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**Leonora P. Varela**

*Philippine Normal University*

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Philippine Normal University  
National Center for Teacher Education

# **A GUIDANCE MODEL ON PERSONAL AND SOCIAL COMPETENCE FOR KINDERGARTEN PUPILS**

A Dissertation Submitted to the  
College of Graduate Studies and Teacher Education Research

In Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Philosophy with Specialization in Guidance and Counseling

**LEONORA P. VARELA**

April 2015



## APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Doctor of Philosophy in Guidance and Counseling, this dissertation entitled **A Guidance Model for Personal and Social Competence for Kindergarten Pupils** was prepared and submitted by **LEONORAP. VARELA**, who is hereby recommended for the corresponding oral examination.

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**CLEO – L.P.V.**



## DEDICATION

To every Filipino child  
who needs to be fully competent  
To guidance counselors and classroom teachers  
who serve as the light that brings out the best  
in the little ones who need their embrace;

To my family:  
Daddy Dok Nelson, Kurt, Kaycee, Kim, and Mama Mading;

To Jemerson, my dear friend and anak,  
and to Sir Al and both their loved ones;

To the Greatest Source of my strength and inspiration who is  
most deserving of all glory and honor; and

To all of you,  
this study is sincerely dedicated.

L.P.V



## ABSTRACT

NAME : LEONORA P. VARELA

TITLE : A GUIDANCE MODEL ON PERSONAL AND SOCIAL COMPETENCE FOR KINDERGARTEN PUPILS

SPECIALIZATION : GUIDANCE AND COUNSELING

ADVISER : ZENAIDA Q. REYES, Ph.D.

CO-ADVISER : TERESITA T. RUNGDUIN, Ph.D.

KEYWORDS : Personal and social competence, guidance model, kindergarten pupils

Early childhood years served as a prime time for learning. In this stage, children need all the help they can get to learn and be equipped with the right knowledge, skills, values, and competencies to grow into responsible individuals. Research has indicated that children who lack personal/social skills can display a variety of problems, ranging from social withdrawal to anti-social behavior (Herbert, 1997). Guided by the theories of Rogers (1959) and Adler (1964), the researcher created a workable framework based on the identified competencies of Department of Education and the American School Counseling Association (ASCA). This study intends to understand the competencies exhibited by the kindergarten pupils, specifically, (1) identify and describe the personal and social competencies of kindergarten pupils; (2) develop a guidance model to enhance the personal and social competencies of kindergarten pupils with difficulties; and (3) tryout and validate the acceptability of the newly developed model.



Employing the case study in developing a guidance model based on classroom observations and in-depth interviews, there were ten (10) Kindergarten teachers from two (2) public elementary school of Malabon City. All kindergarten teachers were handling two (2) sessions everyday with a maximum number of thirty (30) pupils in a class. Structured and unstructured interviews were conducted among participants followed by a focus group discussion (FGD) to check for common understanding among the participants on the personal and social competencies of their pupils through one-on-one interviews and focus group discussion.

Six (6) themes and eighteen (18) codes emerged as empirical data that addressed the diverse components of thematic and textural codes. As highlighted, theme 1 - **Centralizing on Self** (focuses on one's personalities, capabilities, talents, and skills); theme 2 - **Structuring Relationship** (relationship of each child towards peers, parents, and other significant adults); theme 3 - **Diverse Difficulties** (challenges encountered by the teachers in the development of the personal and social competencies for their pupils); theme 4 - **Influential Issues**, (factors that make children personally and socially incompetent); theme 5 - **Acquiring Self-knowledge** (strategies of the participants); and theme 6 - **Constellation of Relationships** (way of helping children build good relationship and cure unwanted experiences). To conclude, there is a need on the teachers' perspective and knowledge about their kindergarten pupils' personal and social competence, which was addressed using MC FISCS and its module as the product of this study.



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## CHAPTER I

### **The Problem and Its Background**

#### **Introduction**

Early childhood years are said to be critical, for it is during this stage when the vital organ for learning is being developed. It is thus considered a prime time for learning. With that being said, children need all the help they can get to learn and be equipped with the right knowledge, skills, values, and competencies for them to grow into responsible individuals.

The Department of Education (2012) affirms that Kindergarten is a transition stage between informal and formal literacy. This is the period of greatest growth and development when the brain develops most rapidly, almost at its fullest. Children at this phase should be immersed in activities, games, and play to naturally acquire the skills/competencies necessary for their holistic development as emergent literates and be ready for formal school. In this transition, children are bombarded with changes occurring around them. These changes need to be processed in a child's mind for questions to be answered, needs to be addressed, and developments to be reinforced, and wrong practices to be corrected.

Dockett and Perry (2003) stated that kindergarten pupils have distinct personalities and temperament attributable to their age, experiences, and environment which differentiate them from other pupils, and entering school for the first time at kindergarten is a milestone in their lives. When starting school, children



must possess various social skills. Research has revealed that social skills are essential for school and employment success, and peer acceptance (Elkinson & Elkinson, 2000; Masten & Coatworth, 1998; Rivera & Rogers-Adkinson, 1997).

Research has also indicated that children who lack personal/social skills can display a variety of problems, ranging from social withdrawal, shyness, and isolation to aggression and anti-social behavior (Herbert, 1997). Additionally, deficiencies in social skills have been shown to be an effective predictor of poor academic performance as well as social maladjustment and peer-rejection in adolescence and adulthood (Patterson, DeBaryshe & Ramsey, 1989; Rivera & Rogers-Adkinson, 1997). Thus, interventions to address kindergartens' needs must be in place, and the kindergarten teachers are in the best position to affect changes and apply the needed guidance and corrective measures on areas needing attention.

Children's relationship with their family, particularly with their parents or guardian, has a significant impact on the development of their personal and social skills. The studies conducted by Connell and Prinz (2002) as well as Armbruste, et.al (2006) explain that children's behavior towards other people is highly influenced by the kind of family they have. In this fast changing world, technology has greatly influenced the complexity of life, and both parents having a day job is a common thing. When children are left at home with their nanny, grandparents, relatives, and sometimes with their neighbors, dramatic changes affect children's attitude and behavior. Education is not exempted from these changes; hence, it must be responsive to the changing society. Facing and accepting the change in family life is inevitable, and education should not be left behind. Rather, it should



be an instrument to make the changes better, maintaining and improving education of children.

Most children find it hard to adjust when entering school for the first time. It is imperative then that kindergarten students have the necessary social and personal skills to be successful as they enter kindergarten and progress through schooling. Their readiness should not only be measured in terms of awareness of numbers, letters of the alphabet, colors, and shapes but more so in terms of personal and social readiness which are as much important to augment the academic readiness of the child. Laparo, Pianta, and Boethel (2000) reported that personal and social skills are important indicators of school adjustment for kindergartners and, in some discussions, are equal to those indicators in the cognitive domain. Kindergarten students who begin kindergarten successfully tend to maintain success as they progress through school (Allan, 2004).

Helping children develop their personal and social competence is essential to enable them to live a happy, well-adjusted, and fulfilling life. In addressing all the issues on children's ability to learn, home and school partnership plays a vital role. If these two entities work closely together, it will be easier and more fun for both the pupil and the teacher to learn and adjust.

It has been two (2) years since kindergarten became a part of the basic education in the country by virtue of RA 10157 (Institutionalizing the Kindergarten Education). DepEd has been generous in providing the needs of the teachers even before their assignment to their respective schools through conducts of series of free seminars and workshops. Also, a well-written curriculum guide developed by experts in the field was distributed to schools to serve as a guide of teachers in



their teaching. They were also provided with varied materials that they can use inside the classroom. However, behavioral problems still arise despite the provision of materials and training. Having a big number of students inside the classroom and handling two sessions a day seem to be exhausting for the teachers, and observations show that their practical knowledge and teaching practices appeared to be insufficient to completely support and improve the competencies of every pupil.

Based on her experience as a kindergarten teacher, the researcher felt a need to develop a guidance model to enhance the personal and social competence of kindergarten pupils particularly those in public schools. Although updates were made about K to 12 and its impact, there were no documents on K-12 guidance model that not only meets the standard competencies set by the Department of Education (DepEd) but also that of the American School Counselor Association (ASCA) National Standards for Personal and Social Development. This model may serve as a guide for the counseling programs of schools in providing the foundations for personal and social growth of pupils as they progress through day-to-day activities as ordinary children, leading them towards being competitive students and career-established adults. Thus, to fill the lack of a guidance model on the development and enhancement of kindergarten pupils' personal and social competencies, this study proposed a model of this kind.

In implementing a guidance model, kindergarten teachers play a vital role. Also, parental involvement and reinforcement at home is essential in its implementation. A guidance model has a lifelong impact to pupils.



## Conceptual Framework

According to Damon and Hart (1991), self-concept is the accumulation of knowledge about the self-such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles. Beginning from infancy, children acquire and organize information between self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

Undoubtedly, the most significant and eloquent voice in self-concept theory was Carl Rogers in 1947 (UNICEF Philippines, 2003), who announced an entire system of aiding built around the importance of the self. He believes that self-concept has three components: *the view one has about self (self-image), the value one places on self (self-esteem), and the desire of one's really likes (ideal self)*. Self-concept (or *my beliefs about me*) is described by Eric Fromm (1956) as "life being aware of itself." Self-concept is simply what one understands about himself. It differs from self-image because it involves one's social abilities and character, physical appearance and body image, and thinking. Moreover, self-image is the mental picture of how one sees self. According to Kuhn (1906), the tendency to be judgmental of self-image includes the following: how one sees



self physically (body image), what others think of self or what one perceives them to think of, and what one thinks about one's personality, status, and the kind of person thinks towards other individuals ([www.allthingsif.org/archives](http://www.allthingsif.org/archives), retrieved, 2012).

Another essential element of personology is self-esteem by Alfred Adler. He puts forth the theory that all children begin life in an inferior position and that most of a child's early social life consists of learning to cope with feelings of inferiority. Much learning in the early stages takes place from a desire to please and be accepted. Self-esteem has to be developed during the early years by way of positive reinforcement and praise. Furthermore, self-esteem, as with self-concept and self-image, is greatly influenced by others' opinions. (Chakrahealing.com, 2011)

Like Erick Erickson, Brown (1995) talked about the search for an understanding of self as the center of human development. Ego development is the understanding of self. Full ego development means having an autonomous self which points to a self-reliant person who accepts him/herself and others as multifaceted and unique. The following are the nine (9) stages in the formation of ego determined solely by the individuals' psychological clock: stage 1 (pre-social stage) focuses on the early infancy world and on gratifying immediate needs, the infants' undeveloped thinking skills as well as their maternal separation; stage 2 (impulsive stage) is about a child's preoccupation with bodily feelings, basic impulses, immediate needs, growing sense of self and views about the world in ego-centric terms and its impact on them.

Self-control development it is reflected in stage 3 (self-protective stage) represents the first step towards self-control which is more cognitively sophisticated than the impulsive ego with consideration on greater awareness of cause and effect and of rules and consequences in getting what one wants from others by being exploitive,



manipulative, hedonistic, and opportunistic; stage 4 (conformist stage) views life in stereotypical ways and attempts to classify human experience to see where they belong in society such as peer groups with needs to be simple and rule-governed like happiness and sadness; stage 5 (self-aware stage) understands and accepts individual differences and distinguishes the variations in feelings and options that make them uniquely increases limited awareness on deeper issues and the inner lives of themselves and others which can lead to increased self-criticism; stage 6 (conscientious stage) explains the ability to appreciate others as individuals in reciprocal relationships like the values of responsibility, achievement, and the pursuit of high ideals and long-term goals; stage 7 (individualistic stage) shows a broad-minded tolerance of and respect for the autonomy of both self and others through role identities, awareness of inner conflict, heightened sense of individuality, and a concern for emotional dependence; stage 8 (autonomous stage) marks the freeing of the person from the oppressive demands of conscience, which exhibits "synthesizers" marked with the ability to recognize the limitations to autonomy; and Stage 9 (integrated stage) highlights that learning is understood as unavoidable; wisdom, awareness of inner conflicts which seeks to understand and actualize one's own potentials, and to achieve integration of all those multi-faceted aspects of oneself that have become increasingly vivid (Brown, 2005).

Guided by the theories of Rogers and Adler, the researcher created a workable framework based on the competencies identified by the Department of Education and the American School Counseling Association (ASCA). These competencies became the foundation of this research and its future application to pupils in kindergarten. Bearing in mind the principles and goals of the K to 12



Philippine Basic Education Curriculum Framework, the researcher was able to develop a holistic, workable, and efficient guidance model for kindergarten.

As can be gleaned in Figure 1 (see p.13), the paradigm shows the Department of Education Competencies and American School Counseling Association (ASCA) competencies as the bases for the development of the Guidance Model for Kindergarten Pupils. The data gathered from kindergarten teachers through in-depth interviews and focused-group discussion (FGD) were also used as inputs in its development.

On one hand, there are Personal and Social Competencies established by DepEd (2013) include: (1) the child expresses different basic emotions; (2) the child demonstrates ability to self-regulate feelings/emotions and follows schedules as well as rules and regulations; (3) the child comprehends and displays self-appraisal emotions (shame, pride, guilt); (4) the child is receptive to the different emotions of other people and shows empathy; (5) the child expresses knowledge of self and basic roles of people in their immediate environment; (6) the child forms healthy attachments to primary caregivers and other significant adults and children in his/her life; (7) the child plays and has positive interactions with other children; (8) the child has positive relations and interactions with adults; (9) the child takes social cues from the environment and adjusts his behavior accordingly; (10) the child recognizes and respects similarities and differences in people, language, culture; (11) the child demonstrates honesty in words and in actions; (12) the child takes on responsibilities and accomplishes these as best, like being able to do his/her share of work in the classroom or being able to finish assigned tasks without prompting; (13) the child loves, respects, and feels he/she belongs to a family unit; (14) the child shows respect for others, children, and adults alike; (15) the child demonstrates concern



for others; (16) the child opts for cooperative, non-aggressive means for achieving goals and resolving conflict; (17) the child demonstrates knowledge and love for his/her community or neighborhood; (18) the child shows respect and love for the Philippines; (19) the child shows interest in and wonder at nature; (20) the child demonstrates a caring attitude towards nature's creatures and its resources; and (21) the child shows respect and love for the Creator.

On the other hand, ASCA (2004) indicated the following Personal and Social Competencies: (1) develop positive attitudes toward self as a unique and worthy person; (2) identify values, attitudes, and beliefs; (3) learn the goal-setting process; (4) understand change is a part of growth; (5) identify and express feelings; (6) distinguish between appropriate and inappropriate behavior; (7) recognize personal boundaries, rights, and privacy needs; (8) understand the need for self-control and how to practice it; (9) demonstrate cooperative behavior in groups; (10) Identify personal strengths and assets; (11) identify and discuss changing personal and social roles; (12) identify and recognize changing family roles; (13) recognize that everyone has rights and responsibilities; (14) recognize, accept, respect, and appreciate individual differences; (15) recognize, accept, and appreciate ethnic and cultural diversity; (16) recognize and respect differences in various family configurations; (17) use effective communication skills; (18) know that communication involves speaking, listening, and nonverbal behavior; (19) learn how to make and keep friends; (20) understand consequences of decisions and choices; (21) develop effective coping skills for dealing with problems; (22) demonstrate respect and appreciation for individual and cultural differences; (23) demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact); (24) learn about the differences between appropriate and inappropriate physical contact; and



(25) identify resource people in the school and community, and know how to seek their help.

Likewise, Salazar-Clemeña (2013) believed in the implementation of a Filipino model for school counseling. Adapting the ASCA National Model and its competence, she highlighted students as the focus of the school counseling program. Her dissertation's main points include the following: (1) the counselor works with other stakeholders (faculty, administrators, parents, and the community) to assist each student; (2) the model covers four areas identified by ASCA: foundation, delivery system, management system, and accountability system; and (3) the outer edge of the model shows leadership, advocacy, collaboration, and systemic change as the driving forces for the model.

Dr. Clemeña advocates in improving the educational system of the Philippines in relation to its demands and current trends. In connection to this, she upholds the ideals of strong implementation and activation of the guidance programs and services in every school particularly in public school under the leadership of the Registered Guidance Counselors as stipulated in RA 9258, even be braced in the pioneering education years of a child which is the preschool education. Guided by the National Standard for school counseling programs in the Philippines, her contribution gives emphasis that guidance counselors, teachers, parents and other stakeholders must joined hand together to achieve the common goal.

Indeed, both personal and social skills, when fully developed, can help in enhancing the self. Thus, if the personal self of the pupil is processed and developed well, the pupil's personal character and competencies will create positive character strengths. Negative character traits can still be changed or reformed.



In terms of the social self, it should be addressed to ensure enhancement of social skills which can kindle cooperative and believable link of self to others. The core of the framework is that the pupil's self should be fully developed - holistically sound, socially and personally confident, highly motivated to do the right thing, responsible, and aware of his/her every word and action.

Lastly, the Personal and Social Competence Guidance Model aims to help children (pupils) become more competent in terms of personal and social skills through the mediation of their teachers. Through the gathered data, the researcher created a fun-filled, holistic, relevant, and efficient guidance model for kindergarten pupils by: (1) identifying and describing personal and social competencies suited to kindergarten pupils; (2) developing a guidance model to enhance the personal and social competencies of kindergarten pupils with difficulties; and (3) trying out and establishing the validity and acceptability of the newly developed model. The developed model is also supported by the model made by Salazar-Clemeña (2013, p5). She stated that the ASCA National Model components are sufficient and can be used as a baseline for the Filipino model as long as the framework should be value-oriented, with a section on citizenship and spirituality.

PerSoc Model is a culmination of the refined and received competencies as stated by law and as provided by the key person - the kindergarten teachers.

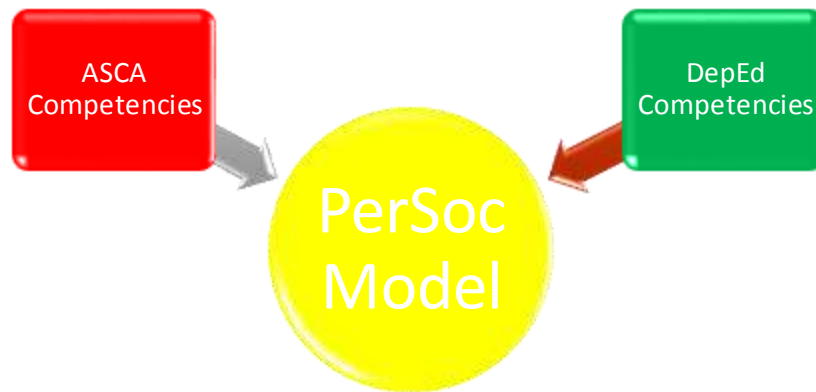


Figure 1. Paradigm of the Study

### **Purpose of the Study**

The intent of this study was to understand the meaning of experience, to discover and describe the structure and essence of the competencies exhibited by the kindergarten pupils, and to contribute to the body of knowledge in the field of guidance and counseling.

Specifically, this study aimed to:

- (1) identify and describe the personal and social competencies of kindergarten pupils;
- (2) develop a guidance model to enhance the personal and social competencies of kindergarten pupils with difficulties; and
- (3) tryout and validate the acceptability of the newly developed model.

### **Scope and Limitation**



This study is bound to the development of a guidance model that aims to enhance the personal and social competence of kindergarten pupils as identified by ten (10) public school kindergarten teachers.

The researcher embarked on the development of the Guidance Model for Kindergarten Pupils as her humble contribution. She was prompted to conduct this study to contribute a guidance model that can be used for personal and social enhancement of students by the Guidance Services of the host schools.

Personal and social guidance is the process of helping an individual on how to behave in consideration of other people. Primarily, personal and social guidance helps the individual to understand him/herself, how to get along with others, improve his/her manners and etiquette, provide leisure time activities, develop social skills, improve family relationships, and understand masculine and feminine roles.

The study was conducted only in two (2) elementary schools in Malabon City. The Philippine Normal University (PNU) conducted an in-service training (INSET) for elementary teachers in said schools where the researcher served as one of the coordinators. Also, the former principal sought the assistance of the researcher in holding a mini-lecture on handling children.

### **Significance of the Study**

This study envisioned the use of a guidance model that can improve the awareness of educators (kindergarten teachers) and enlighten them about the importance of personal and social competence of the younger children, especially the kindergarten pupils who belong to formal education. The researcher hopes that the use of the Model will help schools, particularly public school system, in providing guidance services not only



for grade school but for kindergarten pupils as well who are in their formative years. Filipino children will become more confident, well-adjusted, and better learners as long as the guidance model will be implemented and improved towards perfection through the years.

As prerequisites, teachers should be guided to set the path and facilitate explorations of young pupils of engaging and creative activities that are pedagogically appropriate which immerse them in meaningful experiences concerning personal and social competencies. Similarly, parents can be empowered to guide their children and eventually lead them to become centralized and be a stable structure in the family. Equally, guidance counselors and school administrators are made to understand and address the world of children by exploring their environment as they are encouraged to create and to become ready to tackle formal school works. Thus, through this Guidance Model, teachers, parents, guidance counselors, and school administrators can possibly realize the importance of working together in preparing children for every aspect in the transition of their lives, and of the advantage, it will bring to society as a whole.

This convergence of advancing knowledge and changing circumstances calls for a fundamental reexamination of the nation's responses to the needs of young children and their families, many of which were formulated several decades ago and revised only incrementally since then. It demands that scientists, policy makers, business and community leaders, practitioners, and parents work together to identify and sustain policies and practices that are effective, generate new strategies to replace those that are not achieving their objectives, and consider new approaches to address new goals as needed. The nation has not capitalized sufficiently on the knowledge that has been gained from nearly half a century of considerable public investment in research on children from birth to age 5. In many respects, it has barely begun to use out-growing



research capabilities to help children and families negotiate with the changing demands and possibilities of life in the 21<sup>st</sup> century.

The researcher believes that despite living in a society wherein social systems are rapidly changing, children can develop personal and social skills that will make them better persons provided that the teacher, parents, and the school hold hands together in making the Personal and Social Competence Model works.

### Definition of Terms

The following terms were defined as they are important in the development of the study. They were conceptually and operationally defined to give light to this study:

**Competence.** This pertains to the acquired attitudes, knowledge, and skills that will contribute to effective learning in school and across the life span (Salazar-Clemeña, 2010). In this study, it describes the standards set for *personal* and *social* skills, abilities, and proficiency present among kindergarten pupils as observed and narrated by the teachers and validated by the responses of the pupils and their parents.

**Personal Competence.** This focuses on the personology of self-developed by Adler, specifically self-awareness evident among children who have the possibility of being proud of their origins, culture, achievements and capabilities with emphasis on the polarity of not only the “right” or “wrong” (Brown, 2005). In this study, it pertains to the personal competencies (e.g., *Insightful dialogue which describes the process of drawing out or acquiring self-knowledge evident by talking to the pupils and explaining the advantages and disadvantages of what they have done.*) These were gathered from the teacher-participants through in-depth interviews and focus-group discussion (FGD).



**Social Competence.** It describes the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across settings (Rubin & Rose-Krasnor, 1992). In this study, it refers to the present social competencies (e.g., ***Familial atmosphere** which focuses on the family environment and illustrates the presence of family members involved in the child's development.*) observed by the teachers and gathered in this study through in-depth interviews and focus group discussion (FGD).

**Kindergarten.** This refers to children aged five (5) years old enrolled in basic education. It is the transition stage between informal literacy and formal literacy. In this study, these are pupils who were enrolled at the time of the study in two (2) schools in Malabon City namely, Tañong Elementary School and Imelda Elementary School.

**MC FISCS Model.** This is comprised of personal and social competencies providing guidance. It describes the process of helping an individual on how to behave in consideration of other people. This can help the individual understand him/herself, how to get along with others, and improve his/her manners and etiquette. It also provides leisure time activities, social skills, and discusses family and family relationships, and understanding of masculine and feminine roles. In this study, it is represented by the acronym MC FISCS. This includes the following dimensions:

**Modeling** - It is the way pupils imitate what they see or hear to enhance their skills. This is a personal strategy to let a person feel or experience what is felt by others. Children learn best through observation, modeling, and imitation (Bandura, 1971). The more we show and demonstrate and not just merely tell what they need to do and give them more time to practice it, the more we set them up for success.



***Child-friendly environment*** – It ensures every child's environment that is physically safe, emotionally secure, and psychologically enabling. UNICEF (1997) developed a framework for rights-based, child-friendly educational systems and schools that are characterized as "inclusive, healthy, and protective for all children, effective with children, and involved with families, communities, and children" (Schaeffer, 1999). A child-friendly school recognizes, encourages, and supports children's growing capacities as learners by providing a school culture, teaching behaviors, and curriculum content that are focused on learning and the learner.

***Familial atmosphere*** – It refers to the family environment. This means presence of family members involved in the child's development. It explains the participation and inclusion of the family in follow-up activities that should be given to the child when at home. It describes, builds, and maintains a harmonious relationship between home and school which is vital for children's success in school.

***Insightful dialogue*** - is the process that draws or acquires self-knowledge by talking to the pupils and explaining to them the advantages and disadvantages of their deeds and whether their actions are right or wrong. This was employed in enhancing the personal competencies and developing the personality of the child.

***Self-centered play*** – describes the importance of play. Bruner (1975) stated that "Play is....the principal business of childhood." Maturation and socialization develop during all stages of childhood through the use of play. The aspect of play and its value in the socialization process has been of interest to child psychologists, educators, and scientists for generations. This focuses on the strategies enhancing the children's talents, helping them to know more about



themselves, and helping them develop positive attitude towards others and themselves.

**Cooperative play (Cooperative behavior in group)** – It is an organized play used for the purpose of making some material products, striving to attain some competitive goals, dramatizing situations of adult and group life, or playing formal games. Parten (1992) sets categories of developmental levels of social play or cooperative play and provided the first guidelines for understanding how young children progress from playing by themselves to becoming social players.

**Self-advancement** – exhibits progress and move-ahead activities which mark the child's readiness. A teacher believes that teaching things in advance will enhance pupils' competencies



## CHAPTER II

### **Review of Related Literature**

This chapter presents the reviewed literature written by foreign and local authors. Most of the reviews that follow were gleaned from various published works, researchers, journal articles, and online articles. They are thematically arranged based on the following topics as needed in the present study: (1) early childhood or kindergarten curriculum; (2) competencies of kindergarten; and (3) guidance services. However, related local studies pertaining to the development of a guidance model particularly for Kindergarten is non-existent mainly because it is relatively new in the Philippines. The related literature and studies were presented according to the continuity rather than recency of ideas.

#### **Establishment of Early Childhood**

Historically, Froebel started Early Childhood Education in Germany in 1817 (Froebel, 1967) where he incorporated some of Pestalozzi's ideas (Moore, 2002) but did not arrive at an organized system until approximately 1837 (<http://www.froebelgifts.com>) that later became known as Kindergarten (Headley, 1965). He was the first to recognize that significant brain development occurs between birth and age 3; thus, opening doors of schools for emergent literates. Froebel acknowledged that the role of mothers and fathers are a fundamental part of a child's education. He believed that education is a family activity and was often quoted for his, "Come, let us live for our children." Headley (1965) described children as plants and teachers as gardeners; therefore, the term 'Kindergarten' emerged; 'kinder' meaning child, and 'garten' meaning garden (Muelle, 2012). He emphasized that children should learn through play, which starts with simple activities and later progresses to more complex games. Froebel spent ten years refining his concept of kindergarten and, in the end, created 20 gifts or educational toys, songs, and finger plays (Moore, 2002).



These gifts given to the children allowed them to see diversity of appearance and structure through handling the gifts freely and without structure. In addition to these, Froebel (1967) also incorporated three principles into his kindergarten: social imitation, learning through expression, and systematized play (Froebel & Eunmul, 2012, retrieved from <http://www.froebelgifts.com/history.htm>, 2014).

During the late 1800s and early 1900s, many mothers joined the workforce because of industrialization. Day nursery boomed, replacing mothers who could not care for their children and were deemed deficient in their motherly duties to focus on child-rearing practices. In addition to this, professionals advocated for the establishment of public school kindergartens to supervise not only child-rearing but also citizenship and work habits (O'Connor, 1995).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) International Bureau of Education produced a report on the Philippine Early Childhood Care and Education (ECCE) programs in 2006. The Early Childhood Care Development (ECCD) Law enacted in 2000 banks on the principles of kindergarten established by Froebel (1967), the father of kindergarten. The law recognizes the importance of early childhood and its special needs, affirms parents as primary caregivers and the child's first teachers, and establishes parent effectiveness, seminars and nutrition counseling for pregnant and lactating mothers. A National Coordinating Council for the Welfare of Children was time-honored which: (a) establishes guidelines, standards, and culturally relevant practices for ECCD programs; (b) develops a national system for the recruitment, training, and accrediting of caregivers; (c) monitors the delivery of ECCD services and the impact on beneficiaries; (d) provides additional resources to poor and disadvantaged



communities in order to increase the supply of ECCD programs; and (e) encourages the development of private sector initiatives.

Another law which was passed in 1990, Republic Act 6972 otherwise known as “Barangay (Village) Level Total Protection of Children Act”, paved way to a more decentralized management of basic health and social services where the local government unit is directly responsible for the management and operation of day-care and psychosocial needs. All schools offering pre-school education were required to seek a permit to operate and register with the Department of Education. DECS Order No. 107, s. 1989, “Standards for the Operation of Pre-Schools (Kindergarten Level)”, provides guidelines for the establishment of private pre-schools. In order to secure a permit to operate, DECS (now DepED) required the preparation of a feasibility study by prospective school administrators. At the national level, the Department of Social Welfare and Development (DSWD) is the agency responsible for overall policy and program development, setting and promoting guidelines and standards, providing technical assistance to the local government units through the regional field offices, and monitoring and evaluation.

With the passage of the ECCD Act in 2000, the day-care program as well as home-based ECCD programs for the under-6 age group, while still a responsibility of the DSWD, was accredited by the ECCD Coordinating Councils at the provincial level. The DSWD was considered the head of the inter-agency committee, but the Head of the School Division and the Head of the Provincial Health Office were also members.

During those times, the public day-care system was the largest provider of early childhood care and education services for 3 to 4 year-old children. The village health centers became the main service delivery points for decentralized maternal and child



health services that complement the group experiences in the day-care centers. Programs such as immunization and a program for the integrated management of childhood illness were both designed to improve prevention and treatment of common childhood diseases.

The National Pre-School Education Program was conceived in July 25, 2005 in the State of the Nation's Address (SONA) of the then President Gloria Macapagal-Arroyo. She declared that, "We need to start early, and we need to maintain the highest educational standards. I ask Congress to legislate an extra year of studies not by adding a fifth year of high school but standardizing what is taught in the barangay Day Care Centers" (<http://www.gov.ph/2005/07/25/gloria-macapagal-arroyo-fifth-state-of-the-nation-address-july-25-2005/>). The conceptualized program aimed to ensure that pre-school pupils have access to quality pre-school education. Specifically, it aimed to expand access and coverage to all 5-year old children, initially focusing on the poorest and disadvantaged, and upgrading the quality of pre-school education in order to ensure that children are school-ready, integrating health and nutrition components. The program was envisioned to succeed by using existing day care centers and opening new pre-school classes in areas where there were no existing day care centers and public pre-school classes.

The felt need to institutionalize early childhood care and development was realized on the passage of Republic Act No. 10157, which is an act institutionalizing the Kindergarten Education into the Basic Education System. The policy is in consonance with the Millennium Development Goals on achieving Education for All (EFA) by the year 2015. It supports the policy of the State to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, and emotional skills stimulation and values formation to sufficiently prepare them for formal elementary schooling; thus, making kindergarten as



an integral part of the basic education system of the country. What separates the institutionalized kindergarten from the day care centers which operated is that the Department of Education created a new division under the Bureau of Elementary Education (BEE) and other necessary support to achieve successful implementation of kindergarten education (<http://www.gov.ph/2012/01/20/republic-act-no-10157/>).

### **The Kindergarten Curriculum: The Singapore and Philippine Systems in Perspective**

Curriculum is defined as all planned and unplanned interactions, experiences, transitions, and routines that occur within an environment designed to foster children's holistic development (Ministry of Education, Singapore, 2012). There is a consensus among educators that pre-school education lays the foundation for life-long learning and influences the later development and learning of young children. In addition to that, quality experiences in those years have been found to make a difference in the future learning of children (Heckman, 2008; Shonkoff, 2000; Sylvia, Melhuish, Sammons, Siraj-Blatchford & Targgart, 1999), thus, the often quoted book of Fulghum (1988), "All I Really Need to Know I Learned in Kindergarten" (Abu Taleb, 2013).

In Singapore, the key stage outcomes of Pre-school Education reflect the importance of the holistic development of children, emphasizing the need for them to build up confidence and social skills in the pre-school years and be equipped with the necessary knowledge, skills, and dispositions to prepare them for lifelong learning (MOE Singapore, 2012). Their pre-school program includes the following outcomes: (a) know what is right



and what is wrong; (b) be willing to share and take turns with others; (c) be able to relate to others; (d) be curious and able to explore; (e) be able to listen and speak with understanding; (f) be comfortable and happy with themselves; (g) have developed physical coordination, healthy habits, participate in and enjoy a variety of arts experiences; and (h) love their families, friends, teachers and school. In addition, the curriculum also focuses on six learning dispositions, encapsulated in the acronym PRAISE, underpinned in developing knowledge and skills in the various learning areas: **P**erseverance, **R**eflectiveness, **A**ppreciation, and **I**ntentiveness, **S**ense of wonder and curiosity, and **E**ngagement. The learning outcomes and dispositions helped in the identification of the learning goals which describe what children should be able to do in each of the learning areas at the end of the kindergarten education. Summarized below are the learning goals: Aesthetics and creative expression (enjoy art and music and movement, express ideas and feelings ); discovery of the world (show an interest in the world they live in, find out why things happen and how things work through simple investigations, develop a positive attitude towards the world around them); language and literacy (listen for information and enjoyment, speak to convey meaning and communicate with others, read with understanding and for enjoyment, use drawing, mark making, symbols and writing with invented and conventional spelling to communicate ideas and information); motor skills development (enjoy through participation in a variety of physical activities, demonstrate control, coordination in fine motor tasks, develop healthy habits and safety awareness at home, in school, and at public places); numeracy (recognize and use simple relationships and patterns, use numbers in daily experiences, recognize and use basic shapes and simple spatial concepts in daily experiences); social and emotional development (develop an awareness of personal identity, manage their own emotions and behaviors, show



respect for diversity, communicate, interact, and build relationships with others, take responsibility for their actions).

In the Philippines, the Kindergarten curriculum framework was conceived as a developmentally appropriate curriculum that is age-appropriate, individually appropriate, and socio-culturally appropriate (NAEYC, 2009). Outstanding features of the curriculum includes recommended use of strategies that address needs and interests of learners, and use of the mother tongue as medium of instruction. Kindergarteners are constantly developing in the different domains set in the National Early Learning Framework (NELF), formulated by the ECCD Council which are cognitive, language, physical, creative and aesthetic, socio-emotional and values and character. DepEd curriculum (2012, p.3) pointed out that as an important asset of the nation, the Filipino child is...

*...a human being who loves God, parents and country; is proud to be a Filipino; honors the customs, traditions and good values of the people; knows his/her basic rights; respects other cultures and is able to live in peace and harmony with all.*

The following are situations that a Kindergarten teacher should put in mind which state that every classroom or learner should: (1) have a multi-level classroom; (2) have a multi-level facilitator; (3) be unique; (4) have particular intelligence/s; (5) have his/her own learning styles; (6) have his/her own particular needs: cognitive, physical, socio-emotional; (7) have his/her own particular wants and interests; and (8) have a right to develop uniquely from others.

Like the Singapore's six (6) learning goals, the Philippine Kindergarten arranged developmental domains represented by the six interlocked ellipses. In the framework, they are arranged to form a flower in order to emphasize Erikson's epigenetic principle. This principle states that development happens through a gradual unfolding where a child is



compared to a rose bud. The process of its blossoming should not be hurried, lest it loses its chance to fully develop. These are the six developmental domains: (1) Physical Health, Well-being, and Motor Development – *refers to a child's physical growth, health and safety, and the development of skills related to the use of large and small muscle groups,* (2) Social-Emotional Development – *refers to the child's ability to know one's self, express and understand feelings, and relate to others,* (3) Character and Values Development – *refers to a developing understanding of justice and fairness, right and wrong, love and respect for different arenas of the child's life,* (4) Cognitive/ Intellectual Development – *refers to a child's ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusion,* (5) Language Development – *refers to a child's ability to understand and use language to communicate ideas, learn to acquire language skills in preparation for reading, writing, and counting,* and (6) Creative and Aesthetic Development – *refers to the child's awareness and development of their innate talent and creative skills.*

### **Exploring Social Competence**

According to Shonoff and Phillips (2000), in their book entitled "From Neurons to Neighborhoods: the Science of Early Childhood Development", there are two profound changes over the past several decades in the United States which paved way to dramatic changes for early childhood policy, service delivery, and child-rearing. These are: (1) an explosion of research in the neurobiological, behavioral, and social areas; and (2) the capacity to use this knowledge constructively. The first change has generated a much deeper appreciation of: (a) the importance of early life experiences as well as the inseparable and highly interactive influences of genetics and environment on the development of the brain and the unfolding of human behavior; (b) the central role of early



relationships as a source of either support and adaptation or risk and dysfunction; (c) the powerful capabilities, complex emotions, and essential social skills that develop during the earliest years of life; and (d) the capacity to increase the odds of favorable developmental outcomes through planned interventions. However, the latter change led to the following: (a) marked changes in the nature, schedule, and amount of work engaged in by parents of young children and greater difficulty balancing workplace and family responsibilities for parents at all income levels; (b) continuing high levels of economic hardship among families despite overall increases in maternal education, increased rates of parent employment, and a strong economy; (c) increasing cultural diversity and the persistence of significant racial and ethnic disparities in health and developmental outcomes; (d) growing numbers of young children spending considerable time in child care settings of highly variable quality, starting in infancy; and (e) greater awareness of the negative effects of stress on young children, particularly as a result of serious family problems and adverse community conditions that are detrimental to child well-being.

