For the third feature of the kindergarten education program in the country, was the continuous and holistic way of developing all the domains as defined in the learning expectations. The last feature was the mother-tongue of the learner as the medium of teaching and learning in kindergarten. (DepEd Order 47, s. 2016).

A guide serves as compass that shows directions to go to. In educational institutions like public elementary schools. It serves as an important instrument in a classroom that provides help to the users, teachers or learners since it gives directions on what to do or follow relative to activity or task. A learning facilitator like the teacher finds it easier to attain the set objectives in a learning engagement if there is a documented procedure stating the steps to do for an observable or written performances among learners under the supervision of the teacher. A guide has the documented overview of what it is all about relative to the attainment of a certain program, project or activity.

A guide also serves as a blueprint stating the general and specific objectives for a certain thing being aimed for. In teaching, the common type of guides are crafted for the different learning areas. It has teaching-learning scenario with activities that can be delivered to transfer concept or skill using the incorporated steps and activities including the approaches and methodologies provided in the guide.

The Department of Education has provided guides for its several orders and memorandums. It has also issued guides for the usage of the teachers guide in different learning areas from Kindergarten to Grade 12. Teachers and the school authorities sustain the development of the competencies for each subject by grade level through the help of guides. In the extra-curricular activities of the Department like sports, journalism and the like, guides are also provided. Even curriculum is considered as the heart of developing the knowledge, skills and attitude of learners, other factors that affect the totality of an individual learner are also given priority. The physical, moral, social and spiritual aspects are also considered by curriculum experts.

The DepEd Order 47, series 2016 entitled Omnibus Policy on Kindergarten sets basic standards for an efficient and effective kindergarten Education Program implementation for both public and private schools nationwide. It is a policy which provides further comprehensive kindergarten education covering different components of implementation such as curriculum, instruction, learning resources and instructional materials, learning space and environment and monitoring and evaluation for the standard delivery of kindergarten services. The policy includes the purposes of kindergarten education which aims for all five-year old Filipino children to achieve standards and competencies expected of them. Likewise, the promotion, protection and maintenance of health and nutritional status of children are also included.

Learning space and environment is one of the important components of the Omnibus Policy on Kindergarten. The authorities consider it as one of the means toward children enjoyment in staying in-school while learning takes place. It highlights the provision of rich physical learning environment

that is open, respectful, caring and nurturing and most importantly a safe one for the total development of the learners

Additionally, learning space and environment as part of the kindergarten education program (KEP) as per DepEd Order 47, s. 2016 is one among five components. It plays vital toward the attainment of meaningful learning among pupils. Its sub-components include the classroom size, furniture and equipment, activity concerns and play area. These are all relevant in the development of the mental, physical, social and multi-intelligences of an individual child (D.O. 47, s. 2016).

The proposed guide on learning space and environment for kindergarten will serve as an innovation for safe, healthy and enjoyable learning engagements in an outside the classroom. It will also be an opportunity to widen the experiences to be provided to young children inside educational institutions relative to the revisit on set the standards for the classroom size, furniture and equipment, activity corners and play area. As a whole, the space where the children learn will imprint an indelible mark on the mental, physical, social and spiritual well-being of the kindergarten pupils, Division of Batangas.

Dinchiiska (2004) cited that the pedagogical approach to the design of the environment would provide enriching experiences for everyone, teachers and parents, who were interested in making the lives of the children richer, more interesting and exciting. The environment in the kindergarten and in the primary schools has important functions such as personality development and socializing function, psychological, communication, cognitive, creativity and aesthetics. The multi-functionality of the environment in the kindergarten was a favorable pre-requisite in the strategy of the teacher because it helped build positive relationship among the children, notwithstanding the ethnicity, gender and social status. Likewise, it allowed the teacher to make the daily lives of the kindergarten children more interesting and games more exciting. Moreover, the conditions in the town or village where the kindergarten pupils live was also one factor the teacher consider in the organization of the environment in the kindergarten. The demographic, ethnic, ethnographic, geographic, historic, social and economic factors were given considerations by the teacher when structuring the environment for kindergarten pupils. It included the people, ideas and resources.

On the other side, IRIS Center (2015) emphasized the things teachers must do to make classroom environment more conducive to learner's learning and development. According to them a safe, responsive, and nurturing environments are an important part of supporting the learning and development of infants, toddlers, and preschoolers. Such environments also help to prevent challenging behaviors and serve as a core component of interventions for infants and young children with identified disabilities.

According to the Division for Early Childhood Recommended Practices (DEC-RP): "Environmental practices refer to aspects of the space, materials, equipment, routines, and activities that practitioners and families can intentionally alter to support each child's learning across developmental domains." Also, they recognized that changes in classroom

environmental arrangement, such as rearranging furniture, implementing activity schedules, and altering ways of providing instructions around routines, have been found to increase the probability of appropriate behaviors and effectively decrease the probability of challenging behaviors.

In addition, Nelson (2018) pointed out that one of the integral parts of learner's learning development in school is the well-designed classroom environment. According to him, Furniture and equipment choices play a very integral role in helping to create and define the various zones within the classroom. These days, there are countless furniture and equipment options on the market, allowing for a variety of choices that are flexible and provide different seating and learning opportunities. A good early childhood educational space might include cube chairs, a curved and soft couch, rifton chairs, half circle chairs, standard age-appropriate stackable chairs, bean bags and pillows, or even a small fidget bar desk/table. It is important to have these varied seating options to help facilitate and accommodate the various learning styles and needs of the students. It is also important to ensure all the furniture be age appropriate in size and style. Low shelving units and storage areas allow easy access for young students to get what they need in order to learn, and also aid with better unobstructed visual line of sight for classroom supervision.

Lastly, Ministry of Education, Guyana (2016) stressed the importance of environment in the classroom. They emphasized that classroom environments are extremely important for students and for teachers. Everything from the color of the walls to the arrangement of the desks sends impressions to students and can affect the way a student learns. The emotional environment also will affect the learning environment and how well a student receives instruction. In terms of physical environment, structuring the physical environment of a classroom means strategically placing desks, students, decorations, and playing music. Desks arranged in a circle give the impression of sharing, while coupled desks work well as workstations. The color of the walls and the decorations on the walls also send impressions. Light colors open up spaces and warm colors are welcoming.