Priming on development of personal and social competence, early childhood education curriculum was geared towards the development of a holistic person. During early childhood, children rapidly acquire capabilities on which subsequent development builds. In addition to their linguistic and cognitive gains, they show progress in their emotional, social, and moral capacities. All of these critical areas of early development are intertwined and each requires attention by both parents and teachers (Hoover-Dempsey & Sandler, 1995). Striking differences in what children know and what they can do are apparent before they enter kindergarten. These disparities are strongly related with social and economic circumstances, and they are predictive of ensuring academic performance.



Competence in managing feelings and social relationships contributes to success in the classroom, at home, and in life in general. For example, people with this competency are attentive to emotional cues, listen well, show sensitivity, and understand others' perspectives (Goleman, 1995). Educating the whole child involves integrating psychomotor, cognitive, and affective domains. Drawing on the work of Salovey and Myers (1993), Goleman (1995) brought particular attention to affective domain by suggesting that emotional intelligence was equally important to cognitive intelligence in determining success across the lifespan. Moreover, he conceptualized emotional intelligence as comprising several abilities: knowledge of one's emotions; management of these emotions; self-motivation; recognition of empathy for others' emotions; and management of others' emotions. Goleman (2006) more explicitly included social skills as critical tools for success. Social competence is as essential as how children should learn to read and write. It is as important to success as academic skills are. A child's social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence. A child's development, childhood learning, and the context in which the child functions are also determinants of social competence. Developmental skills and understanding such as social, emotional, cognitive, language and physical interrelate with one another to sustain the child's social relations with peers. The roots for all children's social behaviors lie within their overall developing concept of social understanding. According to Lewis and Carpendale (2004), the social understanding begins with children's awareness of themselves. The manner in which children see themselves as individuals directly influences how they will interact with others now and in the future. As children emerge from their egocentric way of thinking, they begin to see and understand others' perspectives. According to Wellman, Cross, and Watson (2001), children can begin to predict or reflect upon the beliefs of others as different from their own (Wu & Boaz,



2010). Throughout the process from self-awareness to social awareness, and to social understanding, children are actively deepening their social competence. As they begin to understand how the social realm works, they also begin to grasp the idea that others have their own line of thinking and beliefs. Through this, children will start to shape their own perspective of social interaction.

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. Individual foundation of self-esteem begins in the early years. As children progress, their self-esteem may or may not increase depending on their experiences. Moreover, as the self-esteem increases, so is the interpersonal relationship (Cherry, 2008). According to Leary and McDonald (2003), there is a high correlation between self-esteem and interpersonal relationship. People with high regard of their self are more likely to have healthy, positive relationships with peers and friends. They are more likely to behave more pro-socially and less anti-socially (Leary & McDonalds, 2003; Simons, Paternite & Shore, 2001). Likewise, youngsters whose self-esteem is high feel good about them and evaluate their abilities highly (Isberg, et al., 1989). They have higher social confidence, are more sociable, outgoing, and assertive (Leary & McDonald, 2003). They consider themselves to be competent and likeable. They have a sense of control, believing that their own actions usually determine their fate. In social interaction, they anticipate their encounters with others to be rewarding and that they have a positive influence on the outcome of their exchange (Leary & Baumeister, 2000). On the other hand, people with low self-esteem are more likely to be lonely and experience fewer friendship opportunities. Low self-esteem may also hurt relationships because the person feels a lack of satisfaction with the relationship and constantly is looking for more acceptances (Leary & McDonald, 2003). According to Brown (1998), children whose self-worth is entirely negative experience feelings of inadequacy, incompetence, fear, and



rejection. They are less likely to be objective about their capabilities and more likely to focus on their weaknesses. Such youngsters often fear interacting and mingling with peers for fear of being rejected and pushed away. Moreover, they may hesitate to express their opinions, often lack independence, and tend to feel isolated or alone (Baumeister, et al., 2003). Without self-esteem, children will not be able to form a strong bond with others, initiating play is almost impossible, and joining games, even if prompted, will not occur due to fear of being rejected or fear of committing mistakes.

Foster and Ritchey (1979), equally with Anderson and Messick (1974) defined social competence as the ability to be effective in the realization of social goals. These social outcomes include having friends, being popular or liked by other children, and engaging in effective social interactions with peers. Social competence is the broader term for a child's social effectiveness that helps build satisfying relationships. For a pre-school pupil, being socially competent is mostly manifested through play. It is how the child gets along with peers, the way the child maintains friendship, solves conflicts, and even the way the child includes himself in a group. In short, children who have wide repertoire of social skills and who are socially aware and perceptive are likely to be socially competent (Weish, et al., 2001).

Across time, researchers have supported the belief that young children's peer relationships are important for their development and adjustment in school (Hastings, et al., 2006; Tablante, 2000; Varela, 2003; Bernard, 1979). It also shows that children who are popular, likable, and able to resolve conflicts with others are more likely to succeed in school and are generally more resilient than children with less developed social skills. Accordingly, children's social relations have been linked to academic achievement, with more positive social relationships being associated with greater success in school



(Pellegrini & Glickman, 1990; Berndt & Keefe, 1995; Mc Cellan & Morrison, 2003). Children are more motivated and encouraged to attend and participate in school if they have something to look forward to, and because of this, they perform better academically in school (Ladd, 1999). High academic performance is not the end point of being socially competent. Social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by social competence during childhood (Hartup & Moore, 1990; Kinsey, 2000; Ladd & Profilet, 1996; McCellan & Kinsey, 1999; Parker & Asher, 1987; Rogoff, 1990).

### **Views on Personal Competence**

Personal development, on the other hand, helps improve awareness and identity, develops talents and potential; thus, it builds human capital and facilitates employability when the child becomes of age, enhances his quality of life, and contributes to the realization of his dreams and aspirations. Personal development is not limited to self-help, but it also includes formal and informal activities guided by parents, teachers, counselors, managers, life coaches, or mentors. When personal development takes place in the schools, it refers to the methods, programs, tools, techniques and assessment systems that support human development at the individual level in organizations.

During the ages between six (6) and eight (8), children undergo specific changes socially, emotionally, physically, and intellectually. Socially, being with friends becomes an important facet of the development of this age group wherein they prefer to spend more time with kids of the same gender. Physically, their permanent teeth develop, they build up good sense of balance, and they learn to perform skills using small tools. Intellectually, there is an increased ability in problem solving as their attention span becomes longer (Harding, 2014). In addition, according to Gonzales (2014), various



social, emotional, and behavioral obstacles are presented in this age group as the child engages in play with peers. Although the child will invariably succeed and fail at this stage, a balance of all his skills is necessary to help in the development of his competence. If a child cannot balance his social and emotional world, he will not be able to engage in appropriate behaviors that are needed to go into the next stage of development.

For parents to help in the personal development of their child, they should be able to identify their child's temperament, shyness, communication, and self-esteem for them to gauge how their child is growing in terms of social, emotional, and behavioral goals. Children have different temperaments that make it easier or more difficult for them to adapt to new situations or their environment. Temperament includes basic personal characteristics such as activity level, ease of adaptability, ability to approach, withdrawal, distractibility, mood and sensory threshold. In terms of temperament, it is helpful for parents to look at the said characteristics in reference to how the child interacts with others and how he/she enters into new situations for them to prepare their child for changes especially when he/she starts school or when he/she meets friends or other people. In addition, how a child enters new environment as well as interacting with other kids shows how the child is socially developing. Some children may have a more outgoing style while others may seem to be shy. Loop (2013) mentioned that shyness is a trait that some children are simply born with while others may learn this characteristic from watching others or through negative experiences. If a child is shy, his/her socially-charged personal skills may seem to lack in comparison with a more outgoing kid. This does not mean that he/she is socially stunted. In which case, parents need to identify how and when their child is acting shy in order to help the child feel more comfortable in social situations. Moreover, the ability to communicate is a key personal skill that a child develops as he/she ages. Identifying one's child's communication development means having to take an age-graded



approach to assess his/her abilities. Instead of expecting that one's child has excellent interpersonal skills, parents should keep in mind that he/she is still in the beginning stages of developing his/her communication ability. As the child moves into the preschool years, one can expect his/her increased vocabulary and growing ability to put together sentences to help him/her with communication and building interpersonal relationships. Furthermore, understanding one's child's growing sense of self-esteem can help parents in guiding their child build new skills in the social and emotional areas. In building a healthy sense of self-esteem, a child must feel secure about who he/she is, have a sense of purpose, feel like he/she contributes -- to his/her family, at school, or in any another activity -- and feel pride. Developing self-esteem also means accepting mistakes and overcoming them as a means to learn and develop new skills. Parents can identify their child's self-esteem by watching how he/she handles situations and how he/she talks about him/herself (Loop, 2013).

Parents who are aware and encouraging can identify the child's temperament, shyness, communication and self-esteem. At the same time, by introducing children to personal development techniques that involve the mind, body, heart and soul, parents, teachers and other care givers can educate the child with valuable life skills. Children look up to adults and educators for guidance and as role models for appropriate behavior (Landry, 2013).

Similarly, in the article of Landry (2013) entitled "How to Encourage Personal Development in Children", the following are helpful tips for parents, teachers, guidance counselors, and educators in helping children develop fully their personal competencies: (1) communicate with your child. *Talking with children about a new project or activity before starting it can help them feel independent, like they are part of the process, and less forced to participate. Ask your child if he/she would like to learn fresh ways to*



*think more positively, feel happier, make better choices, and trust his/her inner wisdom. Excellent personal development can help him/her reach his/her potential and live a more fulfilling life; (2) introduce affirmations to your child. Positive statements or thoughts of intent, called affirmations, can easily be taught by reminding kids to focus on the present moment and engage in healthy self-talk. Encourage your child to use a journal or notepad to create affirmations beginning with "I am..." or "I have..." and ending with a healthy, desirable description. Repeating affirmations throughout the day makes them more effective; (3) explain to children the power of choice. Children may not always realize they have options with their reactive or baseline feelings. Children sometimes migrate toward emotions that revolve around tantrums, drama, or anxiety. Suggest to your child the possibility of responding in a manner that promotes overall wellness, inner peace, and personal rewards, not punishments. Teach him/her self-responsibility, not victim consciousness, by teaching him/her to ask him/herself, "The choice to make and what would be better; (4) reinforce balance and moderation to maintain physical health. A balance of healthy nutrition, rest and rejuvenation, and age-appropriate physical activity is essential to helping your child grow in mind, body, and spirit. Support his/her natural talents and interests by respecting his/her preferences; lastly, (5) incorporate a spiritual practice into daily routine. Spirituality may not always be a priority, but it remains a viable component in personal development for children and adults. Young and older children add a spiritual element through guided meditations, prayer, church participation, journaling, or yoga as techniques like these can quiet the mind, allow the higher self to be heard and offer gentle, intuitive guidance. Community involvement through volunteering, donations, or cleanup initiatives can also increase esteem, respect for the environment, and enhance interpersonal bonds.*



A study that investigated the importance of children processing personal and social skills when starting kindergarten, from teachers and parents' perspectives which involved a sample of sixteen (16) kindergarten teachers and sixty-three (63) parents of kindergarten children from government schools in one of the six (6) education districts within the Tasmanian Department of Education showed the importance of socially preparing children for the kindergarten environment, with emphasis being placed upon children commencing kindergarten with many of the specified personal/social skills. It was revealed that there was a lack of congruence between teachers and parents' perceptions in respect to some items, in the areas of "attitude to learning" and "social communication". This indicates that there may be inconsistent expectations between home and school that have the potential to impact negatively upon a child's social development.

Competence, in terms of the Danish curriculum, represents the abilities (social, emotional, and cognitive) and proficiencies that can be fostered and developed in children, in particular using the outdoor environment. A list of competencies in this instance includes literacy, numeracy, logical thinking, physical education, and importantly, a range of dispositions such as to: attend, concentrate, cooperate, reason, imagine possibilities, and inquire to try to understand. Denmark curriculum further stresses that it isn't enough for children just to have 'knowledge, how to read and write, but they also need to have the skills and competencies to use the knowledge that they have.

In the study of Connell and Prinz (2002) entitled "The Impact of Childcare and Parent-Child Interactions on School Readiness and Social Skills Development for Low-Income African American Children", low-income and African American children were at increased risk for school readiness deficits in terms of both cognitive and social development. This study examined the roles of childcare involvement and parent-child



interaction quality on the development of school readiness and social skills among a low-income, minority sample of kindergarten children. Findings provided mixed evidence on the role of childcare exposure, with early entry into childcare predicting higher levels of social skills ratings and increased time per week in such settings predicting lower levels of social skills development. Childcare exposure had positive, although trend-level, relationships with other readiness-related outcomes after accounting for demographic characteristics of children and their families. Parent–child interactions characterized as structured and responsive to the child's needs and emotions were positively related to school readiness, social skills, and receptive communication skills development after accounting for demographic characteristics and childcare exposure. Implications for preventive intervention program development and the role of school psychologists in the areas of consultation and intervention were discussed.

Parallel to the literature and studies mentioned earlier, Armbruste et al. (2006) detailed: (1) what to do at home; (2) what to look for in kindergarten classrooms; and (3) what children should be able to do by the end of kindergarten. These are activities or skills that children should be able to develop and enhance as they go along the ladder of education.

Answering the statement '**what to do at home,**' expounds the following activities that parents (even siblings) can do at home. This includes: (1) *talk often with your child to build listening and talking skills*. Talk with your child often...as you eat together, shop for groceries, walk to school, wait for a bus. As he/she gets ready for school, ask about the stories and poems he/she is reading and what projects he/she has in science or art time. Ask about friends and classmates (encourage him/her to use their names) and to describe the games they like to play together. Ask questions that will encourage him/her to talk



and not just give “yes” or “no” answers. Have your child use his/her imagination to make up and tell you stories. Ask questions that will encourage him/her to expand the stories. Listen to your child’s questions patiently and answer them just as patiently. Talk about books that you’ve read together. Ask your child about favorite parts and characters and answer his/her questions about events or characters. Pay attention to how much TV your child is watching. Set aside “no TV” time each day and use that time to talk together. Tell stories about your childhood. Make a story out of something that happened, such as a special birthday or a visit to a zoo or city. Another deals with: (2) *show your child how books and print work*. As you read with your child, have him/her point out such things as front and back covers and the title. Have him/her point out the names of authors and illustrators and tell what those people do. Have him/her show you where you should start reading on a page. Help your child make connections between print and pictures as you read. Have him/her find details in the pictures, then help him/her find and point to the words that name those details. Likewise, (3) *focus your child’s attention on the sounds of spoken language*. Sing or say nursery rhymes and songs. Play word games. Read a story or poem and ask your child to listen for words that begin with the same sound. Have him/her say the words. Then have him/her say another word that begins with that sound. As you read, stop and say a simple word. Have your child say the sounds in the word, write the letters for the sounds, and then read what he/she wrote. More so, (4) *have your child identify and name the letters of the alphabet*. Point out letters and have your child name them. Make an alphabet book with your child. Have him/her draw pictures or cut pictures from magazines or use old photos. Paste each picture into the book. With your child, write the first letter of the word that stands for the object or person in the picture. Added with, (5) *support what your child is learning in school about the relationship between letters and sounds*. Point out labels, boxes, newspapers, magazines, and signs



that display words with letter-sound relationships that your child is learning in kindergarten. Listen to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of what he/she is learning. Together with that, (6) *encourage your child to spell and write*. When your child is writing, encourage him/her to spell words by using what he/she knows about sounds and letters. Encourage your child to write notes, e-mails, and letters to family members and friends. You may have your child tell you the message for you to write and include his/her original work. Have your child create his/her own picture book made with his/her own drawings or with pictures that he/she cuts from magazines. Help him/her to label the pictures. Include pictures that illustrate the new words he/she is learning. Lastly, (7) *help your child build vocabulary, knowledge of the world, and comprehension*. As you read aloud, pause from time to time to ask him/her about the meaning of the book. Help him/her make connections between his/her life and what's happening in the book. Explain new ideas and words to him/her. Encourage your child to ask questions about the book. Ask him/her to retell the story or to tell in his/her own words what the book was about. With this, use and repeat important words such as names of buildings, parks, zoos, cities, and other places that you visit. Help your child develop an interest in the world. Read to him/her from your magazines and newspapers as well as from informational (nonfiction) children's books. Help him/her explore ideas and interests by using appropriate web sites.

On the latter part, the question answering '***what to look for in kindergarten classrooms,***' needed to be delivered in effective kindergarten classrooms, you will see literacy instruction that focuses on: (1) *developing talking and listening abilities* wherein the teacher shows children appropriate ways to talk and listen, ask and answer questions, give and follow directions, talk to teachers and classmates about what they have read and heard, retell stories that they have heard, read aloud, learn to make up and tell their own



stories, and pretend to be characters in play centers; (2) *teaching about books and print* explains that the teacher shows children how books should be handled, how they are read from front to back, from the top to the bottom of a page, and from left to right on a page, and talks about the various kinds of print in the classroom, including their meaning and purpose as well as being eager to learn what it means; (3) *teaching about the alphabet* exhibits the teacher helping children to learn the names and shapes of all the letters of the alphabet and encourages the children to play with letters and write using letters, with direct grasps to listen to the teacher read them an alphabet book, then sing the alphabet song and even write their own names; (4) *teaching the sounds of spoken language* gives details and provides explicit instruction in phonological awareness and phonemic awareness, which allows the children to put together sounds (blending) to make and break words into separate sounds (segmentation), thus promoting phonemic awareness by encouraging them to use what they know about the sounds that make up words; (5) *teaching phonics* allows the teacher to use explicit instruction to teach children a set of the most useful letter-sound relationships, writing the relationships in words, sentences, messages, and their own stories; (6) *developing spelling and writing* brings the children to practice their new writing skills in groups with other children and at learning centers through spelling exercises which are a part of writing activities, scribble, draw, label pictures, and use their growing knowledge of sounds and letters to write messages wherein they become aware of correct spellings for some words, especially their names; (7) *building vocabulary and knowledge of the world* keeps the teacher to talk to the children about important new words and ideas, helps them connect the new words to their own knowledge and experiences, discusses words that are most important for understanding the reading selection, emphasizes words that are likely to see and use often the meaning of new words over an extended period of time, thinks and chooses books that build on and expand children's



knowledge; and (8) *building comprehension* brings the teacher to teach children read aloud, discusses books before, during, and after reading, shows children how good readers get meaning from what they read, ascertains children to listen and understand what they have read such as the characters, settings, and events in stories.

Equally, on ***‘what children should be able to do by the end of kindergarten?’*** the following lists are some accomplishments that you can expect of your child by the end of kindergarten. This list is based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don’t develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in his/her age group. You are, of course, the best judge of your child’s abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules, namely: (1) *Books and Print* - a child should be able to know the parts of a book and how books are held and read; identify a book’s title and understands what authors and illustrators do; follow print from left to right and from top to bottom of a page when stories are read aloud; understands the relationship between print and pictures; and understand that the message of most books is in the print and not in pictures; (2) *The alphabet* - a child should be able to recognize the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters) and write many uppercase and lowercase letters on his own; (3) *Sounds in spoken language* - a child should be able to understand that spoken words are made up of separate sounds; recognize and makes rhymes; identifies words that have the same beginning sound, and puts together or blends spoken sounds into simple words; (4) *Phonics and word recognition* - a child should be able to know a number of letter-sound relationships; understand that the order of letters in a written word represents the order of sounds in a spoken word; and recognize some common words on sight, such as a, the, I, said, you, is, are; (5) *Reading* - a child should



be able to listen carefully to books read aloud; ask and answer questions about stories; use what he/she already know to help him/her understand a story; predict what will happen in a story based on pictures or information in the story; retell and/or act out stories; and know the difference between “made-up” (fiction) and “real” (nonfiction) books and the difference between stories and poems; (6) *Spelling and writing* - a child should be able to use phonemic awareness and letter knowledge to spell and write words; begin to spell some words correctly; write his/her own first and last name and the first names of some friends, classmates, or family members; and write some letters and words as they are said to her/him; and (7) *Vocabulary and knowledge of the world* - a child should be able to play with and is curious about words and language; use new words in her own speech; know and use words that are important to school work, such as the names for colors, shapes, and numbers; and know and use words that are important in daily life, such as street names and addresses and names for community workers.

### **Guidance Services Highlighting Target Needs**

Guidance or guidance services can be looked at as a program of services of a school for its students based on the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual, and the unique features of each school. The program promotes academic, career, and personal/social growth, and community involvement of each student. Guidance is designed to help each person adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her total educational program. As a process, guidance is not a simple event, but it involves a series of actions or steps progressively moving towards a goal. As a service, we can isolate three (3) major services - that of educational, vocational, and personal and social guidance. (1) *Educational*



*Guidance* - is concerned with the provision of assistance to pupils in their choices in and adjustment to the school's curriculum and school life in general. Educational guidance is therefore essential in counseling service. Guiding young people to pursue the right type of education is met for accommodating the human resource needs of a nation. For kindergarten students, they are taught to learn how to learn. They are guided to learn the importance of using listening skills at all times in school, follow classroom rules and be able to explain what those rules mean, follow spoken directions given in school, and cultivate school success by taking responsibility for their actions (self-control); (2) *Vocational Guidance* - is a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational happiness requires that a person's interests, aptitudes, and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs; thus, familiarizing individuals with such terms as 'dignity of labor' and 'work value'. For kindergarten students, they are taught to learn to work. They learn about various careers and occupations and are guided to know where and how to obtain information about the world of work; and (3) *Personal and Social Guidance* - is the process of helping an individual on how to behave in consideration of other people. Primarily, personal and social guidance helps the individual to understand his/her self, how to get along with others, improve his/her manners and etiquette, provide leisure time activities, social skills, family and family relationships, and understand masculine and feminine roles. At the kindergarten's stage, pupils learn to live and learn to contribute. Moreover, the students are guided in expressing their feelings appropriately and recognize the connections between thoughts, feelings, and actions (e.g. learning anger management skills), help in developing positive attitudes towards self as a unique and worthy person, lead to identify and respect similarities and differences of others, guide to explore the difference between



appropriate and inappropriate touches, and identify strategies for stopping inappropriate touches.

According to Kelly (1965), guidance is an indispensable part of the educational program, not just added to the program. School guidance services are essential for children, beginning in the kindergarten and continuing throughout their school experiences (Kostelnik, Gregory, Soderman, & Wiren, 2010). A number of grounds have been given for the necessity of guidance in school. Some of these are as follows: (1) Guidance in a Changing World – our world grows increasingly complex to young people. Beginning about the turn of the century, the age-old process of firsthand learning and guidance became impossible. The modern boy has little or no chance to learn about an occupation; (2) Modern Complexity – the world of young people is complex and growing increasingly so. This growing confusion in every phase of modern living requires that children and youth have more and more need of guidance at all levels of their schools experience. According to Arellano (1975), the individual today is living in a very complex society. The conditions of living have changed very much, and many of these conditions are still changing very rapidly. All these changes and development in industrial, economic, social, educational, and other aspects of life have increased the dependence of the individual upon outside help, that of a guidance worker; (3) Need for Personal and Social Guidance – the necessity for vocational and educational, personal, and social guidance are very tangible and important. They are also real. There is the urgent need to help in directing valuable human potentials in many ways in pupils/students. This help is urgently needed because many social forces are impinging upon the life of each pupil. It is therefore necessary to help boys and girls attain good social and personal adjustments. Personal guidance is particularly needed because modern pupils are overwhelmed by the battling complexities which lead to feelings of insecurity, inferiority, lack of confidence, and frustration. Many



children are literally starved for personal and social guidance; and (4) Guidance Helps National Security – boys and girls should be placed in the social, educational, and occupational position where they can make the greatest contribution in line with their interests, aptitudes, and trainings to national security and development. If we train and place our young people well, our country will be strong and will survive. In 1984, Lupdag mentioned that guidance is important in that it is crucial for individual and national development, human resources being the most important resource any nation can have. He further mentioned that guidance facilitates learning among the learners and also increases the holding power of schools and minimize dropouts (Villar, 2007).

Similarly, in the study on the Regulations and Guidelines for K-12 Guidance Programs (DepEd, 2013), it reiterates the importance of guidance program for kindergarten pupils through grade 12 in the state of Delaware. Included with the regulations are a set of guidelines intended to be a model to assist local districts in implementing the regulations. A philosophy statement notes that the counseling and guidance services and programs are based on the assumptions that each student is a unique individual capable of achieving self-sufficiency in problem solving and decision making; that each student has a right to a nurturing environment which provides an opportunity for personal/social development within the school community; and that each student has the potential to develop a sense of self-worth through the enhancement of self-esteem. The K-12 guidance and counseling program is described as developmental, preventive, and remedial, and as revolving around the domains of Personal/Social Development, Academic Development, and Career/Life Planning. Following a description of the regulations, guidelines are offered for implementing regulations in the three domains at the elementary, middle school/junior high school, and high school levels. The document concludes with a set of suggested procedures for



coordination of services between the school and community and a set of suggested procedures for information services.

According to the book of Georgia Comprehensive Guidance Model (2008), a guide in one of nine activity books designed to support a comprehensive developmental guidance program model was developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the kindergarten level and is organized around the eight (8) content/goal areas of the developmental model, including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist.

In the study entitled "Improving Academic Achievement in Primary Students through a Systemic Approach to Guidance and Counseling" by Sink and Stroh (2003), three stages of professional school counseling were mentioned. These are: (1) position approach; (2) services model; and (3) comprehensive guidance and counseling movement. Under the first phase which is the position approach, guidance personnel



disseminates occupational and career information to high school students (Grades 9 to 12, ages 14 to 18 years old) with the objective directed largely on employment training (Gysbers & Henderson, 2000). Little consideration was given to students' psychosocial and educational issues, and elementary-age children and early adolescents remained basically beyond the scope of the guidance professional's work. On the second phase which is the service model, middle (Grades 6 to 8, ages 12 to 14 years old) and high school counselors as well as other guidance personnel (e.g., nurses, attendance officers, teachers) try to provide (a) adequate psycho-educational support (reactive/crisis) services to students at risk for school failure or those experiencing personal-social difficulties, and (b) educational and career guidance to the college-bound. For this reason, a more psychological-clinical outlook replaced the work focus of the previous period. Hence, students on either end of the normal curve (about 15 to 20% of the student population) were the center of attention, leaving the mainstream pupil without vital counseling and guidance services. Even though school counseling at the elementary level (Grades K to 6, ages 5 to 11 years old) surfaced during this stage, the influence on students' overall welfare was insufficient given that nearly all schools had (and continue to have) few resources to employ one or more school counselors. To finish, under the third phase - comprehensive guidance and counseling movement - all children, not just those on the margins, are supposed to be served within a framework of a competency-based or results-based. This revitalization of the guidance and counseling program was brought about by (a) the enactment of federal legislation like the National Defense Education Act of 1958 and Carl D. Perkins Vocational Educational Act of 1984 that supported the advancement of school counseling, (b) the influence of developmental (like Piaget's cognitive, Kohlberg's moral reasoning, and Erikson's psychosocial) and career education (like Donald Super's stage model) theories, and (c) the economic-political demands for



educational accountability, program evaluation, and curricular revisions (Vanzandt & Hayslip, 2001).

In the study of Sink and Stroh (2003), they claimed that the reported improved elementary-age student achievement in the cognitive and non-cognitive domains appear to be rigorously untested. They utilized a larger group of respondents where they tried to answer if elementary (primary) school pupils' show enhanced performance over those children in buildings without a school- or district-wide school counseling program. One hundred and fifty elementary schools from Washington State were randomly selected to participate in the study where students and school personnel were also randomly selected. The result showed that students in their initial 'comprehensive guidance and counseling program' (CGCP) school enrollment years generally produced significantly lower achievement scores than those students attending schools with no systemic guidance and counseling program. However, as students in both groups remained in their schools for multiple years, the achievement disparity between them became non-significant. Moreover, the significant interaction between Group and Length of Enrollment indicated that over time, students in high usage CGCP schools performed significantly better than did students in non-CGCP schools. The research, based on the results, presented some recommendations for school practice, especially in the area of guidance and counseling. It was suggested to educators and school administrators to design, implement, and further refine their comprehensive programs so that all children are adequately served, continued collaboration of district-wide school counselors and personnel, and that continuous evaluation is done to ensure that the program is fostering relevant outcomes (Sink & Stroh, 2003).



In 2004, the American School Counselor Association (ASCA) shared the same sentiment with other professional school counselors everywhere on the same simple vision – to prepare today's students to become tomorrow's adults. Likewise, the educational reform movements of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries in the United States, such as the standards-based education and the No-Child-Left-Behind legislation, focused on raising teacher quality and academic achievement. However, the efforts did not take into account the emotional, physical, social, and economic barriers that can inhibit student success. It is in these grey areas where school counselors make a difference. The ASCA National Standards for Students was established to help school counselors in dealing with the students. The ASCA National Standards for Students identify and prioritize the specific knowledge, skills, and attitudes that students should be able to demonstrate as a result of participating in a school counseling program. The following are the standards and competencies identified by ASCA for counseling program: (1) Academic Development (students can acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; students will understand the relationship of academics to the world of work and to life at home in the community); (2) Career Development (students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions; students can employ strategies to achieve future career goals with success and satisfaction; students understand the relationship between



personal qualities, education, training, and the world of work); (3) **Personal/Social Development** (students acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others; students make decisions, set goals and take necessary action to achieve goals; students understand safety and survival skills).

In the same way, during the Asian Psychological Services and Assessment Corporation Convention (2011), Dr. Salazar-Clemeña delivered her abstracted dissertation entitled “Developing National Standards for School Counseling Programs in the Philippines.” She expounded the features of her newly developed model for school counseling. The model centers on the student, who is the focus of the school counseling program. Specifically, it espouses that the counsellor must work with other stakeholders (faculty and administrators, parents, and the community) to assist each student. Moreover, the model covers four areas identified by ASCA: (1) foundation; (2) delivery system; (3) management system; and (4) accountability system. Similarly, with the ASCA as its guiding model, the model proposed new National Standards, Competencies, and Indicators for Academic Development, Student Career Development, and Student Personal-Social Development. Another component of the model shows leadership, advocacy, collaboration, and systemic change as its driving forces.

In terms of areas, the Foundation of the program consists of the Mission - Vision, which is anchored on Filipino values of Family and Spirituality, and the Student Competencies the program aims to develop. The foundation leads to both



management and delivery systems, which go together. Counsellors use a variety of tools and strategies to manage their time and the program well. They deliver direct and indirect services to students and other stakeholders. The effectiveness of the delivery and management systems is measured by the Accountability system. The accountability system gives feedback /provides evidence for the improvement of the management and delivery systems and the foundation.

The newly developed model also featured the four (4) themes. First, on **leadership**, school counsellors act as leaders in bringing about needed changes in the school system and identify specific leadership roles/functions of the RGCs in the implementation/monitoring of the School Counseling programs/services. Secondly, **advocacy** refers to school counselors advocating for the enhancement of the school learning climate to affect/strengthen the academic performance of students. Equally, **collaboration** describes the school counselors' work in tandem with other stakeholders to reach common/shared goals as well as to design collaborative programs and strategies for specifically identified populations in the school community. Lastly, **systemic** change points to school counselors taking specific steps/procedure to draft and/or adopt to initiate and/or implement the needed changes in the school system with the end goal of improving the academic performance of all students.

### **Summary**

With the identified foci of Kindergarten curriculum of the DepEd as well as the American School Counselors Association (ASCA) National Standards, the researcher was



guided on how guidance services may be infused into the Kindergarten curriculum, enabling the national goal of the K to 12 Philippine Basic Education Framework to develop holistic learners (kindergarten pupils). As a reference on the methodology used by previous studies, the review of literature and studies helped in selecting the proper procedures, techniques and strategies to categorize and analyze data. More importantly, the findings highlighted by Salazar-Clemeña (2010) bridged the ASCA's call for national competence in the school counseling program. Hence, it also served as constructs to help the researcher in outsourcing details associated to the pupils' constructive world.

The reviewed literatures definitely assisted the researcher in her attempt to gain more in-depth knowledge about the personal and social competence of kindergartens as well as about guidance and counseling programs. At the same time, they served as a guide to the present study in terms of methods to be employed in analyzing data and coming up with a working model, which can enhance personal and social competence of early childhood learners, specifically the kindergarten pupils.



## CHAPTER III

### Methodology

This chapter presents an overview of how the research was conducted. It describes the research method, data gathering procedure, research participants, instruments used in the study, and the development of the Guidance Model (Personal and Social Competence).

#### Research Design

The researcher made use of the qualitative approach, employing case study in developing a guidance model based on classroom observations and in- depth interviews with the participants to meet the objectives of the study. Bogdan and Bicklen (1982, p.145) defined qualitative analysis as “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you tell others” (p.145). Qualitative analysis requires some creativity to place the raw data into logical, meaningful categories, to examine them in a holistic fashion, and to find a way to communicate this interpretation to others. In addition, Bogdan and Bicklen (1982, p.431) pointed out that qualitative researchers go to the particular setting of interest because they are concerned with context. It means that activities can best be understood in the actual settings in which they occur. Moreover, human behavior is vastly influenced by the setting in which such behavior takes place, and, hence, whenever possible they visit such settings (Bogdan & Bicklen, 1996). Also, qualitative researchers tend to be concerned with meaning. That is, they are interested on how people make sense of the world and how they experience events. They aim to understand ‘what it is like’ to experience particular conditions (e.g. what it means and how it feels to live with chronic illness or to be unemployed) and how



people manage certain situations (e.g. how people negotiate family life or relations with work colleagues). Qualitative researchers tend, therefore, to be concerned with the quality and texture of experience, rather than with the identification of cause–effect relationships. They do not tend to work with ‘variables’ that are defined by the researcher before the research process begins. This is because qualitative researchers tend to be interested in the meanings attributed to events by the research participants themselves (Willig, 2008, 2nd ed., p. 9). Thus, number as determiner of strength goes with quantitative design while depth serves as the basis for qualitative design.

This chapter also encompasses and identifies the participants’ narrative reports as negatively delivered and carefully analyzed using a specialized technique known as ‘**synectic**’. According to Thomas (2002), he defined it as a process of bringing different things like negative descriptions and comments into real connection. This is one of the several techniques used to enhance brainstorming by taking a more active role and introducing metaphor and structure into the process. Moreover, it is unclear at what level of specificity this should be formulated as a pattern. Specifically, it establishes the **spectrum policy** (i.e., *every idea has some good aspects*). Thus, the researcher included an interview taken from ancillary reports of the kindergarten coordinator together with the selected kindergarten pupils and their parents.

In developing the Personal and Social (PerSoc) Competence Guidance Model, structured and unstructured interviews were conducted to the Kindergarten Teachers from the identified two public elementary schools. The data that were gathered from the one-on-one interviews and focus group discussion (FGD) were utilized as bases in developing the Guidance (PerSoc) Model, which supports the needs of the children in accordance



with the competencies prescribed for Kindergarten in the K to 12 Curriculum by the Department of Education (DepEd) and American School Counseling Association (ASCA).

### Participants of the Study

The study involved public school teachers from the two (2) identified public elementary schools of Malabon City. The researcher scouted Malabon City for school-participants. The public elementary schools in the Philippines are mandated and supervised by the Department of Education (DepEd) wherein Kindergarten is already part of the basic education curriculum. The identified schools are described as the biggest handlers of kindergarten pupils in Malabon as affirmed by the mayor himself, Honorable Mayor Antolin A. Oreta III, in his 2014's Malabon State of the Nation Address-MSONA ([www.malaboncity.gov.ph](http://www.malaboncity.gov.ph)). All kindergarten teachers were handling two (2) sessions every day with a maximum number of thirty (30) pupils in a class. The two identified public elementary schools have a total number of five hundred seventy – six (576) kindergarten pupils for the school year 2014 – 2015.

The participants were ten (10) Kindergarten teachers from the two (2) public elementary schools in the City of Malabon. They had teaching experiences in public and private institutions. All of them were female, six (6) of which were married while four (4) were still single. The participants' overall mean age was computed at 36.1 ( $\mu=36.1$ ), the youngest being 27 years of age and the oldest, 56.

In addition, all the teacher-participants did not graduate under the Bachelor of Early Childhood Education (BECED) program. Almost all (9 out of 10) of them were Bachelor of Elementary Education (BEEd) graduates. Only two (2) were able to get additional units in Preschool Education. As a variant, one (1) teacher-participant was a Business



Administration graduate who decided to take units in Education to be able to land a teaching job.

Although not all of them graduated under the Bachelor of Early Childhood Education (BECED), the participants were still assigned to teach kindergarten pupils due to the K-12 mandate. All of them were handling two (2) sessions every day with a maximum number of thirty (30) pupils in a class. They admitted having difficulty teaching the kindergarten pupils because of limited experience ( $\mu=27.2$  months), they had been teaching elementary students in the intermediate level ( $\mu=58.8$  months).

### **Ethical considerations**

Before data collection, the consent of the principals was sought through a letter explaining the aims and nature of the study. Also, a consent form was given to the kindergarten teachers where the purpose, procedure, and their role as participants in this study were stated and in which they affixed their signatures as a symbol of their concurrence to the interviews (see appendix K, p.193).

### **Instrument**

The researcher employed structured and unstructured interviews in an open-ended and receptive approach that invites the participants to express their experiences as kindergarten teachers. The interviews were utilized to solicit answers for the first objective of the study. A focus group discussion (FGD) was also conducted to gather more data on the personal and social competence of the kindergarten pupils (see appendix C, p.184). In this technique, the participants were given the chance to openly discuss their experience and beliefs without feeling targeted, which can occur in a one-on-one interview. By doing so, the researcher gained insights into complex issues, which guided



her in the development of the Personal and Social Competence Guidance Model. Figure 2 (see p.67) depicts the five research processes.

### Research Procedure

This study was conducted in order to (1) identify and describe the personal and social competencies of kindergarten pupils; (2) develop a guidance model to enhance the personal and social competencies of kindergarten pupils with difficulties; and (3) tryout and validate the acceptability of the newly developed model. To be able to gather the needed secondary data, the researcher send a letter of request to the principal of two identified public elementary school to collect the data and identify the personal and social competencies of kindergarten pupils.

1. Phase 1 is the initial phase, reading of related literatures and scouting schools and participants.

#### Preparation Phase

- (1) Sending a letter of intention to request addressed to the Principal of the identified schools from the City of Malabon. To gather information, the researcher asked permission to conduct an interview and to gather data for the study i.e. **A Guidance Model for Personal and Social Competence on Kindergarten Pupils**. After obtaining the permission, the researcher asked assistance of each school head to set an official appointment to the entire teacher – participants where the researcher could personally meet, introduce, and discuss thoroughly the purpose of the study to ensure its validity and reliability.

- (2) Preparing the interview questionnaire.

2. Phase 2 denotes two essential features of the data gathering procedures, namely one-on-one interviews followed by the FGD. The one-on-one interviews allowed the



- researcher to gather descriptions related to the concepts and ideas of the participants about the study by making them answer the unstructured interview guide validated by the experts in the field of education, child study, counseling, psychology, and Philippine studies. Similarly, the FGD served as a validation of the concepts gathered from the participants through the interviews. It verified the elements identified by the participants and gave clarity to their descriptions as a group.
3. Phase 3 elaborates the stage of analyzing the descriptions. From the individualized and group descriptions merging, codes and themes were established. Afterwards, the direct quotes from the participants were highlighted as 'raw data' to point out the codes and themes. In 1997, Hill, Thompson and Williams mentioned that the disparity within samples should be identified in accordance to the suggestions done by the participants' descriptions. This means that the general concepts that are greater than five ( $>5$ ) are denoted as typical while those that are less than five ( $<5$ ) are denoted as variant (Yang, 2008). Derived from the data, the Personal and Social Competence Guidance Model was developed.
  4. Equally, Phase 4 serves as the try-out stage of the essential elements of the Model. The Model was introduced to the participants (kindergarten teachers) through classroom application as delivered by the researcher. The sessions were conducted for two weeks using seven (7) learning modules which assisted them to acquire personal and social competence of teachers as mediators of students.
  5. Lastly, Phase 5 is the evaluation of the Model. This puts in plain words the comprehensibility and applicability of the modules developed by the researcher as rated by the participants (kindergarten teachers) in terms of acceptability.

#### **Data Gathering Procedure**



Structured and unstructured interviews were conducted with the kindergarten teachers that were followed by a focus group discussion (FGD) to check if there was a common understanding among them about the personal and social competencies of their pupils. The FGD lasted for about 60 to 90 minutes, with the presence of the ten (10) kindergarten teachers from participating public schools in City of Malabon, school guidance counsellor, the researcher, and the research assistant. The one-on-one interviews were voice-recorded while the FGD was videotaped with the participants' consent. Interviews were either in English or Filipino or both depending on the participants' preference. The researcher herself with the help of her research assistant conducted them. The data gathered were transcribed (in verbatim) and translated in English. Transcripts with side-by-side Filipino and English versions were coded for themes by the lead author of the study and the research assistant. Demographic data were also collected.

To enrich the gathered data from the one-on-one (in-depth) interviews and focus group discussion (FGD) with the teacher-participants, in-depth interviews were likewise conducted with the school guidance counselor and DepEd Kindergarten supervisor. Classroom observations were also done where intervention by the teacher, parents, and the guidance counselor was very critical in anticipation of some possible unwanted behavior, which could affect the class if not properly addressed. An observation checklist was used in identifying pupils with deficiency in personal and social competence, the target subjects of the guidance model that was developed. Finally, the researcher with the approval of the classroom teacher also conducted a random interview with the kindergarten pupils.

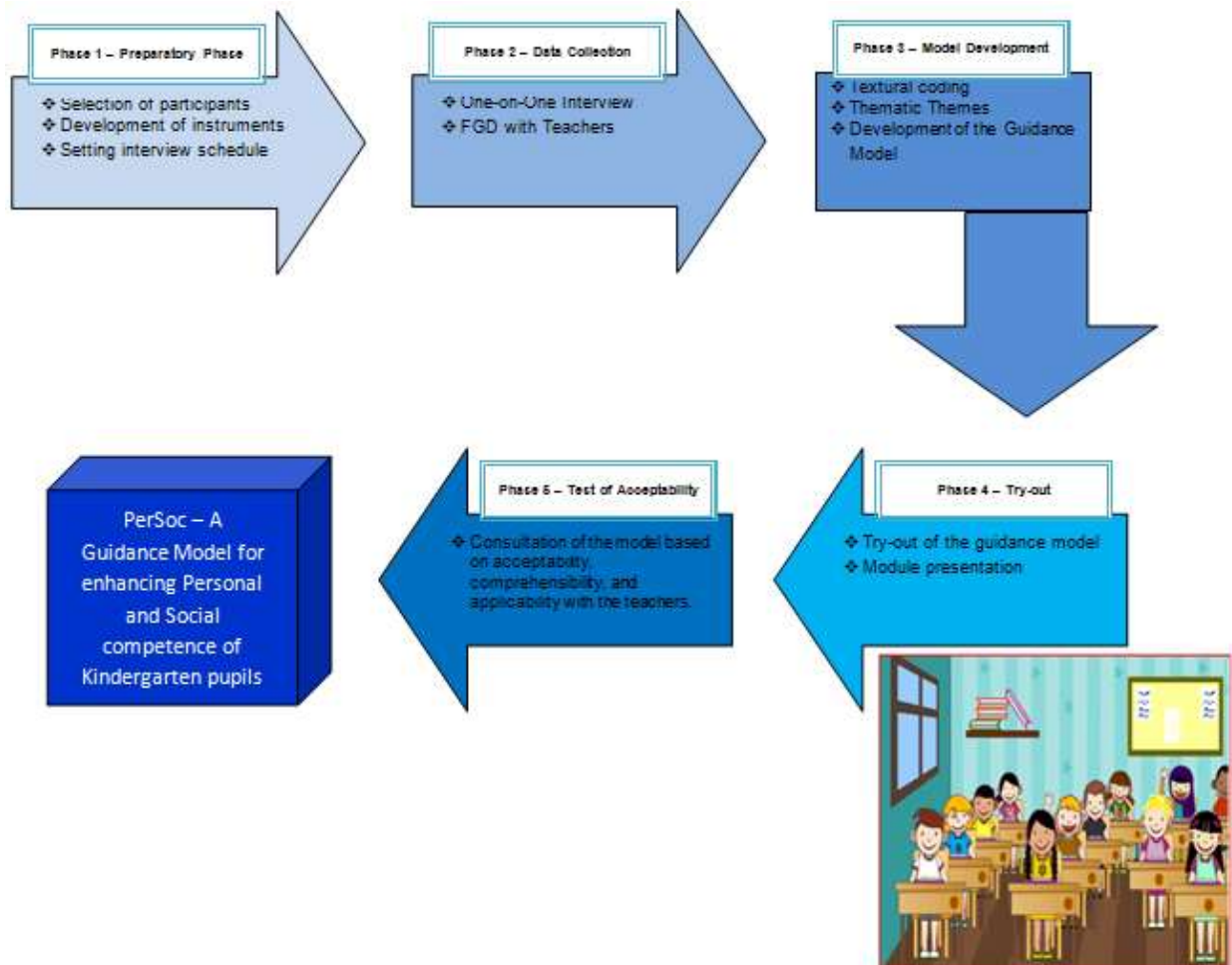


Figure 2. Research Processes

### Data Analysis

The data analysis implemented in this study is presented in Figure 3 (see p.69). According to the coding methods suggested by Miles and Hubberman (1994), all the transcripts were read and coded by hand to identify the themes that emerge from the data which answer the questions of the specific areas of inquiry. Immediately after the collection and analysis of the data, the Personal and Social Competence Guidance Model was



developed which focused on resolving the difficulties experienced by the teachers concerning the personal and social competence of their pupils.

From the coded descriptions and themes, the researcher developed modules (i.e., modules for the Personal and Social Competence Guidance Model) congruent with the competencies, and then prepared for try-out. The class and the time of the teachers were utilized for the try-out. The kindergarten teachers, as approved by the principal, confirmed the utilization of the modules. During the three-day (Monday, Wednesday, and Friday) try-out of the Model, the participants and their principals were present to give feedbacks. Feedback from the teachers and principal with regard to the acceptability, comprehensibility, and applicability of the Model were elicited after the try-out period.

For the evaluation of the model, a simple checklist form (see appendix J, p.192) was formulated which was distributed to the teachers and the principal. Each specific area was rated with 5, 4, 3, 2 or 1 with worded interpretation as excellent, very good, good, fair, and needs improvement, respectively. The weighted average in each specific area was computed to get the final rating of the model. Other comments and suggestions were also gathered.

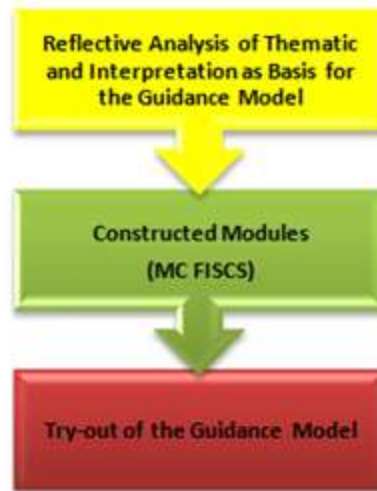


Figure 3. Data Analysis and Module Development

In this study, the researcher and advisers comprised the following expertise in Counseling and Educational Psychology, Research as well as in Childhood Education and Philippine Studies. This entailed a process of both working separately and consensually in order to come to agreements about the codes and the respective themes.



## CHAPTER IV

### **Presentation, Analysis, and Interpretation of Personal Competence**

This chapter presents the experiences, understanding, and eidetic insights of the kindergarten teachers. The (eidetic) insights brought out by the 10 participants during the in-depth interviews and focus group discussion (FGD) led the researcher to formulate themes, which were needed in developing a guidance model. The researcher presents the discussion on the answers to the questions raised in the first chapter. In addition, the answers were analyzed and coded using the verbatim descriptions of the participants that led to the construction of the themes.

In the discussion below, the researcher established theme 1 (centralizing on self) which represents two key codes of the participants' ideas about **personal competence** of their pupils. These are self-awareness and self-enhancement.

#### **Personal Competence**

Personal competence focuses on the personology of self-developed by Adler (1964), specifically self-awareness which is evident among children who have the possibility of being proud of their origins, culture, achievements, and capabilities with emphasis on the polarity of not only the "right" or "wrong" (Brown, 2005). In this study, it pertains to the personal competence (e.g. Theme 1 - "Centralizing on Self"). These were gathered from the teacher-participants through in-depth interviews and FGD.



The researcher drew out ideas from teachers about their pupils' personal competence focusing on self, which led to the formulation of the theme "*Centralizing on Self*".

### **Theme 1 - Centralizing on Self**

Theme 1 was derived from the ideas elicited from the teacher-participants – '**centralizing on self**' *focuses on one's personalities, capabilities, talents, and skills. Focusing on the strengths of a child that makes him/her feel good about him/herself. In addition, it also includes the importance of developing and understanding one's self in order to learn, accept, and understand other people.* This was divided into two: *self-awareness* and *self-enhancement*.

#### **Self-Awareness as a Clear Perception of Personal Competence**

Based on the views of the participants (kindergarten teachers), **self-awareness** *allows pupils to have a clear perception of their personality which encompasses their capabilities, talents, interests, and behavior, and to recognize individual differences and emotions, that is, one's self is a unique individual which is different from other individuals.* Table 1 (see p.72) shows the concepts of the teacher-respondents on personal competence grouped under self-awareness.

According to the participants, the pupils acquire personal competence by knowing their own skills/capabilities, talents, interests, and individual differences. They should also be aware that others are different from them. The majority of the participants (7 out of 10) affirmed this.



**Table 1**  
**Kindergarten Pupils' Self-Awareness as Perceived by the Teachers**

| Competencies                                                                                                         |                                                                                                        | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                                                                                | ASCA                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| (PagkilalasaSarili)<br>DepEd, p15                                                                                    |                                                                                                        | <ul style="list-style-type: none"> <li>• ...tungkolsakanilangmgakakayahan o abilities, mas nakikitaniayung different personality...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| (PagpapahalagasaPagkak<br>aiba)<br>DepEd, p17                                                                        | (Recogniz<br>e, accept,<br>respect,<br>and<br>appreciat<br>e<br>individual<br>difference<br>s)<br>ASCA | <ul style="list-style-type: none"> <li>• ...Individual differences, talents nila, kakayahannilabilangbata. Yung ibanatuturuanna, yongibanamanpomukhangmakulitperonatuturuannaman, hindinamasyadongmahiyain...</li> <li>• ...pagkatao ng isangbata. Minsankasimayroongkakayahanangbata kaya lang di niyamailabas.</li> <li>• ...yung mga skills kaya na niyang magawa...</li> <li>• ...For me, personal competency is all about the abilities of every student. Kasimeronsilangibat-ibang abilities, behavior, interests.</li> </ul> |
|                                                                                                                      | (Identify<br>values,<br>attitudes,<br>and<br>beliefs)<br>ASCA                                          | <ul style="list-style-type: none"> <li>• ...pagiging makulit...kasi nag-grade 5 teacher ako. Di po ba, kasi isang saway ko lang sa kanila, parang kuha na nila agad.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| Legend:<br><ul style="list-style-type: none"> <li>• one-on-one interview ; * focus-group discussion (FGD)</li> </ul> |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

In terms of capability and skills, below are sample statements by the following teachers:

Teacher Leann (T<sub>8</sub>) said, "...yung mga skills kaya na niyang magawa..." similarly Teacher Cris (T<sub>10</sub>) mentioned, "...for me, personal competency is all about the abilities of every student, kasi meron silang ibat-ibang abilities, behavior, interest." Congruent with teacher Leann and teacher Cris's (T<sub>10</sub>) responses,



Teacher Florie (T<sub>1</sub>) believed that self-awareness confirms personal competence as she uttered, “*..tungkol sa kanilang mga kakayahan o abilities...level at interes ng mga bata. Kunin yung interes kung ayaw ng ganito, ibahin mo pero related sa lesson...*”

When pupils know their specialized capabilities and skills, it serves as an asset to them. If properly cultivated, these capabilities and skills will become an essential personal competence. A universal fact affirms that failure to recognize one's specialized skills can lead to inferiority and isolation.

Moreover, the teachers believed that a pupil becomes personally competent when he/she has identified individual differences as their strengths:

Teacher Marilyn (T<sub>3</sub>) stated, “*...individual differences, talents nila, kakayahan nila bilang bata. Yung iba na tuturuan na, yong iba naman po mukhang makulit pero natuturuan naman, hindi na masyadong mahiyain.*”

On the other hand, Teacher Irish's (T<sub>2</sub>) idea on personal competence is when her pupils acquire knowledge not only through playing and singing but also through other learning activities given to them which make them gain confidence and a further desire to be aware of their self. She said,

“*...paano ko everyday matuturuan yung bata, especially sa kinder kasi alam lang laro, kakanta. Hindi lang dapat activity dapat andun yung knowledge...*”

Moreover, Teacher Fe (T<sub>6</sub>) said “*...pagkatao ng isang bata, minsan kasi mayroong kakayahan ang bata kaya lang di niya mailabas...*”

These teachers pointed out that pupils have personal competence when they have cultivated their individual differences and uniqueness. When a child is able to tell the



teacher that one knows or wants to sing, play, or can do other things, it implies that a child is developing self-confidence. Also, pupils may have the capabilities, but they do not show them; thus, illustrating the further need for self-awareness. A child should be able to know him/herself – his/her talents, capabilities, and even emotions. When they persevere in discovering themselves, they will be able to enhance and develop their whole self.

Consequently, a child who is able to express and comprehend his/her emotions possesses personal competence. If a child understands the meaning of individual differences, he/she will be receptive to the different emotions of others and will learn to show empathy.

Alternatively, a variant was elicited from the description of one teacher, which illustrated a negative idea about pupils' self-awareness. Teacher Aniway (T<sub>5</sub>) explained,

*“pagiging makulit...kasi nag-grade 5 teacher ako. Di ba po, kasi isang saway ko lang sa kanila, parang kuha na nila agad”.*

This statement implies that the teacher's idea on personal competence focuses on a child's need for awareness and understanding of others' emotions which can be shown by recognizing and accepting others' feelings, capacities, skills, talents, and individual differences. If a pupil cannot comprehend why a teacher is angry or pleased, then the pupil does not have personal competence. On the other hand, if a child empathizes with what others feel, the child shows personal competence. Other instances or actions that demonstrate personal competence are: (1) a child appropriately reacts to the emotion of his peers (e.g. *not laughing when a classmate stumbles*); (2) when a child is considerate of what his/her classmate is feeling (e.g. *sharing his/her joy or sympathizing with his/her*



loneliness); and (3) when a child empathizes with others' feelings (e.g. *holding a friend's hand or comforting his/her playmate*).

Interestingly, the ideas of the participants were congruent with the competencies stated in the K to 12 Curriculum Guide for Kindergarten by DepEd and ASCA. Self-awareness is parallel to DepEd's '*pagkilala sa sarili*' (knowing oneself) and '*pagpapahalaga sa pagkakaiba*' (appreciation of diversity), and to ASCA's identifying values, attitudes, and beliefs and recognizing, accepting, respecting, and appreciating individual differences.

Particularly, DepEd (2013) confirmed that a pupil with personal competence has emotional expression (i.e., *the child expresses different basic emotions*.) This becomes evident among the pupils/students who exhibit recognition of owns' feelings (Department of Education, 2013).

Matching the ASCA's (2005) personal competencies in Standard A (Students will acquire the knowledge, the attitudes, and the interpersonal skills to help them understand and respect self and others) is competency PS: A1 (acquire self-knowledge), which is about identifying and expressing feelings (Campbell & Dahir, 2005).

Centralizing on self, as elicited from the teachers' responses, focuses on the pupils' talents, skills, and capabilities, with emphasis on their individual differences. They believed that every child is unique in his/her own individual ways. Moreover, the teachers believed that children can reach their full potential only when they are aware of their strengths and assets.

Prior to the interview, the teachers were given a background on what would transpire- the aim and the focus of the interview- to prepare them for the session.



During the interview, the researcher noticed that in almost all questions, the respondents had paused a lot before they answered and that in almost every question, they answered with uncertainty. In fact, some interviewees asked the interviewer (researcher) if their answers were correct. They were also uncomfortable during the interview. Everything turned out different, though, during the FGD. Thus, the researcher found meaning in the descriptions and definitions shared by the teachers on the personal competencies of the kindergarten. However, the teachers viewed personal competencies in a broader manner. Simple things that a child can do were considered as criteria for having personal competence. For instance, if a child can tell his/her name, age, parents' name or address, or any personal information, it can already be considered an indicator of the child having personal competence (Department of Education, 2013).

From the researcher's point of view, it will be easier to tell if the child has personal competence that is the pupil possesses an in-depth knowledge, understanding, and skills. Above all, a heart that is always willing to teach can shape and mold the future leaders of our nation - the children.

### **Self-Enhancement, Benchmarking Personal Competence**

Self-enhancement is also very important in developing personal competence. Self-enhancement *expounds the continuously developing self-respect and incessantly improving positive attitude towards self. Specifically, it is being able to do the right thing with consideration of others' welfare; being able to work alone thus improving self-confidence; and agreeing to be left in school, or readiness which develops trust in other people.*

As displayed in Table 2, the participants' perceptions about self-enhancement of the pupils were about '*paggalangsasarili*' (concept of having a positive view and



understanding of self and further awareness to give value or worth to self, specifically, discipline, trustworthy, respect, and love), and about developing positive attitude towards self as a unique and worthy person. These were highlighted in some of the participants' responses (4 out of 10), namely that of Teachers Belle, Marilyn, Fe, and Michelle.

**Table 2**  
**Kindergarten Pupils' Self-Enhancement as Perceived by the Teachers**

| Competencies                                                                                                         |                                                                                           | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                                                                                | ASCA                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
| (Paggalang sa sarili)<br><br>DepEd, p10                                                                              |                                                                                           | <ul style="list-style-type: none"> <li>• ...lalonayung may background nanakapag-nursery namadalimaka-adapt...peroyungibawalahirap pa.</li> <li>• ...Active, handa ng magpaiwansananay...hindinaumiiyak pa.</li> </ul>                                                                                                                                                                    |
|                                                                                                                      | (develop positive attitude toward self as a unique and worthy person)<br><br>ASCA PS:A1.1 | <ul style="list-style-type: none"> <li>• *...they can do their work on their own, and they are able to share with their classmates. Pagpunta sa CR kaya nanilanggawin....hindimonakailangangi-guide. Kaya nanilaangsarilinila.</li> <li>• ...sigurosa attitude. May mgabata na iba. May salbahe, may tahimikhindinagsasalita...Yung mgamahiyaindaratingang time magbabagoyun.</li> </ul> |
| Legend:<br><ul style="list-style-type: none"> <li>• one-on-one interview ; * focus-group discussion (FGD)</li> </ul> |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          |

Truly, self-enhancement is about continuously developing self-respect as affirmed by the teachers when they mentioned that:

Teacher Belle (T<sub>7</sub>) "...*children possess personal competence if they can do their work on their own, and they are able to share with their classmates. Pagpunta sa CR, kaya na nilang gawin. Sa medaling salita hindi mo na kailangang i-guide. Kaya na nila ang sarili nila...*" (...they can do their work on their own, and they are able to share with their classmates. They can go to the rest room alone which



means that you do not need to guide them anymore because they can do it on their own...). When a child can do things on his/her own and works without being scolded, then he/she is showing self-discipline which enhances self-respect. She also said, “.... *Active, handa ng magpaiwan sa nanay...*” (...active and ready to be left in school...), which is similar to the statement of Teacher Marlyn (T<sub>3</sub>), “*hindi na umiiyak...kapag iniwan sa eskwelahan.*”

Self-enhancement develops positive attitude towards self. Supporting this claim, Positive Psychology expounded that positive attitude is congruent to positive emotion such as self-control and goal setting. This allows a child to earn better goals in life by controlling or by delayed gratification/self-control, also known as ‘**grit**’ (Lambert, 2014). When a child agrees to being left in school, the child ultimately learns to discipline him/herself and develops trust in other people.

The concept is directly linked to the DepEd’s Kindergarten Curriculum under *Kagandahang Asal (KA)* with self-respect as one basis of developing personal competence wherein “***he can work voluntarily or can work alone and shows interest in something***” is an indicator (Department of Education, 2013).

Moreover, personal competence is also ‘**developing positive attitude toward self**’ (*paglinang ng mabuting saloobin*). This was noted by Teacher Michelle (T<sub>9</sub>) who said,

“....*Siguro sa attitude. May mga bata na iba-iba. May salbahe, may tahimik, hindi nagsasalita...Yung mga mahiyain, darating ang time magbabagoyun...*”

When the pupil shows positive attitude, the pupil is said to possess personal competency. The pupils’ perception on developing attitude towards self which they may have gained knowledge of in the Nursery level gives them an edge in enhancing their attitude.



Teacher Fe (T<sub>6</sub>) mentioned about it and uttered, “...*lalo na yung may background na nakapag nursery na. Pero yung iba, wala. Hirap pa.*”

Pupils who went through Nursery education, compared to those who did not, have advanced knowledge which somehow developed their self-confidence.

ASCA (2005) draws attention to Standard A, which deals with *acquiring self-knowledge*. This underscores (PS: A1.8) **understanding the need for self-control and how to practice it** (Campbell & Dahir, 2005). Self-awareness leads the pupils to improve their innate knowledge, talents, capabilities, and readiness which in turn lead them toward self-enhancement, especially in terms of self-respect and positive attitude towards self which can ultimately direct the child in gaining personal competence. DepEd, on the other hand, did not identify the measures for this area.

During the interview, the researcher received common answers from the teacher-participants, which is about preparing their pupils to read and write before the end of the year in preparation for Grade 1. Hence, they gave writing activities even though they were not allowed as per instruction from the Kindergarten supervisor in their area. Also, the researcher observed that in one of the kinder classes, a-ba-ka-da was already taught to the children as early as June and that writing activities were already given to them. When asked why, the teacher-participants said that exposing the children to the said activities will make them advanced compared to other children and equally advanced with those in the private schools. One of the teacher-participants even relayed that she photocopied an activity from a private school, which she let her pupils answered. She said that by doing so, her pupils will be at par with the children in the private schools. Also, she stated that using her personal money is not a big deal as long as it is used for the benefit of her students.



All the teacher-participants gave more importance on the cognitive development than on the personal and social growth of the children. This is illustrated by their repeated reference to the child's readiness to go to school and the child's ability to read and write.

The researcher realized that there was something odd about the background and experience of the teachers in the field, especially in handling children. Their views and ways in handling children seemed to be affected by their past work orientation - being new in the field of early childhood teaching. For instance, a Grade 5 teacher being re-assigned to teach kindergarten, would s/he be able to adjust easily? Would s/he find it also hard to teach children who know "nothing" yet, and would s/he find it hard to adjust his/her standards and expectations of children? Here is where the problem might come in. One cannot expect a kindergarten pupil to academically perform and behave like a Grade 5 student.

### **Difficulties Encountered and Observed by the Kindergarten Teachers in Connection with the Personal Competence of the Pupils**

The participants were asked about the difficulties or challenges they encountered or observations that concern personal competence of their pupils. Their responses were presented and summarized under the theme - "*Diverse Difficulties*".

#### **Theme 3.1 - Diverse Difficulties**

Diverse difficulties are the challenges and problems encountered by the teachers in the development of the personal competence of the kindergarten pupils. It presents the challenges experienced by the teachers in the improvement of self-awareness and self-enhancement.



Accordingly, '***diverse difficulties***' served as an anchoring theme which provided the essential dimensions of the guidance model for personal competence. This pertains to the problems or challenges observed and encountered by the participants (kindergarten teachers), such as allowing the pupils' recognition of self and failure to handle pupils' behavior and its disruptive impact within the school's premise.

This helped the researcher formulate the modules needed for the Personal and Social (PerSoc) Guidance Model in order to address the said problems. Moreover, the difficulties or challenges were also grouped in parallel to the descriptions of the participants on personal competence. They underscored the diverse difficulties in managing the following areas: (1) *self-awareness*; and (2) *self-enhancement*.

### **Diverse Difficulties on Self-Awareness**

The participants' recognized ideas on diverse difficulties concerning the pupils' self-awareness and self-enhancement are displayed in Table 3 (p.83).

Challenges on self-awareness are *difficulties encountered by the teachers in helping the children have a clear understanding of their personality, and in recognizing and appreciating individual differences*. A variety of challenges on self-awareness were mentioned:

Teacher Fe (T<sub>6</sub>), "...*ibang iba ang bata sa private kay sa dito sa public school.*"

In this statement, the teacher expresses difficulty in teaching public school students than those in the private schools. This implies that there is a difference between



pupils from the two sectors – private and public. Moreover, during the one-on-one interview,

Teacher Belle (T<sub>7</sub>) said that pupils in Kindergarten are lazy in writing, and there are those who are dishonest and have bad attitudes “(*...Batang tamad... may mga batang sinungaling...grabe yung mga ugali sa simula...*)”.

The observations of the teachers imply a need for counseling in the kindergarten level. Another observation was that of Teacher Belle (T<sub>7</sub>) who stated during the focus group discussion,

*“...kapag sumasayaw kami, yung isang estudyante ko, kapag may nakita siyang mas magaling kaysa sa kanyang sumayaw, ang gagawin niya uupo nalang siya. Feeling ayaw niya ng nasasapawan siya...”*

The pupil described above shows signs of inferiority, a problem being encountered by teachers. The lack of recognizing, accepting, respecting, and appreciating oneself and even individual differences is a difficulty being encountered by the teachers.

**Table 3**  
**Identified Diverse Difficulties on Self-Awareness**

| Competencies                                |                                                                             | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                       | ASCA                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| (Pagpapahalaga sa Pagkakaiba)<br>DepEd, p17 | (Recognize, accept, respect, and appreciate individual differences)<br>ASCA | <ul style="list-style-type: none"> <li>• ...ibang-iba ang bata sa private kaysa dito sa public school,</li> <li>• ...may mga batang tamad sumulat...</li> <li>• ...may mga batang sinungaling...grabe yung mga ugali.</li> <li>• ...kapag sumasayaw kami, yung isang estudyante ko, kapag may nakita syang mas magaling kaysa sa kanyang sumayaw, ang gagawin niya uupo nalang siya... (Feeling ayaw niya ng nasasapawan siya.)</li> </ul> |



Legend:

- one-on-one interview ; \* focus-group discussion (FGD)

In Rochat's (2003) paper, he stated that self-awareness is the ability of a child to become aware of him/herself as a differentiated and unique entity in the world. According to him, one can observe the development of the child based on how the child's competencies emerge and come on-line one by one. Along the process of a child's development, the self is not only recognized in the first person's perspective but also from the third person's. The child becomes aware not only of who he/she is but also of how others think he/she is. By the time a child begins to express and recognize him/herself as an enduring entity, he/she also begins to show major advances in his/her understanding of others. For example, as mentioned by Rochat (2001) in his paper titled "*The Infant's World*", when a child begins to understand explicitly that another person holds a false belief, he/she necessarily understands that he/she him/herself holds the right belief. Moreover, a child begins to have self-awareness when he/she starts to experience the basic fear which generates a gap between his/her perception of him/herself from within and what actually people perceive from the outside. Accordingly, self-awareness is one's experience of fluctuating through layers as he/she acts, perceives, and thinks in the world.

The difficulties experienced by the teachers were based on the children's performance inside the classroom. According to the teachers, some pupils were lazy, dishonest, and with bad attitude. The teacher-respondents compared their pupils to those in the private school, especially the two teachers who experienced handling kindergarten in private schools. One teacher affirmed that the children in public schools are more respectful as opposed to the pupils in private schools because the former use the words "po and opo" more often compared to the latter. However, they still considered their pupils



as problematic. As far as the researcher is concerned, comparing the public school children with private school children does not help to improve the former. Instead, we should look for factors and reasons why the child finds it difficult to become personally and socially competent and from there, plan and design ways to help the child. Take everything as a challenge and do the best that can to help children develop to the fullest.

### Difficulties in Managing Self-Enhancement

Challenging self-enhancement are problems that teachers face in developing self-respect and positive attitude towards self among the children. Specifically, the 360° flip side or negative plane of '*paggalang sa sarili*' (concept of having a positive view and understanding of self and further awareness to give value or worth to self, specifically discipline, trustworthy, respect, and love) – tends to be a problem as enumerated in Table 4.

**Table 4**  
**Identified Diverse Difficulties on Self-Enhancement**

| Competencies                        |                                                    | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                               | ASCA                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| (Paggalang sa Sarili)<br>DepEd, p10 |                                                    | <ul style="list-style-type: none"> <li>• ...isang buwan na ayaw pang magpaiwan...bantay yung nanay sa loob para sya nalang magsasaway...hangang ngayon ayaw pa ring magpaiwan.</li> <li>• ...minsan nagmumura...</li> <li>• ...kinakausap ko yung isang batang mahiyain</li> <li>• ...yung iba nagba-baby talk</li> <li>• ...may mga batana ina-isolate ang sarili nila...mahiyain...mga batang umiiyak...ayaw magpaiwan.</li> </ul> |
|                                     | (Develop positive attitude toward self as a unique | <ul style="list-style-type: none"> <li>• ...yong mga attitude nila...may mga mahiyain na bata,*...ayaw naman magsulat...may mga batang dapat pakibagayan...</li> <li>• Minsan kasi naexperience ko yong minura ng bata.....minura niya ako at sinabi nya na...mamatay</li> </ul>                                                                                                                                                     |



|                                                                             |                                    |                                                                                                                                                   |
|-----------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | and worthy person)<br>ASCA PS:A1.1 | kana...bata pa lang 'yon tinuturuan na ng mga magulang na magmura<br>• ...kapag ayaw nilang sumali sa mga gawain naming kasi minsan nahihiya sila |
| <p>Legend:</p> <p>one-on-one interview ; * focus-group discussion (FGD)</p> |                                    |                                                                                                                                                   |

Under the challenges on *self-enhancement*, **teachers experienced difficulty in developing among the pupils' positive attitude toward self as a unique and worthy person**. Teachers Fe (T<sub>1</sub>) and Cris (T<sub>10</sub>) mentioned that some of their pupils do not want to be left in school.

Teacher Fe (T<sub>1</sub>), “....*isang buwan na ayaw pang magpaiwan...bantay yung nanay sa loob para siya nalang magsasaway...hanggang ngayon ayaw pa ring magpaiwan....*” and Teacher Cris (T<sub>10</sub>), “....*ayaw magpa-iwan...*”

Other respondents revealed that one of their problems concerns shyness of some pupils. As narrated by Teacher Michelle (T<sub>9</sub>), during activities, some pupils do not want to join because they are shy. She said,

(...*kapag ayaw nilang sumali sa mga Gawain naming kasi minsan nahihiya sila*).

Three other teachers, namely Teachers Wilma (T<sub>4</sub>), Belle (T<sub>7</sub>), and Leann (T<sub>8</sub>) likewise mentioned shyness of pupils as one of their difficulties in teaching the pupils.

In addition, Teachers Irish (T<sub>2</sub>) and Michelle (T<sub>9</sub>) talked about pupils who say bad words.

“....*yong mga attitude nila....may mga batang dapat pakibagayan mo....Minsan kasi na-experience ko yong minura ng bata..minura niya ako at sinabi nya na....mamatay kana....bata pa lang 'yon tinuturuan na ng mga magulang na magmura....*”



Indeed, it is hard for teachers to inculcate good values among children (e.g., not saying bad words) if during their earlier age they already learned bad values and practiced them at home.

In addition, Teacher Belle (T<sub>7</sub>) experienced a child who baby talks. For a teacher, it takes a lot of patience to guide and teach a child who still uses baby language. Another problem mentioned by Teacher Leann (T<sub>8</sub>) is the laziness of pupils to write. There are pupils who are not ready to learn new skills like writing and reading, and they are one cause of difficulties among teachers.

In 1989, Midgley underscored that teachers' self-efficacy beliefs may also affect the nature of the relationship they develop with their students. Teachers who believe that they can influence their students tend to interact in ways that will enhance student investment and achievement. Furthermore, when teachers hold high-generalized expectations for students' achievement, students tend to achieve more, experience a greater sense of self-esteem and competence as learners, and resist involvement in problem behaviors during both childhood and adolescence (Campbell & Dahir, 2005). Thus, these expectations are quite salient to student-teachers relationships.

Teachers must establish a harmonious relationship with their pupils from the very start. Having a positive attitude towards children will result to a positive performance of children in school. Positive relationship with teachers is important for children who display academic or behavior problems. It is suggested that teachers look at the positive side of the child. Make use of it to strengthen his/her character to become better in everyday activities in preparation for life. There is no bad child for a teacher who sees hope in every child.



## CHAPTER V

### Context and Emerging Themes on Social Competence

This chapter expounds on the social competence as an essential component in the development of a child. Social competence contributes and gives clarity to the child's learning to live.

#### **Social Competence**

**Social Competence** describes the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across settings (Rubin & Rose-Krasnor, 1992). In this study, it refers to the social competencies of kindergarten pupils (e.g., Theme 2 - "Structuring Relationships") as observed by the teachers and gathered through in-depth interviews and focus group discussion (FGD). The participants' concepts about social competence were summarized (see Appendix D).

#### **Theme 2 - Structuring Relationships**

Structuring relationships refers to the configuration of the relationship of each child with his/her peers, parents, and significant others of his/her age or adults. Developing good relationship with others during early childhood years is vital to the assurance of an individual being well adjusted.

On structuring relationships, two (2) concepts of the participants were highlighted, namely *interconnections* and *sensitivity* as shown in Tables 5 (see p.90) and 6 (see p.95), respectively.



### Interconnections Marked Social Competence

**Interconnections** refer to the ability of a child to communicate or socialize not only with his/her fellow children but also with adults. It describes the child who develops good relationship with his/her family members by being connected with people with ease (i.e., *kakayahang bumuo at makapagpanatili ng magandang pakikipag-ugnayansa kapwa bata at nakatatanda; konsepto ng pamilya, paaralan, at komunidad at naimumulat ang kamalayan sa mga sariling karanasan bilang kasapi nito*). A child who has no problem in dealing with other people demonstrates positive relations and interactions with others. Table 5 accentuates the participants' (kindergarten teachers) ideas on how the child relates to others.

**Table 5**  
**Interconnections**

| Competencies                                                      |      | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                             | ASCA |                                                                                                                                                                                                                                                                                                                                                                                                   |
| (Pakikipag-ugnayan sa Kapwa at Nakakatanda)<br><br>DepEd, p.17-36 |      | <ul style="list-style-type: none"><li>• ... maraming kaibigan at yung batang magulo...</li><li>• *...sa akin, eto ay may kinalaman sa pakikipagsalamuha ng bata</li><li>• ...socially competent, siguro marunong na siyang makipagkaibigan, makipag-mingle sa ibang bata at sa mga matatanda...</li><li>• ...marunong nang makibagay sa bata pati sa adult...friendly at sociable sila.</li></ul> |



|                                                                              |                                                     |                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Pakikisalamuha sa Iba<br>Bilang Kasapi ng<br>Pamilya)<br><br>DepEd, p.18-36 |                                                     | <ul style="list-style-type: none"> <li>• *...sa akin hanggang ngayon may umiiyak pa kaya kinakausap ko yung mga nanay na kausapin ang mga anak nila.</li> </ul>                                                                                                                                                                                                       |
| (Pakikisalamuha sa<br>Kasapi sa Paaralan)<br><br>DepEd, p.18-36              |                                                     | <ul style="list-style-type: none"> <li>• ...Makipaglaro ka sa kaklase...</li> <li>• ...Siguro yung relationship nila sa peers nila, kapag kaya na nilang makihalubilo sa ibang bata sa paaralan.</li> </ul>                                                                                                                                                           |
|                                                                              | (Learn How to Make and<br>Keep Friends)<br><br>ASCA | <ul style="list-style-type: none"> <li>• *...sila yung mga batang marunong mag-adjust sa environment...</li> <li>• ...yung sa ibang bata, kung nakikisalamuha sila. Makipaglaro at makibagay.</li> <li>• ...social competence is all about interaction with other students. Paano mag-interact.</li> <li>• ...para matuto at magkaroon ng bagong kaibigan.</li> </ul> |
| <p>Legend:</p> <p>one-on-one interview ; * focus-group discussion (FGD)</p>  |                                                     |                                                                                                                                                                                                                                                                                                                                                                       |

In interconnections, the participants expressed that social competence is how the pupils interact with elders or people older than them, as stated by Teachers Wilma (T<sub>4</sub>) and Belle (T<sub>7</sub>).