3. Research Questions

This study aimed to assess the practices of public elementary schools in the implementation of learning space and environment as one component in the kindergarten education program with the end view of proposing a guide on learning space and environment for kindergarten classes in Malvar District, Division of Batangas Province.

Specifically, this study sought answers to the following:

1. How do kindergarten teachers and school principals describe the existing learning space and environment in terms of:

- 1.1. classroom size;
- 1.2. furniture and equipment;
- 1.3. activity corner and
- 1.4. play area?

2. How do respondents assess the practices of public elementary schools in the implementation of learning space and

environment for kindergarten?

3. Is there significant difference between the assessment of the kindergarten teachers and the school principals?

4. What are the problems met by the respondents in the use of the learning space provided to kindergarten?

5. Based on the findings, what guide on learning space and environment for kindergarten may be proposed?

4. Scope and Limitation

The study was conducted to develop a guide on learning space and environment for kindergarten. To realize the purpose, the description of the existing learning space and environment for kindergarten relative to classroom size, furniture and equipment, activity corners and play area were determined. The practices of 16 public elementary schools in Malvar District on the implementation of learning space and environment were also assessed by school heads and teachers. The issues and challenges met by the respondents in the implementation of learning space and environment were also considered.

The descriptive method of research design utilizing the trifocal means of gathering relevant data was used in the study. A survey-questionnaire was the main data gathering instrument used which was supported by the interview and focus-group discussion among the respondents, kindergarten teachers and school heads. The validated guided questions relative to the initiatives of the kindergarten teachers and school heads in the implementation of the learning space and environment including a focus-group discussion were also employed to have wider lens on the component covered under the kindergarten education program.

The subjects of the study were 16 school heads and 50 select kindergarten teachers in public elementary schools from Malvar District, Division of Batangas Province selected through raosoft.com sample size calculator with 5 percent margin of error and 95 percent confidence level. The delimitation of the study was the newly appointed kindergarten teachers with three years more experience while the limitation was for kindergarten teachers who were in service for less than 3 years either teaching in central school or barrio school kindergarten teacher from each school. For the school heads, the limitation were those who were newly appointed in barrio schools from 16 public elementary schools, Malvar District in the Division of Batangas.

5. Methodology

A. Sampling

This study used descriptive-survey research. According to Calmorin (2008) descriptive studies are purposive process of gathering, analyzing, classifying, and tabulating data about the prevailing conditions, practices, processes and making adequate and accurate interpretation about such data with or without the aid of statistical method.

The subjects involved in the study were groups of respondents in the Division of Batangas, constituting of 237 kindergarten teachers and 251 school heads. with a total of 488 respondents.

Table 1 presents the distribution of the respondents.

Table 1
Distribution of Respondents

Area	Kindergarten Teachers		School Heads	
	Population	Sample	Population	Sample
Total	57	50	16	16

Data Collection:

The study utilized a researcher-made questionnaire, interview and focus group discussion as data gathering instruments.

Questionnaire: The researcher made use of a self-constructed questionnaire as the main data gathering instrument of the study.

Construction. Relevant books, journals, memoranda, and theses were reviewed to gain insights on concepts related to the study. The existing learning space and environment and the practices of the public elementary schools on the implementation of the sub-component in the kindergarten learning space and environment was reviewed to assess the implementation of the learning space and environment. The generated concepts from the reviews were made basis for questionnaire item.

A survey questionnaire was developed to gather primary data. This questionnaire covered the practices of public elementary schools in the implementation of learning space and environment relative to classroom size, furniture and equipment, activity corners and play area. The initiatives of the respondents on the implementation of one key component of the kindergarten education program, learning space and environment were also assessed by the respondents. The issues and challenges met in the implementation of learning and space environment for kindergarten classroom were also incorporated in the survey- questionnaire.

The research instrument was conceptualized through reviewing the Omnibus Policy on Kindergarten as per Department order 47, series 2016. The specific target on the review was placed on one of the key components of the kindergarten education program which was the learning space and environment. It highlighted four sub-components such as classroom size, furniture and equipment, activity corners and play area. The questionnaire was composed of three parts. Part I included the description of the existing learning space and environment for kindergarten. The practices of public schools on the implementation of the said key component was its part II while part III was on the issues and challenges met by the respondents, the school heads and kindergarten teachers in the implementation of the kindergarten education program, specifically on learning space and environment as the target component in the study.

Validation. Experts in instrument preparations were consulted to scrutinize thoroughly the instrument and ensure its validity. The information collected from the suggestions given were considered in improving the aspects in the problems that contributed to the enhancement of the questionnaire. Refined instrument was validated through a dry-run to select public

schools kindergarten teachers in Malvar District who are not chosen as the key respondents in the study.

Validity testing was done for the second time with a trial run of the instrument conducted to another set of 16 school kindergarten teachers representing 16 public elementary schools. There were 16 guidance counselor from public elementary schools who were included in the validation. The obtained Cronback–alpha coefficient value was 0.980 indicated that the questionnaire had content validity.

Administration. Upon soliciting the approval of the Office of the Public District Supervisor on the distribution of the questionnaire to the target respondents, the copies of it were administered during a meeting called by the said Office. The directions for the responses to be given by each respondent were clearly explained and such opportunity helped the researcher for the smooth retrieval of the said instrument.

Scoring of Responses. The data gathered from the respondents were given weights ranging from 1 to 4 with 1 as the lowest up to 4 as the highest value. The responses correspond to the following verbal interpretations:

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Interview: The researchers conducted informal interview among kindergarten school coordinators since their experiences as focal persons in kindergarten were relevant in supporting the data gathered from the responses given on the items enumerated in the questionnaire.

Focus group discussion: To substantiate the results gathered from the responses of the respondents given in the questionnaire and documented in the interview and focus group discussion were conducted. The 16 public school heads

as instructional leaders who conducted instructional supervision in kindergarten classes were the participants in the focus-group discussion. The expertise on the field of implementation in kindergarten education program (KEP) specifically, in learning space and environment shed light on the important aspects related to the implementation of the said sub-key component. The insights, opinions, problems, experiences and suggestions gathered from the discussion were analyzed and accounted for to verify the responses from the research instrument. The focus group discussion was held in the

District Office of Malvar on July 21, 2020.

Data Analysis:

In analyzing the data, the researchers utilized the weighted mean, composite mean and ranking as the statistical tool in data analysis. The t-test was also utilized to determine the teachers and school heads' assessment on the implementation of the learning space and environment in the kindergarten classroom. These were utilized to determine the values necessary to identify the positions.

Weighted Mean: This was used to analyze the responses of the respondents regarding the degree of the description of the respondents of the existing session guides, its effectiveness and the problems met.

Ranking: The ranking was used to show the order of the items relative to the level of scored responses.

T-test: This was also utilized to determine the teachers and school heads' assessment on the implementation of the learning space and environment in the kindergarten classroom.

6. Results And Discussion

This portion presents and discusses the data and the analyses based on the answers of the respondents to the questionnaire and informal interview. The data were presented systematically by tables and were given the corresponding interpretations.

A. Description of the existing learning space and environment for kindergarten

1) Classroom Size

The classroom serves as the second home of the school children. Like a home, it needs to have enough space for the different functions that each part serves. Table 2 presents the description of school heads and kindergarten teachers on learning space and environment for kindergarten relative to classroom size.

As manifested in the table, results shows that both respondents, school heads and kindergarten teachers strongly agreed that the classrooms provided to kindergarten classes were located in the ground floor with the highest weighted mean of both 4.0. The findings implied that school facilitators of learning like the principals and teachers put prime the safety of the youngest members in the children housed in the school. The placement of the learners on the ground floor prevents risk that might possibly occur in day-to-day activities most especially during the playing hours if placed on the first level of the building.

The findings revealed that the existing learning space and

Table 2
Description of the existing learning and environment in kindergarten relative to classroom size

Item	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
Classroom Size						
<i>The kindergarten classroom...</i>						
has a standard size of 7m x 9m	3.86	A	2	3.82	A	2
is located on the ground floor	4.00	SA	1	4.00	SA	1
is exclusively used for kindergarten class	3.55	A	3	3.45	A	3
has a 1:1 teacher-classroom ratio	2.30	D	5	2.39	D	6
is near to school entrance	3.24	A	6	3.31	A	4
is near to exit access point	3.30	A	4	3.25	A	5
COMPOSITE MEAN	3.38	A		3.37	A	

Legend: WM – Weighted Mean

VI - Verbal Interpretation

environment relative to the classroom size has adopted the 7 x 9 sq. meter classroom size. However, there were ancillary rooms used by the kindergarten pupils due to calamities occurred in the place and rehabilitation or construction of buildings.

Additionally, all kindergarten classrooms provided to kindergarten were in the ground or first floor.

From this, it can be inferred that the existing condition relative to classroom placement for kindergarten learners followed the standard set by the Department as per DepEd Order 46, s. 2016 or the Omnibus Policy on Kindergarten Education.

The classroom size of 7 x 9 as prescribed by the authorities stipulated in DepEd the department order got 3.55 weighted mean for the principal and 3.45 for the teachers. The results show that the classroom size was prioritized by the school heads and it exhibited importance to the learning engagements to be provided to the youngest learners in schools who were the kindergarten.

Relative to access of the kids to the entrance and exit areas in school, both school heads and teachers agreed that the classrooms which were provided to the school learners were both near to the entrance and exit gates as shown in 3.30, 3.25, 3.38 and 3.37 respectively.

2) Furniture and equipment

The classroom consists of the things, classroom materials or equipment which are designed for utilization by the school children through the headship of the kindergarten teachers. Furniture and equipment play vital in the experiences which children imprint in their memories in their stay inside and outside of the classroom.

Table 3 shows the description of the existing learning space

and environment for kindergarten relative to furniture and equipment.

The table reveals that both of the respondents strongly agreed on the 6 items with a weighted mean of 4.0. These items for the furniture and equipment were the following: sets of teacher's table and chair, has 1 teacher cabinet, has 1 unit ceiling fan, has mounted blackboard with blue and red lines, has at least two forty-watt fluorescent lamps and has at least 1 wide window. It means to prove that these items which were the basic physical needs in conducting classes to kindergarten pupils were immediately addressed by authorities.

For the least rated item given by both of the respondents with a weighted mean of 1.00 was the installation of urinal bowl for boys who can stand comfortable with both feet touching the floor. Another aspect in furniture and equipment with 1.20 and 1.30 weighted means and verbally interpreted as strongly agreed was the availability of the fire extinguisher in every kindergarten classroom. It can be inferred that the school leaders were not yet prioritizing the acquisition of the survival safety kit like the fire extinguisher. Based on the interview conducted by the researcher, it was availed by school, but installed in the principal's office only. Furthermore, at present, no kindergarten comfort rooms installed urinal bowl for boys. The gender and development issue on the provision of the comfort room's facility for boys were not addressed, yet in the public institutions.

3) Activity corners

The areas are provided inside the kindergarten classrooms to promote independence and love for learning. Basically, the purpose is to involve all children to play and to work on various tasks in the same classroom under the supervision of the kindergarten teachers.