Teacher Wilma (T<sub>4</sub>) said, “*Socially competent, siguro marunong na siyang makipagkaibigan, makipag-mingle sa ibang bata at sa mga matatanda na kagaya natin...*” (Socially competent, maybe when the child knows how to make friends, is able to mingle with other kids and with adults like us) while Teacher Belle stated, “*...marunong nang makibagay sa bata pati sa adult...*”

Other groups where a child should build positive relationships are with members of the family, members of the school, and their peers.



In building good relationship with all the members of the family, one of the teachers mentioned that:

Teacher Florie (T<sub>1</sub>) *“Siguro sa loob pa lang ng bahay, hindi na nadevelop kaya ganun. Maaring wala rin silang kalaro sa bahay kaya ganun...”*

Teacher Florie’s (T<sub>1</sub>) and other participants’ remarks indicated that the development of a child’s social competence starts at home. They believed that if an individual does not develop even a tinge of social competence, he/she will tend to become a loner; thus, the individual will not able to relate with others.

In dealing with members of the school community, if good relationship is experienced at home, it will not be difficult for the children to adjust to people in school. The other teacher-participants observed that pupils do not want to be left in school by their mothers (or significant others).

Teacher Michelle (T<sub>9</sub>) narrated, *“...sa akin, hanggang ngayon may umiiyak pa kaya kinakausap ko yung mga nanay na kausapin ang mga anak nila...”*

This shows that the pupils need more time to be exposed to other people especially in the school for them to get used interacting with others. This will help them develop self-confidence in dealing with others.

In addition, on learning how to make and keep friends, seven (7) out of the 10 teacher-respondents said that social competence is about interacting with others. As they stated,

Teacher Michelle (T<sub>9</sub>), *“....kung nakikisalamuha sila...”* an answer similar to those of Teachers Marilyn (T<sub>3</sub>) and Aniway (T<sub>5</sub>) *...para magkaroon ng bagong kaibigan....”*



Moreover, being able to play with others shows social competence. Interconnections show that the concepts of the participants were in concurrence with the Department of Education K to 12 competencies: **interacting with peers and elders** (*pakikipag-ugnayan sa kapwa at nakakatanda*), **relationship with family members** (*pakikisalamuha sa iba bilang kasapi ng pamilya*), **relationship with members of the school community** (*pakikisalamuha sa kasapi sa paaralan*) and **learning how to make and keep friends** as well as **interactions with other children**, which explains the pupils' ability to play and have relations and positive interactions with other children and adults (Department of Education, 2013).

However, ASCA (2005) points out Standard B, which is on acquiring interpersonal skills, explicitly (PS: A2.8) **learn how to make and keep friends**.

Preparing children for the 21<sup>st</sup> century is one of the most important responsibilities that we need to undertake as an early childhood educator. In order for us to help children to become socially competitive, we must provide varied activities for them to have experiences in socialization not only with their peers but also with the adults present in the school community. Children nowadays are active learners. We must give them freedom to express their ideas and thoughts without reservation with the proper guidance from the teachers.

Many educators, researchers, and writers of today greatly acknowledge that children need more than the 3R teaching in traditional schools. In addressing the changing demands, the DepEd has developed a K-12 curriculum which gives focus on the development of the other aspects needed by the children. Social competence, being one of the three aspects of development, contributes a lot in helping children become globally competitive. It can be developed through activities. For example, during children's play,



the teacher can offer them a collective set of play materials (such as a bin of crayons) rather than individual sets to encourage sharing, turn-taking, and social skills development. The development and enhancement of children's social competence is very important especially in their younger age like kindergarten years. It will be more important as they grow up and face the world.

### **Sensitivity Gauging Social Competence**

**Sensitivity** refers to *the ability of a child to bring out or share his/her own thoughts or feelings*. This includes '*pang-unawa sa emosyon ng iba*' (ability to empathize), '*pagkilala at pagpapahayag ng sariling emosyon*' (ability to recognize and control one's own emotions and attitude), and identify and express feelings.

The child is receptive to the different emotions of other people around him/her and shows empathy easily (Campbell & Dahir, 2005). Table 6 (see p.95) presents the participants' (teacher-respondents') views on social competence which is grouped under sensitivity.



**Table 6**  
**Sensitivity**

| Competencies                                                   |                                         | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                          | ASCA                                    |                                                                                                                                                                                                                                                                                                                                                                                      |
| (Pang-unawa sa Emosyon ng Iba)<br>DepEd, p16                   |                                         | <ul style="list-style-type: none"> <li>• *...Yung ibang bata na may kaya at wala. Yung batang wala, parang nagkakaroon ng insecurity sa sarili kasi nakikita nya yung kaklase niya maganda yung mga gamit tapos siya wala. So tahimik at malungkot sya.</li> <li>• ...eto siguro yung pagiging friendly. May mga batang friendly, merong hindi.</li> </ul>                           |
| (Pagkilala at Pagpapahayag ng Sariling Emosyon)<br>DepEd, p.15 |                                         | <ul style="list-style-type: none"> <li>• ...social na nailalabas yung feelings. Yung batang madaldal o kaya kasi nasasabi yung feelings.</li> <li>• ...sa ugali ng bata. May mga mahiyain at hindi mahiyain..... Sabi ko wag kang matakot pag inaway ka bahala si teacher...</li> </ul>                                                                                              |
| (Pakikisalamuha sa Kasapi sa Paaralan)<br>DepEd, p.18-36       |                                         | <p>....Makipaglaro ka sa kaklase...</p> <ul style="list-style-type: none"> <li>• ...Siguro yung relationship nila sa peers nila, kapag kaya na nilang makihalubilo sa ibang bata sa paaralan.</li> </ul>                                                                                                                                                                             |
|                                                                | (Identify and Express Feelings)<br>ASCA | <ul style="list-style-type: none"> <li>• ... ang bata ay maraming tanong o questions, lalo na yung mga Kinder-maraming bakit?...</li> <li>• ...kapag hindi na umiiyak sa loob ng classroom, well-adjusted na. Nasa isipan na niya na kailangan na niya pumasok sa eskwelahan...</li> <li>• ...kaya niyang makibagay o mag-adjust sa mga tao sa paligid niya, environment.</li> </ul> |



Legend:

one-on-one interview ; \* focus-group discussion (FGD)

In line with this, **being able to identify and express one's feelings** describes sensitivity that gauges social competency under ASCA (1997, revised 2005).

Teacher Marilyn (T3) mentioned, “...*kapag hindi na umiiyak sa loob ng classroom, well-adjusted na.*” Teacher Aniway (T5) said, “...*sa ugali ng bata. May mga mahiyain at hindi mahiyain.. Sabi ko wag kang matakot. Pag inaway ka, bahala si teacher....*”. For teacher Leann (T8), “...*kaya niyang makibagay o mag-adjust sa environment....*”

When a pupil does not cry anymore when left in school by his/her mother, it means that the child is aware that he/she is not anymore afraid to be left in school. The child has adjusted to his/her new surroundings or environment. The assurance teachers give to the pupils adds to the development of their confidence and trust in other people, in this case, in their teachers and classmates. Despite of the fact that a classmate might bully him/her, the child believes that someone will take care of him/her - the teacher.

When a child is able to express his feelings, then he/she has sensitivity. This was mentioned by one of the teachers during the one-on-one interview. Teacher Florie (T<sub>1</sub>) said:

“....*Social na nailalabas yung feelings. Yung batang madaldal o kaya kasi nasasabi yung feelings....*”

She also reiterated during the focus group discussion, Teacher Florie (T<sub>1</sub>)

“....*eto siguro yung pagiging friendly. May mga batang friendly, merong hindi...*”



A child has social competence when he/she is able to express his/her feelings, likes, and dislikes. A child also shows competence socially if he/she can easily befriend his/her classmates. He/She can easily adjust to people around him/her. Similarly, during the one-on-one interview,

Teacher Irish (T<sub>2</sub>) said, “...*ang bata ay maraming tanong, lalo na yung mga Kinder- maraming bakit ang papasok doon...*”

During the FGD, she also said,

“...*Yung ibang bata na may kaya at wala. Yung batang wala, parang nagkakaroon ng insecurity sa sarili kasi nakikita niya yung kaklase niya, maganda yung mga gamit tapos siya wala. So tahimik at malungkot siya.*”

When a child can verbalize what is in his/her mind or can ask questions about things that he/she does not understand, the child is developing social competence. On the other hand, the other pupil in Teacher Irish's (T<sub>2</sub>) statement still needs to overcome his/her insecurity. Thus, even if the child is able to show his/her feelings but cannot understand his/her emotions and does something about it, the child still has not developed social competence.

More specific skills on social competence as stipulated by DepEd's Curriculum are: (1) knows his name, gender, age, likes, and dislikes; (2) can say what he can do like singing, dancing, and helping others; (3) can tell his needs without hesitation; (4) has confidence in doing basic things like brushing teeth, washing of hands, finishing school works; and (5) able to reason out why he has done a certain thing. If a child possesses these skills, then he/she has developed social competence. Moreover, DepED (2013) stipulated other competencies such as '**understanding of others' emotions** (*pang-unawa sa emosyon ng iba*) and '**identifying and expressing own feelings**' (*pagkilala at*



*pagpapahayag ng sariling emosyon*) which are all indicated in the teachers' responses grouped under sensitivity.

Similarly, ASCA (2005) draws attention to Standard A (*students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others*) which is focal to **acquire interpersonal skills**. Distinctively, (PS: A2.1) it **recognizes that everyone has rights and responsibilities** as well as (PS: A2.3) **recognize, accept, respect, and appreciate individual differences** (Campbell & Dahir, 2005).

Children might have different ways of handling their feelings or emotions. They also learn everything easily through modeling and imitation. The significant adults, particularly teachers, play the role models. Thus, teachers themselves must also learn to control their emotion especially when in front of the children. They must respond to children's emotional expressions by acknowledging what they feel. They must help them process their emotions and learn to develop self-control. In that way, children will be able to express things in a more appropriate manner without suppressing their emotions.

### **Difficulties Encountered/Observed by the Teachers in Connection with the Social Competence of the Pupils**

The participants were asked about the difficulties or challenges they encountered or observed that concern on the social competence of their pupils. Their responses were presented and summarized under the theme - "*Diverse Difficulties*".

### **Theme 3.2 - Diverse Difficulties**

Diverse difficulties are the challenges and problems encountered by the teachers in the development of personal and social competence of the



kindergarten pupils. It presents the challenges experienced by the teachers in the improvement of self-awareness, self-enhancement, interconnections, and sensitivity of the pupils.

Accordingly, '*diverse difficulties*' serves as an anchoring theme which provided the essential dimensions of the Guidance Model for Personal and Social Competence. The problems or challenges observed and encountered helped the researcher formulate the modules needed for the Model in order to address the said problems; thus, teachers will be assisted in handling and addressing the challenges associated with their students' personal and social competence development. Moreover, the difficulties or challenges were also grouped in parallel to the descriptions of the participants on personal and social competencies that underscored the diverse difficulties on the following areas: *interconnections*; and *sensitivity*.

#### **Difficulties on Interconnections**

Defying interconnections refers to the problems that the teachers experienced in teaching the child - how to communicate or socialize with his/her fellow children as well as with adults.

The "*diverse difficulties on interconnections*" are with specific performance indicators such as *learning how to make and keep friends, forming positive relationship with peers and elders, building healthy attachments to the members of his/her family, having positive interactions with the members of the school community, identifying resource people in school and community, and knowing how to seek their help*. These are presented in Table 7.



**Table 7**  
**Diverse Difficulties on Interconnections**

| Competencies                                                  |                                                                                                 | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                         | ASCA                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| (Pakikipag-ugnayan sa Kapwa at Nakatatanda)<br>DepEd, p16     |                                                                                                 | <ul style="list-style-type: none"> <li>• ...Bakit takot pa rin siyang maiwanan ng parents?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |
| (Pakikisalamuha sa iba bilang kasapi ng paaralan) DepEd, p18  | (Identify resource people in school and community, and know how to seek their help)<br><br>ASCA | <ul style="list-style-type: none"> <li>• ...kapag hiram makipaghalubilo...kailangan pa rin dun ang tulong ng teacher.</li> <li>• *...Yung isa ko namang estudyante matigas naman ang ulo. Walang araw na di siya nananakit...Parang Masaya siya na nakakasakit siya ng kaklase niya...</li> <li>• ...kulang ng teacher sa kinder inilagay po ako dito...so dahil sa isang week na hindi nasanay yung bata kaya tumatakbo sya.</li> <li>• *...ayaw magpaiwan...mga batang ayaw magpaiwan.</li> </ul> |
|                                                               | (Learn how to make and keep friends)<br><br>ASCA                                                | <ul style="list-style-type: none"> <li>• ...gusto ng ibang bata, lahat ng laruan sa kanila lang ayaw nilang mag share, nag-aagawan.</li> <li>• ...may mga batang inaisolate ang sarili nila...maraming reasons kung bakit mahiyain...pag may ayaw mag share ng toys.</li> </ul>                                                                                                                                                                                                                     |
| Legend: one-on-one interview ; * focus-group discussion (FGD) |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

The participants enumerated difficulties that they encountered in this area.

Teacher Florie (T<sub>1</sub>) had a pupil who had a hard time interacting with his/her classmates.

She expressed:

*“....kapag hiram makipaghalubilo...kailangan pa rin dun ang tulong ng teacher”.*



This situation is similar to Teachers Fe's (T<sub>6</sub>) and Belle's (T<sub>7</sub>) experiences with some pupils who did not want to share toys with their classmates.

*"...gusto ng ibang bata, lahat ng laruan sa kanila lang. Ayaw nilang mag share, nagaagawan!"* and *".... pag may ayaw mag-share ng toys...."*

In addition, Teacher Florie (T<sub>1</sub>) had a pupil whom she described as 'hard-headed'. The pupil always hurt his classmates as if he enjoyed hurting other people. She narrated:

*"...yung isa ko namang estudyante, matigas naman ang ulo. Walang araw na di siya nananakit...Parang masaya siya na nakakasakit siyang kaklase niya...."*

Discipline is another problem encountered by Teacher Wilma (T<sub>4</sub>). She had a pupil who is always running around even if the class is doing an activity.

The most commonly encountered problem by the teachers is about pupils not wanting to be left in school by their mothers. Teacher Marilyn (T<sub>3</sub>) said,

*"...bakit takot pa rin siyang maiwanan ng parents?"* ("....why is he still afraid to be left in school by his parents?")

Behavioral theories suggest that separation anxiety may be conditioned or learned from innate fears. In Freud's theory, the primary situation of anxiety resulting from the separation from mother plays a role comparable to innate fears. Grappling with the problem of separation anxiety, Bowlby emphasizes then the importance of the child's attachment to one person (mother or primary caregiver) and the fact that this attachment is instinctive. This point of view, based on the observed infants, is akin to ethological theories on behavior of non- human primates. Bowlby showed that the reactions of an



infant separated from the mother evolve on three stages: the phase of protestation which may constitute the prototype of adulthood anxiety; the phase of desperation which may be the prototype of depression; and the phase of detachment. He emphasized the role of early separations in the development of vulnerability to depression. For Bowlby, these reactions are not acquired but genetically programmed and biologically determined (Vandenberghe, 2008).

Therefore, there are many factors to be considered why children find difficulty in connecting with other children or with adults. As stipulated by one of the teacher-respondents, one of the most common problems they encountered during the opening of classes are about children who were afraid to be left by their parents in school. This scenario is not only true to Filipino children, but it happens all over the world. This is called separation anxiety. Teachers should understand why some children find it hard to be separated from their parents. They should find a way to get the child's attention and interest so that they will learn how to connect with others, enjoy being in school while parents are not around, and learn to become socially competent with the help of their surrogate parent - the teacher.

### **Diverse Difficulties on Sensitivity**

Struggling on sensitivity are the *challenges or difficulties that the teachers had in guiding the child to bring out or share his/her own thoughts and feelings, in order to be receptive to the different emotions of other people, and to show empathy easily*. The fourth area under difficulties on sensitivity is *concerned with knowing oneself, being able to express one's emotions, and understanding the need for self-control*. Table 8 highlights the participants' (kindergarten teachers) ideas on difficulties in managing sensitivity.

**Table 8**



### Difficulties on Sensitivity

| Competencies                                                               |                                                                       | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                                      | ASCA                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| (Pagkilala ng Sarili at Pagpapahayag ng Sariling Emosyon)<br>p.15/36 Deped | (Understand the need for self-control and how to practice it)<br>ASCA | <ul style="list-style-type: none"> <li>• ...kapag makipaghalubilo...kailangan parin dun ang tulong ng teacher.</li> <li>• ...ayaw magsalita, ayaw niyang tumayo...araw-araw siyang pumapasok kaya lang hindi siya nagsasalita....</li> <li>• *...pati principal binastos din nung bata....</li> <li>• ...nagkakasakitan na pero pag alam nilang nakasakit sila,humihingi ng sorry.</li> <li>• ...minsan nagmumura...may nakausap ako na mommy tungkol sa behavior ng anak nya...sabi nya ganon daw sila sa bahay nila.</li> <li>• ...yung mga bata na hindi marunong magsulat...pag sinabi mong hindi sila makakauwi, yong mga hindi pa tapos magsulat, iiyak sila...</li> <li>• *...magulo at marunong ng magcutting classes.</li> <li>• ...may mga nag-iiyakan, pag nagwawala na ang isang bata...iyak ng iyak.</li> </ul> |
| Legend:<br>one-on-one interview ; * focus-group discussion (FGD)           |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Teacher Florie (T<sub>1</sub>) mentioned about pupils who does not want to speak or stand up. She had a pupil who is always present but did not want to speak up. She related,

*“....ayaw magsalita, ayaw niyang tumayo....araw-araw siyang pumapasok kaya lang hindi siya nagsasalita....”*



Another difficulty that Teacher Florie (T<sub>1</sub>) experienced has something to do with a pupil who is disrespectful to a principal. She said,

*“...pati yung principal, binastos din nung bata....”*

The pupil in this example definitely knew how to express his feelings but it was done in a wrong manner and situation.

Furthermore, Teacher Irish (T<sub>2</sub>) had pupils who tend to hurt one another. The good thing is they apologized upon realizing their misdeeds. She stated,

*“...nagkakasakitan na pero pag alam nilang nakasakit sila ....humihingi ng sorry.”*

Similarly, Teacher Cris (T<sub>10</sub>) had a pupil who also hurt his classmates (*...batang nananakit*). Another pupil of Teacher Irish (T<sub>2</sub>) also was disrespectful to others by saying vulgar and faulty or ‘bad words’. Talking to others without regard for their age was also evident among their pupils.

Another difficulty is that of Teacher Marilyn’s (T<sub>3</sub>), who expressed that her pupils would cry when they were told they could not go home unless they finish their writing activity. Instead of trying to finish the activity, the pupils would just cry. Similarly, Teachers Leann (T<sub>8</sub>) and Michelle (T<sub>9</sub>) had students who still cry when their mothers leave them in the classroom.

In addition, Teacher Belle (T<sub>7</sub>) had a pupil who was unruly:

*“...yong estudyante kong magulo...at marunong ng magcutting classes.”*

These negative attributes are present as early as kindergarten and undoubtedly display the immaturity of the pupils, which impose difficulty on sensitivity.



Going to school appears to be particularly stressful for shy-withdrawn children. Arbeaud (2008) cites the presence of a large group of (initially unfamiliar) peers, increased demands for verbal participation, and a high child-to-staff ratio as factors that may exacerbate shy-withdrawn feelings of social fear and self-consciousness. Indeed, there is increasing empirical support for the notion that the transition to school is particularly problematic for shy-withdrawn children (Arbeaud, Cooplan, Evans, Kagan, & et.al., 2008).

According to the teacher-participants, one of the common problems they encountered with their pupils during the opening of classes, aside from those who don't want to be left by their parents, is about children who are shy or withdrawn. In spite of the one-week program that DepEd offers for the kindergarten pupils prior to the opening classes, still, teachers encounter the same problem. This problem might be rooted not only in the children but in the parents as well. Therefore, a transition program intended not only for the children but also for their parents must be given a much longer time. As mentioned by C.S. Lewis (1898), "The task of the modern educator is not to cut down jungles but to irrigate desserts."

### **Dynamics of Personal and Social Competence of Pupils**

Theme 4 presents the factors that the participants perceived to impinge on the personal and social competencies of kindergarten pupils. These *influential issues* were noted by the participants themselves during the one-on-one interviews and FGD.

#### **Theme 4 - Influential Issues**



*Influential issues* are the **contributing factors that make children vulnerable to become personally and socially incompetent**. These are the issues and reasons that affect the personal and social competence of the pupils. The influential issues were subdivided into three areas: *linkages, milieu, and technology*. These are presented in Table 9 (p. 109).

### **Contextual 1, Linkages**

Linkages refer to the *factors that might affect the existence or formation of connections or relationship of a child with (all) the members of his/her own family which directly shape the personal and social competence of the child*.

On linkages that focused on the influence of the family to the personal and social competence of the child, most of the teacher-participants said that parents or the family has a big impact on how the children relate to others. Teacher Florie(T<sub>1</sub>) said,

*“...di sila sumusunod sa magulang nila...napakalaki ng impact ng magulang...minsan yung ibang magulang pabaya”* (“...they don’t obey their parents...Parents have a great impact on their child....There are some parents who are negligent.”).

Teachers Irish (T<sub>2</sub>) and Aniway (T<sub>2</sub>) mentioned that children tend to imitate what their parents do:

*“....magulang...kung ano yung ginagawa ng magulang nila ginagaya nila.”* And *“....family po nila...kung ano yung naririnig nila sa bahay, dinadala nila dito sa school.”*

Contemporary families today have both parents working, and children are usually left in the care of an older sibling or neighbors. Consequently, children are



not properly guided throughout the day. In using foul languages, the children may have learned it from their parents. As Teacher Michelle (T<sub>9</sub>) stated,

*“...estudyante ko, mismong magulang ang nagtuturo ng pagmumura...”*

Looking into the issues identified under Linkages, it can be deduced that the family, especially the parents, greatly impacts a child’s development.

The family is the first and one of the vast influences to a child’s personality and behavior. The child learns based on the things he/she sees and hears from his/her parents and sibling. The child’s words, thoughts, and actions are rooted on the kind of family he/she has. The way a child is brought up by his/her parents is the result of the kind of relationship they have. If children have strong attachment to their parents and experience the security of love and care, they are able to reach out to others.

### **Contextual 2, Milieu**

Milieu refers to the *environment which has a great impact on a child’s behavior and type of personality. Environment, in this context, consists of what the children see and hear in their surroundings (like things or scenarios that they see and hear in the television, computer, or radio) and from people around them – in the community, school, or family.* This means that the environment affects the development of the personal and social competence of a child. Although it appears as a variant to the other data, it should be reported as it had been noted by one of the teachers. As Teacher Irish (T<sub>2</sub>) mentioned,

*“...environment – kung ano yung nakikita at naririnig nila, nagagaya nila....”*  
(“...environment – whatever they see or hear, they imitate.”)



In addition, a child's interactions with other people in the school and in the community also influence the said competencies. Any form of media has an impact on the child because the child imitates what he/she can see and hear. Thus, the environment shapes the child.

### Contextual 3, Technology

Technology, as a factor, includes issues concerning the improper usage of television, computer, radio, new technical machines (mobile phones, Ipods, etc) and other forms of media which affect the personal and social competence of a child.

Teacher Wilma (T<sub>4</sub>) said, *"Children become hard-headed maybe because of the influence of computers and televisions, even radios. They imitate what they see and hear from the media."*

When children are exposed to technology like computers or violence in the television programs and video games without proper guidance from adults, they become vulnerable as being influenced by the negative behavioral patterns and values they observe, see, and listen to. Thus, media messages have a great effect on their manner of thinking and communicating with others.

Table 9

#### Linkages, Milieu, and Media as Influential Issues

| Competencies                                                                  |      | Participants' Descriptions                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd                                                                         | ASCA |                                                                                                                                                                                                                                               |
| <b>Factor 1, Linkages</b><br>(Pakikisalamuha sa iba bilang Kasapi ng Pamilya) |      | <ul style="list-style-type: none"><li>....di sila sumusunod sa magulang nila...napakalaki ng impact ng magulang...minsan yung ibang magulang pabaya.</li><li>....magulang...kung ano yung ginagawa ng magulang nila, ginagaya nila.</li></ul> |



|                                                                            |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DepEd. p.18/36                                                             |                                   | <ul style="list-style-type: none"> <li>• *Yong parents nila mahiyain kaya 'yong anak ganoon din.</li> <li>• ...Family po nila...kung ano yung naririnig nila sa bahay dinadala nila dito sa school...isang bata kinukwento na nagsusugal ang lola nya.</li> <li>• Nagwowork po ang magulang nya...naiwan sa kapatid at kapitbahay...parents nya di nya sinusunod.</li> <li>• *...kung hindi alam ng magulang, wala tayong maexpect sa mga bata.</li> <li>• ....Syempre nasa magulang 'yan....estudyante ko, mismong magulang ang nagtuturo ng pagmumura.</li> <li>• ....sa bahay nila talagang problema na sila....</li> </ul> |
| <b>Factor 2, Milieu</b><br>(Pagpapahalaga sa Komunidad)<br><br>DepEd, p.18 |                                   | <ul style="list-style-type: none"> <li>• *Environment, kung ano yung nakikita at naririnig nila, nagagaya nila...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                            | <b>Factor 3, Media</b><br>(Media) | <ul style="list-style-type: none"> <li>• ...mga bata ngayon matigas na ang ulo...siguro kasi sa computer, na napapanood nila sa T.V. at radio lalo na sa computer.</li> <li>• *...telebisyon...Baka pag nanunood, di nagagabayan ng magulang nila (like sa mga naririnig sa T.V.)</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| Legend:<br><br>one-on-one interview ; * focus-group discussion (FGD)       |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Child's development does not solely depend on the child or on the teachers and parents. Twenty-four hours in a day is not just spent in school and home. In between, the child may be in other places and with others' company. Thus, many other factors may affect a child's development.

It has been said that, for a child to become holistically developed, there should be interconnectedness among the factors affecting the child's development.



Not only should parents' guide their children at home, but they should also guide them on the things they watch, games they play, and their friends.

**Basis of Guidance Model:**

**Strategies Employed by the Teachers to Enhance Personal and Social Competence**

To understand and respect oneself, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens are essential to this process. The content standards for personal and social development provide the foundation for personal growth. They enhance the personal, social, educational, and career development of the individual. Students acquire skills to foster relationships with self, others, the family, and the community. Thus, this will encapsulate the individual's learning to live (Rex, 2008).

In analyzing the descriptions of the participants with regard to the strategies or techniques, they are noted to enhance personal and social competencies of kindergarten pupils. This leads to Theme 5 (*Acquiring Self-Knowledge*). However, the improvement of social competencies was introduced as Theme 6 (*Constellation of Relationships*).

**Theme 5 - Acquiring Self-Knowledge (Personal Competence)**

Theme 5 - **Acquiring Self-Knowledge** - *specifies the strategies and techniques the teacher-respondents used in the improvement of the personal competence of kindergarten pupils. It is focused on the enhancement of knowing oneself, understanding of who you are and how you react to things, developing positive attitude towards self, and appreciating and recognizing individual differences.* The strategies were grouped into three areas, namely: (1) **self-advancement**; (2) **self-centered play**; and (3) **insightful dialogue**.

**Self-Advancement**



**Self-advancement** refers to the *strategies that were employed to enhance the abilities or strengths of the children, which helped them, improve their self-concept and develop their critical thinking skills*. Table 10 (see p.112) underscores the descriptions of the teachers (kindergarten teachers) of the strategies. They believed that self-advancement of pupils will be developed by giving the pupils advanced activities/exercises, effective techniques, and other activities.

**Table 10**

**Pupils' Self-Advancement According to Teachers**

| <b>Personal Competency<br/>(Strategy)</b>                                | <b>Participants' Descriptions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Advancement</b>                                                  | <ul style="list-style-type: none"><li>• Basta bibigyan ko sila ng advance activities para kahit di sila nakapag private school, parang nasa private na sila. Sinasanay ko sila ng mahirap na pag-iisip. Inaadvance ko ang turo ko. Bawal magpasulat. Pero ngayon pa lang nagpapasulat na ko.</li><li>• ...minsan may student ako, kinailangan kong ilagay sa tabi ko para gumawa siya.</li><li>• *...Nagsulat ako sa notebook niya para matulungan siya sa bahay nila...kaya lang wala pa rin siyang gawa. ...Nagtanong ako, kaya nalaman ko na yung mga parents pala ay "No read, No write! So mula noon lagi ko na siyang tinatabihan.</li><li>• Binibigyan ko sila ng maraming activities. Kagaya nung mahiyain kong bata. Ginagawa kong leader sa harap. Kung ano 'yong ginagawa ko sa harap, ginagaya nya. Para makita nilang kaya nila.</li><li>• *Pinapaulit ko na lang at pinauuwi sa bahay, parang homework.</li><li>• *May studyante ako kahit straight line di nya maisulat. Minan nung may activity kami na hindi niya magawa, nagsulat ako sa notebook niya para matulungan sya sa bahay nila..... lagi ko na siyang tinatabihan.</li></ul> |
| <p>Legend:<br/>one-on-one interview ; * focus-group discussion (FGD)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



On self-advancement, Teacher Florie (T<sub>1</sub>) provided her students activities similar to those given in private schools and trained the children to think critically. In addition, she taught lessons in advance, like writing even if it is still not scheduled to be taught. She said,

*“...Basta bibigyan ko sila ng advanced activities para kahit di sila nakapag private school, parang nasa private na sila. Sinasanay ko sila ng mahirap na pag-iisip. Inadvance ko ang turo ko. Bawal magpasulat, pero ngayon pa lang nagpapasulat na ko...”*

The teacher believed that teaching things in advance will enhance pupils' competencies.

Similarly, Teacher Michelle (T<sub>9</sub>) gave her pupils activities, like appointing a shy pupil to be the leader and asking him to stay in front for the other pupils to imitate. She believed that by doing so, the shy pupil, and even his classmates, would realize that he can also perform. As stated by Teacher Michelle (T<sub>9</sub>),

*“...Binibigyan ko sila ng maraming activities. Kagaya nung mahiyain kong bata. Ginagawa kong leader sa harap. Kung ano 'yong ginagawa ko sa harap, ginagaya niya. Para makita nilang kaya nila...”*

Teacher Marilyn (T<sub>3</sub>), however, had to place her pupil near her so that the pupil would work on the given tasks. She had a close supervision on how the child proceeded with the work so that she can guide the pupil. She said,

*“...minsan may student ako, kinailangan kong ilagay sa tabi ko para gumawa siya.”*



In addition, Teachers Fe (T<sub>6</sub>) and Leann (T<sub>8</sub>) allowed their pupils to repeat or finish the work at home so that children could be helped by the parents.

Teacher Fe (T<sub>6</sub>) wrote on the notebook of her pupil, hoping that the parents of the child would help him/her, but she found out that the parents of the pupil are illiterate. So, she always stayed beside the child every time they had an activity. She narrated,

*“Nagsulat ako sa notebook niya para matulungan siya sa bahay nila...kaya lang, wala pa rin siyang gawa. Nagtanong ako, kaya nalaman ko na yung mga parents pala ay “No read, No write! So mula noon lagi ko na siyang tinatabihan.”*

All of the enumerated strategies were used by the respondents to help in the self-advancement, especially in identifying the strengths, of the kindergarten pupils.

A child who has the right amount of information is ready to face anyone in any situation. Self-advancement helps the child gain the confidence he/she needs in facing other people and in socializing. Take for example, a person from the province; he/she knows well that his/her place of origin isn't as advanced as those of his/her classmates. However, if he/she knows in him/herself that he/she is advanced and can cope with his/her classmates, the shyness will be gone. Same as with the child whose self-advancement is developed, he/she will have the confidence to face anyone because he/she knows that he/she is not left behind in terms of ability.

### **Self-Centered Play**

The second strategy is **self-centered play** which are the *strategies enhancing the children's talents, helping them to know more about themselves, and helping them develop positive attitude towards others and themselves.*



Table 11 (see p. 115) displays the participants' (kindergarten teachers) strategies, such as playing, singing, dancing, storytelling, and the like which pupils loved to do and could relate with.

**Table 11**  
**Pupils' Self-Centered Play**

| Personal Competency<br>(Strategy)                               | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Centered Play</b>                                       | <ul style="list-style-type: none"> <li>• Nagpapakanta ako. Pagkukulay, paglalaro po. Natutuwa po sila pag nagkakantahan kami. Paborito nila yung kantang "<b>Pito-Pito</b>". Effective po yung kanta. Nageenjoy sila dun. Ayaw lang nilang magsulat.... Pagkukuwento din, gusto nila yun. (Dapat flexible kang teacher. Dapat marunong kang sumayaw or kumanta kahit hindi masyadong maganda ang boses mo. Para kang artista.)</li> <li>• Singing at paglalaro, effective yan para maenjoy nila yung ginagawa nila sa classroom...nagpapakanta ako, nagkukuwento ako. Minsan may kinalaman sa lesson, minsan wala lang para magising lang sila.</li> <li>• ...dramatic play kasi naeexpress nila yung sarili nila through play, kaysa para kang naglelecture. Napaka-effective ng play. Gaya ng fishing games namin. Yung isang bata, medyo hrap marecognize yung letters. Kumakanta kami tapos naglalaro kami ng fishing. So na boost yung confidence niya. Singing, napaka-effective sakanila.</li> <li>• Storytelling din ginagamit ko. Nagpapa-showtime ako para makuha ang interest nila. Role playing or minsan naman modeling. At nakakatulong kasi na boboost yung confidence nila. (Storytelling na makakarelate sila.)</li> </ul> |
| Legend:<br>one-on-one interview ;* focus-group discussion (FGD) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Most of the teacher-respondents utilized singing in the classroom. They let the children sing to enjoy the lesson.



Teacher Fe (T<sub>6</sub>) said that singing is a very effective strategy because it boosts pupils' confidence (*i.e.*, "...*Singing, napaka-effective sa kanila.*"). Teacher Wilma (T<sub>4</sub>), however, stated that aside from singing, playing is also effective with pupils (*i.e.*, "*Singing at paglalaro, effective yan para maenjoy nila yung ginagawa nila sa classroom.*"). Teacher Michelle (T<sub>9</sub>) also employed playing.

Moreover, Teachers Aniway (T<sub>5</sub>), Fe (T<sub>6</sub>), Belle (T<sub>7</sub>), Michelle (T<sub>9</sub>) and Cris (T<sub>10</sub>) utilized storytelling during classes to pique the interest of the pupils.

For Teacher Aniway (T<sub>5</sub>), even if the story was not related to the lesson, she still used it just to motivate the pupils. She said,

*".... nagkukuwento ako. Minsan may kinalaman sa lesson, minsan wala lang, para magising lang sila.).*

In addition to singing, Teacher Fe (T<sub>6</sub>) employed dramatic play because through it, pupils were able to express themselves. To attract pupils' attentions, she would even act like a clown. She said,

*"....dramatic play kasi naexpress nila yung sarili nila through play, kaysa para kang naglelecture. Minsan para akong clown para lang makuha yung attention nila. Napaka-effective ng play."*

In another sharing, Teacher Belle (T<sub>7</sub>) used role playing or modeling, like 'showtime', to get the pupils' interest and enhance their confidence. She described it as,

*"....Storytelling din ginagamit ko. Nagpapa-showtime ako para makuha ang interest nila. Role playing or minsan naman modeling. At nakakatulong kasi na bobooost yung confidence nila...and at the same time, a teacher should be flexible; she should know how to dance and sing just like an actress. Dapat flexible kang*



*teacher. Dapat marunong kang sumayaw or kumanta kahit hindi masyadong maganda ang boses mo. Para kang artista..."*

Self-centered plays may lead to the discoveries of the innate skills and abilities of the child. It does not just promote appreciation of self, but it also promotes the worth of each child knowing that he/she is part of the game, part of the play. It helps them gain belongingness, which is needed in forming and creating good relationships with others.

### **Insightful Dialogue**

***Insightful dialogue** refers to the techniques which were employed by the teacher-respondents to enhance self-confidence of children through a proper way of communicating with them in line with their thinking and understanding.*

As can be gleaned in Table 12, talking and explaining to pupils the advantages and disadvantages of their deeds and whether they are right or wrong is one strategy that the teacher-respondents employed in enhancing the personal competence of the pupils. For the kindergarten teachers, talking to the child is another strategy that can help him/her develop his/her personality.

**Table 12**

**Pupils' Insightful Dialogue**

| <b>Personal Competency<br/>(Strategy)</b> | <b>Participants' Descriptions</b>                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Insightful Dialogue</b>                | <ul style="list-style-type: none"><li>• Heart to heart talk ang ginagawa ko. Kahit second parent ako. Kung 'yong magulang nila, di sila natuturuan at napasusunod. Eh, ano naman ang magagawa ko, maiksi lang ang oras na hawak ko sila.</li><li>• Minsan tinatanong ko sila kung ano ang gusto nilang tawagin. Tapos kung ano yung majority na sagot, yun</li></ul> |



|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <p>ang ginagawa ko. Pero ang pina ka effective yung may follow up sa bahay.</p> <ul style="list-style-type: none"><li>• Kinakausap ko sila...pinapaliwanag ko kung tama ba yung ginagawa nila.</li><li>• Wala naman po siguro. Dapat lang lagi lang silang kinakausap.</li><li>• *Basta ako, ginagawa ko lang palagi, kinakausap ang mga magulang tungkol sa mga ginagawa ng mga anak nila.(*.. Pakikipag-usap sa magulang.)</li></ul> |
| <p>Legend:<br/>one-on-one interview ; * focus-group discussion (FGD)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Teacher Marilyn (T<sub>3</sub>) said,

*“...basta ako, ginagawa ko lang palagi, kinakausap ang mga magulang tungkol sa mga ginagawa ng mga anak nila...”* (I just usually discuss with parents the things their children do).

However, Teacher Leann (T<sub>8</sub>) would ask the pupils what they want to do, and the majority is followed. She verbalized,

*“Minsan, tinatanong ko sila kung ano ang gusto nilang gawin. Tapos kung ano yung majority na sagot, yun ang ginagawa ko. Pero ang pina ka effective, yung may follow up sa bahay.”*

In addition, she believed that home follow-up is the most effective technique.

Telling the child that he/she is wrong is more difficult than explaining the reason why he/she is wrong. The latter, though, is advised to be done. Not only would it make the pupil understand why he/she is wrong, but it will also promote awareness in the child and in the other children. Through it, the action wrongly done can be avoided.