Table 3
Description of the existing learning space and environment for kindergarten relative to furniture and equipment

Item	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
Furniture and Equipment						
The kindergarten classroom has the following minimum requirements...						
has 5 tables and 30 chairs	3.25	A	18	3.30	A	18
has 1 set of Teacher's table and chair	4.00	SA	3.5	4.00	SA	4
has 1 teacher cabinet	4.00	SA	3.5	4.00	SA	4
has 1 open shelf for the manipulative toys	3.76	A	12	3.80	A	12.5
has 1 open shelf for storybooks	3.88	A	9	3.88	A	8.5
has 1 open shelf for the learner's materials	3.74	A	13	3.76	A	14
has 1 unit kindergarten cubby for learner's belongings	3.40	A	17	3.50	A	17
has 1 unit ceiling fan	4.00	SA	3.5	4.00	SA	4
has 2 units wall fans	3.80	A	10	3.81	A	11
has mounted multifunction clean blackboard	3.00	A	19	3.10	A	19
has mounted blackboard with blue and red lines	4.00	SA	3.5	4.00	SA	4
has multifunction whiteboard	2.38	D	20	2.40	D	21
has clean water facilities flowing from all faucets, lavatory and toilet/bathroom	3.77	A	11	3.80	A	12.5
has clean lavatory/handwashing facilities suitable to the height of five-year-old child	3.89	A	8	3.88	A	8.5
has hygiene facilities such as toilet	3.67	A	14.5	3.70	A	15
has installed toilet bowl which five-year old Filipino child can comfortably sit with both feet touching the floor	3.60	A	16	3.65	A	16
has installed urinal bowl for boys who can stand comfortable with both feet touching the floor	1.00	SD	23	1.00	SD	23
proper and adequate lighting from natural source	4.00	SA	3.5	3.82	A	10
proper and adequate lighting from electrical source	3.67	A	14.5	4.00	SA	4
has at least two (2) 40-watt fluorescent lamps	4.00	SA	3.5	4.00	SA	4
has at least 1 wide window	4.00	SA	3.5	4.00	SA	4
has fire extinguisher inside the classroom	1.30	SD	22	1.20	SD	22
has flash light and whistle	2.45	A	21	2.46	A	20
Composite Mean	3.41	A		3.44	A	

Legend: WM – Weighted Mean

VI - Verbal Interpretation

Table 4
Description of the existing learning space and environment for kindergarten relative to activity corners

Activity Corners	SCHOOL HEADS			TEACHERS		
	WM	VI	Rank	WM	VI	Rank
has personal care and grooming corner with mirror	4.0	SA	1.5	3.80	A	3
has personal care and grooming corner with comb	4.0	SA	1.5	4.00	SA	1
has personal care and grooming corner with towel	3.56	A	9.5	3.60	A	9
has personal care and grooming corner with toothbrush	3.64	A	7	3.14	A	5
has personal care and grooming corner with toothpaste	3.63	A	8	3.70	A	7
has personal care and grooming corner with soap	3.66	A	5.5	3.70	A	7
has personal care and grooming corner with toiletries	3.11	A	16	3.15	A	17
has personal care and grooming corner with nail cutter	3.10	A	17	3.20	A	16
has personal care and grooming corner with powder like baby Johnson	3.15	A	14	3.25	A	14
has language arts corner for picture story books	3.12	A	15	3.25	A	14
has language arts corner for picture concept books	3.40	A	13	3.15	A	13
has language arts corner for wordless books	1.20	SD	31	1.30	SD	31
has language arts corner for science or nature books	2.29	D	25	2.30	D	26
has language arts corner for Filipiniana	2.25	D	26	2.40	D	23
has language arts corner for pupil/teacher-made books	2.55	D	20.5	2.59	D	21
has language arts corner for other reading materials displayed on open shelves	3.45	A	12	3.60	A	9
has language arts corner with mat or carpet	2.79	D	18	2.02	D	18
has language arts corner has pillows	2.67	D	19	2.70	D	19
has language arts corner small stuffed toys	2.55	D	20.5	2.70	D	19
has magnifying glass	2.33	D	23.5	2.40	D	23
has Counters	3.66	A	5.5	3.70	A	7
has beads	3.70	A	4	3.56	A	4
has number cards	3.79	A	3	3.75	A	2
has nature tables	2.20	D	2.7	2.15	D	28
has other more teaching-learning materials for sensory perceptual skills corner	2.34	D	22	2.40	D	23
has other more teaching-learning materials for mathematics skills corner	2.33	D	23.5	2.50	D	22
has percussion instrument like tambourine, castanets, xylophone, wood block and the like	2.12	D	28	2.30	D	26
has open ended materials like big blocks, small blocks, clay, etc.	3.55	A	11	3.50	A	12
has tables, chairs, art and school supplies	3.56	A	9.5	3.60	A	9
has household play items	1.40	SD	30	1.60	SD	30
has dress me up items	1.56	SD	29	1.78	SD	29
COMPOSITE MEAN	2.93	D		2.92	D	

Legend: WM – Weighted Mean VI - Verbal Interpretation

Table 5
Description of the existing space and learning and environment in kindergarten relative to play area

Play Area	SCHOOL HEADS			TEACHERS		
	WM	VI	Rank	WM	VI	Rank
has a minimum lot of 360 square meters for outdoor space	1.35	SD	4	1.45	SD	4
has maintained clean play area where children run, walk, climb, jump, hop, skip, slide, creep, crawl, swing or throw and catch	1.40	SD	3	1.49	SD	3
Has shaded areas where children can do the different outdoor activities	1.23	SD	9	1.33	SD	8
has sunny areas where children can experience the early morning sunrise	1.45	SD	2	1.50	SD	2
has playground equipment such as balance beam	1.24	SD	8	1.30	SD	10
has playground equipment such as swing	1.33	SD	5	1.38	SD	7
has playground equipment such as seesaw	1.27	SD	6	1.30	SD	10
has playground equipment such as monkey bars	1.0	SD	14	1.0	SD	13
has playground equipment such as sand and water play equipment	1.0	SD	14	1.0	SD	13
has playground equipment such as seesaw	1.13	SD	12	1.33	SD	8
has playground equipment such as simple obstacles	1.25	SD	7	1.39	SD	6
has playground equipment such as slides	1.15	SD	10.5	1.45	SD	4
has a house and garden care area with gardening tools like shovel, spade, pails, sprinklers, cleaning tools, etc. place in a safe area for gardening	1.15	SD	10.5	1.15	SD	12
has alternative space for playground not more than 200 meters from the school with approved written agreement between the school authorities and the representative of the nearby alternative place.	1.0	SD	14	1.0	SD	13
in the absence of the school outdoor area and the alternative space for playground, the school has set-up indoor play area to ensure the development of the learners' physical and motor skills.	3.45	A	1	3.45	A	1
COMPOSITE MEAN	1.36	SD		1.43		SD