#### **Theme 6: Constellation of Relationships (Social Competence)**



Constellation of relationships is a way of helping children to build good relationships and cure unwanted experiences they encountered both inside and outside their home. Moreover, it presents the strategies and techniques used by the teacher-respondents in enhancing the social competence of their pupils. These strategies are grouped into four, specifically: (1) *modeling*; (2) *familial atmosphere*; (3) *cooperative behavior*; and (4) *child-friendly environment* (See Appendix G).

### Modeling

Modeling is a technique in demonstrating what children needs to do to enhance their social competence. Here, the pupil's ability to imitate what they see or hear to enhance their skills is involved. As seen in Table 13 the participants' depictions of modeling were cited with clarity.

**Table 13**  
**Pupils' Modeling**

| Social Competency (Strategy)                                     | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modeling</b>                                                  | <ul style="list-style-type: none"><li>•...pinapaliwanag ko sa kanila lahat...minsan kapag may sinaktan ang isang bata, pinagagawa ko rin sa kanya yung ginawa ng kaklase niya para maramdaman din niya yung sakit na naexperience ng classmate niya.</li><li>•*...dinedemo ko sa kanya tapos sasabihin ko gayahin mo ang kamay ni teacher.</li><li>•*Dapat flexible kang teacher. Dapat marunong kang sumayaw or kumanta kahit hindi masyadong maganda ang boses mo. Para kang artista.</li></ul> |
| Legend:<br>one-on-one interview ; * focus-group discussion (FGD) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Teacher Irish (T<sub>2</sub>) said,

*"...pinapaliwanag ko sa kanila lahat...minsan kapag may sinaktan ang isang bata, pinagagawa ko rin sa kanya yung ginawa ng kaklase niya para maramdaman din niya yung sakit na naexperience ng classmate niya..."* ("....I



explain everything to them....Sometimes, if a child hurts his/her classmate, I let the classmate do to the former what was done to him/her so that the former will also experience the pain he/she inflicted on his/her classmate.”).

This strategy is letting others feel or experience what was felt by the other. In the FGD, she added:

*“...dinedemo ko sa kanya. Tapos sasabihin ko, gayahin mo ang kamay ni teacher.” (“...I demonstrate and then ask the pupil to imitate the movement of my hands.”)*

For Teacher Fe (T<sub>6</sub>), she would write on the notebook of the pupil to be copied at home, hoping that the parents would help the child but only to find out later that no help was given to the child. So, she would stay beside the pupil every time they had an activity and guided the child.

Similarly, Teacher Leann (T<sub>8</sub>) allowed the pupils to bring home the work if it is not finished or if the work was unsatisfactory. Sometimes, she would ask the pupil to repeat the activity if the output is not good.

On the other hand, Teacher Belle (T<sub>7</sub>) utilized her talents for the pupils to imitate. She said,

*“....dapat flexible kang teacher. Dapat marunong kang sumayaw or kumanta kahit hindi masyadong maganda ang boses mo. Para kang artista....” (“A teacher should be flexible. A teacher should know how to dance and sing even if his/her voice is not so good. One should be like an actor/actress.”)*

Under modeling strategy, the pupils are expected to learn from what they see and hear from their teachers, parents, and elders.



### Familial Atmosphere

The second strategy under *constellation of relationships* is *familial atmosphere* that is a technique where parent's involvement in the child's education process is the most significant factor in predicting child success in school. Likewise, a pleasant family environment and good parent-teacher relationship are desirable techniques which enhanced the social competence of the child. This is shown in Table 14 below.

**Table 14**  
**Pupils' Familial Atmosphere**

| <b>Social Competency<br/>(Strategy)</b>                          | <b>Participants' Descriptions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Familial Atmosphere</b>                                       | <ul style="list-style-type: none"><li>• Kinakausap ko yung mga magulang na turuan yung mga anak nila sa bahay.</li><li>• *Basta ako, ginagawa ko lang palagi, kinakausap ang mga magulang tungkol sa mga ginagawa ng mga anak nila.</li><li>• ....Tapos kinakausap ko yung mga magulang nila... Minsan ayaw pumunta tapos malalaman mo na lang sa bata : 'Teacher, di po yun pupunta kasi lasing po yun kagabi.' Kailangan kasi may cooperation yung mga magulang.</li><li>• (...Bata pa lang sinungaling na.) so lagi ko talagang ginagawa, kausapin nang kausapin ang mga magulang nila.</li></ul> |
| Legend:<br>one-on-one interview ; * focus-group discussion (FGD) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

As depicted above, participants talked to the parents of the pupils, explained to them what their children do in school, and recommended what follow-up activities should be given to the child when at home. Like Teacher Marilyn (T<sub>3</sub>), she stated in the interview,



“...Kinakausap ko yung mga magulang na turuan yung mga anak nila sa bahay....” (I talked to the parents to teach their kids at home). This was also reiterated during the FGD.

Similarly, Teachers Fe (T<sub>6</sub>) and Michele (T<sub>9</sub>) also talked to the parents of their pupils.

For Teacher Fe (T<sub>6</sub>), she experienced a parent who did not come to school for a meeting. She learned from the pupil that this parent was drunk the night before. This shows that family environment affects the development of the child. Talking to the parents is not enough to enhance the child's competencies; a good atmosphere at home is also needed.

Moreover, for pupils who are dishonest, what Teacher Leann (T<sub>8</sub>) did was to talk to their parents. Having a heart-to-heart conversation with the pupils and their parents will help in understanding what should be done at home to help in the development of the children.

If parents are actively involved in school, children are motivated to learn and change for the better. Therefore, in addition to a pleasant family atmosphere, building a harmonious relationship between home and school is also an essential ingredient for the child's success in school. At the same time, teachers must update parents about the development of the child in school, and both should work hand in hand to develop the child to the fullest.

### **Cooperative Behavior**

As a technique to enhance social competence, ***cooperative behavior in groups*** is a *strategy which enhances the child's behavior in group and his relationship with*



*classmates, peers, and friends*. Table 15 (see p.123) shows the indications of cooperative behavior revealed by the kindergarten pupils as observed by their teachers.

**Table 15**  
**Pupils' Cooperative Behavior in Groups**

| Social Competency (Strategy)                                     | Participants' Descriptions                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cooperative Behavior in Groups</b>                            | <ul style="list-style-type: none"><li>• Groupings po...may iba't iba silang activities na ginagawa. Nakikipagkuwentuhan ako sa kanila. Lalo na yung mga interest nila. Nakikipaglaro ako sa kanila. Gustong- gusto nila yun.</li><li>• Group activities, nakatulong yun sa kanila.</li></ul> |
| Legend:<br>one-on-one interview ; * focus-group discussion (FGD) |                                                                                                                                                                                                                                                                                              |

As mentioned by Teachers Fe (T<sub>6</sub>), Leann (T<sub>8</sub>), and Michelle (T<sub>9</sub>), group activities helped in the enhancement of the child's relationship with his/her classmates and peers.

For Teacher Fe (T<sub>6</sub>), aside from group activities, she would also be talking and playing with the children which the latter enjoyed. She revealed,

*"...Groupings po...may iba't iba silang activities na ginagawa. Nakikipagkuwentuhan ako sa kanila. Lalo na yung mga interes nila. Nakikipaglaro ako sa kanila. Gustong- gusto nila yun."*

Cooperating in group activities builds pupil's rapport with each other, enhances relationships with peers, elders, and teacher. As Anderson and Messick (1974) implied in their article *Social Competency in Young Children*, a child develops self-competence if he/she is able to get along with peers, maintains friendship, solves conflict and behaves him/herself appropriately in groups.

#### **Child-Friendly Environment**



**Child-friendly environment** refers to the strategies of making the school conducive for learning, and secured and safe for the children. This explains the existence of a least restrictive environment (LRE) which encourages or motivates children feel connected with their classmates despite possible pressure or threat. Table 16 shows an evidence of a technique extracted under this category.

**Table 16**  
**Pupils' Child-Friendly Environment**

| Social Competency (Strategy)                                     | Participants' Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Child-Friendly Environment</b>                                | <ul style="list-style-type: none"><li>• ...minsan may student ako, kinailangan kong ilagay siya sa tabi ko para gumawa siya.</li><li>• Wala naman po siguro. Dapat lang lagi lang silang kinakausap...kinakausap ko lang sila palagi.</li><li>• ....kagaya nung mahiyain kong bata. Ginagawa kung leader sa harap. Kung ano yung ginagawa ko sa harap, ginagaya nya. Para makita nilang kaya nila...Pagkukuwento din, gusto nila yun.</li></ul> |
| Legend:<br>one-on-one interview ; * focus-group discussion (FGD) |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Data derived from the descriptions reveal the strategies utilized by the teacher-respondents, which illustrate how the school helps to enhance relationships of the kindergarten pupils with people in the school and in the community.

For Teacher Marilyn (T<sub>3</sub>), she would make a pupil sit beside her during activities which makes the child feel that somebody cares for him/her.

Teachers Wilma (T<sub>4</sub>) and Aniway (T<sub>5</sub>) said they talked and explained to the pupils how they should conduct themselves in the presence of people in school, especially the principal, and also with people in the community. Teacher Leann (T<sub>8</sub>), on her part, would be talking to the parents about providing children with guidance especially in their use of



foul language. Showing concern for the child helps him/her develop self-confidence and, at the same time, enhances his/her interaction with other people.

Teachers and other school personnel should show concern for the child, so he/she will develop trust in other people; thus, building good relationship with people in the school community and, at the same time, developing good interaction with people outside the school and outside home.

Moreover, talking to the parents helps understand that their child should have a friendly surrounding not only in school but most especially at home.

### **Definitions of Themes and the Areas under Each Theme**

The table presented below (Table 17, see pp. 125-127) includes the definitions of the developed themes and the respective codes under each theme. The meanings are based on how they were used in the discussion and also in the developed Model.

**Table 17**  
**Summary Codes, Themes and Descriptions**

| <b>Themes &amp; Descriptions</b>                                                                                                                                                                                                                                                   |                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Theme 1 – Centralizing on self</i></b>                                                                                                                                                                                                                                       |                                                                                                                                                                                   |
| It focuses on one's personalities, capabilities, talents, and skills. Focusing on the strength of an individual makes a child feel good about him/herself. Developing and understanding one's self is important in order to be able to learn, accept, and understand other people. |                                                                                                                                                                                   |
| Code 1<br><i>Self-awareness</i>                                                                                                                                                                                                                                                    | This refers to having a clear perception of one's personality which encompasses one's capabilities, talents, interests, and behavior and recognizing individual differences, that |



|                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                  | is, the self is a unique individual which is different from other individuals.                                                                                                                                                                                                                                                                                                |
| Code 2<br><i>Self-enhancement</i>                                                                                                                                                                                                                                                                                                | It is continuously developing self-respect and incessantly improving positive attitude towards self, specifically being able to do the right thing with consideration of others 'welfare; being able to work alone thus improving self-confidence; and agreeing to be left in school which develops trust in other people.                                                    |
| <b>Theme 2 – Structuring Relationship</b><br><br>It is related to the configuration of the relationship of each child with his/her peers, parents, and other significant adults. Developing good relationship with others during early childhood years is vital to assure of being a well-adjusted individual.                   |                                                                                                                                                                                                                                                                                                                                                                               |
| Code 1<br><i>Interconnections</i>                                                                                                                                                                                                                                                                                                | This refers to the ability of a child to communicate or socialize not only with his/her fellow children but also with adults. A child who develops good relationship with his/her family members can easily connect to other people as well. Therefore, a child who has no problem in dealing with other people demonstrates positive relations and interactions with others. |
| Code 2<br><i>Sensitivity</i>                                                                                                                                                                                                                                                                                                     | It refers to the ability of children to bring or share own thoughts or feelings. In the same manner, they are receptive to the different emotions of other people around them and show empathy easily.                                                                                                                                                                        |
| <b>Theme 3 – Diverse Difficulties</b><br><br>This refers to the challenges and problems encountered by the teachers in the development of the personal and social competence of the kindergarten pupils. It focuses on the challenges in the improvement of self-awareness, self-enhancement, interconnections, and sensitivity. |                                                                                                                                                                                                                                                                                                                                                                               |
| Code 1<br><i>Managing Difficulties in Self-awareness</i>                                                                                                                                                                                                                                                                         | These are difficulties encountered by the teachers in helping the children have a clear understanding of one's personality, and recognizing and appreciating individual differences.                                                                                                                                                                                          |
| Code 2<br><i>Managing Difficulties in Self-enhancement</i>                                                                                                                                                                                                                                                                       | These are problems that the teachers faced in developing self-respect and improving positive attitude towards self in the children.                                                                                                                                                                                                                                           |
| Code 3<br><i>Managing Difficulties in Interconnections</i>                                                                                                                                                                                                                                                                       | This refers to the problems that teachers came face to face in teaching the child how to communicate or socialize with his/her fellow children and also with adults.                                                                                                                                                                                                          |



|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code 4<br><i>Managing Difficulties in Sensitivity</i>                                                                                                                                                                                                                                                                                                                                                         | These are the challenges or difficulties that teachers came upon in guiding the child to bring out or share his/her own thoughts and feelings and in being able to be receptive to the different emotions of other people and to show empathy easily.                                                                                                                                                                                           |
| <b>Theme 4 – Influential Issues</b><br><br>These are the contributing factors that make children vulnerable to become personally and socially incompetent.                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Code 1<br><i>Linkages</i>                                                                                                                                                                                                                                                                                                                                                                                     | It refers to the factors that affect the existence or formation of connections or relationship of a child with all the members of his/her family which directly affect the personal and social competence of the child.                                                                                                                                                                                                                         |
| Code 2<br><i>Milieu</i>                                                                                                                                                                                                                                                                                                                                                                                       | It refers to the environment which has a great impact on child's behavior and type of personality. Environment, in this context, consists of what the children see and hear in their surroundings (like things or scenarios that they see and hear in the television, computer, and even from the radio), and people around them – in the community, school, or family. These greatly influence personal and social competence of the children. |
| Code 3<br><i>Technology</i>                                                                                                                                                                                                                                                                                                                                                                                   | This refers to television, computer, radio, new technical machines (mobile phones, Ipods, etc) and other forms of media, which have an effect on the personal and social competence of the child.                                                                                                                                                                                                                                               |
| <b>Theme 5 – Acquiring Self Knowledge</b><br><br>These are the strategies and techniques that the teacher-respondents used in the improvement of the personal competence of kindergarten pupils. It focuses on the enhancement of knowing oneself, understanding who you are and how you react to things, developing positive attitude towards self, and appreciating and recognizing individual differences. |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Code 1<br><i>Self- advancement</i>                                                                                                                                                                                                                                                                                                                                                                            | This refers to the strategies that were employed to enhance the abilities or strengths of the children which help them improved their self-concept and develop their critical thinking skills.                                                                                                                                                                                                                                                  |
| Code 2<br><i>Self-centered Play</i>                                                                                                                                                                                                                                                                                                                                                                           | These are techniques employed in enhancing the children's talents, helping them to know more about themselves and helping them develop positive attitude towards others and themselves. In addition, it is a way                                                                                                                                                                                                                                |



|                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                  | where children play alone and learn to express themselves.                                                                                                                                                                                                                                                    |
| Code 3<br><i>Insightful Dialogue</i>                                                                                                                                                             | These are techniques which enhance self confidence of children through a proper way of communicating with them in line with their thinking and understanding.                                                                                                                                                 |
| <b>Theme 6 – Constellation of Relationships</b><br>It is a way of helping children to build good relationship and cure unwanted experiences they encountered both inside and outside their home. |                                                                                                                                                                                                                                                                                                               |
| Code 1<br><i>Modeling</i>                                                                                                                                                                        | It is a technique of demonstrating what children needs to be done.                                                                                                                                                                                                                                            |
| Code 2<br><i>Familial atmosphere</i>                                                                                                                                                             | It is a technique where parents' involvement in the child's education process is the most significant factor in predicting child success in school. Likewise, a pleasant family environment and a good teacher-parent relationship are desirable techniques which enhance the social competence of the child. |
| Code 3<br><i>Cooperative Behavior in groups</i>                                                                                                                                                  | This refers to the techniques to enhance the child's behavior in group and his/her relationship with classmates, peers, and friends.                                                                                                                                                                          |
| Code 4<br><i>Child-friendly Environment</i>                                                                                                                                                      | It refers to strategies wherein the school should be conducive for learning that also ensures the security and safety of the children.                                                                                                                                                                        |

The child's holistic development is very important, and educators play a vital role for children to be well-equipped by the time they need to get out of their comfort zones and face the world alone.

Abraham Maslow's hierarchy of needs presented different levels before it can reach self-actualization. First need is the physiological needs, then last is self-actualization. In between are the aesthetic, self-esteem, and intellectual needs of every child. In order for one to reach the highest peak, one must undergo all the stages under it.



Thus, it requires holistic development which this dissertation targets: developing social and personal competence without compromising the intellectual competency of the child.

### **Summary of Extracted Personal and Social Competencies**

Presented below are the definitions of the developed themes extracted from the responses of the participants on the personal and social competencies of their kindergarten pupils. The descriptions were also taken from the strategies and techniques employed by the participants. The meanings were based on how they were used in the discussion which served as bases for the Guidance Model.

- 1. Modeling.** It is a technique in demonstrating what children needs to do through imitation.
- 2. Child-Friendly Environment.** It refers to strategies in making the school conducive for learning, safe, and secured for the children.
- 3. Familial Atmosphere.** It is a technique where parents' involvement in the child's education process is the most significant factor in predicting child success in school. Likewise, a pleasant family environment and good parent-teacher relationship are desirable techniques, which enhance the social competence of the child.
- 4. Insightful Dialogue.** This refers to the techniques, which enhance self-confidence of children through proper way of communication suited to their level of thinking and understanding.



5. **Self-Centered Play.** These are techniques employed in enhancing the children's talents, helping them to know more about themselves, and helping them develop positive attitude towards others and themselves. In addition, it is a way where children play and learn to express themselves.
6. **Cooperative Play.** This refers to the techniques to enhance the child's behavior in the group and his/her relationship with classmates, peers, and friends.
7. **Self-advancement.** This refers to the strategies to enhance the abilities or strengths of the children, thereby improving their self-concept and developing their critical thinking skills.

#### **Feedback on the Existence of a Guidance Program**

The teacher-respondents were asked about the existence of a guidance program in their schools. All of them said that there is no existing guidance program in their respective schools, although there is a guidance room (See appendix H).

Teacher Florie (T<sub>1</sub>) said,

*"...Wala kaming ganun, pero pag may problema kami, tinutulungan naman kami ng 'guidance teacher' namin. Kinakausap yung mga magulang tapos pina pipirma sa logbook. Tapos pag di sila umayos, sinasabi na humanap na lang kayo ng ibang school..."* (We don't have a guidance program, but if we have a problem, our guidance teacher helps us. She talks to the parents and lets them sign in a logbook. Then, if their children do not change for the better, she advises them to look for another school).



When problem arises in a class, a guidance teacher helps and talks to the parents of the child. The meeting is recorded, and an agreement is carried out between the guidance teacher, the classroom teacher concerned, and the parents on the transfer of the child if the child does not change for the better.

Teacher Irish (T<sub>2</sub>) claimed that there is no guidance program in their school and that they have not encountered any problem. She believed that since the children are still young, they may commit only minor offenses, so there is no need to bring them to the guidance office. She further said, “....every classroom teacher is a guidance counselor.” Thus, the teacher acts as the guidance counselor. They are the ones to settle problems if the need arises.

Moreover, Teacher Leann (T<sub>8</sub>) said that the school has a guidance office, but there is no guidance counselor, only a guidance teacher. A teacher is appointed to act as a guidance counselor, and she/he carries out the functions during her vacant periods. She is called the guidance teacher since her expertise is not guidance and counseling. She does not provide guidance services but only helps in disciplinary problems occurring in the classrooms.

### **Willingness in the Implementation of the Developed Model**

During the last part of the one-on-one interviews and FGD, the teacher-respondents were asked if they would be willing to help in the implementation of the model that would be developed by the researcher. Their answers were also asked to be justified. The researcher was glad because all of the respondents answered affirmatively. They



were willing to help in the implementation of the developed Model because they would learn what to do when they encounter problems in the classroom, be updated with new trends, and able to understand their pupils. To justify this, Teacher Florie (T<sub>1</sub>) said,

*“Oo naman. Para rin yan sa mga bata. Para rin sa aming mga teachers para updated kami”* (Yes, of course! It is for the children and also for us teachers so that we will be updated). Similarly, Teacher Wilma (T<sub>4</sub>) stated, *“....Oo naman ... Para rin sa aming mga teachers, para updated kami”* (Yes, of course....for us teachers to be updated).

Teacher Marilyn (T<sub>3</sub>), in addition, expressed that the Model will help her understand her pupils and know what to do when she encounters a problem.

Clearly, the participants were concerned about the welfare of the children in agreeing to help in the implementation of the developed Model. This was evident in the responses of Teacher Irish (T<sub>2</sub>) whose willingness to help in the implementation of the model is due to her wish to help the children. Likewise, the answers of Teachers Marilyn (T<sub>3</sub>), Wilma (T<sub>4</sub>), Aniway (T<sub>5</sub>), Fe (T<sub>6</sub>), and Cris (T<sub>10</sub>) expressed the same concern for children. The need for a program for parents was also mentioned.

The responses of the teachers show that they were very willing to implement the Personal and Social Competence (PerSoc) Guidance Model developed by the researcher. It is delighting to know that the respondents were agreeable to the goal of the researcher.



## CHAPTER VI

### The Guidance Model

#### Consolidated Key Areas as Bases for the Guidance Model

The matrix below presents the summary of the kindergarten teachers' concepts of and the difficulties they experienced in developing kindergarten pupils' personal and social competence. The strategies and techniques they employed to enhance the personal and social competencies of the children are also included.

According to the participants, personal competence is about the abilities, skills, and talents of a child. It also refers to understanding individual differences, having positive attitude, good values, and beliefs, being able to perform basic activities alone, and being ready to attend school. In the matrix (Table 18 see pp. 133-135), parallel to each concept of the respondents are the difficulties encountered and the possible strategies to correct each difficulty. The strategy can help in attaining the concept and coping with the difficulties.

**Table 18**  
**Consolidated Key Areas**

| CONCEPTS                   | DIFFICULTIES            | STRATEGIES                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal Competence</b> |                         |                                                                                                                                                                                                                                                                          |
| - Abilities/skills/talent  | - lazy to do activities | <ul style="list-style-type: none"><li>- different activities (singing, dancing, storytelling, drama, role playing, etc.)</li><li>- positive reinforcement like giving rewards</li><li>- motivating words as moral support</li><li>- giving advanced activities</li></ul> |



|                                                                                                                 |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                 |                                                                                                                                                                   | - talking to the child                                                                                                                                                                                                                                                                                                                                                                                                                   |
| - Understanding individual differences                                                                          | - Cannot accept that somebody is better than him/her                                                                                                              | - talking to the child<br>- different activities (singing, dancing, storytelling, drama, role playing, etc.)<br>- group activities                                                                                                                                                                                                                                                                                                       |
| - Have positive attitude, good values, and beliefs                                                              | - Dishonest<br>- Uses foul language<br>- Naughty                                                                                                                  | - talking to the child<br>- talking to the parents<br>- explaining to the pupils what is right and wrong                                                                                                                                                                                                                                                                                                                                 |
| - Has high level of interest                                                                                    | - Lack of interest<br>- Shyness of the child<br>- Does not want to participate                                                                                    | - giving advanced activities<br>- different activities (singing, dancing, storytelling, drama, role playing, etc.)<br>- positive reinforcement like giving rewards                                                                                                                                                                                                                                                                       |
| - Learns to be independent in simple things<br>- (Can perform work alone)<br>- (agreeable to be left in school) | - Does not like to write<br>- Does not want to talk<br>- Does not want to stand up<br>- Does not like to be left in school<br>- Always crying<br>- Uses baby talk | - teacher writes on the paper for the pupil to copy<br>- teacher gives more attention to pupils who are hard up in finishing activities<br>- let the child do the work at home<br>- follow up at home<br>- positive reinforcement like giving rewards<br>- motivating words as moral support<br>- different activities (singing, dancing, storytelling, drama, role playing, etc.)<br>- talking to the child<br>- talking to the parents |
| <b>Social Competence</b>                                                                                        |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| - Interaction with parents and elders                                                                           | - Does not obey the teacher<br>- No respect for elders                                                                                                            | - role playing/drama<br>- group activities<br>- talking to the child<br>- talking to the parents                                                                                                                                                                                                                                                                                                                                         |



|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Positive relationship with members of the school, community, and family</li></ul>                                                        | <ul style="list-style-type: none"><li>- Does not show respect to school authorities</li></ul>                                                                                                                                                                      |                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>- Interaction with peers</li><li>- Can make friends</li><li>- Can play with classmates</li></ul>                                           | <ul style="list-style-type: none"><li>- Does not share toys</li><li>- Fighting inside the classroom</li><li>- Finds it difficult to interact with classmates</li><li>- Bullies his/her classmates</li></ul>                                                        | <ul style="list-style-type: none"><li>- group activities</li><li>- talking to the child</li><li>- talking to the parents</li><li>- role playing/drama</li></ul>                                    |
| <ul style="list-style-type: none"><li>- Able to express one's feelings</li><li>- Able to verbalize questions</li><li>- School readiness/agreeable to be left in school</li></ul> | <ul style="list-style-type: none"><li>- Is shy</li><li>- Uses foul language</li><li>- Does not want to participate</li><li>- Does not want to talk</li><li>- Cries when work is not done</li><li>- Does not want to be left alone</li><li>- Cuts classes</li></ul> | <ul style="list-style-type: none"><li>- different activities (singing, dancing, storytelling, drama, role playing, etc.)</li><li>- talking to the child</li><li>- talking to the parents</li></ul> |

Regarding abilities, skills, and talents, the teacher-respondents experienced problems on the laziness of the pupils to do activities. To reduce or even completely eradicate laziness of the pupils, the respondents gave different activities like singing, dancing, storytelling, drama, and role playing. They also gave positive reinforcement to the pupils, like giving rewards and motivating words as moral support. Providing positive reinforcement was also effective with the pupils to let them show their talents. Talking to the child and giving motivating words as moral support were also other techniques that the teacher-respondents employed. With the enhancement strategies of the teachers, it is expected that the pupils will be able to evaluate their abilities, skills, and talents, and take pleasure in their own abilities and talents.

Similarly, talking to the child, giving varied activities (singing, dancing, storytelling, drama, and role playing) and group activities were the strategies used to enhance the pupils' understanding of individual differences. This was depicted in one situation that one



respondent faced, that is, a pupil who could not accept that somebody is better than him. Employing the strategy, the teacher hoped that the child would be able to show increasing awareness of his/her being distinct from others and, at the same time, of his/her connections with them. In addition, the child hoped to be able to acknowledge and respond to similarities and differences between self and others, and be able to appreciate the value of each person in diverse communities.

In addition, dishonesty, usage of foul language or bad words, and naughtiness were some of the problems encountered by the respondents in teaching the children how to gain positive attitude and good values and beliefs. As stated by the respondents, talking to the child and his parents and, at the same time, explaining to the child what is right or wrong and good or bad were the strategies they utilized in trying to change the attitudes of the pupils. Ultimately, the child was expected to be able to demonstrate honesty in words and actions, and use pleasant words.

Furthermore, according to the participants, personal competence means having a high level of interest. In relation to this, lack of interest, shyness, and non-participation in activities were some of the difficulties they encountered about the children. Giving different activities like singing, dancing, drama, role playing, and other advance activities, and giving positive reinforcements were the strategies that the teachers used to motivate the pupils.

Being independent in simple things, such as being able to work alone, being ready for school, and not crying when left in school is also an area in personal competence. The problems encountered by the respondents under this area were: a child not wanting to be left in school, a child always crying, a child using baby talk, and a child not writing, talking, or standing up when called. For the pupil who did not like to write, what the teacher did



was to write on the pupil's paper for the pupil to copy and allowed the child to bring home the activity so that the child will be assisted at home. In addition, the teacher gave more attention to pupils who were hard up in finishing activities and asked parents to do follow-ups at home. For those who did not want to participate in class activities, the teachers gave positive reinforcement, such as giving rewards and saying motivating words as moral support. For those who did cry when left in school and for those who did baby talk, the teachers talked to the child and his/her parents, provided different activities (singing, dancing, storytelling, drama, role playing, etc.), and gave positive reinforcement, like giving rewards and motivating words as moral support.

However, social competence, according to the teacher respondents, is about interaction with elders, positive relationship with members of the school community and family, making friends, playing with others, expressing one's feelings, understanding the feeling of others, and being ready for school.

No respect for elders, school authorities and even parents, and disobedient pupils were the difficulties that the teachers experienced with regard to pupils' interaction and relationship with elders, members of the school community and family. Giving group activities like role playing and drama, and talking to the child and the parents were enhancement strategies that the teachers employed to make children interact effectively with both familiar and somewhat familiar adults, form close relationships or attachments with familiar adults, and show respect to adults including their teachers.

Moreover, not sharing toys, fighting inside the classroom, bullying, and finding difficulty in interacting with classmates were the problems encountered by the teachers in developing social competence of children, specifically in developing their ability to make friends and cooperatively play with other children. Talking to the child and the parents,



role playing or drama, and providing other group activities were the techniques the teachers employed to enhance children's interaction with their peers and friends. The enhancement strategies were hoped to produce a child who can form close relationships with specific peers, sharing experiences and activities, and who is able to interact with other children through play that becomes increasingly cooperative towards a shared purpose.

Another area on social competence as perceived by the teachers is about being able to express one's feelings, verbalize questions, and agrees to be left in school or ready to attend school. The difficulties encountered related to this concept were shyness, use of bad words, not wanting to talk, crying when work is unfinished, not participating in class, not wanting to be left alone, and cutting classes. Talking to the child and the parents, providing different activities (singing, dancing, storytelling, drama, role playing, etc.) were the enhancement strategies offered by the respondents to help the child in exploring his/her own actions, making him/herself known in social situations, and outwardly expressing his/her feelings to others. Also, the strategies given would help the child be aware of others' feelings and respond to expressions of feelings by others.

### **Developed Model and Modules**

This chapter presents the developed personal and social competence guidance model for kindergarten pupils, which was based on the concepts of the participants and the difficulties they encountered in the enhancement of the pupils' competencies. The strategies that the teachers employed to resolve the problems they encountered in the development of the personal and social competence of the pupils were also part of the groundwork of the developed Model. Sample modules for the Model are also included.



### **MC FISCS Model: For Personal and Social Competence**

The researcher came up with the idea of the word **MC FISCS** which was extracted from the one-on-one interviews and focus group discussion (FGD) data. The strategies and techniques that the participants usually used in teaching their pupils were all integrated and were used also used in this Model.

Children developing their personal and social skills are a treasure that is easily obtained through this Model. There are different strategies that can be used for the benefit of children in kindergarten.

In this Model, **MC FISCS** stands for an ***easy royal treasure***. Children who have established personal and social competence become treasure as they are the next leaders of our country. This model ensures the child to become competent, personal- and social skills-wise.



Figure 4: Developed Guidance Model on Personal and Social Competence for Kindergarten Pupils

The Model represents the components to enhance the personal and social skills of children. The child is the beneficiary as mediated by the competent kindergarten teachers. These competencies can help the child to become a successful individual. The Personal and Social Competence Guidance Model serves as forefront for the school guidance programs in providing the foundations for the pupils' personal and social growth as they progress through day-to-day activities being an ordinary child, leading towards being a competitive student in school, and having an established career in adulthood. Teachers as well as parents should work hand in hand to care and teach the children.



The gear encapsulated seven core features of the Model. The **MC FISC S** acronym stands for **M** – Modeling, **C** – Child-Friendly Environment, **F** - Familial Atmosphere, **I** – Insightful Dialogue, **S**- Social Play, **C**- Cooperative Behavior in Groups, and **S** – Self-advancement. These core elements ensure the Guidance Model to enhance personal and social competence suited for kindergarten pupils.

The following are the key components used in the Model:

### **Modeling**

According to Bandura (1971), children learn best through observation, modeling, and imitation. The more we show and demonstrate, not just merely tell what they need to do, and give them more time to practice it, the more we set them up for success.

In this generation where children are captured by technology like computers, televisions, or any forms of gadgets, there is a great need to model positive behavior, values, and beliefs. In addition, children should be given ample time to practice them.

Remember that for the children, words alone cannot suffice learning. More often than not, children know the right word to say, but they struggle in doing it. Telling them to be quiet at all times is not the same thing as being quiet. The chance to observe that one can be quiet is the beginning of internalizing learning. Therefore, we need to model the right behavior. What children see in adults has major influences in their life.

### **Child-Friendly Environment**



School is an extension of the home for children. Therefore, people in the school, particularly teachers, serve as surrogate parents for children. Teachers, administrators, and staff must perform their task in order for the children to see that each of them has a function in school to help the children learn, serve, and keep them safe from harm. A school that serves as one big happy family will turn children into well-rounded individuals that will lead the country to become a better nation. Also, building and maintaining a harmonious relationship between home and school is vital for children's success in school. John Fantuzzo (2000) advises to make "partner" a verb in all families, including those whose children may be doing less well than desired or feel disengaged from the schooling process. With leadership, families and educators can be partners in education and co-promoters of child and adolescent outcomes.

UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children". Within this framework (Schaeffer, 1999): (1) the school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure, and psychologically enabling; (2) teachers are the single most important factor in creating an effective and inclusive classroom; (3) children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages, and supports children's growing capacities as learners by providing a school culture, teaching behaviors



and curriculum content that are focused on learning and the learner; (4) the ability of a school to be and to call itself child-friendly is directly linked to the support, participation, and collaboration it receives from families; and (5) child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members should be friendly and welcoming to children and attend to all their health and safety needs.

With all these being mentioned, schools all over the world must provide a child-friendly environment in order for the children to learn and enjoy learning at the same time inside the school that serves as a second home.

### **Familial Atmosphere**

Parent's involvement in the child's education process is the most significant factor in predicting child's success in school. If parents are actively involved in school, children are motivated to learn. Therefore, building a harmonious relationship between home and school is essential ingredients for children's success in school. Teachers must update parents about the development of their children in school and work hand in hand to develop children to the fullest.

In addition, the family atmosphere gives children messages about what is important to the family. Parents do not cause their children to make decisions but they certainly set the stage for how their children view what is important – parent's influence. Parents provide an atmosphere for the child that is encouraging. Through parents, children absorb the family values and try to fit within the pattern or the standards set by the parents. Likewise, the relationship between the parents sets the pattern for all the relationships within the family.



### **Insightful Dialogue**

In the past, we viewed children as the smaller version of the adult. With this view in mind, we ruin children development. Jean Piaget pioneered child psychology and confirmed that, indeed, children think differently from adults. Parents and teachers must be guided in this principle. We should remember that children have different needs based on their age. We should talk to them appropriately. There are instances that children behavior in school like being shy, timid or aloof is due to some issues at home or even at school that need to be addressed. Parents and teachers should converse with the children with kindness and understanding.

### **Self-Centered Play**

It is the best way for children to fully express themselves. According to Frosts (1992), two (2) among other known proponents, Taft (1933) and Allen (1939) recognized the importance of permitting children the freedom to direct their own activities and make their own choices to free their inner capacity to positively alter their behavior. In the same way, Bruner (1975) stated that “Play is...the principal business of childhood” (Frosts, 1992).

Maturation and socialization develop during all stages of childhood through the use of play. The aspect of play and its value in the socialization process has been of interest to child psychologists, educators, and scientists for generations. Although playing is mostly done with others, self-centered play gives the child a chance to be independent, so he/she can express him/herself freely without pretenses. Guidance of the teacher or the parent is still needed, however.

### **Cooperative Behavior in Groups**



Children's social competence can be strongly developed during group activities. Aside from developing friendship, children learn to cooperate, develop an understanding of unity or purpose of the group, and feel the need to support and help each other in their own little way.

In 1932, Parten confirmed that cooperative play also develops how a child interacts with his/her peers and friends. The child plays in a group that is organized for the purpose of making some material product, striving to attain some competitive goal, dramatizing situations of adult and group life, or playing formal games (Frosts, Wortham, & Reifel, 2010).

Today, leaders in theories of early childhood education see play as fostering well-being, creative thinking skills, and cognitive development. As the child plays, all facets of development are enhanced. Motor, cognitive, and socio-emotional developments are all increased as the child participates in play experiences. As the children engage in play, the need for variety and competence all come into focus (Frosts & Sunderlin, 1985). Therefore, play must be part of everyday routine or activities in any kindergarten classroom. Since this is their natural activity, this is also the best way for them to enjoy, learn, and develop holistically.

### **Self-Advancement**

To help children become personally and socially competent, we need to see his/her abilities or interests. Hence, we can help children improve their self-concept, and they will learn to deal with their peers and adults easily.



The child's holistic development is very important, and educators play a vital role for children to be well-equipped by the time they need to get out of their comfort zones and face the world alone.

Abraham Maslow's hierarchy of needs presents different levels before it can reach self-actualization. It starts with the physiological needs, then to the last stage which is known as self-actualization. In between are the aesthetic, self-esteem, and intellectual needs of every child. In order for one to reach the highest peak, one must undergo all the stages under it. Thus, it requires holistic development which this dissertation targets: developing social and personal competence without compromising the intellectual competency of the child.

As shown in Figure 4 (see p. 140), each gear is working through filling each other's gap. This statement implies the vital role and importance of each component from another that with the absence of one, the rest of the process would falter which results the ineffectivity and inefficiency of obtaining the holistic development of the pupil. Thus, in molding pupil's holistic aspect of learning and development, all of the components present in the "Model" must be taken into account with intensive collaboration in order to achieve the desired goals and outcomes.

**Table 19**



**Matrix of Outcome Based Modules using MCFISCS  
(Personal and Social Competence)**

| Teacher's definition                                                                                                                                                                                                       | DepEd & ASCA Competencies                                                                                                                                                                                                                                                                                                                           | Gap                                                                                                                                                                                                                                                                                                                                                                                               | MODULES                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• children's interest</li> <li>• personality and attitude</li> <li>• talents, skills and abilities</li> <li>• readiness for formal schooling</li> <li>• being expressive</li> </ul> | <ul style="list-style-type: none"> <li>• emotional expression</li> <li>• receptivity to others' emotion</li> <li>• honesty in words and in actions</li> <li>• responsibility</li> <li>• love for family</li> <li>• appreciation of nature</li> <li>• love for the creator</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• DepEd and ASCA provide insufficient attention in strengthening children's innate interests</li> <li>• Teachers lack in giving importance in nationalism and care for nature</li> <li>• Only ASCA gave importance to self-knowledge.</li> <li>• DepEd and ASCA provide inadequate attention in strengthening children's behavior and attitude.</li> </ul> | <ul style="list-style-type: none"> <li>• Enhancement of the child's interest</li> <li>• Importance of self-knowledge (IM GLAD TO KNOW YOU MORE)</li> <li>• Enhancement of one's self-expression (I FEEL GREAT )</li> <li>• Enhancement of child's personality and attitude particularly on values (IAM RESPECTFUL)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Sociability</li> <li>• Environmental Awareness</li> <li>• Awareness of faults and mistakes</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• Social sensitivity</li> <li>• Learn how to make and keep friends</li> <li>• Distinguish between appropriate and inappropriate behavior</li> <li>• Identify resource people in the school and community and know how to seek their help.</li> <li>• Identify and recognize changing family roles</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers should give proper orientation to the children during the opening of classes.</li> <li>• Teachers must establish good relationship with the parents to ensure the support in order to aid the pressing needs of the children.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Taking one's responsibility (I CAN HANDLE MY EMOTION )</li> <li>• Enhancement of awareness on the people in the school (I HAVE A FRIEND, YOU'VE GOT A FRIEND)</li> <li>• Enhancement of awareness on the importance of parents (I BELONG TO A FAMILY)</li> </ul>                     |



Table 19 shows the teacher-participants definitions of personal and social competencies which is anchored on the DepEd competencies as well as on the ASCA National standard competencies. However, there are some competencies that need to be strengthened and be given importance on the part of the teachers. These are the gaps that need to seek to promote the learning and help children become personally and socially competent and the basis of the module development.

The developed modules can help children develop their personal and social skills that will make them become a better person and reflect on what is expected to manifest as a techno children of this century. To ensure the effectiveness of the module, each module focuses on the particular core from the seven core features of the model to strengthen and help children fully understand each competence and apply it in their everyday life. However, other elements from the guidance model can be embedded to the core model. The interrelationship of the elements in the gear will serve as the key to help children develop not only on the personal and social learning areas but also to help them become a well-rounded individual of our nation as presented in Table 20 (see p. 149).



**Table 20**  
**Matrix of Modules, Core Models and its Competencies**

| <b>DepEd/ASCA Competencies</b>                                                        | <b>#</b> | <b>Modules Title</b>                 | <b>Core Model</b>                                                         | <b>Competencies Developed</b>                                                                       |
|---------------------------------------------------------------------------------------|----------|--------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Develop child's ability to express self.                                              | 1        | I'm Glad to Know You More            | <b>Self-Centered Play</b><br>(Modeling Cooperative Behavior in Groups)    | ✓ Demonstrate knowledge of personal information<br>✓ Works well with others                         |
| The child expresses different emotions                                                | 2        | I Feel Great!                        | <b>Modeling</b><br>(Insightful Dialogue, Cooperative Behavior in Groups)  | ✓ Works well with others<br>✓ Receptive to the different emotions of other people and shows empathy |
| The child shows respect for others, children, and adults                              | 3        | I am Respectful                      | <b>Cooperative Behavior in Groups</b><br>( Modeling, Insightful Dialogue) | ✓ Developed positive relations and interactions with children and adults.                           |
| Understand the need for self-control and how to practice it                           | 4        | I Can Handle My Emotions             | <b>Modeling</b><br>(Insightful Dialogue, Cooperative Behavior in Groups)  | ✓ Distinguish between appropriate and inappropriate behavior<br>✓ Apply conflict resolution skills  |
| Develop positive relations and interactions with adults                               | 5        | I Have a Friend, You've Got a Friend | <b>Child-friendly Environment</b><br>(Modeling, Insightful dialogue)      | ✓ Identify resource people in the school and community and know to seek their help                  |
| Takes on responsibility and accomplishes his/her assigned work task without prompting | 6        | I am Independent                     | <b>Self-Advancement</b><br>( Modeling, Cooperative Behavior in Groups)    | ✓ Understand consequences of decisions and choices                                                  |
| The child loves, respects, and feels he/she belongs to a family unit.                 | 7        | I Belong to a Family                 | <b>Familial Atmosphere</b><br>(Modeling and self-advancement)             | ✓ Recognize and respect differences in various family configuration                                 |



### Summary of Modules Addressing the Personal and Social Competence of Kindergarten Pupils

Table 21 (see pp.151-152) describes the content of the modules created based on the gathered data through the one-on-one interviews and FGD with the teacher-participants, and on the details taken from ancillary personnel such as kindergarten coordinator, selected parents, and pupils. The following are the components of the seven (7) modules constructed which address the development of personal and social competence of kindergarten pupils: **I'm Glad to Know You More** (focuses on demonstrating knowledge on personal information and appreciation on the importance of having a name, and showing respect to one another through modeling); **I Feel Great** (centers on insightful dialogue and modeling which allows the children to express and to understand how they feel); **I am Respectful** (refers to the techniques to enhance the child's behavior and his/her relationship within the group, with classmates, peers, and friends through cooperative play and modeling); **I Can Handle My Emotion** (employs strategies helping children to understand and manage their own emotion, and apply techniques for managing stress and conflict as well as understanding safety); **I Have a Friend, You've Got a Friend** (puts the child in a friendly environment conducive for learning with an ample time to get to know, familiarize, and understand the role of each person in the school); **I Belong to a Family** (considers the concept of a familial atmosphere which exhibits a pleasant family environment and good parent-teacher relationship which uses techniques to enhance the social competence of the child); and **I'm Independent** (focuses on self-centered play that allows the child to play alone to express his/her ideas, feelings, and emotions, and to discover new things).



**Table 21**  
**Descriptions of the Developed Module and Expected Outcomes**

| # | Modules                              | Description                                                                                                                                                                                                                                                                                                    | Expected Outcome                                                                                                                   |
|---|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1 | I'm Glad to Know You More            | Modeling - Demonstrate knowledge on personal information; developing children's self-confidence using singing approach; a way of helping children appreciate the importance of having a name, and showing respect to one another through modeling.                                                             | ✓ Shows respect of others<br>✓ Shows independence                                                                                  |
| 2 | I Feel Great                         | Insightful Dialogue and Modeling - It is a technique demonstrating what children need to do, allowing children to express and understand how they feel through insightful dialogue and modeling.                                                                                                               | ✓ Shows confidence when presenting themselves in front<br>✓ shows empathy to others                                                |
| 3 | I am Respectful                      | Cooperative Play/Modeling - This refers to the techniques to enhance the child's behavior and his/her relationship within the group, classmates, peers, and friends through cooperative play and modeling.                                                                                                     | ✓ Shows proper way of speaking to older people or persons with authority<br>✓ Uses respectful words like "po" and "opo" and please |
| 4 | I Can Handle My Emotion              | Modeling and Cooperative Play - These are techniques employed in helping children to understand, manage their own emotion, and apply techniques for managing stress and conflict (Understand safety and survival skills)                                                                                       | ✓ Shows control of self and emotion                                                                                                |
| 5 | I Have a Friend, You've Got a Friend | Child-friendly Environment – A safe and stimulating environment conducive for learning. School is not enough in order for the children to learn. Children must be given an ample time to get to know, familiarize, and understand the role of each person in the school, more importantly, appreciate that the | ✓ Shows ability to recognize the people in the community and when to ask for their help                                            |



|   |                      |                                                                                                                                                                                                                                                                                   |                                                         |
|---|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|   |                      | people in the school play a significant role in helping them to learn and be safe while they are in school.                                                                                                                                                                       |                                                         |
| 6 | I Belong to a Family | Familial atmosphere –A pleasant family environment and good parent-teacher relationship are desirable techniques which enhance the social competence of the child.                                                                                                                | ✓ Shows understanding o the different family set-ups    |
| 7 | I'm Independent      | Self-centered play –allowing children to play alone is the best way to express their ideas, feelings, and emotions, and to discover new things. In that way, children will be able to boost their confidence and will learn how to deal with their peers and adults without fear. | ✓Thinks and weighs things before arriving at a decision |



### Evaluation of MC FISCS Guidance Model

There were three (3) modules that were used in the try-out of the model. These are: I Am Glad to Know You More; I Feel Great; and I Am Respectful. Before the start of each session, a feedback form with two areas, integration of counseling strategies and pedagogy, was given to each teacher which were collected after each try-out; thus, there were three (3) sets of evaluations. The results are shown below.

#### A. Integration of counseling strategies and pedagogy

| Was able to:                  | Weighted average | Interpretation |
|-------------------------------|------------------|----------------|
| Achieve the objectives        | 5.00             | Excellent      |
| Provide innovative strategies | 5.00             | Excellent      |
| Exhibit relevance             | 5.00             | Excellent      |
| Average                       | 5.00             | Excellent      |

#### B. Model

| Areas             | Weighted average | Interpretation |
|-------------------|------------------|----------------|
| Acceptability     | 5.00             | Excellent      |
| Comprehensibility | 5.00             | Excellent      |
| Applicability     | 5.00             | Excellent      |
| Average           | 5.00             | Excellent      |

All of the three modules and all of the specific areas were rated 5.00, which means that all areas were excellent. The objectives were excellently achieved, innovative



strategies were excellently provided, and relevance was excellently exhibited. Counseling strategies and pedagogy was excellently integrated. In addition, the acceptability, comprehensibility, and applicability were all rated excellent. Thus, the model is excellent according to the teachers.

The following were the comments of the teachers in each of the three modules:

#### **MODULE 1: GETTING TO KNOW EACH OTHER**

1. I'm happy and satisfied. I learned new strategy that will help me be more efficient in teaching.
2. Napakahusay lalo na yung pag-encourage sa mga bata to participate. Kahit mahiyain ka pa, medaling makadevelop ng behavior dahil sa sobrang sigla sa pagtuturo na napakahalagang factor sa pagtuturo. Ipagpatuloy ang pagiging masigla sa pagtuturo.  
*(Excellent especially in encouraging the pupils to participate. The targeted behavior can be easily developed even with the shy ones because of your vitality in teaching as a very important factor in instruction. Continue to be an energetic teacher.)*
3. The activities are enjoyable. The pupils actively participated in all activities.

#### **MODULE 2: I FEEL GREAT**

1. Pupils' involvement during the storytelling time is very effective.
2. Learning through your actual demo is very important for me. You always get their attention easily. The pupils actively participated. I am really amazed with your performance, no doubt, because you're an expert. I hope one day I can also be like you.
3. Sa pagkukuwento napakahalaga ng maipakita ang iba'tibang aksyon, sigla at lakas ng boses upang lalong maunawaan ng mga bata ang kinukuwento. *(In storytelling, it*



*is very important to show the different actions and to use vibrant and well-modulated voice so that the pupils will understand the story.)*

#### Recommendations for Improvement

Magkaroon ng pagkakataong makibahagi ang mga bata sa maliit o malaking grupo ng pagpapakita ng kanilang talent o kakayahan sa paglahoksa drama. *(Provide children opportunities to join small or big groups to show their talents through drama.)*

### MODULE 3: I AM RESPECTFUL

1. I'm so thankful for choosing our school for your try-out of the Guidance Model. We really learned a lot from you. The songs you've shared will really help us in our teaching career.
2. This is one of my unforgettable experiences, gaining knowledge and learning new things. Excellent performance deserves a lot of recognition coming from different kinds of audiences.
3. Napakahusay ng naipakita ng guro. Ang lahat ng bata ay nabigyan ng pagkakataon makilahok sa gawaing sama-sama. Nabigyan ding pagkakataon ang ilang bata na may talent sa pag-arte sa iba'tibang sitwasyong nilahukan sa drama. Mahusay na sumunod sa panuto ng guro. *(Excellent teaching. All of the pupils were given a chance to join in group activities. Some pupils with acting talents were also given a chance to portray the different situations in the drama. They were able to easily follow the instructions of the teacher.)*

#### Recommendations for Improvement

Maari rin magkuwento (storytelling) ang guro ng iba't ibang sitwasyon with action at bigyan ang mga bata ng pagkakataong magkuwento at ibahagi ang kanilang karanasan



ayon sa leksyon. *(The teacher may also tell a story about different situations with action and give the pupils a chance to share their experience, which is related to the lesson).*

Based on the gathered and analyzed data, it is evident in the comments of the teachers that the Model is excellent because the pupils actively participated in all of the activities. Their hidden talents were brought out. Those who didn't always participate in class joined in the activities. They easily understood given instructions, and they enjoyed all the activities. This further proves that the developed Model is effective as seen in the feedback checklist result.



## CHAPTER VII

### Summary, Conclusions, and Recommendations

This chapter presents the results of the study which focused on the development of a Guidance Model for the enhancement of the personal and social competencies of kindergarten pupils. Involved in this study were ten (10) kindergarten teachers from two different elementary schools in Malabon City.

#### Summary of the Study

This qualitative study aimed to identify and describe the structure and essence of the competencies exhibited by kindergarten pupils, and to contribute facts in the field of guidance and counseling. It purposely sought to do the following: (1) identify and describe the personal and social competencies suited to kindergarten pupils; (2) develop a guidance model to enhance the personal and social competence of kindergarten pupils with difficulties; and (3) tryout and validate the acceptability of the newly developed Model.

In Theme 1, **Centralizing on Self** focuses on one's personalities, capabilities, talents, and skills. Focusing on his/her own strengths makes a child feel good about him/herself. Developing and understanding one's self is important in order to be able to learn, accept, and understand other people. Theme 2, **Structuring Relationship**, centers on the configuration of the relationship of each child with his/her peers, parents, and other significant adults. Developing good relationship with others during early childhood years is vital in the development of well-adjusted individuals. Theme 3, **Diverse Difficulties**, refers to the challenges and problems encountered by the teachers in the development of the personal and social competencies of the kindergarten pupils. Theme 4, **Influential**



**Issues**, presents the contributing factors that make children vulnerable to become personally and socially incompetent. Theme 5, **Acquiring Self-knowledge**, describes the strategies and techniques that the teacher-respondents used in the improvement of the personal competence of kindergarten pupils. It focused on the enhancement of knowing oneself, understanding of who you are and how you react to things, developing positive attitude towards self, and appreciating and recognizing individual differences. Lastly, in Theme 6, **Constellation of Relationships** serves as a way of helping children build good relationship and cure unwanted experiences encountered both inside and outside their home.

### **Summary of Findings**

#### **Theme 1 Centralizing on Self**

Theme 1 was derived from the ideas elicited from the participants (kindergarten teachers) – ‘**centralizing on self**’ *focuses on one’s personalities, capabilities, talents and skills. Focusing on his/her strengths makes a child feel good about him/herself. In addition, it also includes the importance of developing and understanding one’s self in order to learn, accept, and understand other people.* This was divided into two: *self-awareness and self-enhancement.*

#### **Self-Awareness as a Clear Perception of Personal Competence**

Based on the views of the participants (kindergarten teachers), **self-awareness** *allows pupils to have a clear perception of their personality which encompasses their capabilities, talents, interests, and behavior, and to recognize individual differences and emotions, that is, one’s self is a unique individual which is different from other individuals.*

#### **Self-Enhancement, Benchmarking Personal Competence**



Self-enhancement is also very important in developing personal competence. Self-enhancement *expounds the continuously developing self-respect and incessantly improving positive attitude towards self. Specifically, it is being able to do the right thing with consideration of others' welfare; being able to work alone thus improving self-confidence; and agreeing to be left in school, or readiness which develops trust in other people.*

## **Theme 2 – Structuring Relationships**

On structuring relationships, two (2) concepts of the participants were highlighted, namely *interconnections* and *sensitivity* which are shown in Tables 3 and 4 respectively.

### **Interconnections Marked Social Competence**

***Interconnections*** refer to the ability of a child to communicate or socialize not only with his/her fellow children but also with adults. It describes the child who develops good relationship with his/her family members by being connected with people with ease.

### **Sensitivity Gauging Social Competence**

***Sensitivity*** refers to the ability of a child to bring out or share his/her own thoughts or feelings.

## **Theme 3 – Diverse Difficulties**

Accordingly, '***diverse difficulties***' serves as an anchoring theme which provided the essential dimensions of the Guidance Model for personal



competence. This pertains to the problems or challenges observed and encountered by the participants (kindergarten teachers), such as allowing the pupils' recognition of self, and failure to handle pupils' behavior and its disruptive impact within the school's premise.

#### **Theme 4 – Influential issues**

These are the issues and reasons that affect the personal and social competence of the pupils. The influential issues were subdivided into three areas: linkages, milieu, and technology. Parents should not only guide their children at home, but they should also guide them on the things they watch, games they play, and the friends they are with.

#### **Theme 5 – Acquiring Self-Knowledge (Personal Competence)**

The strategies were grouped into three (3) areas, namely: (1) ***self-advancement***; (2) ***self-centered play***; and (3) ***insightful dialogue***.

#### **Theme 6 – Constellation of Relationships**

The strategies and techniques used by the teacher-participants in enhancing the social competence of their pupils. These strategies are grouped into four (4), specifically: (1) *modeling*; (2) *familial atmosphere*; (3) *cooperative behavior*; and (4) *child-friendly environment*.



## Conclusions

The following conclusions are made in the light of the abovementioned findings:

1. The teachers' perspectives and knowledge about kindergarten personal competence focuses on one's personalities, capabilities, talents and skills. These are divided into two: self-awareness and self-enhancement
2. The teacher-respondents' views about kindergarten social competence refer to the ability of the child to communicate and socialize not only with his/her fellow children but also with adults and other peers. This theme also gives an emphasis on the process where the child shares his feelings and thoughts to others. These are highlighted, namely interconnections and sensitivity.
3. Problems and challenges encountered by the participants that affect the personal and social competence of kindergarten pupils are rooted on the three influential issues, linkages, milieu and technology. These problems and challenges may hinder on the personal and social development and may also serve as the stepping stone where to focus on.
4. The strategies and techniques employ by the participants are the basis of the developed guidance model to enhance the personal and social competence of kindergarten pupils.



### **Recommendations**

In view of the findings of this endeavor, the researcher came up with the following recommendations:

1. Conduct of seminars/workshop for teachers to enhance their knowledge on personal and social competence with special attention on the competencies that should be developed among Kindergarten pupils in all developmental domains.
2. Conduct of seminar/workshop for teachers and parents on how to work hand in hand in the enhancement of the personal and social competence of children.
3. Provision of a Guidance Program Services and a licensed guidance counselor for every school as mandated by the RA 9258.
4. Completion of the modules for the MC FISCS Model for the whole curriculum of Kindergarten.
5. Testing the effectiveness of the newly developed guidance model – the MC FISCS Model.
6. Replication of the study in a kindergarten class in private school to allow the validation of the findings of this study.



### **CLEO: A New Chapter Unfolds**

If life is a book, then its pages are our days, and its chapters are the stages of our lives: Chapter 1 is birth, and the last chapter would be death. If life is a book, then we are its writers for we make our own lives, we write our own story. It is up to us how we create the story, jot down details and bring out emotions for people, our readers, to read. For a critic, how the book cover appears is not necessary, though it catches the interest and attention of others. Hence, if life is a book, its covers are our physical appearances, and the critic, they are our true friends who love us and accept us not for how we look but for who we really are. If life is a book, then its title is like our profession. Yes, it has to be catchy, but it has to be supported by its content. It is nice to hear someone call you doctor, engineer, attorney, judge or teacher, yet what you are as a person, how you are as a doctor or as other professions mentioned above, is how you are judged and looked up to. If life is a book, it will always have an ending, but the stigma and the lesson a book leaves its readers will always be remembered. Cover to cover, chapter to chapter, pages to pages, everything matters. From birth to death, milestones to milestones, and day to day, every second count. Would you then miss a single second?

That was the same question I had asked myself months before I started doing this dissertation, the very question I asked myself before I started to write a few chapters of my life story. As I started drafting how this chapter of my life would go, I encountered so many things and felt so many emotions, extreme emotions, and I faced hardships and underwent challenges.

### **Challenges...**

They say that "if you want something you've never had, you must do something you've never done." This something includes never giving up despite the many sleepless



nights, despite the very short time for a long work. You, never giving up despite the many circumstances that made you feel like you'll never get through the storm.

It all began right after my colloquium in the month of April. I was so determined then to start the data gathering as soon as the opening of classes began. Prior to this, I was also asked to join the METROBANK Search for Outstanding Teachers which I considered as a great opportunity to represent our reputable institution, the Philippine Normal University. The whole time of summer I saw myself devoted preparing my credentials for the next round of the competition. Right after my colloquium, I received a letter from the search committee that I qualified for the next round of the competition. I was also granted the Professional Development Incentive Program offered by the University effective in the month of June, so everything was set.

Simple it may be but as I am starting to write this, I remembered and relived that moment. In the midst of it all, really, life is a matter of choice. You have got to do something, you have got to choose. Is it coffee for you or tea? However, that time I didn't have a choice, so I chose both and asked the Lord for His Divine Grace.

I was so excited then to start data gathering by going to school in Malabon every afternoon, and at the same time, preparing myself for the METROBANK interview if ever I would qualify for the third round. This was the reason that I decided to handle the Kinder Mapagmahal as its class adviser. Although I was on leave, I offered my service as a Kindergarten adviser in 'gratis.'

I didn't realize how it will be difficult for me to do all these things simultaneously. I know everything happens for a reason. The Lord God allows this thing to happen to me, not just an opportunity but a learning experience as well. So while I was gathering data, I had to teach in the morning and waited for METROBANK's announcement if I would be included



for the third round. Before the end of June, I received a letter that I didn't make it to the third round. Honestly, I felt bad that time because I thought that I wasted my summer time preparing for the competition, but I realized that it was still a good learning experience for me. I had more time to focus on my papers. Yes, it's okay to feel sad for a short period of time, but I have to move on and look for the brighter side of the situation. As the saying goes, there's always a sunshine to look forward too after the rain.

The next day, I smiled and thank GOD for another day, a day where I could focus on the things I need to accomplish this academic year. I was so blessed because I have a friend who served as a principal for more than twenty years in Malabon. She was the reason why I was able to penetrate the school in Malabon without difficulty, particularly with the principals because of her endorsement. I started going to Malabon in the middle of June until September for the try-out.

No one could stop me, even the heavy rains, flood, and heavy traffic. One day, I had to go back home with my wet clothes due to heavy rain and flood, not along the way but inside the school in Malabon.

The day had come for the one-on-one interview. I was a bit excited to finally meet the kinder teachers like me. I heard so many things about teachers in the field, particularly in public schools, and there came a point that I dreamt of having a chance to visit and observe school. I wanted to prove that what I heard are just rumor that needs to be validated with my own two eyes and experience. I was so thankful then. Teachers accommodated me in spite of their busy schedule and toxic work load, if I may say. However, during the interview, I noticed that they didn't seem so familiar with the personal and social competence of the kindergarten pupils. Ten out of ten teachers gave more importance to the cognitive development of the children than their personal and social



growth by repeatedly mentioning about the child's readiness to go to school and the child's ability to read and write.

Being a teacher of a higher year gives you an easier time handling students since they already know the basics. However, being a kindergarten teacher gives you nothing to start with. Expectations hurt, and it changes your views and opinions about people. In the respondents' (teachers') cases, their expectations were set higher, since most of the teachers were from the elementary level which leads the kindergarten teachers to set too high for the kindergarten. Moreover, the expectations they had for the kindergarten pupils were set too early; the school year has just started. These were shown in the teachers' answers on the pupils' personal and social competency.

Honestly, I was a bit shocked, discouraged, and disappointed about the way they perceived children. They might be an idealistic teacher in a way, but their expectations are not appropriate for the kindergarten level. Like what the saying goes "You cannot teach what you don't know. You cannot give what you don't have." If teachers themselves have a negative perception about the behavior of the children, how will they teach them effectively? If you don't have in-depth understanding on the nature, character, and behavior of the children, how will you model the right behavior in order for them to learn in the right way?

So I paused for a while...it's not yet too late, I said. As long as teachers have a genuine concern for children, passion to reach out to young children by heart, there's always a room for improvement. An open heart is always willing to learn and improve his/her crafts.

I had a great time during the focus group discussion. It was a success with the help and support of my husband and my two dedicated students who were always willing to



lend a helping hand. As we sent home teachers to their respective places, I was already so eager to start transcribing their answers based on what was recorded and what I observed. Unfortunately, that night I had fever, and it took me four days to recover and go back to where I left. I thought it would be easy, but I was wrong. Nevertheless, I realized that in every endeavor, we need a sort of a break. We need to slow down and pause for a while and see what happens the next day. This will serve as a guide to know where we can start again.

As I finish this dissertation, as I have overcome all the problems and obstacles, the challenges given to me became a challenge, a challenge I pose to each and every one of you, a challenge I dare you to overcome, a challenge that might bring you challenges but, at the same time, impart lessons.

### **Lessons...**

"There are dreamers, and there are realists in this world. You'd think that the dreamers would find the dreamers, and the realists would find the realists, but more often than not, the opposite is true. You see, the dreamers need the realists to keep them from soaring too close to the sun, and the realists, well, without the dreamers, they might not ever get off the ground."

Cameron Tucker, *Modern Family*.

This is the exact lessons that I have learned- that life is about reciprocity, one learning from another and vice versa. It is also about opposites, one learning for him/her to unlearn, one accepting reality before coping with what is happening at the present.



One who learns unlearns, and a dreamer always wakes up to the reality. I used to live up and stick to the ideals - guided by principles. My way of living is derived from universal ideas and high standards... until I was woken up to reality.

The current system of education in the Philippines is not how I thought it was. It is very far from what the different approaches to education described. It is not how I visualized it would be. This pains me. All of a sudden, I find myself in an entirely new environment, a whole new set up- different from what I used to be at. I woke up far from where I was, somewhere even further from my dreams. I woke up in the reality that the goals and aim of the present system is good; yet, it is not being met. And I just can't let this happen.

The more I got inspired to develop and try out the Model to prove that Filipino children are great learners. Each child has a potential and goodness inside that can be cultivated to become personally and socially competent.

Everything was confirmed to me right after the focus group discussion. In as much as I wanted to control myself as a researcher during the time, I could not deny the fact that I raised question to teachers in order to clarify their definition about the nature of the child which is playful. At first, they found it negatively, but when I asked question and gave example, they realized that it was really the nature of the child that they need to understand and use to help children develop their full potentials.

Yes, I learned a lot. I gained more friends in the field of education, but I faced the big challenge, challenge to develop the Model for the benefit of the Filipino children who need to be touched and inspired.



I consulted some of my friends who are guidance counselors in the field in developing the Model, particularly the modules that I would use in the try-out. I prepared the instructional materials appropriate for the children whom I will meet for the very first time, analyzed and planned the counseling and learning theories to be used based on the needs of the children. I was so grateful because the principal of the school was there during the try-out. A conference was conducted right after my demonstration. I was grateful about the commendations given by the teachers, most especially by the principal, as shown in the evaluation form and on what transpired during our conference.

I hope that in my own little ways, I was able to send the message that no matter how hard it is to teach younger children, as long as you have the heart and dedication in your chosen profession, everything becomes easier. Just enjoy every second while you're in front of the children. You are what you teach. If you're happy while teaching, you're sending a message that it's so nice to learn and enjoy going to school every day with the presence of the great person whom you will meet every day inside your classroom...the teacher.

I learned that even teachers are unique individuals. No one is comparable to another. However, in spite of our uniqueness as teachers, we must have a set of standards to follow in teaching children, whether you are in a private or public school. Children are the same all over the world. They learn a lot when they laugh. They learn easily when they play because that is their natural activity. If you know the nature of the children, you will get to know them better and teach them effectively.

One of the duties of a guidance counselor which can also be performed by a classroom teacher is that of being a conductor of activities. A guidance counselor must carefully plan and directly conduct certain activities that may promote the students'



positive outlook in life. Likewise, teachers can provide his/her pupils activities for the promotion of their future endeavor.

In the absence of the guidance counselor in any school, the teacher acts as an Agent of Change. He/she may be acting as a catalyst, process helper, solution giver, resource linker, and stabilizer. Remember that every teacher is a guidance counselor.

These lessons of mine serve as a legacy that I will pass on, not only to my family but also to those who will read my life story and decide to follow me, a legacy which I believe will be a big help in achieving quality education and in promoting equality in the educational system- a legacy which paid off all exhaustion, and a legacy which erased the concept of this dissertation being an errand.

### **Errand...**

“Happiness does not come from doing easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best” (Theodore Isaac Rubin).

I started this journey treating this dissertation as an errand, a task at hand. I started this journey considering it as a mere academic requirement that I needed to pass to earn the degree. Never did I know that along the way, it would hit me so hard and would open my eyes to the reality that the world isn't as upright as I thought it is.

From being a requirement, doing this dissertation became a passion. With a burning desire to impart equal and quality education to each and every child, I came to the realization of perfecting these state goals and try achieving them. By stating ideals and principles, the dissertation can help kindergarten teachers. This dissertation that in



the beginning I thought as an errand made me realized that it is not just about meeting deadlines, it is also about quality. The satisfaction you get from finishing a task is not based on how fast you have done it, but it's on how you have done it- considering the lessons learned from the challenges, quality, and amount of learning you will impart to your readers. Just like in writing another chapter of your book, there should be connection and coherence, there should be something significant or something to look forward to, in order for your readers to flip another page and enter a new chapter. Remember, authors are recognized based not on the number of books or the number of pages in their book but based on the quality of its content. With this, this dissertation that was once an errand became my life until the time when it is about to end, then it is over.

### **Over...**

“There is a beginning in every end. The thing is lessons learned should never be left upon the end of anything.”

I finished this journey of my life, with contentment, satisfaction, and gratitude: contentment with what I have done; satisfaction in what I have contributed, and gratification to those who never left. I finished this chapter of my life with an oath I keep to myself - which I will never stop, that this is not the end. Yes, after all the challenges, the lessons learned, the rapture and rage of emotions felt, I survived. I got what I want, I finished the dissertation, I finished the course, and I earned my title but I have learned that there are more things greater than these. So, I vowed that I will not stop here, that I will continue doing something to help in the improvement of the teachers towards the improvement of the students that might be a help towards the improvement of the state, that I will do something towards giving the children the kind of schooling they deserve and towards their full potential development.



To end this, I can say that this chapter of my life taught me so many things, woke me up to the reality, and made me realize who I am and what I am here for.

And as the **C**hallenges I've faced became a **C**hallenge I posed;

The **L**essons I've learned become a **L**egacy.

This being an **E**rrand to becoming my **E**verything; and

This being **O**ver, I can't wait for a new chapter to **O**pen, carrying with me all the experiences and lessons that I have gained.

How about you? If life is a book, how would you make each chapter of your life worth reading?



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**Appendix A**

Letter to Conduct Interview at Tañong Integrated School

June 10, 2014

Tañong Integrated School  
Malabon City

**Mrs. Priscilla Hernandez**

Principal

Dear Ma'am:

Greetings of peace!

I am Leonora "CLEO" P. Varela, a Ph.D. in Guidance and Counseling student from PNU. I am currently in the process of completing a dissertation entitled, "A Guidance Model for Personal and Social Competence among Kindergarten Pupils." This aims to provide a guidance model which can address the personal and social needs of kindergarten pupils in public schools.

In view of this, I am requesting your good office to grant me permission to conduct series of interview with your kindergarten teachers regarding the personal and social competencies of their pupils. The data from the interview will help me in developing the said guidance model. Rest assured that the information will be treated with utmost confidentiality.

Attached herewith is the copy of the interview guide for your perusal. Thank you and I'm hoping for a favorable response regarding this earnest request.

Sincerely,

**Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate



**Appendix B**

Letter to Conduct Interview at Imelda Elementary School

June 10, 2014

Imelda Elementary School

Malabon City

**Ms. Malou Cabias**

Principal

Dear Ma'am:

Greetings of peace!

I am Leonora "CLEO" P. Varela, a Ph.D. in Guidance and Counseling student from PNU. I am currently in the process of completing a dissertation entitled, "A Guidance Model for Personal and Social Competence among Kindergarten Pupils." This aims to provide a guidance model which can address the personal and social needs of kindergarten pupils in public schools.

In view of this, I am requesting your good office to grant me permission to conduct series of interview with your kindergarten teachers regarding the personal and social competencies of their pupils. The data from the interview will help me in developing the said guidance model. Rest assured that the information will be treated with utmost confidentiality.

Attached here with is the copy of the interview guide for your perusal. Thank you and I'm hoping for a favorable response regarding this earnest request.

Sincerely,

**Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate



**Appendix C**

Letter to Conduct Focus Group Discussion (Tañong Integrated School)

Tañong Integrated School

Malabon City

**Mrs. Priscilla Hernandez**

Principal

Dear Ma'am:

Greetings!

I would like to inform you that my one-on-one interview with your kindergarten teachers are finished. I am grateful for their support, cooperation and willingness to share their experiences in spite of their busy schedules. Rest assured that the information gathered from the interviews will be treated with utmost confidentiality. However, to complete the data gathering procedure, a focus group discussion with your kindergarten teachers should be conducted. The focus group discussion aims to give further clarification to the teacher's statements during the one-on-one interview.

With your permission, I'm inviting your kindergarten teachers for a focus group discussion (FGD) to be held on July 12, Saturday, 9:00 a.m. at the Philippine Normal University - Institute of Teaching and Learning. I will pick them up personally in your school. Lunch will be served to them right after the focus group discussion.

Attached herewith is the copy of the interview guide for your perusal. Thank you and I'm hoping for a favorable response regarding this earnest request.

Respectfully yours,

**Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate

Advisers' Recommending Approval:

Dr. Teresita T. Rungduin (Sgd.)

Dr. Zenaida S. Reyes (Sgd.)



**Appendix D**

Letter to Conduct Focus Group Discussion (Imelda Elementary School)

Imelda Elementary School

Malabon City

**Ms. Malu Cabias**

Principal

Dear Ma'am:

Greetings!

This is to respectfully extend my heartfelt gratitude for allowing me to conduct an interview with your kindergarten teachers. The data gathered from the interview and focus group discussion (FGD) will help a lot to develop my Guidance Model that is suited to the needs of the kindergarten learners. Thus, this will give me an assurance to complete my dissertation for the doctorate degree in Guidance and Counseling.

In lieu of this, may I ask your permission to conduct a short interview with you during your convenient time? This is to get your perspective on how personal and social competence should be developed in kindergarten programs. I am anticipating your favorable response to this appeal.

Thank you very much.

Sincerely yours,

**Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate

Advisers' Recommending Approval:

Dr. Teresita T. Rungduin (Sgd.)

Dr. Zenaida S. Reyes (Sgd.)



**Appendix E**

Letter to Interview the Principal of Tañong Integrated School

Tañong Integrated School

Malabon City

**Mrs. Priscilla Hernandez**

Principal

Dear Ma'am:

Greetings!

This is to respectfully extend my heartfelt gratitude for allowing me to conduct an interview with your kindergarten teachers. The data gathered from the interview and focus group discussion (FGD) will help a lot to develop my Guidance Model that is suited to the needs of the kindergarten learners. Thus, this will give me an assurance to complete my dissertation for the doctorate degree in Guidance and Counseling.

In lieu of this, may I ask your permission to conduct a short interview with you during your convenient time? This is to get your perspective on how personal and social competence should be developed in kindergarten programs. I am anticipating your favorable response to this appeal.

Thank you very much.

Sincerely yours,

**Leonora "CLEO" Varela (Sgd)**

Ph.D. Candidate

Advisers' Recommending Approval:

Dr. Teresita T. Rungduin (Sgd.)

Dr. Zenaida S. Reyes (Sgd.)



## Appendix F

Letter to Interview the Principal of Imelda Elementary School

Imelda Elementary School

Malabon City

**Ms. Malu Cabias**

Principal

Dear Ma'am:

Greetings!

This is to respectfully extend my heartfelt gratitude for allowing me to conduct an interview with your kindergarten teachers. The data gathered from the interview and focus group discussion (FGD) will help a lot to develop my Guidance Model that is suited to the needs of the kindergarten learners. Thus, this will give me an assurance to complete my dissertation for the doctorate degree in Guidance and Counseling.

In lieu of this, may I ask your permission to conduct a short interview with you during your convenient time? This is to get your perspective on how personal and social competence should be developed in kindergarten programs. I am anticipating your favorable response to this appeal.

Thank you very much.

Sincerely yours,

**Leonora "CLEO" Varela (Sgd)**

Ph.D. Candidate

Advisers' Recommending Approval:

Dr. Teresita T. Rungduin (Sgd.)

Dr. Zenaida S. Reyes (Sgd.)



**Appendix G**

Letter for Try Out of the Developed Model

July 21, 2014

Tañong Integrated School

Malabon City

**Mrs. Priscilla Hernandez**

Principal

Dear Ma'am:

Greetings!

May I request from your good office to allow me to try out the PerSoc Guidance Model in one of your Kindergarten classes? The Guidance Model is the output of my dissertation entitled: A Guidance Model for Personal and Social Competence of Kindergarten Pupils in Public Schools. The results of the try-out will be used to find out the acceptability and comprehensibility of the said Model.

Your approval of my request will be of great help towards the completion of my dissertation in the doctoral program.

Thank you and God bless!

Sincerely yours,

**Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate

Advisers' Recommending Approval:

Dr. Teresita T. Rungduin (Sgd.)

Dr. Zenaida S. Reyes (Sgd.)



## Appendix H

### Guide Question for the One-on-One Interview and Focus Group Discussion

1. What is your idea of:
  - 1.1 Personal Competence?
  - 1.2 Social Competence?
2. What are the difficulties that you have encountered or observed in connection to the:
  - 2.1 Personal Competence
  - 2.2 Social Competence of your pupils?
3. What could be the possible factors that affect:
  - 3.1 Personal Competence
  - 3.2 Social Competence of the kindergarten pupils?
4. What strategies/ techniques do you employ to enhance the personal and social competencies of your pupils?
5. Is there any existing guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?
6. Are you willing to implement this Model to help and support your pupils to become personally and socially competent? Why?