Legend: WM – Weighted Mean VI - Verbal Interpretation

Table 4 shows the description of the existing learning space and environment for kindergarten relative to activity corners. The personality and health corner as one of the areas in the learning space was described by the respondents as installed in majority of the classrooms for five-year old children. With the

highest weighted mean of 4.00, the school heads and teachers strongly agreed that each kindergarten room has personal and grooming corner with comb. Another highest weighted mean was given, too by both the school heads on the item has personal and grooming corner with mirror. Under the language arts

corner for concept books gained weighted means of 3.40 and 3.45 respectively. For the other reading materials displayed on open shelves both the school heads and teachers have corners for other reading materials displayed on open shelves with a weighted mean of 3.45 from the ratings of school heads and 3.60 for the kindergarten teachers.

With strongly disagreement on the household play and dress me up items rated by both the respondents with a weighted mean of 1.40, 1.60, 1.56 and 1.78 respectively.

The overall weighted mean on the description of the learning space and environment for kindergarten relative to activity corners were 2.93 for the school heads and 2.00 for the kindergarten teachers. It revealed that the existing kindergarten rooms' structuring for activity corners did not show compliance on the basic standards stipulated on DepEd Order 47, series 2016, the Omnibus Policy on Kindergarten Education.

4) *Play area*

The play area is a space provided to the kids to explore and experience enjoyment and learning in school.

Table 5 shows the description of the existing learning space and environment for kindergarten relative to play area.

The absence of the school outdoor area and the alternative space for playground, the school has set-up indoor play area to ensure the development of the learners' physical and motor skills got weighted means of 3.45 from both of the respondents. It can be inferred from the ratings given that the facilitators of learning were providing the space for the outdoor activities inside the classroom by setting activity areas for play, and other related games which children enjoyed in the period of stay in school.

The 14 items enumerated on the table got weighted means 1.00 to 2.99 which were equivalent to disagree and strongly disagree. It depicted a picture that the play area was not evident

on the current condition provided to the kids.

The composite means of 1.36 for the school heads and 1.43 for the teachers were the evidences of strong disagreement of the latter as to the description of utilization of the play area.

B. Practices of public elementary schools in the implementation of learning space and environment

Learning space or learning setting refers to a physical setting for a learning environment, a place where teaching and learning occur.

Table 6 shows the practices of public elementary schools in the implementation of learning environment for kindergarten.

To secure the safety of the children if calamity or disaster arise, both of the respondents strongly agreed that orientation of children in the disaster and risk reduction management (DRRM) as revealed by the weighted mean of 4.00. This signaled that the school children, specifically the kindergarten were given training on basic safety measures for the possible risks like earthquake and other nature calamity. The prescribed number of kindergarten per session which is 1:25 teacher-pupil ratio and classroom-pupil ratio garnered 3.79 and 3.80 weighted means respectively.

The outdoor play-based activities are held in sports, simple athletics, movement activities and outdoor games like balancing, running, throwing and catching together with the other item which was the open-ended sensory materials like sand and water, clay or homemade play dough and other teaching materials are well-chosen and prepared to fit the purpose were assessed by the respondents as the two lowest items among the ten items with weighted means of 1.27 and 1.26 as ratings of the school heads and 1.20 and 1.30 for the kindergarten teachers respectively.

The overall ratings of the school heads and teachers as shown

Table 6
Practices of public elementary schools in the implementation of learning space and environment for kindergarten

Item	SCHOOL HEADS			TEACHERS		
	WM	VI	Rank	WM	VI	Rank
<i>The school has implemented the...</i>						
placement of kindergarten children in a standard classroom of 7m x 9m or equivalent to 63 square meters	3.25	A	6	3.30	A	6
access of kindergarten classroom for entrance and exit of the school children near the school gate	3.02	A	7	3.10	A	7
prescribed number of kindergarten per session which is 1:25 teacher-pupil ratio and classroom pupil ratio	3.79	A	2	3.85	A	2
oriented the children in the disaster and risk reduction management (DRRM)	4.00	SA	1	4.00	SA	1
orientation of kindergarten teacher on learning space and environment for kindergarten	2.22	D	8	2.12	D	8
play-based indoor activities on appropriate work periods	3.33	A	5	3.41	A	5
outdoor play-based activities are held in sports, simple athletics, movement activities and outdoor games like balancing, running, throwing and catching	1.27	SD	9	1.36	SD	9
open-ended sensory materials like sand and water, clay or home made playdough and other teaching materials are well-chosen and prepared to fit the purpose	1.20	SD	10	1.30	SD	10
safety first rule for the indoor and outdoor activities	3.39	A	4	3.56	A	4
introduction for the use and care of the materials are given to the learners	3.50	A	3	3.61	A	3
COMPOSITE MEAN	2.89	D		2.96	D	

Legend: WM – Weighted Mean VI - Verbal Interpretation

Table 7
Differences between the assessment of kindergarten teachers and principals on the existing learning space and environment for kindergarten

VARIABLES	X		Computed t	Critical t				Interpretation
	Kindergarten Teachers	Principals		One Tail		Two Tail		
				P(T=t)	t=crit.	P(T=t)	t=crit.	
Classroom size	3.38	3.37	0.634	0.277	2.015	0.554	2.571	NS: Accept Null Ho
Furniture and equipment	2.45	2.46	-0.303	0.386	1.943	0.772	2.447	NS: Accept Null Ho
Activity corners	2.93	3.00	0.383	0.356	1.860	0.712	2.306	NS: Accept Null Ho
Play area	1.36	1.34	-1.334	0.112	1.895	0.224	2.365	NS: Accept Null Ho

Legend: α = 0.05%, NS = Not significant

in the composite means of 2.89 and 2.96 with a verbal interpretation of disagree depicted that the practices of public elementary schools in the implementation of learning space and environment were not designed as stipulated in the basic standards.