**Appendix I**

**OBSERVATION CHECKLIST**

By Lilian Katz and Dianne McClellan

Name \_\_\_\_\_ age \_\_\_\_\_

**Observational Behaviors of Socially Competent Children**

Direction: Put a check mark in the column if the child manifested the characteristics during the specified time and date of observation.

|                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------|--|
| A. Individual Attributes<br>The child is                                                                                |  |
| 1. Is <b>usually</b> in a positive mood.                                                                                |  |
| 2. Is not <b>excessively</b> dependent on the teacher, assistant or other adults                                        |  |
| 3. <b>Usually</b> comes to the program or setting willingly                                                             |  |
| 4. <b>Usually</b> copes with rebuffs and reverses adequately                                                            |  |
| 5. Shows the capacity to empathize                                                                                      |  |
| 6. Has positive relationship with one or two peers; shows capacity to really care about them, miss them if absent, etc. |  |
| 7. Displays the capacity for humor                                                                                      |  |
| 8. Does not seem to be acutely or chronically lonely                                                                    |  |

|                                                                                           |  |
|-------------------------------------------------------------------------------------------|--|
| B. Peer Relationship Attributes<br>The child is.                                          |  |
| 1. <b>Usually</b> accepted versus neglected or rejected by other children                 |  |
| 2. <b>Sometimes</b> invited by other children to join them in play, friendship, and work. |  |



|                                                                                                            |  |
|------------------------------------------------------------------------------------------------------------|--|
| C. Social Skills attributes<br>The child usually:                                                          |  |
| 1. Approaches others positively                                                                            |  |
| 2. Expresses wishes and preferences clearly; gives reasons for actions and positions                       |  |
| 3. Asserts own rights and needs appropriately                                                              |  |
| 4. Is not easily intimidated by bullies                                                                    |  |
| 5. Expresses frustrations and anger effectively and without harming others or property                     |  |
| 6. Gains access to ongoing groups at play and work                                                         |  |
| 7. Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities            |  |
| 8. Takes turns fairly easily                                                                               |  |
| 9. Shows interest in others; exchanges information with and requests information from others appropriately |  |
| 10. Negotiates and compromises with others appropriately                                                   |  |
| 11. Does not draw inappropriate attention to self                                                          |  |
| 12. Accepts and enjoys peers and adults of ethnic groups other than his or her own.                        |  |
| 13. Gains access to ongoing groups at play and work                                                        |  |
| 14. Interacts non-verbally with other children with smiles, waves, nods, etc.                              |  |

Taken from "Assessing the Social Development of Young Children, A Checklist of Social Attributes" by Diane McClellan and Lilian Katz, Fall, 1992 issue of Dimensions of Early Childhood, pp. 9-10.



### Appendix J

#### Feedback Checklist

Module No. : \_\_\_\_\_

Name (Optional) : \_\_\_\_\_

School : \_\_\_\_\_

Direction: Given below are the criteria which can depict feedback about this module.  
Kindly check the column that corresponds to your rating.

|                                                             | Excellent | Very Good | Good | Fair | Needs Improvement | Remarks |
|-------------------------------------------------------------|-----------|-----------|------|------|-------------------|---------|
| <b>1. Integration of counseling strategies and pedagogy</b> | 5         | 4         | 3    | 2    | 1                 |         |
| a. Achieved the objectives                                  |           |           |      |      |                   |         |
| b. Provided innovative strategies                           |           |           |      |      |                   |         |
| c. Exhibited relevance                                      |           |           |      |      |                   |         |

|                      | Excellent | Very Good | Good | Fair | Needs Improvement | Remarks |
|----------------------|-----------|-----------|------|------|-------------------|---------|
| <b>2. Model</b>      | 5         | 4         | 3    | 2    | 1                 |         |
| d. Acceptability     |           |           |      |      |                   |         |
| e. Comprehensibility |           |           |      |      |                   |         |
| f. Applicability     |           |           |      |      |                   |         |

Please feel free to describe your experience.

\_\_\_\_\_  
\_\_\_\_\_

Recommendations for Improvement

\_\_\_\_\_

THANK YOU!!!



## **Appendix K**

### **Consent Form**

#### **A Guidance Model for Enhancing the Personal and Social Competence of Kindergarten Pupils**

You are invited to be in a research study on developing a Guidance Model for Enhancing the Personal and Social Competence of Kindergarten Pupils. You were selected as a possible participant because you are an early childhood educator or a Kindergarten teacher in particular. We ask that you read this form and ask any questions you may have before agreeing to be part of this study.

This study is being conducted by: Leonora "CLEO" Varela, Ph.D. Candidate, Guidance and Counseling student of Graduate College of the Philippine Normal University.

#### **Procedures:**

If you agree to participate in this study, we would ask you to do the following things:

Participate in a one-time 90-minute interview with the principal investigator. Conduct an observation with your selected pupils. You will also be invited to participate in a focus group discussion (FGD) together with the other kindergarten teachers in your school. This is to review the data obtained from your interview and for you to have a chance to share with your co-teachers your stand regarding the study being conducted.

#### **Compensation:**

You will not receive payment for this study.

#### **Confidentiality:**

The information gathered for this study will remain confidential in secure premises during the project duration. Only the researcher will have access to the study data and information. There will not be any identifying names on the surveys or interview transcripts; they will be coded and the key to the code will be kept locked away. Your names and any other identifying details will never be revealed in any publication of the results of this study.



## Philippine Normal University National Center for Teacher Education

The tapes will be destroyed at the completion of the study. The results of the research will be published in the form of a research paper and may be published in a professional journal or presented at professional meetings. It may also be published in book form.

### **Voluntary Nature of the Study:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Philippine Normal University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

### **Contacts and Questions:**

The researcher conducting this study is listed below. You may ask any questions now. If you have questions later, you are encouraged to contact them at: 09328911670 or you may send email [toleovarela@yahoo.com](mailto:toleovarela@yahoo.com).

#### **Leonora "CLEO" Varela (Sgd.)**

Ph.D. Candidate

Guidance and Counseling

Graduate College

Philippine Normal University

You will be given a copy of this information for your record keeping.

### **Statement of Consent:**

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature of Volunteer

Investigator: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix L

### Summary of One-on-One Interview

#### Teacher Florie (T<sub>1</sub>)

#### 1. Personal competence and social competence

##### 1.1 Identify and describe personal competence

“Personal competency para sa akin, ay iba yung level at interes ng mga bata. Kunin yung interes kung ayaw ng ganito, ibahin mo pero related sa lesson. Different personality pero dapat tanggap mo.”

##### *Translation*

*“Personal competency refers to the different levels and interest of a child. We need to know their interest so that if they don’t like an activity, we can easily change it into another activity related to the lesson. It also refers to the differences when it comes to the personality, but whatever their personalities are, we should always accept them.”*

##### 1.2 Identify and describe social competence

“Social na nailalabas yung feelings. Yung batang madaldal o kaya kasi nasasabi yung feelings. Mas okay nang nakikihalubilo ‘wag lang sosobra.”

##### *Translation*

*“Social means that the child is able to tell what he/she feels, a child who is talkative or someone who can express his/her feelings. It is better that the child is loquacious and sociable as long as he/she would not go beyond the limit.”*

#### 2. What are the difficulties that you have encountered or observed in connection to the:

##### 2.1 Personal Competence

##### 2.2 Social Competence of your pupils?

“Kapag hirap makihalubilo yung isang bata, hayaan mo muna kasi madedevelop din yun sa huli. Siyempre kailangan pa rin doon ng tulong ng teachers gaya ng ginagawa ko, sinasama ko siya sa group hanggang sa marealize niya na kasali pala siya sa group at/o sa class. ‘Wag mo siya pilitin pero isama mo sa mga activities at magre-grouping ka para maka-mingle niya lahat.”

“Mga programs para makatulong”



“May studyante ko mag iisang buwan na ayaw pang mag paiwan. Pinapayagan ko na nga lang may bantay yung nanay sa loob para siya na lang ang magsasaway pag malikot ang anak niya. E hanggang ngayon ayaw parin mag paiwan.”

**Translation**

*“If a child is hard up in mingling with others, let him/her be first. In the end, he/she will be able to overcome his/her shyness. But of course, intervention of teachers is also needed like what I usually do. I include a shy child in a group until he/she realizes that he/she is part of the group or the class.”*

*“Don’t force him/her but include him/her in class activities and do regrouping so that he/she’ll be able to mingle with everybody. Include him/her also in programs that will help.*

*I have a student who doesn’t want his/her mother to leave him/her in the classroom and classes have started almost a month already. I let his/her mother stay inside the classroom so she restrains her child when he/she is naughty. Until now he/she doesn’t want to be left in school.*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Naku, kasi ganun din sila sa bahay nila. Di sila sumusunod sa magulang nila. Kaya ano, ‘yan nasa nanay nila. Yung sa pamilya nila ‘yan.

Nakapakalaki ng impact ng magulang. Kahit magturo ako ng magturo kung di naman nila tinuturuan anak nila wala ding mangyayari.

Kasi minsan yung ibang mga magulang pabaya. Papasok mga anak wala man lang mga gamit.

Kaya ayun nagiging mukha silang kawawa.

**Translation**

*Oh, they are also like that at home. They don’t obey their parents. So, it all depends on their mother and their family. Parents really have a great impact on children. Even if I keep on teaching but parents don’t teach their child, nothing will happen. Because sometimes other parents are negligent, their children come to school without school materials, so their children look pitiful.*

**4. What strategies/ techniques do you employ to enhance the:**

**4.1 personal competencies; and**



#### **4.2 social competencies of your pupils?**

Binibigyan ko sila ng maraming activities. Kaya ginagawa ko kumukuha ko ng mga activities galing sa private school. Kahit di nila ko nababayaran ok lang basta matuto lang sila kaagad magbasa.

Basta bibigyan ko sila ng advance activities para kahit di sila nakapag private school, parang nasa private na sila. Sinasanay ko sila ng mahirap na pag-iisip. Inaadvance ko ang turo ko. Bawal magpasulat. Pero ngayon palang nagpapasulat na ko.

Pagbibigay ng advance activities mula sa private school. Konting sakripisyo sa gastos.

#### **Translation**

*I give them plenty of activities. So, I get activities from private schools. Even if they cannot pay me, it is okay, as long as they can easily learn how to read. I give them advance activities, so even if they are not in a private school, it would seem they are. I train them to think profoundly. I teach them in advance. Even if writing is still not in the lesson, I let them write.*

*I give them advance activities from private schools, a little sacrifice for the expenses.*

#### **5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

Wala kaming ganun. Pero pag may problema kami tinutulungan naman kami ng guidance teacher namin. Kinakausap yung mga magulang tapos pina pipirma sa logbook. Tapos pag di sila umayos sinasabi na humanap na lang kayo ng ibang school

#### **Translation**

*We don't have one. If we have a problem, our guidance teacher helps us. She talks with the parents, lets them sign in the logbook. Then, if their children do not change for the better, we advise them to look for another school.*

#### **6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Oo naman. Para rin yan sa mga bata. Para rin sa aming mga teachers para updated kami.

#### **Translation**



*Yes, of course. It is for the children and also for us teachers so that we will be updated.*

**Teacher Irish (T<sub>2</sub>)**

## **1. Personal competence and social competence**

### **1.1 Identify and describe personal competence**

*"Para sa sarili ko, paano ko everyday matuturuan yung bata, especially, sa K kasi alam lang laro kakanta. Hindi lang dapat activity dapat andun yung knowledge."*

#### **Translation**

*"Personal Competency, as a teacher, is how I will teach my students every day especially in the Kindergarten because what they know is that Kinder is all about singing and playing. Well, in fact, it shouldn't just be activities; they must also acquire knowledge."*

### **1.2 Identify and describe the social competence**

Ang social competency ng mga bata ay hindi lang sa edad dahil ang bata ay maraming tanong, lalo na yung mga Kinder- maraming bakit ang papasok doon. Bilang guro, bago ka sumagot, mag-iisip ka muna kasi tatatak talaga sa kanila yung isasagot mo at yun na yung magiging *prior knowledge* nila."

#### **Translation**

*"A child's social competency is not just based on their age because a child, especially kindergartens, asks so many questions. As a teacher, we should answer their questions concisely because whatever answer they will get from us will become their prior knowledge."*

## **2. What are the difficulties that you have encountered or observed in connection to the:**

### **2.1 Personal Competence**

### **2.2 Social Competence of your pupils?**

*"Kung ikukompara ko yung hawak ko noon sa hawak ko ngayon, mas mahirap. Iba yung hawak ng pencil, hindi makasulat. Tapos kapag kinausap ko naman yung mga magulang at tinanong ko kung ano yung problema, ang isasagot nila ay "Eh kaya ko nga ipinasok sa school para matuto."*

Yung behavior naman, kung ano yung nakikita nila sa bahay nila, nadadala sa school. Minsan nagmumura na. Minsan, may nakausap ako na mommytungkol sa behavior ng anak niya, at ang sagot sa akin ay kasi daw ganoon sila sa bahay. Kaya naman ang laking factor yung kinabibilangang environment ng bata, kung



ano sila pagpasok sa paaralan. Yung iba may respeto na; yung iba naman pag kinausap mo parang kapitbahay lang yung kausap, pati sa mga kaklase, parang mga kalaro lang sa labas ng bahay. Minsan rin, hindi na niya ma-control yung saya, nagkakasakit na pero pag alam nilang nakasakit na sila, sila na mismo yung humihingi ng sorry.”

**Translation**

*“If I am to compare the pupils I have handled before to the pupils I am handling now, it’s more difficult now. Everything is very different, even on the way they hold a pencil. They can’t even write. When I had a talk with the parents, the answer I got was, “That’s why I made them enter school, for them to learn.”*

*As for the children’s behavior, what they see at home they also bring them to school. There is a kid who says bad words and when I asked his mom why, she told me that it is how they are at home. Some have respect, some talk to you like you are just neighbors and even play with their classmates like how they play with their playmates outdoors. Sometimes, they hurt each other but once they realize it, they will eventually say sorry. Thus, environment really plays an important part in harnessing one’s behavior and social abilities.*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Magulang. Kasi kung ano yung ginagawa ng magulang nila ginagaya nila. Kung ano sila sa bahay ganito rin sila sa school so nasa magulang nila ya

**Translation**

*Parents. This is so because children imitate what their parents do. Whatever is done at home, that is what children also do in school. This is the reason why children’s actions are influenced by parents.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies; and**

**4.2 social competencies of your pupils?**

Singing. Kumakanta muna kami para makuha yung atensyon nila. Kukuha ko ng kaklase pinapupunta ko sa harap ginagawa kung model.

Lecture type – pinapaliwanag ko sa kanila lahat.



Minsan kapag may sinaktan ang isang bata, pinagagawa ko rin sa kanya yung ginawa ng kaklase nya para maramdaman din niya yung sakit na naexperience ng classmate niya.

Kinakausap ko sila. Pinapaliwanag ko kung tama ba yung ginagawa nila.

**Translation**

*Singing. We first sing so I can get their attention. I ask a pupil to go to the front and be the model.*

*Lecture type. I explain everything to the pupils.*

*Sometimes, if a child hurts his classmate, I let the classmate do to the former what was done to him so that the former will also experience what he has done to his classmate.*

*I talk to them. I explain to them how their actions are right or wrong.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

Honestly wala akong alam. Bata pa lang naman sila kaya mga minor offense lang kaya di na kailangang dalhin sa guidance office. Sabi nga every classroom teacher is a guidance counselor.

**Translation**

*Honestly, nothing. They are still kids, so their offenses are just minor. Thus, they don't need to be brought to the guidance office. As everybody says, "Every classroom teacher is a guidance counselor."*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Willing ako na magkaroon ng ganyan para matulungan ang mga bata.

**Translation**

*I am willing to have one like that to help the kids.*



**Teacher Marilyn (T<sub>3</sub>)**

## **1. Personal competence and social competence**

### **1.1 Identify and describe personal competence**

“Individual differences, talents nila, kakayahan nila bilang bata. Yong iba natuturuan na. Yong iba naman po mukhang makulit pero natuturuan naman, hindi na masyadong mahiyain.”

#### ***Translation***

*“Individual differences refer to the talents and abilities they possess as children. There are those who can already be taught and those who can't be taught. The others look playful, but they can already be taught, and they aren't so shy.”*

### **1.2 Identify and describe the social competence**

Socially competent siguro yung isang bata kapag hindi na umiiyak sa loob ng classroom. Well-adjusted na. Nasa isipan na niya na kailangan na niya pumasok sa eskwelahan para matuto at magkaroon ng bagong kaibigan.”

#### ***Translation***

*“Socially competent students are those students who no longer cry inside the classroom. They are already well adjusted, knowing that they have come to school to study and to make friends.”*

## **2. What are the difficulties that you have encountered or observed in connection to the:**

### **2.1 Personal Competence**

### **2.2 Social Competence of your pupils?**

“Opo, napapa-isip nga ako, “bakit ang iba e naiiyak?” Ano bang meron sa school? Parang sinasabi ko, “ano ba ‘to, hindi ba ito nasabihan ng magulang?” Bakit takot pa rin siyang maiwanan ng parents?”

Yung difficulty siguro na ne-encounter ko ay yung papasok yung mga bata na hindi pa marunong magsulat. Yung meron silang susulatan ng pangalan pero hindi sila nagsusulat. Pagkatapos pag sinabi mong hindi makakauwi yung mga hindi pa tapos magsulat, iiyak sila. Hindi dahil sa ayaw nila mag-aral pero dahil sa takot silang maiwan sa silid-aralan.

#### ***Translation***



*"Yes, I had an experience in handling crying students. I can't help but ask myself why are they crying or what is it in schools that makes them cry? I tell myself that their parents may not have taught them because it appears that they are still afraid to be left in school by their parents."*

*Children who do not know how to write is one of the difficulties that I have encountered as a teacher. During those time when they are asked to write and they wouldn't write, and every time they fail to finish their task, I tell them that they are not allowed to leave until they finish writing. Whenever they hear me say this, they cry not because they don't want to study but because they don't want to be left in the classroom.*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competence of the kindergarten pupils?**

Sa parents 'yan at saka sa environment din nila

***Translation***

*It all depends on the parents and the children's environment.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies; and**

**4.2 social competencies of your pupils?**

Binibigyan ko sila ng maraming activities. Para maimprove sila.

Gumagawa ako ng writing activity na may dot. Kinakausap ko yung mga magulang na turuan yung mga anak nila sa bahay. Minsan may student ako kinailangan kong ilagay siya sa tabi ko para gumawa siya.

***Translation***

*I give them plenty of activities so they will improve.*

*I make writing activities with dots. I ask their parents to teach their kids at home. One time, I had to sit a pupil beside me for him to work.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**



Pagka-alam ko po, wala. Hindi sa naninira ako sa school namin. Pero naririnig ko sa ibang grade parang may guidance pero sa kinder wala. Pero walang guidance services.

**Translation**

*I am not destroying the image of the school but as far as I know, there is no Guidance Services. On the other hand, I heard that in higher grade levels, there is a Guidance Counselor but no Guidance Services.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Oo, kasi ikaw mismo mamumulat ka rin. A, dapat pala ganito para maunawaan ko din yung mga bata. Maganda po yun para matuto yung mga bata. Like dapat pala hindi ako taklesa. Dapat pala sumusunod ako sa teacher.

**Translation**

*Yes, because I myself will be enlightened. "Oh, it should have been like this for the pupils to understand. It will be good so the kids will learn and will realize not to be tactless and to listen to the teacher."*

**Teacher Wilma (T<sub>4</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

"May mga bata na medyo advanced. May mga bata din na kaka-istart pa lang na nagsulat, mga ganun. So para sa akin, nagkaroon ng competencies sa mga bata ay yung iba advance na, yung iba hindi pa masyadong marunong. So ganun bigyan natin ng atensyon dun sa mga batang hindi pa masyadong nakaka...."

**Translation**

*"There are kids who are slightly advanced - already know how to write - and there are those who are just starters. For me, advanced children have competencies already, while those who are not advanced don't have competencies. So we should give our attention to the starting ones."*

**1.2 Identify and describe the social competence**

"Socially competent, siguro marunong na siyang makipagkaibigan, makipag-mingle sa ibang bata at sa mga matatanda na kagaya natin. 'Yong socially competent, eh okay naman yung pakikitungo sa bawat isa ganun po siguro 'yon.



### **Translation**

*Socially competent, maybe when the child knows how to make friends, is able to mingle with other kids and with adults like us. Socially competent means we have harmonious relationship with others.*

**2. What are the difficulties that you have encountered or observed in connection to the:**

#### **2.1 Personal Competence**

#### **2.2 Social Competence of your pupils?**

“Meron, normal lang naman kasi magkaroon ng mga problema or difficulties sa klase. Kagaya po kanina, nagpapunta ako sa office, sobrang gugulo ng mga bata, kaya naging mahirap para sa akin na kunin yung atensyon nila para making sila sa akin. Sinabi ko sa kanila, “O, gawin ninyo ito kasi aalis ako.” Dahil walang nakikinig sa akin, ang ginawa ko, kinausap ko sila ng may matapang na boses para lang making sila sa akin. Para kapag iniwan ko sila, magiging okay yung klase. So ang nangyari, pagbalik ko, may nag-aaway na, may umiiyak na kaya ang ginawa ko, talagang kinausap ko sila na huwag na nilang gagawin yun sa susunod, kundi isusumbong ko sila sa mama nila. Kung minsan naman, nire-reverse psychology ko na sila. Parang inuutoko na sila.”

Kinakausap ko yung isang batang mahiyain. Ginagawa ko dinadala ko sya sa tabi ko. Pero minsan naka-encounter ko ayaw sa akin nung isang bata kasi galing po ako sa grade 2 class. Dahil sa kulang sa kinder teacher inilagay po ako dito. So for one week hindi ako yung teacher. so dahil sa isang week na hindi nasanay yung bata kaya tumatakbo sya. Kinakausap ko na lang yung parents pati yung bata. Yun ok nman sya.

### **Translation**

*“Yes, there is and I think it is normal to encounter difficulties in class. Just like what happened a while ago, I was about to go to the office, but the children were misbehaving so it was hard for me to get their attention and to listen to me. I told them to do something because I am about to go out. Since no one listened to me or even heard what I have said, I talked to them with a very authoritative and strong tone of voice for them to listen to me. When I came back from the office, there were already children fighting and they were even crying so what I did was to talk to them and tell them that I will talk to their mothers. Sometimes, I use reverse psychology to make them behave.”*

*I talk to a shy kid. I sit him beside me. But one time, I encountered a pupil who didn't like me because I was a Grade 2 teacher. I was transferred to Kindergarten because of lack of teachers. For the first week, I was not their teacher, and that child was used to running inside the classroom. When I became their teacher, he still continued what he has been doing – run and run inside the room. I then talked with the parent and the child, and there was a positive result.*



**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Ang mga bata kasi sa ngayon matigas ang ulo. Siguro kasi sa computer, na napapanood nila sa T.V. at radio lalo na sa computer nagagaya nila. Yung media. Kaya dapat ang magulang iguide ang mga anak nila halimbawa may nag-aaway o nagmumurahan.

**Translation**

*Kids nowadays are hard-headed. Maybe because of computers, of what they see on television and what they hear from the radio. They imitate what they see especially from computers. This is the reason why parents should guide their children, like when there is a fight or using bad words.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies; and**

**4.2 social competencies of your pupils?**

Pinapalangkapan yung bata pinapupunta ko sa harap. Tapos sinasabi ko sa mga bata o gayahin nyo siya. Tapos sinasbihan ko sila ng very good. Yun Masaya sila. Kasi pag very good daw sila may reward sila sa parents nila.

Singing at paglalaro effective yan para maenjoy nila yung ginagawa nila sa classroom.

Wala naman po siguro dapat lang lagi lang silang kinakausap.

**Translation**

*I asked the child to go to the front, and we clapped for him. I told the class to try to be like him because he is a good model. I also commend them and say "Very Good", and they are happy. According to the children, if they are very good, they get rewards from their parents.*

*Singing and playing are effective because the children enjoy what they do inside the room.*

*Nothing really essential except talking to them always.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**



Kasi po di pa ko nakarating dun na may problema. So wala po.

**Translation**

*None, because I haven't encountered any problem yet.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Makatulong yan sa mga bata yung mga pag-uugali nila. Mga ugali na dapat mula sa bahay. Puwede natin dalhin sa guidance office para makatulong.

**Translation**

*It will help the children especially in developing their attitudes which should have started at home. We can also ask the Guidance Office to help.*

**Teacher Aniway (T<sub>5</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

Pagiging makulit. Kasi nag grade 5 teacher ako. Di ba po? Kasi isang saway ko lang sa kanila, parang kuha na nila agad. Sa mga bata po sa kinder mauubusan ka talaga ng pasensiya. Yung iba malaming, yung iba natutuwa naman po ako sa kanila. Yun po yung kanilang personality.

**Translation**

*Being naughty. When I was a teacher in Grade 5, with just one instruction, the pupils understand me but with the Kindergarten pupils, my patience is really tested. On the other hand, some pupils are sweet and I am also delighted with others. That is their personality.*

**1.2 Identify and describe the social competence**

Sa ugali ng bata. May mga mahiyain at hindi mahiyain. Gaya ng isa kung studyante mahiyain sya. Pinagmamasdan kulang sya. yun pala pag nagsasalita sya nag baby pa sya. Sabi ng nanay nya maigsi ang dila nya. Kaya sya tinutukso. Sabi ko, makipaglaro ka sa kaklase mo. Binigyan ko na lang siya ng mga activities. Pero inamuamo ko rin. Hindi rin kasi pala labas ng bahay. Ginawa kung anak anak, parang anak. Sabi ko wag kang matakot pag inaway ka bahala si teacher.



### **Translation**

*Behavior of the child. There are kids who are shy while some who are not. I have one pupil who is shy. When I observed him, I found out that he is using "baby talk" that's why he is being bullied. When I asked his mother, she said the kid has a short tongue. I told him to play with her classmates. I gave him activities and I tried to make him to like me. He also doesn't like to go out of their house. I treated him as my son and I told him not to be afraid if a pupil bullies him because I will take care of him.*

**2. What are the difficulties that you have encountered or observed in connection to the:**

#### **2.1 Personal Competence**

#### **2. 2 Social Competence of your pupils?**

*Iba na ang bata ngayon. May isang bata sinumbong ko sa nanany nya. Sabi ko sa kanya yung lahat ng ginagawa ko ginagaya nya. Pinagalitan sya ng nanay kaya sinipa nya. Ganun din pala sya sa bahay. Kaya gaya kanina sinipa rin nya kung kakalase nya.*

*Sa bahay may mga kapatid at mama. Kaya ganun din dito sa room magkakapatid at ako ang mama niyo kaya wag kayong magaaway magmahalan kayo.*

### **Translation**

*Kids are different nowadays. There was this kid who always imitates all what I do and say, and I told the mother about this. She scolded the boy and kicked him. I realized that what he sees at home, he also does it in school; he also kicks his classmates.*

*At home, we have siblings and a mother. It is similar here in the classroom, you are brothers and sisters and I am your mother, so you should not be fighting. Instead, you should love each other.*

**3. What could be the possible factors that affect their;**

#### **3.1 Personal competence**

#### **3.2 Social competences of the kindergarten?**

*Family po nila. Kasi di naman kami nagmumura sa school. So kung ano yung naririning nila sa bahay dinadala nila dito sa school. Yung isang bata nga kinukuwento nagsusugal ang lola nya e.*

### **Translation**



*Their family. We don't say bad words in school. So, whatever the kids hear at home, they bring it to school. One of the pupils even said that his grandmother does gambling.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies; and**

**4.2 social competencies of your pupils?**

Pinapaliwanag ko sa kanila. Inaamo ko sila. Binigay po kasi sakin lahat yung mga salbaheng bata e. Siguro pag ayaw nilang magsulat tamad na, kakagunting tapos wala ng interes. Ginagawa ko nagpapakanta ko, nagkukuwento ko. Minsan may kinalaman sa lesson. Minsan wala lang para magising lang sila.

Wala lang kinakausap kulang sila palagi.

**Translation**

*I explain to them and do my best for them to like me. I was assigned all the problem kids. Sometimes when the pupils don't like to write anymore, get tired of cutting papers, or lose interest, I ask them to sing or I tell stories.*

*Nothing essential. I just talk with them always.*

**5. Is there any existing Guidance program or service that offers support for your pupil's of personal and social competencies? How?**

Wala po kaming ganun dito. Ewan kulang pero wala pa kung narinig na ganyan.

**Translation**

*We don't have a guidance program here. I just don't know, but I haven't heard anything like that.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Maganda yun para matulungan yung mga bata. May mga bata nahihiya. Yung iba nga di pa alam yung pangalan nila. Hinahanap pa yung bag nya at ID nya. Grabe nga di nya alam yung panaglan nya. Di nya masabi.

**Translation**

*That is good, so the kids will be helped. There are kids who are shy. Others don't even know their names. There was a pupil who always looks for his bag and ID and doesn't even know his name because he cannot even say it.*



## Teacher Fe (T<sub>6</sub>)

### 1. Personal competence and social competence

#### 1.1 Identify and describe personal competence

As educator, how you handle your pupils and your classroom management. It's more of readiness. Preparation sa tingin ko po yung hindi pa sila talaga ready. Readiness for formal schooling. Almost of my students are ready naman. Lalo na yung may background na nakapag nursery na. pero yung iba wala hrap pa.

#### *Translation*

*As educator, how you handle your pupils and your classroom management. It's more of readiness. Preparation or readiness for school, I think, is what the kids lack. Almost all my students are ready especially those with background – those who underwent Nursery – but others really are not ready.*

#### 1.2 Identify and describe the social competence

Siguro yung relationship nila sa peers nila. May mga bata kasi na solong anak lang kaya pagdating sa school di sila sanay na may kalaro. Kapag kaya na nilang makihalubilo sa iba.

#### *Translation*

*I think, their relationship with their peers. There are kids who are the only child in the family, and they are used to have playmates. The pupils are socially competent if they can already mingle with others.*

### 2. What are the difficulties that you have encountered or observed in connection to the:

#### 2.1 Personal Competence

#### 2.2 Social Competence of your pupils?

Ibang iba po kasi ang bata sa private kaysa dito sa public school. Minsan may tinuturo ako hindi pala nila alam.

So wala pa kung idea kung paano ang mga bata sa public school

May pagkakataong gusto ng ibang bata lahat ng laruan sa kanila lang ayaw nilang magshare. Nag-aagawan sila sa toys. So ipinapaliwanang ko sa kanila na dapat nagshashare. Siguro may kinalaman din yun sa ginagawa nila sa bahay. Baka isang bata lang sya kaya ganun di sanay na may kalaro. Although alam ko naman



na normal yun di po kasama yun sa stages ni Sigmund Freud. Nakalimutan kuna kung anong stage yun e.

**Translation**

*Pupils from private schools are different from those in the public schools. Sometimes when I teach, they have no idea about what I am saying. I still have no idea how public school students behave.*

*There are instances that some children don't want to share toys with others. They fight over toys. So, I explain to them that they should share. Maybe, this behavior is related to what they do at home. Maybe the kid is the only child, so he is not used to having playmates. Although I know that it is also a normal behavior; it is one of the stages by Sigmund Freud.*

**3. What could be the possible factors that affect their;**

**3.1 personal competence**

**3.2 Socila competences of the kindergarten pupils?**

Family at yung environment nila. May mga bata po kasi talagang sobrang kulit, nananakit at nagmumura. Yung ibang bata nga sana na parang salitang kanto ang salita nila. Parang walang breeding. Pero mas may nagsasabi naman ng "po" dito sapublic kaysa sa private. Ang problema lang may mga parents na kahit ipatawag mo hindi pumunta. Sasabihjin na lang sayo ng bata, "di pupunta si tatay kasi lasing siya kagabi".

**Translation**

*Family and environment. There are kids who are really naughty. They hurt others and also say bad words. Other kids use street language as if they were not taught not to. But more students here in the public schools say "PO" (show respect) than in the private school. The only problem is when parents are asked to see me, they don't come. The child will just tell the teacher, "My father can't come because he was drunk last night."*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies; and**

**4.2 social competencies of your pupils?**

Hinahayan ko muna sila. Ginagamit ko yung ibang bata para maconvince yung ibang bata.

Groupings po. May ibat-iba silang activities na ginagawa. Nakikipagkuwentuhan ako sa kanila. Lalo na yung mga interes nila. Nakikipaglaro ako sa kanila gusting-



gusto nila yun. Although mahirap kasi iba-iba yung ginagawa ko e. Tapos kinakausap ko yung mga magulang nila. So dinadahan-dahan ko ang pakikipag-usap sa magulang. Paki kausap nyo po yung anak nyo. Minsan ayaw pumunta tapos malalaman mo na lang sa bata. Teacher di po yun pupunta kasi lasing po yun kagabi. Kailangan kasi may cooperation yung mga magulang. Usually, ang mga tatay ang naghahatid dito, yung mga nana yang nagwowork. Majority ng parents ko ganun.

Pagiging friendly. Kaya halos lahat ng parents dito gusto ako ang teacher ng kanilang anak.

Group play activities.

Dramatic play kasi naeexpress nila yung sarili nila through play. Kaysa para kang naglelecture.

Minsan para akong clown para lang makuha yung attention nila. Napaka effective ng play. Gaya ng fishing games naming yung isang bata medyo hrap marecognize yung letters kumakanta kami tapos naglalaro kami ng fishing. So na boost yung confidence niya.

Singing napaka-effective sa kanila.

### **Translation**

*I just let them be. Then I use other pupils as models to convince the other kids.*

*I utilize different group activities simultaneously. I also converse with them especially about their interests. I also play with them, and they really like it. It is a little bit difficult for me because I have to do different activities at the same time.*

*Sometimes I talk to their parents. I subtly tell the parents to talk to their kids. But sometimes parents don't come to meet me when I call for them. The child will just tell me that his father can't see me because he got drunk the night before. Teachers also need the cooperation of the parents. Usually, the father accompanies the child to the school because the mother is working.*

*Being friendly. This is the reason why majority of the parents like me to be the teacher of their kids.*

*Group play activities.*

*I use dramatic play more often than lecturing because children can express themselves through it. Sometimes I even act like a clown just to catch their attention. Play is really very effective like our fishing games. One time, a pupil had a difficult time recognizing letters, so we sang while playing 'fishing'. Then, his confidence was boosted. Singing is also very effective.*



**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

Wala po akong alam. Wala kasi kaming right person para tumulong sa amin gaya ng guidance counselor. Pag may problema diretso kami sa principal naming. Ang guidance counselor po namin dito teacher lang din po. Mas may guidance service siguro na ibinibigay sa high school. May guidance office pero wala talaga kaming guidance counselor.

**Translation**

*I don't have any idea. We don't have the right person to help us like a guidance counselor. If there is a problem, we go directly to the principal. Our guidance counselor is a classroom teacher. Maybe guidance services are more useful in the high school level. We have a guidance office, but we don't have a guidance counselor.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Oo naman po. Para naman matulungan yung mga bata. Sana pati rin yung mga parents kasi kapag may problema sa magulang wala ka talagang support na makukuha sa kanila.

**Translation**

*Yes, of course. This will help the children. I hope there will also be a program/model for parents because if a problem arises, parents don't help or support us.*

**Teacher Belle (T<sub>7</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

Active, handa ng mag paiwan sa nanay. Ready na hindi sila. Hindi na shoshock. Di na sila natatakot sa teacher sa harap. Ang pagkakintindi ko hindi lang ready yung bata kundi may stock knowledge na sila. Yung bata nagreresponse nakikipag communicate. Puwede ng iwan ng parents nila.

**Translation**

*Active, ready to be left by his mother. They are already prepared for school. They are not shocked or surprised. They are not anymore afraid of the teacher in front of the class. As I understand it, a child has personal competence if he is ready, has stock knowledge, and is able to respond or communicate to others.*



## 1.2 Identify and describe the social competence

Socially competent more on sa mga batang ganun marunong nang makibagay sa bata pati sa adult. Friendly at sociable sila.

### **Translation**

*A child is socially competent if he can mingle with other kids and adults. They are friendly and sociable.*

## 2. What are the difficulties that you have encountered or observed in connection to the:

### 2.1 Personal Competence

### 2.2 Social Competence of your pupils?

Bawal daw po kasing magpasulat at magpabasa. Pero pag pumunta na sila sa grade 1, nagtatanong ang grade teacher bakit ganun. So ginagawa ko gumagawa ako ng way para di sila mapag-iwanan. Pag may sumisilip di ako nagpapasulat. Sabi po ni Dr. Farma supervisor ng Kindergarten sa Malabon. Batang tamad sumulat. Sinusuyo ko na lang palagi. Binibigyan ko sila ng something. Pero may mga batang sinungaling. Minsan nga di ko nalaman na natakasan na ako ng isang bata na di ko namalayan. Grabe yung mga ugali. So kinakausap ko yung magulang lalo na yung bigla nawala yung bata napunta sa palengke. Inamin naman ng magulang na ganun yung anak nila. Narinig ko sinabi ng tatay bakit ganun di nila nababantayan yung mga anak natin. So ang sabi ng principal bigyan na lang ng certificate at wag ng papasukin. Pero hinayaan na lang naming na may kasama sya sa room kahit kapatid nya para may taga saway sa kanya. May mga bata na inaisolate nila ang sarili nila. Pero di ko sila pinipilit. Maraming reason kaya mahiyain sila. So hindi ko sila pinipilit. May mga bata na mahiyain. Yung iba nag baby talk. Kaya tinatama ko yung sinasabi nila. Pinaulit ko yung salita ko sa kanila. Kinakausap ko yung parents na huwag kausapin na parang baby yung mga anak nila. Wala namang pasaway na parents sumususnod naman. Pag may ayaw magshare ng toys pinapaliwanag ko sa kanila. Di ko sila pinagagalitan kundi pinapaliwanag ko kung bakit kailangan mag share.