C. Differences on the assessment of kindergarten teachers and principals on the existing learning space and environment

Table 7 shows the difference between the assessment of kindergarten teachers and principals on the existing learning space and environment as to classroom size, furniture and equipment, activity corner and play area.

It can be gleaned that there existed no significant different in all of the areas of learning space and environment, therefore, accept the research hypothesis raised in the study at 0.05 significant level.

D. Issues and challenges met in the implementation of the learning space and environment for kindergarten

The problems on the utilization of learning space and environment continue over time and brings challenges to public institutions.

Table 8 shows the issues and challenges met by public elementary schools on the implementation of learning space and environment for kindergarten.

There were enough ventilation for thermal comfort for the children got a weighted mean of 3.89 as rated by the school heads and 3.90 by the kindergarten teachers. Both the respondents agreed that there has enough space for the movement of each child when standing and performing mobility tasks for gross motor skills inside the classroom got both 3.78 weighted means with verbal interpretation of agree. The least item assessed by the respondents as to the issues and challenges met by public elementary schools on the implementation of learning space and environment was the acquisition of play apparatus like seesaw, swing, balance beam etc. to develop not only the mental but as well as the physical and social skills which garnered weighted means of 2.26 and

2.34 respectively and equivalent with the descriptive rating of disagree.

The results revealed the deficiencies on the play area in public elementary schools relative to the color and acoustics, activity corners, designed learning space and environment outside classroom, designed areas for play and play apparatus as evidently shown on the overall rating as to the issues and challenges met by the respondents relative to the implementation of learning space and environment for kindergarten as shown in the composite means of 2.99 for the school head and 3.11 for the teachers.

E. Proposed guide on learning space and environment for kindergarten

The learning space and environment which is commonly known in public institutions as the classrooms for kindergarten serve as the foundation in providing rich experiences leading to meaningful learning and improvement of performance between the teachers and pupils. However, a clearly described learning space and environment enumerated in the Omnibus Policy on Kindergarten Education helps ensure that instructional leaders and teachers used to direct the school instructional leaders and facilitators toward achieving the basic standards to be provided to learners as to the structuring of classrooms allotted to young learners.

On this account, the researcher had deemed to come up with guide on learning space and environment for kindergarten with modified aspects that needed description relative to the item identified under a certain variable. This was developed to help users, specifically the kindergarten teachers and school leaders on the how and what in structuring or organizing the learning space and environment. The guide presented will help establish empirical evidence of associations between the identified factors given as basic standards and the outcomes of implementation of the said expected basic standards as to the sub-component under learning space and environment.

In this view, the responses of the public-school heads and kindergarten teachers relative to the identified components

Table 8
Issues and challenges met by public elementary schools on the implementation of learning space and environment for kindergarten

Item	SCHOOL HEADS			TEACHERS		
	WM	VI	Rank	WM	VI	Rank
<i>The learning space and environment in school...</i>						
has followed the prescribed provisions in DepEd Order 47, series 2016 known as the Omnibus Policy in Kindergarten	3.12	A	5	3.22	A	5
has designed areas for classroom and play area	2.35	D	8	2.56	D	9
has the play apparatus like seesaw, swing and the balance beam, etc. to develop not only the mental but as well as the physical and social skills, too.	2.26	D	10	2.34	D	10
the classroom space has provision for the activity corners such as personal care and grooming, language arts, perceptual sensory and numeracy skills, motor and creative development, work/activity area and dramatic/free play area	2.43	D	6.5	2.77	D	7
has enough ventilation for thermal comfort of the children	3.89	A	1	3.90	A	1
has appropriate color of wall for the acoustics of the classroom	2.33	D	9	2.67	D	6
has provided tables and chairs fitted for the height and body structure of the child for the comfortable sitting position during the performance of the activity/s	3.76	A	3	3.77	A	3
has enough space for the movement of each child when standing and performing mobility tasks for gross motor skills inside the classroom	3.78	A	2	3.78	A	2
has safe learning space and environment set up for learners with variety of learning opportunities and challenging experiences	3.55	A	4	3.59	A	4
has designed learning space and environment related to socio-cultural and bio-geographical context and realities of the community for the child's best application to real-life situation	2.43	D	6.5	2.58	D	8
COMPOSITE MEAN	2.99	D		3.11	A	

were used as bases for developing a proposed guide for learning space and environment.

Based on the findings, with regard to respondents' description on learning space and environment for kindergarten relative to classroom size and furniture and equipment showed that classrooms provided to kindergarten by the school leaders adhered on the basic standards mandated by the law as revealed by the composite means of 3.38 and 3.37 respectively. They all agreed that the classroom size, ratio, placement on access to entrance and exit points were given consideration. They also agreed on the characteristics described on the learning space and environment relative to furniture and equipment as shown by the composite means of 3.41 and 3.26 respectively. While for the activity corners and play area the respondents expressed disagreement on the items described on the aspects identified on the two variables describing the existing learning space and environment.

The practices of public elementary schools on the implementation of the Omnibus Policy on Kindergarten Education Program were assessed by the two groups of respondents as not yet implemented to the field as divulged in the composite means of 2.89 and 2.96 respectively.

Likewise, the two groups of respondents did not differ in their assessments as regards to practices of public elementary schools on the implementation of the learning space and environment as per Omnibus Policy on Kindergarten Education.

On the other hand, results showed that the issues and challenges met by the respondents were the designed areas for classroom and play area with weighted mean of 2.35 and 2.56 respectively. Additionally, the school heads assessed the play apparatus in the play area weighted means of 2.26 and 2.34 respectively. Moreover, the provision in classrooms for activity corners showed weighted mean of 2.43 as assessed by school heads and 2.77 by the kindergarten teachers.

On the basis of the findings, a guide on learning space and environment is proposed in order to help instructional leaders, kindergarten teachers and other stakeholders in adhering to the basic standards for the sub component with the purpose of improving the teaching-learning condition among five-year old Filipino children.

7. Conclusion

From the findings, the following conclusions are drawn:

1. The school heads and kindergarten teachers generally concurred that the learning space and environment for kindergarten relative to classroom size and furniture and equipment were described as existing and implemented. The activity corners and play area identified as the basic standards given in the Omnibus Policy on Kindergarten were described by the respondents as lacking or not existing yet to majority of the public elementary schools as revealed in the weighted means of 2.93 and 2.00 respectively.
2. The practices of public elementary schools on the implementation of the Omnibus Policy on Kindergarten Education Program were assessed by the

two groups of respondents as not yet implemented to the field as divulged in the composite means of 2.89 and 2.96 respectively.

3. Respondents commonly agree on objectives and content of the observation tool, but differ in their assessment on the tool's style and organization, reliability and relevance, and rating scale and verbal interpretation.
4. Most common problems on the use of the tool are on provision of space for the mean percentage score and absence of means of verification for each academic achievement per subject/specialization.
5. The developed observation guide with sets of rubrics on its observation tool enhanced with appropriate means of verifications with suited means of verifications provides teachers and instructional leaders empirical evidence to objectively evaluate the elementary grade teachers' performance and its impact on student learning.

8. Recommendations

The following are the recommendations of the study.

1. The proposed guide on learning space and environment may be subjected for further review for enhancement. After which, it may be presented for proper consultation among public elementary school heads and instructional leaders looking into the implementation of the basic standards on classroom structuring for kindergarten.
2. Consultations with other internal stakeholders may be done to address problems on the utilization of the guide on learning space and environment for kindergarten for enhancement with interests and needs of pupils as priorities.
3. Similar studies may be conducted working on other criteria to determine the effectiveness of the guide.

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Appendix A

May 12, 2019

DR. GINA M. LAKSAMANA
Public Schools District Supervisor
Malvar District

Madam:

I am presently working on my action research “GUIDE ON LEARNING SPACE AND ENVIRONMENT FOR KINDERGARTEN.”. In this regard, may I request for your approval in administering of the survey questionnaire to select kindergarten teachers and principals in Malvar District.

I am hoping for your favorable response.

Thank you very much and God bless.

Sincerely,

GILBERTO L. PEREZ
Researcher

Approved:

Sgd. GINA M. LAKSAMANA, Ed.D.
Schools Division Superintendent

Appendix B

QUESTIONNAIRE

Name (Optional): _____

Position Held: _____

PART I. DESCRIPTION OF THE EXISTING LEARNING SPACE AND ENVIRONMENT FOR KINDERGARTEN IN TERMS OF CLASSROOM SIZE, FURNITURE AND EQUIPMENT, ACTIVITY CORNER

Directions: Rate each item as your description on the existing learning space and environment for kindergarten in terms of classroom size, furniture and equipment, activity corner and play area. Use the scale given below.

- 4 Strongly Agree (SA)
3 Agree (A)
2 Disagree (D)
1 Strongly Disagree (SD)

Item	4	3	2	1
	(SA)	(A)	(D)	(SD)
1.1. Classroom Size				
The kindergarten classroom...				
1. Has a standard size of 7m x 9m				
2. Is located on the ground floor				
3. Is exclusively used for kindergarten class				
4. Has a 1:1 teacher-classroom ratio				
5. Is near to school entrance				
6. Is near to exit access point				
1.2. Furniture and Equipment				
The kindergarten classroom has the following minimum requirements...				
1. Has 5 tables and 30 chairs				
2. Has 1 set of Teacher's table and chair				
3. Has 1 teacher cabinet				
4. Has 1 open shelf for the manipulative toys				
5. Has 1 open shelf for storybooks				
6. Has 1 open shelf for the learner's materials				
7. Has 1 unit kindergarten cubby for learner's belongings				
8. Has 1 unit ceiling fan				
9. Has 2 units wall fans				
10. Has mounted multifunction clean blackboard				
11. Has mounted blackboard with blue and red lines				
12. Has multifunction whiteboard				

Item	4	3	2	1
1.2. Furniture and Equipment (cont.)	(SA)	(A)	(D)	(SD)
The kindergarten classroom has the following minimum requirements...				
1. Has clean water facilities flowing from all faucets, lavatory and toilet/bathroom				
2. Has clean lavatory/handwashing facilities suitable to the height of five year old child				
3. Has hygiene facilities such as toilet				
4. Has installed toilet bowl which five-year old Filipino child can comfortably sit with both feet touching the floor				
5. Has installed urinal bowl for boys who can stand comfortable with both feet touching the floor				
6. Proper and adequate lighting from natural source				
7. Proper and adequate lighting from electrical source				
8. Has at least two (2) 40-watt fluorescent lamps				
9. Has at least 1 wide window				
10. Has fire extinguisher inside the classroom				
11. Has flash light and whistle				
12. Has medical kit for basic medicines				
13. Has personal care and grooming corner with mirror				
14. Has personal care and grooming corner with comb				
15. Has personal care and grooming corner with towel				
16. Has personal care and grooming corner with toothbrush				
17. Has personal care and grooming corner with toothpaste				
18. Has personal care and grooming corner with soap				
19. Has personal care and grooming corner with toiletries				
20. Has personal care and grooming corner with nail cutter				
21. Has personal care and grooming corner with powder like baby Johnson				
22. Has language arts corner for picture story books				
23. Has language arts corner for picture concept books				
24. Has language arts corner for wordless books				
25. Has language arts corner for science or nature books				
26. Has language arts corner for Filipiniana				
27. Has language arts corner for pupil/teacher-made books				
28. Has language arts corner for other reading materials				
29. displayed on open shelves				
30. Has language arts corner with mat or carpet				
31. Has language arts corner has pillows				
32. Has language arts corner small stuffed toys				

Item	4	3	2	1
1.2. Furniture and Equipment (cont.)	(SA)	(A)	(D)	(SD)
Sensory-Perceptual and Numeracy Skills Corner				
1. Has magnifying glass				
2. Has Counters				
3. Has beads				
4. Has number cards				
5. Has nature tables				
6. Has other more teaching-learning materials for sensory perceptual skills corner				
7. Has other more teaching-learning materials for mathematics skills corner				
1.3. Activity Corners				
Motor and Creative Development Corner				
Has percussion instrument like tambourine, castanets, xylophone, wood block and the like				
1. Has open ended materials like big blocks, small blocks, clay, etc.				
Work Area/Activity Area				
2. Has tables, chairs, art and school supplies				
Dramatic Play/Free Play Area				
3. Has household play items				
4. Has dress me up items				
5. Has a minimum lot of 360 square meters for outdoor space				
6. Has maintained clean play area where children run, walk, climb, jump, hop, skip, slide, creep, crawl, swing or throw and catch				
7. Has shaded areas where children can do the different outdoor activities				
8. Has sunny areas where children can experience the early morning sunrise				
9. Has playground equipment such as balance beam				
10. Has playground equipment such as swing				
11. Has playground equipment such as seesaw				
12. Has playground equipment such as monkey bars				
13. Has playground equipment such as sand and water play equipment				
14. Has playground equipment such as seesaw				
15. Has playground equipment such as simple obstacles				
16. Has playground equipment such as slides				
17. Has a house and garden care area with gardening tools like shovel, spade, pails, sprinklers, cleaning tools, etc. place in a safe area for gardening				

Item	4	3	2	1
	(SA)	(A)	(D)	(SD)
1.2. Furniture and Equipment (cont.)				
<i>Sensory-Perceptual and Numeracy Skills Corner</i>				
18. Has alternative space for playground not more than 200 meters from the school with approved written agreement between the school authorities and the				
19. representative of the nearby alternative place.				
20. In the absence of the school outdoor area and the alternative space for playground, the school has set-up indoor play area to ensure the development of the learners' physical and motor skills.				

II. PRACTICES OF PUBLIC ELEMENTARY SCHOOLS IN THE IMPLEMENTATION OF LEARNING SPACE AND ENVIRONMENT FOR KINDERGARTEN

Item	4	3	2	1
	(SA)	(A)	(D)	(SD)
Practices on the Implementation of Learning Space and Environment for Kindergarten				
<i>The school has initiated the...</i>				
1. Placement of kindergarten children in a standard classroom of 7m x 9m or equivalent to 63 square meters				
2. Access of kindergarten classroom for entrance and exit of the school children near the school gate				
3. Prescribed number of kindergarten per session which is 1:25 teacher-pupil ratio and classroom pupil ratio				
4. Oriented the children in the disaster and risk reduction management (DRRM)				
5. Orientation of kindergarten teacher on learning space and environment for kindergarten				
6. Play-based indoor activities on appropriate work periods				
7. Outdoor play-based activities are held in sports, simple athletics, movement activities and outdoor				
8. Open-ended sensory materials like sand and water, clay or home made playdough and other teaching materials are well-chosen and prepared to fit the purpose games like balancing, running, throwing and catching				
Practices on the Implementation of Learning Space and Environment for Kindergarten				
<i>The school has initiated the...</i>				
9. Safety first rule for the indoor and outdoor activities				
10. Introduction for the use and care of the materials are given to the learners				

PART III: Issues and Challenges in the Implementation of Learning Space and Environment for Kindergarten

Issues and challenges on the implementation of learning space and environment for kindergarten	4	3	2	1
	(SA)	(A)	(D)	(SD)
<i>The learning space and environment in school...</i>				
1. Has followed the prescribed provisions in DepEd Order 47, series 2016 known as the Omnibus Policy in Kindergarten				
2. Has designed areas for classroom and play area				
3. Has the play apparatus like seesaw, swing and the balance beam, etc to develop not only the mental but as well as the physical and social skills, too.				
4. The classroom space has provision for the activity corners such as personal care and grooming, language arts, perceptual sensory and numeracy skills, motor and creative development, work/activity area and dramatic/free play area				
5. Has enough ventilation for thermal comfort of the children				
6. Has appropriate color of wall for the acoustics of the classroom				
7. Has provided tables and chairs fitted for the height and body structure of the child for the comfortable sitting position during the performance of the activity/s				
8. Has enough space for the movement of each child when standing and performing mobility tasks for gross motor skills inside the classroom				
9. Has safe learning space and environment set up for learners with variety of learning opportunities and challenging experiences				
10. Has designed learning space and environment related to socio-cultural and bio-geographical context and realities of the community for the child's best application to real-life situation				

APPENDIX C

Interview Guide

Objectives:

To gather relevant information on the implementation of public elementary schools in learning space and environment for kindergarten, Division of Batangas as per DepEd Order 47, series 2016; and

To use the results to be gathered in the development of guide for learning space and environment.

Specifically, the study seeks answers to the following objectives:

- To describe the existing learning space and environment for kindergarten in your school relative to:
 - class size;
 - furniture and equipment;
 - activity corners and;
 - play area?
- To identify the practices of public elementary schools in the implementation of learning space and environment for kindergarten;
- To know the issues and challenges met in the implementation of learning space and environment for kindergarten classroom

APPENDIX D
Guide Questions

To be able to improve the teaching-learning condition of the individual-learners, specifically, kindergarten pupils in public elementary schools, District of Malvar, Division of Batangas, the following guided questions are to be raised to the school principals selected for focus group discussion.

- 1.1. How do you provide technical assistance to your kindergarten teachers on structuring of the learning space and environment for their classrooms?
- 1.2. What legal bases do you use in the provision of guidelines for the organization of the learning space and environment for kindergarten classroom?
- 1.3. How will you describe the existing learning space and environment for kindergarten in your school relative to:
 - class size;
 - furniture and equipment;
 - activity corners and;
 - play area?
- 1.4. What are the practices of public elementary schools in the implementation of learning space and environment for kindergarten classroom?
- 1.5. What are the issues and challenges met in the implementation of learning space and environment for kindergarten classroom?
- 1.6. Can you recall one specific issue or challenge? Please specify it.
- 1.7. Narrate how you handled the issue/challenge?
- 1.8. What was/were the suggested/recommended actions that you gave to address the gap?
- 1.9. What would you suggest as an innovation or intervention relative to the following sub components of the learning space and environment:
 - class size;
 - furniture and equipment;
 - activity corners and;
 - play area