### **Translation**

*Reading and writing are excluded in the activities for Kindergarten. But when they go to Grade 1, their teachers ask them why can't they write or read. So I try to do something so that they will not be left behind. If somebody comes to observe, I don't give them writing activities. Dr. Farma, the Kindergarten Supervisor in Malabon said, "Kid who is lazy to write". I do my best to let them write. Sometimes I give them something. But there are kids who are not honest. One time, there was a pupil who left the room without my knowledge; he went to the market. His attitude is really not pleasing. I talked to his parents and they admitted that the child really behaves that way. However, the father complained why we can't look after their child all the time. Our principal suggested that we just issue a certificate*



*and not let the child come to school anymore. But we let the child continue to come to school, but his sister has to stay inside the room to restrain him when he is naughty.*

*There are kids who isolate themselves. There are many reasons why they behave like that so I don't force them. There are kids who are shy, some even baby talk. When they baby talk, I correct them and let them repeat what they said in the proper way. I also advise the parents not to use baby talk with their children. If a child doesn't want to share toys, I explain to him why he should share. I don't scold him; I just explain.*

### **3. What could be the possible factors that affect their;**

#### **3.1 Personal competence**

#### **3.2 Social competences of the kindergarten pupils?**

Kasi po nagwowork pareho ang magulang nya. Madalas naiwan siya sa kapatid niya o pag minsan daw sa kapitbahay pa. Minsan nga kahit dito sa school nakita ko kahit yung parents niya di niya sinusunod. Minsan nahuli siya ng principal, sinabihan siya wala lang parang walang narinig. Nahiya nga ako kasi ako yung teacher nya. Ang gaan ng kamay. Kahit maliit siya kaya niyang paiyakin yung mga malalaki sa kanya.

Mahilig syang magtago ng gamit ng kaklase nya.

#### **Translation**

*There was one child who bullies his classmates. Both of his parents are working so, most of the time, he is left with his sibling or sometimes with their neighbor. I saw, one time, in school, he didn't obey his parents. Another time, the principal caught him and apprehended him and he acted as if he heard nothing. I felt ashamed because I am his teacher. He can make his classmates cry, even those bigger than him. He is also fond of hiding things of his classmates.*

### **4. What strategies/ techniques do you employ to to enhance the:**

#### **4.1 personal competencies; and**

#### **4.2 social competencies of your pupils?**

Ginagawa ko binibigyan ko siya ng laruan. Hinahayaan ko siyang maglaro. Binibigyan ko siya ng maraming gagawin. Pero ayaw niyang maglaro mag-isa. Ginugulo niya yung iba. Pinapakanta ko sila. Inaalam ko yung mga talent nila. Kasi ganun kasi ko e. Kung ano ang personality ng teacher ganun din yung pupils mo. Nasa atin kasing mga guro para mamotivate sila.



Storytelling din ginagamit ko. Nagpapa showtime ako para makuha ang interes nila. Role playing or minsan naman modeling. At nakakatulong kasi na bobooast yung confidence nila.

**Translation**

*I give him toys and let him play alone. I also give him plenty of activities to do. But he doesn't want to play alone, so he disrupts the activities of his classmates.*

*I let my pupils sing. I try to discover their talents. I believe that the personality of the teacher is reflected in how her pupils behave. It depends on how they are motivated.*

*I utilize storytelling. I let them imitate "showtime" so that I can bring out their interest. Sometimes we do 'role playing' or 'modeling'. These really help to boost their confidence.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

Last year may problema ko. Pero hindi pa ako nakapunta sa guidance office naming kasi ang alam ko po wala. Pero malaki ang matutulong sa amin ng guidance counselor kasi yun ang field of expertise nila. Dun ang focus nila kung paano imomold ang bata.

**Translation**

*Last year, I had a problem but I wasn't able to go to the guidance office because what I know is that we don't have one. Having a guidance counselor will be of big help to us because that is their field of expertise. Their focus is to mold the child.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Yes makakatulong yang model na yan. Lalo na sating mga teachers.

**Translation**

*Yes, the Model will be of help especially to us, teachers.*



**Teacher Leann (T<sub>8</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

Ano po, marunong na siya makihalubilo. Yung mga skills kaya na niyang magawa.

**Translation**

*A pupil has personal competence if he knows how to mingle with others and also if he can do the skills for Kindergarten pupils.*

**1.2 Identify and describe the social competence**

Pag socially kaya nya makibagay o mag adjust sa environment.

**Translation**

*A pupil is socially competent if he/she can adjust already to others and to their environment.*

**2. What are the difficulties that you have encountered or observed in connection to the:**

**2.1 Personal Competence**

**2. 2 Social Competence of your pupils?**

Nung opening palang, hindi na inaalow ang parents na pumasok. May 1 week activity kasi kaming binibigay before magstart ang class para makapag-adjust ang bata. So may mga nag-iiyakan. Hindi kasi ako masyadong malambing na teacher. So sinubukan ko yung hinayaan ko yung kapatid nandun lang sa labas. Pero nung ayaw muling magpaiwan, ginawa ko, kinandong ko siya so nagpaiwan na siya. The next day ok na siya kasi minsan ang bata naghihintay lang din ng approval ng teacher nila e. Na pipil nila na accepted sila. Kung ayaw pa rin magpaiwan at least alam ng magulang nag-effort tayo. Pag nagwawala na ang isang bata. Pinapauwi na lang namin sila sa parents nila. Tinatanong ko kung ayaw nila sakin at may titser siyang gusto ok lang sa akin na ilipat na lang natin sya doon kung dun siya mas makikinig at matututo. May mga mahiyain na bata. Ang ginagawa ko sila ang ginagamit kung example sa klase. para makuha ang atensyon nila. Sinasabi ko, o mga bata gayahin nyo tong kaklase nyo napakabait.

**Translation**

*Since the opening of classes, parents have not been allowed to enter the room because we have an activity that lasts for a week for the pupils to be able to adjust. Thus, there were kids who were always crying. I am not a teacher who is sweet to the pupils. I then tried letting a brother or a sister stay outside the room. But one time, when the pupil didn't like to be left in the room, I put the child on my lap. The next day, it was okay with the child to be left. Sometimes, the children also*



*need approval from their teachers. In that way, they feel that they are accepted. If the child still doesn't want to be left in the room, at least the parents know that the teacher has done his part.*

*If a pupil has tantrums, we ask the parents to bring him home. I ask the pupils if they like me and if they don't and want to transfer to another class/teacher, I let them as long as they can learn there. There are shy pupils. I make them the model in the class in order to get their attention. I tell the class to imitate their classmate because he is a good pupil.*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Yung mga magulang nila. Yung environment din nila. Kasi kung ano yung nakikita nila yun ang ginagawa nila e. dahil dun nadadala nila yun sa school.

**Translation**

*Their parents and their environment are factors that affect their competencies because whatever they see in the house or in their surroundings, they imitate and do it also in school.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies;**

**4.2 social competencies of your pupils?**

Minsan tinatanong ko sila kung ano ang gusto nilang gawin. Tapos kung ano yung majority na sagot yun ang ginagawa ko. Pero ang pina ka effective yung may follow up sa bahay. Kahit gingawa sa school sa bahay naman di nila matutukan wala parin. Lalo na sa pagsusulat. Lalo ngayon wala paring kaming mga aklat. Yung daily routines na ginagawa namin.

Group activities po. Yun lang po.

**Translation**

*Sometimes, I ask the pupils what they like to do. Whatever the majority likes, then that is what we do. The most effective strategy, however, is following up the lessons at home. Even if the activities are done in school, if there is no follow up at home, it is not enough especially when it comes to writing and at this time that we still don't have books. We do daily routines.*

*Group activities, that's all.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**



Wala po kaming ganyan. Kung sa klase naman. Pag sa discipline dinadala naming sila sa guidance office. Pero guidance teacher ang tawag naming kasi di naman talaga sya graduate ng guidance and counseling e. Floating teacher po sya. Pag vacant time nya dun sya sa guidance office. Wala po kaming mga guidance services.

**Translation**

*We don't have a guidance program or service. If we have a problem with discipline in the class, we bring the pupil to the guidance office, but the one who tackles the problem is a guidance teacher. She is not a graduate of guidance and counseling. She is a floating teacher, meaning, during her vacant period, she stays in the guidance office.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Maganda po yan kung merun.

**Translation**

*That is good if there exists one.*

**Teacher Michelle (T<sub>9</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

Siguro sa attitude. May mga bata na iba iba. May salbahe, may tahimik hindi nagsasalita. Kaya as teacher dapat malawak ang pang-unawa mo. Dapat alam mo kung paano sila ihandle. Yung mga mahiyain darating ang time magbabago yun. Sa awa ng Dios napagtiyagaan naman kaya after 10 months may natutunan naman sila.

**Translation**

*In terms of attitudes, perhaps. Kids differ from one another. Some are naughty, and some quiet. As teachers, we need to have an open mind. We should know how to handle the children. Time will come that those who are shy will be able to overcome their shyness. By God's blessings, and with my patience, after 10 months they have learned something.*

**1.2 Identify and describe the social competence**

A yun naman yung sa ibang bata. Kung nakikisalamuha sila. Syempre tuturuan mo sila kung paano makipagkaibigan sa ibang kaklase nila. Makipaglaro at makibagay.

**Translation**



*Social competence is how kids mingle with others. A teacher should teach them how to be friends with their classmates. They should learn how to play with others and adjust to their classmates.*

**2. What are the difficulties that you have encountered or observed in connection to the:**

### **2.1 Personal Competence**

### **2.2 Social Competence of your pupils?**

Yung mga attitude nila. May mga batang dapat pakibagayan mo. Dapat uutuin mo kasi iyak ng iyak. Kaya kinakausap ko sila. Minsan kapag di na effective yung pambobola ko, dinadaan ko na rin sa takutan. Minsan kasi po na experience ko yung minura ko ng bata. Biglang tumakbo sa labas, kahahabol ko, natadyakan nya ko. Nung binalik ko sya sa room ayun, minura nya ko at sinabi nya na...mamatay ka na. Sobrang inisko talaga, sinabi ko na ayaw kunang Makita ang mukha mo bukas. Yung lola kinabukasan nagpunta at humingi ng tawad sa ginawa ng apo nya. Sabi ko bibigyan ko pa ng isa pang pagkakataon ang apo nyo. Pero pag naulit uli at minura ako uli. Sa guidance po tayo maghaharap. So nalaman ko bata palang yun tinututruhan na ng mga magulang na magmura siguro natutuwa sila kasi bubulol bulol na nagmumura. Ngayon diretso ng magsalita kaya yung PI nya sobrang tunog. Ok lang yung mga umiiyak e. pinababayaan ko lang sila tumitigil din naman.

Kapag ayaw nilang sumali sa mga gawain namin kasi minsan nahihiya sila. Kaya pinapaalala ko, "di ba sabi mo good pupil ka e paano mo matutupad yun kung di ka mag-aaral at gagawa ng mga activities natin"? Ganun po. Tapos gagawa naman. Basta tiyagaan lang, konting bola.

#### **Translation**

*Their attitude. There are pupils whom a teacher should adapt to. You should be gentle with them because they cry continuously. So, I talk with them. If talking to them is not effective, I scare them. I had an experience with a pupil who cursed me. He ran outside, and when I ran after him he kicked me. When I was able to bring him back inside the room, he also said bad words to me. He even said, "I hope you'll die". I was really mad with him that I told him that I don't want to see him again the next day. His grandmother came the next day to say sorry. I told his grandmother that I am giving the child one more chance but if it will happen again, I will bring him to the guidance office. I found out that when the child was still young, he was taught to say bad words. The parents were pleased with the child when he would be uttering bad words because he could not them well, but now he can already pronounce well the words. Those kids who cry, it is fine with me because after some time, they stop.*



*If the kids don't like to join in the activities because they are shy, I remind them, "Isn't it you told me that you are a good pupil? How can you be one if you don't study and join in our activities?" With such push, they join in the activities and study. One should just have more patience.*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Syempre nasa magulang yun. Gaya nga nung studyante ko. Mismong magulang ang nagtuturo ng pagmumura. Kung ano yung ugali ng anak nila ganun din sila. Kaya kahit yung lola walang magawa.

Sa loob ng bahay pag nagmumurahan na, gagaya ng mga bata.

***Translation***

*Of course, it depends on their parents. Like one of my pupils, the parents are the ones who taught him to say bad words. What the child sees at home, he imitates it. His grandmother cannot do anything. If they say bad words inside the house, children usually do the same.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies;**

**4.2 social competencies of your pupils?**

May bata na natatakot daw sa akin. So kinusap ko siya pero after four days tumatayo na siya. Dati talaga kahit ilang tawag ko wala deadma talaga. Group activities nakatulong yun sa kanila. May mga batang bully. Sabi ko pag may umaway sa inyo sabihin kaagad kay teacher. kasi baka sabihin ng magulang wala akong ginagawa. Si teacher ang bahala sa kaklase nyo. Iba nakasi ang bata ngayon. Bata pa lang sinungaling na. so lagi ko talagang ginagawa kausapin ng kausapin ang mga magulang nila. Hindi lang po mga batang lalaki ang nagbubully ngayon pati mga batang babae. May babae na rin talagang maldita. Kahit sabihin mong tumahimik, mas mag-iingay sila. Huwag magtapon ng basura, ganun din gagawin magkakalat din. Bagay estudyante ko din yung ate nya dati ganun din. Kaya nasasabi ko manang mana ka sa ate mo. Heart to heart talk ang ginagawa ko. Kahit second parent ako. Kung yung magulang nila di sila natuturuan at napasusunod. E ano naman ang mgagawa ko maiksi lang ang oras na hawak ko sila.



Binibigyan ko sila ng maraming activities. Kagaya nung mahiyain kong bata. Ginagawa kong leader sa harap. Kung ano yung ginagawa ko sa harap ginagaya nya. Para Makita nilang kaya nila.

Nagpapakanta ako.

Pagkukulay, paglalaro po. Natutuwa po sila pagnagkakantahan kami. Paborito nila yung kantang pito<sup>2</sup>. Eeffective po yung kanta nag eenjoy sila dun. Ayaw lang nilang magsulat. Sinasabi ko sa kanila. Kahit pangit basta makita ko na kaya mo nang isulat ang pangalan mo. Yun ang sinasabi ko. Pagkukuwento din, gusto nila yun.

**Translation**

*They say children are afraid of me. I talked to them and after four days, they started to stand up. Before, they just ignore me every time I call them.*

*Group activities help the children. There are pupils who bully others. I ask them to tell me immediately if someone bullies them because parents may think that I am not doing anything. I tell them that I will take care of them, and I will be the one to apprehend the one who bullies them. Kids are really different nowadays. They are still kids, but they are already dishonest. So, I talk with their parents. Boys are not the only bullies, even the girls are. There are girls who are wicked. Even if you tell them to keep quiet, they will still talk loudly. I tell them not to litter, yet they still do it. The sister of this certain pupil was also my pupil before, and she was also hard-headed. I told her, she is just like her sister. I talked with her heart to heart. As the second parent, I cannot do anything if their parents cannot teach them. What can I do when I have less time with them?*

*I give them plenty of activities. There was this one pupil who is very shy. I made him the leader who stays in front. Whatever I do, he will imitate it so that the others will see that they can also do it.*

*I let them sing. Sometimes I ask them to color some drawings, or I let them play. They enjoy when we sing. They really like the song "Pito-pito". Singing is really effective because they enjoy it. They just really don't like to write. I tell them that even if the handwriting is not good, it is fine as long as they can write their names. They also enjoy storytelling.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

Wala po.

**Translation**

*We have no Guidance Program.*



**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Oo naman po. Bakit naman hindi kung makakatulong naman talaga. Para rin mabawasan ang sakit ng ulo namin.

**Translation**

*Yes, of course. Why not, if it will help and our problems will be lessened?*

**Teacher Cris (T<sub>10</sub>)**

**1. Personal competence and social competence**

**1.1 Identify and describe personal competence**

First time kung nagturo ng kinder grade 5 and 6 kasi ang hawak ko sa private. For me personal competencies is all about the abilities of every student. Kasi merun silang ibat-ibang abilities, behavior, interes.

**Translation**

*It is my first time to teach in Kindergarten because I taught Grades 5 and 6 in the private school. For me, personal competency is all about the abilities of every student because they have varying abilities, behavior, and interests.*

**1.2 Identify and describe the social competence**

Social competence is all about interaction with other students. Pano mag interact.

**Translation**

*Social competence is all about interaction with other students.*

**2. What are the difficulties that you have encountered or observed in connection to the:**

**2.1 Personal Competence**

**2.2 Social Competence of your pupils?**

Mga batang ayaw mag paiwan until now. Mommy niya o kahit yung kuya niya gusto niya lagi niyang nakikita. Kaya inaalow ko na lang yung parent magstay outside sa room. Kasi yung batang yun inconsistent, pala-absent kaya parang laging nag-aadjust. Tingin ko kasi di pa siya sanay makipaghalubilo.

Mga batang umiiyak pa rin at yun nga ayaw magpaiwan sa loob ng klase. Batang nananakit kaya nilalayuan ng mga kaklase nya. Pag tinanong mo yung parents sasabihin lang sayo, "Naku teacher sa bahay ganyan din yan".

**Translation**

*Pupils not wanting to be left in school until now. There's this pupil who wants to see his mother or brother all the time. That is the reason why I allowed his parent*



*to stay outside of the room. This child is inconsistent. He is always absent, thus he has not adjusted yet. He is still not used to mingling with other children.*

*The children who are always crying and those who don't want to be left inside the room. A pupil who keeps bullying his classmates so they shun away from him. If you ask his parents about his behavior, they would just say, "Teacher, that's how he also is at home."*

**3. What could be the possible factors that affect their;**

**3.1 Personal competence**

**3.2 Social competences of the kindergarten pupils?**

Sa bahay nila talagang problema na sila. Kahit mga parents sinasabi ganun yung ugali ng mga bata lalo na yung may mga attitude problems.

**Translation**

*These kids are already problem children in their own homes. Parents tell us that it is really how their kids behave especially those with attitude problems.*

**4. What strategies/ techniques do you employ to to enhance the:**

**4.1 personal competencies;**

**4.2 social competencies of your pupils?**

No. 1 yung game. Pagkumakanta kami malaking tulong po yun. Pagkukuwento po or storytelling kasi every story po namin dinidiscuss namin yung moral lesson from the story. Through that, nalalaman nila yung mga dapat gawin at hindi. Storytelling na makakarelate sila. Pagbibigay ng positive reinforcement - stars, sticker o pagsasabi ng very good.

**Translation**

*Firstly, I use games. Then we use singing which helps a lot. I also do storytelling, and we discuss the moral lesson of every story that we have. Through that, they realize what they should and should not do.*

*I utilize stories that they can relate to. Giving positive reinforcement like giving them stars and sticker or praising them with "very good".*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**



As of now hindi po ko aware kung may mga ganung program kasi bago palang naman ako dito sa school.

**Translation**

*As of now, I am not aware if there is a program in the school because I am new here.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

Oo naman po. Malaking tulong yun sa amin. Sana pati parents din para malaman nila na dapat may support sila sa kanilang mga anak sa bahay nila.

**Translation**

*Yes, of course. It will be a big help to us. I hope there will also be a program for parents so that they will know that they also need to support their children even at home.*



## Appendix M

### Summary of the Focus Group Discussion

#### 1. Personal competence and social competence

##### 1.1 Identify and describe the personal competence

**T7** – They can do their work on their own, and they are able to share with their classmates. Pagpunta sa CR kaya na nilang gawin. Sa madaling salita hindi mo na kailangang iguide kaya na nila ang sarili nila.

**T1** – tungkol sa kanilang mga kakayahan o abilities.

**T6** – pagkatao ng isang bata. Minsan kasi mayroong kakayahan ang bata kaya lang di niya mailabas.

##### **TRANSLATION**

**T7** – *They can do their work on their own, and they are able to share with their classmates. They can already go to the rest room alone which means that you don't need to guide them anymore because they can do it by themselves.*

**T1** – *It is about their capabilities or abilities.*

**T6** – *It is the personality of a child. Sometimes a child has capabilities, but he does not show it.*

##### 1.2 Identify and describe the social competence

**T1** – eto siguro yung pagiging friendly. May mga batang friendly, merong hindi. Siguro sa loob pa lang ng bahay hindi na nadevelop kaya ganun. Maaring wala rin silang kalaro, sa bahay kaya ganun. O kaya naman nakasanayan na niyang mag-isa. Pagpasok palang sa school alam mo na yung batang maraming kaibigan at yung batang magulo. Hahahahahahaha. Sila siguro yung sosyal hahahahahahaha.

**T8** - sila yung mga batang marunong mag-adjust sa environment. Tapos yung ibang nagpapaiwan sa nanay. Although, hanggang ngayon merong ayaw pa ring magpaiwan sa nanay. Minsan may isang bata naghilahaan na kami para pumasok siya. Ayun pumasok naman umiiyak nga lang. pero maya-maya tumigil na rin sya.

**T9** – Sa akin hanggang ngayon may umiiyak pa kaya kinakausap ko yung mga nanay na kausapin ang mga anak nila. Kasi pag may batang umiiyak nahihirapan din akong makapagconcentrate sa itinatuturo ko tapos yung iba naman nadidistract. Kaya kinakausap ko yung mga parent na may anak na umiiyak na pauwiin na lang muna yung anak nila kasi baka hindi pa talaga ready.

**T2** – Sa akin, eto ay may kinalaman sa pakikipagsalamuha ng bata. Yung ibang bata na may kaya at wala. Yung batang wala, parang nagkakaroon ng insecurity sa sarili kasi



nakikita nya yung kakalase niya maganda yung mga gamit tapos siya wala. So tahimik at malungkot sya.

### **TRANSLATION**

**T1** – *Maybe, this refers to being friendly. There are children who are friendly, and there are those who are not. It is possible that at home, the child is not developed. He has no playmate or he is used to being alone so he becomes unfriendly. As they enter the class, you can already determine who has plenty of friends and who are naughty.*

**T8** – *These are the kids who are able to adjust or adapt to their environment. Some of them can already be left in the classroom although other kids still don't want their mothers to leave them. One time, I needed to tug or yank him from his mother just for him to enter the room. He entered the room crying but after sometime, he stopped crying.*

**T9** – *In my class, there are pupils who are still crying, thus, I asked the mothers to talk to their children because if a child is crying inside the room, I cannot concentrate on my teaching because I am distracted. I advise the parents of those kids who are still crying to bring home their children. It is possible that their kids are still not ready for school.*

**T2** – *For me, this has to do with how the child mingles with others and those kids who are affluent and those who are poor. A poor child develops insecurity because he sees that his classmate has attractive things while he has nothing. He then keeps to himself and is lonesome.*

## **2. Describe the difficulties you encountered or observed in connection to the**

### **2.1 Personal Competence**

### **2.2 Social Competence of your pupils**

#### **PERSONAL COMPETENCE**

**T7** – Yung isang pupil ko ayaw magsulat. Sabi ko sa kanya kahit panget yan tsetsekan ni titser yan. Ayaw niya talagang gumawa, Sabi ko, O bakit di ka gumagawa? Sagot ba naman, e hindi nga ako marunong e. Sabi ko, anak kahit konti lang, kahit panget may tsek yan kay teacher. Tapos ang gagawin niya tatago niya yung papel nya tapos mag-iikot-ikot sa klasrum. Kakausapin ko na naman siya. Bakit ba ayaw mong gumawa, sabi ba naman, sa bahay nga hindi ako gumagawa e. Sabi ko sa kanya (habang nanggigigil ako) e kaya ka nga pinapasok sa school e para matuto ka. Pigil na pigil na ko sa galit.

**T9** – ako pag magulo mga studyante ko sinasabi ko dadalhin ko sila sa principal.

**T8** – Ako rin. Kung ayaw niyong makinig sige dun kayo sa principal office.

**T2** – Ako naman ang sinasabi ko. Sige ayaw mo sa akin makinig. Sige dun kana sa ibang teacher baka sakaling making ka.

**T9** – Minsan sinasabi ko naman sa guard. Kasi si kuya guard may maliit na kuwarta na puwede kayong ilagay.



**T8** – Pag ayaw naman magsulat. Sige ayaw mong tapusin yan. Maiwan ka dito. Effective naman gumagawa naman sila.

**T1** – Minsan, niyaya ko naman yung principal namin sa loob ng klasrum para tignan yung isang pupil ko. Sabi ko sa kanya, Ma'am, ano ba puwede nating gawin sa batang 'to? Nananakit po kasi sya e. Aba, akalain mo pati yung principal binastos din nung bata. Sabi ng principal, hindi ko gusto ang ugali mo ha. Gusto mo ipabarangay kita? Sabi ng principal. Sagot ba naman ng bata. Ikaw din gusto mo? Sabi ng principal kausapin mo nanay nito ha. Kapag hindi umayos yan palipatin na natin ng eskwelahan.

**T8** – yung estudyante kong magulo kinausap ko yung lola. Sabi ko, lola, puwede ba dalawang beses sa isang Linggo na lang kayo pumasok. Kaya lang araw-araw din pumapasok yung bata. Alam nyo po naiisip ko palang na may klase ako sa kanya, grabe, napapagod na ko kaya naisipan kong kausapin yung lola at kumbinsihin na dalawang araw na lang pumasok para makahinga naman ako sa tatlong araw.

**T1** – Ako, meron akong estudyante lahat ng mga bata nagpapa-ID na, siya ayaw niyang magpa-ID. Sabi ko, Ano ba ang problema? Ayaw niyang magsalita, ayaw niyang tumayo. Kahit ihing- ihi na siya hindi siya tumayo hangang nakita ko na lang na tumutulo yung ihi nya sa upuan niya. Di mo sya mapilit sa gusto nya. Pero pagkumakanta kami ayun, medyo gumagalaw naman siya. Paglumalabas kami ayaw din nya. Pag recess na hindi nya bubuksan ang baunan nya kaya ako na lang ang nagbubukas para makakain siya. Sabi ng lola niya, ganun daw talaga yun kahit sa bahay nila. Araw-araw siyang pumapasok kaya lang hindi siya nagsasaalita. Minsan nga binubuhat ko na ayaw pang tumayo.

**T7** – Sa akin naman, kapag sumasayaw kami yung isang estudyante ko, kapag may nakita syang mas magaling kaysa sa kanyang sumayaw ang gagawin niya uupo na lang siya. feeling ayaw niya ng nassasapawan siya. Kaya pag ganun, sinasabi ko. Walang hiindi magaling, walang hindi marunong nageexercise lang tayo para maenergize. Bibang bata siya e. pag pinatayo mo unani syang gagalaw. Pag tumayo na ang lahat nakita niyang magaling ang iba unti-unti na siyang pupunta sa likuran. Tapos sasabihin ko sa kanya. Anak, magsayaw tayo hindi natin kailangang mainsecure sa mga kakalase mo. Napaparactice naman yan e.

#### **TRANSLATION**

**T7** – *One of my pupils doesn't like to write even if I tell her that I will check the work even if it is not good. When I ask her why she doesn't like to work, she says that she doesn't know what to do. I goad her to do even a simple work, but still she doesn't want to do anything. She then keeps her paper and goes around the room. When asked again why she doesn't like to work, she told me, "I don't even work at home". So I tell her (while being pissed off), "that is why you come to school, to learn". I try very hard not to get angry.*

**T9** – *For me, when my pupils are unruly, I tell them that I will bring them to the principal.*

**T8** – *Me too. If you don't like to listen, go to the principal's office.*

**T2** – *For me, I tell them that they should be under another teacher's supervision if they don't want to listen to me and, hopefully, they will listen to the other teacher.*



**T9** – Sometimes I tell them that I will bring them to the guard because there is a small room near the guard where they can stay.

**T8** – If a child doesn't want to write, I tell him that he will be left in the classroom. It is effective because they work.

**T1** – One time, I invited the principal to observe one of my pupils. I asked her what can possibly be done with the child because he bullies his classmates. Oh my, he was also rude to the principal. The principal said, "I don't like your behavior. Do you want me to bring you to the 'Barangay'? The child answered back, "You also like me to do that?" The principal then told me to talk to the mother and that if the child does not change his behavior, then they will be advised to transfer to another school.

**T8** – I talked to the grandmother of my pupil who is unruly. I asked her to let the child come to school twice a week only, but the child is still present everyday. You know, when I think that I will see the child in my class, I already feel tired. That's why I thought of asking the grandmother for two school days for the child so that I can breathe for the other three days.

**T1** – I have a pupil who did not want to have her ID taken while all the others are busy having their IDs processed. I asked her why, but she didn't reply and she didn't even stand or move from where she was seated. She actually pissed where she was seated. You cannot force her to do what she doesn't like, but she tries to participate when we sing. During breaks, she does not want to go out of the room and does not even want to eat her snacks, so I assist her in opening her snacks so she will eat. Her grandmother told me that the child is also like that in the house. She comes to school everyday, but she does not talk. Sometimes even when I pick her up, she still does not want to stand.

**T7** – In my case, when we have a dancing activity, there is a pupil who sits down when he sees that a classmate is better than him. He doesn't like that somebody is better than him. So I usually tell the class, "Everyone is good. Everyone knows what to do. We are just going to exercise to be energized". The kid is really smart. When I ask the class to stand, he is the first one to do so. But when everybody has stood up, and he sees that someone is better than him, he slowly goes to the back of the room. I then tell him that he should continue to dance, and there is no need to be insecure because dancing can be practiced.

#### **SOCIAL COMPETENCE**

**T8** – Hindi ko alam kung sa social ba ito? Yung isa kung Estudyante naman. Noong una ok naman siya, nagpapaiwan. Pero nung simula ng nanganak yung nanay niya ayaw na niyang naiwan sa school. Gusto niya lagi siyang binabantayan ng nanay. Madalas lumalabas siya at tumatakbo papunta sa gate habang umiiyak. Syempre sa takot ko na mawala sya o mapaano siya sinusundan ko siya pag lumalabas siya. Kaso mo, naiwan ko yung 33 na bata sa room. Sabi ko sa nanay, kung ganun lang palagi, wag na lang niyang papasukin. Na-offend yata yung mother kaya nagpunta sa principals office. Ayun nagharap kami dun. Nalaman ko nga na ganun middle child siya. Naisip ko na baka kaya naghahanap ng atensyon ang anak nya, kaya ganun. Kung meron lang sana kung puwede tanungan kung tungkol dun sa behavior ng bata. Syempre kahit teacher hindi mo rin naman alam



ang lahat di ba? So gusto mo rin kahit papaano may makausap ka na expert sa mga ganung sitwasyon lalo na nga sa pag-uugali ng mga bata. Sa school gustuhin ko mang pumunta sa guidance namin, pero alam ko hindi naman siya expert sa ganun dahil teacher din lang naman siya na kagaya namin. So sana lang talaga meron kaming nakakausap na expert para makatulong sa amin.

**T1** – Yung isa ko namang estudyante matigas naman ang ulo. Walang araw na di siya nananakit. Pag nakatayo yan hahanap yan ng masasaktan nya. Parang Masaya siya na nakakasakit siya ng kaklase niya. Unang araw pa nga langnanuntok na e. Minsan, ginawa kong leader para maging busy. Maya-maya bumalik na naman sa dati niyang ugali. Pag binigyan ko naman siya ng sangkatutak na gawain at pag nagsawa na ayaw na naman niya. Ngayon, isang linggo na nagbabantay ang nanay niya sa loob ng klase ko. Sabi ko sa nanay, “Nanay, kalungin nyo na lang ang anak niyo para hindi magulo”. Alam naman kasi ng nanay na ganun yung anak niya. Pinipitasyon na nga yun ng ibang mga magulang na nasaktan ang anak nila. So para wala akong problema, pinyagan ko na lang yung nanay sa room ko.

**RESEARCHER** – Sa tingin nyo po ok lang yun?

**T1** – oo naman. Sa kanya nga di sumusunod yong anak niya, sa akin pa kaya? hahahahahaha.

**T2** – Ganyan din sa akin, nananakit. Ginagawa ko nilalagay ko sya sa tabi ko. Nilalayo ko siya sa mga kakalase nya para maiwasan masaktan niya. Kaya sabi ko sa nanay, “Pag ‘di pa po sya umayos; sa labas na siya uupo(sabay tawa) aminado naman yung mommy kahit sa bahay daw ganun yung anak niya. Kaya ayun, wala ng gustong lumapit sa kanya.

**T7** – Kaya yong ibang bata ginagaya yung behavior ng kaklase nila. Isang estudyante, bata pa lang marunong ng mag-cutting klas. Bakit ka mo aba, minsan biglang nawala. Syempre naloka ako ng kahahanap, yun pala umuwi na sa kanila. Kinausap ko yung nanay, ang sagot ba naman sa akin, naku teacher, ganyan talaga yan marunong na kasing umuwing mag-isa at sumakay sa trycicle.

Yung isa naman pagpasok palang, nakikipagwrestling na. Ayun, lahat sila nagrarambulan na. Kaloka! Minsan ginagawa ko, nililipat ko sa ibang teacher. Kay T1, kasi di ba nga nagshahare lang kmi ng isang room. So ilipat ko sya, perso sandali lang tatawagin ko rin kasi baka sila naman ang guluhin.

**T8** – Naexperience din namin na magshare sa isang room. Sobrang hirap. Kaya ginagawa namin nag-uusap kami kung magpapakanta siya, activity muna ako o kaya naman minsan nagsasabay na lang kami sa kanta namin para walang madistract. Sa mga bata. Nasanay at nakapag-adjust naman sila sa sitwasyon. Kaming teacher lang ang hindi. hihihihhi.

#### **TRANSLATION**

**T8** – *I don't know if this is social. One of my pupils was fine at first. He agreed to be left in school but when his mother gave birth, he already started to dislike being left in school. He always like his mother to be in school. He frequently goes out of the classroom and runs to the gate crying. Since I am afraid that something bad will happen to him, I follow him outside while leaving the 33 children in the room. I then told his mother that if her child always acts that way, it would be better if he*



*stops coming to school. Maybe I offended the mother because she went to the principal's office, and we met there. I found out that her child (my pupil) is the middle child. I assumed then that the child is seeking for attention that's why he acts that way. I hope that there is somebody whom I can ask about the behavior of a child. Of course, a teacher does not know everything, right? That is why you also need an expert to talk with about situations like this, especially about the behavior of a child. In school, even if I like to go to the guidance office, I am not compelled to go because I know that the teacher there is not an expert. She is like us, a teacher. So I hope that there is an expert who can help us.*

**T1** – *One of my pupils is hard-headed. He always hurt his classmates. If he stands up, he looks for somebody to hurt. It seems that he is happy if he is able to hurt his classmate. During the first day of classes, he already boxed a pupil. One time, I made him the leader to keep him busy, but it didn't take long for him to go back to his behavior. If I give him plenty of activities, he stops if he gets tired. For a week now, his mother has been staying inside our room. I even told the mother to sit her child on her lap, so he will not cause trouble. The mother knows how her child behaves. The parents of the pupils who were hurt by the child petitioned the child to be kicked out. To avoid problems, I let the mother stay inside our room.*

**RESEARCHER** – *Do you think that is okay?*

**T1** – *Yes, of course. His child does not obey him, what more with me? hahahahahaha. (laughs)*

**T2** – *It is similar with me; he hurts others. I place him beside me. I situate him away from his classmates to prevent him from hurting them. So I kidded his mother that if her child will not change, I will sit him outside the room. The mother admits that her child is really like that.*

**T7** – *That is why other students imitate the behavior of their classmate. One of my pupils, at his very young age, already knows how to cut class. If you ask why, he just disappears in class. I had a hard time looking for him, only to find out he went home already. I talked to his mother and she said, "He is really like that because he knows how to come home and take a tricycle.*

*Another pupil, as he arrives in school, he wrestles with somebody. So, the whole class was in total disorder. Crazy! One time, I transferred him to another teacher, to T1 because we only share one room. So I transferred him there for a while then I call him back because he might also create trouble there.*

**T8** – *We also experienced sharing one room. It is very difficult. So we agreed on doing things like, if she lets the pupils sing, then I will give another activity to my pupils. Sometimes, we sing simultaneously, so nobody is distracted. They got used to and were able to adjust to the situation, but we, the teachers, didn't. hihihihhi. (laughs)*

### **3. What could be the possible factors that affect their;**

#### **3.1 Personal competence**

#### **3.2 Social competences of the kindergarten pupils?**

**T2** – *Parents nila, Yung parents mahiyain kaya yung anak ganun din.*



**T8** – minsan nagpa homework ako. Gumuhit ng parisukat. Kinabukasan pagdating ng bata ang naka drawing ay tatsulok. Sabi ko sa pupil ko, anak bakit ganito? Sabi nya, yan po yung turo ni nanay e. So kung hindi nga alam ng magulang wala tayong maexpect sa mga bata.

**T9** – telebisyon yung mga napapanood ng mga bata. Minsan kasi nahuli ko yung dalawa kung Estudyante naghahalikan. Na shock ako ng sobra. Tinawag ko sila at pinagsabihan. Baka pag nanunuod di nagagabayan ng magulang nila.

**T2** – Environment – kung ano yung nakikita at naririnig nila nagagaya nila. Ako nga naexperience kong murahin ng estudyante ko. Sabi ko sa kanya alam mo ba na masama yang salita na iyan. Saan mo narining yan? Sa kapitbahay po namin. Sabi ko hindi lahat ng ginagawa at sinasabi ng matanda ay tama.

### **TRANSLATION**

**T2** – *Their parents. Their parents are shy that's why their child is also shy.*

**T8** – *One time I gave a homework which is to draw a square. The next day, a child submitted the homework, but the drawing was a triangle. I asked the child, "why is it like this?" She told me that her mother taught her that. So if the parents don't know anything, then what can we expect from the kids?*

**T9** - *What the pupils watch from the television. One time, I caught two of my pupils kissing. I was really shocked. I called and advised them. Maybe the parents don't guide them if they are watching the television.*

**T2** – *Environment. Whatever they see and hear, they imitate. I even experienced being cursed by my pupil. I asked where she heard that word, and she told me she heard it from their neighbor. I told him that not all of what elders do or say is right.*

### **4. Strategies/ techniques employed to help the pupils develop their**

#### **4. 1 personal competence?**

#### **4. 2 social competence?**

**T2** – Positive reinforcement. Sinasabi ko kaya mo yan. Moral support ba. Lalo na dun sa mga sinasabing di ko kaya teacher. Dinedemo ko sa kanya tapos sasabihin ko gayahin mo ang kamay ni teacher.

**T8** – Sa akin hinahayaan ko kahit hindi maayos ang sulat. Pinapaulit ko na lang at pinauwi sa bahay parang homework.

**T7** - Dapat flexible kang teacher. Dapat marunong kang sumayaw or kumanta kahit hindi masyadong maganda ang boses mo. Para kang artista.

**T1** – Pagbibigay ng reward. Stars o kaya naman ay mga candies.

**T3** – Moral support. Pagbibigay ng cheer.



**T8** – Pakikipag usap sa magulang.

**T6** – May studyante ako kahit straight line di nya maisulat. Minsan nung may activity kmi na hindi niya magawa. Nagsulat ako sa notebook nya para ka matulungan sya sa bahay nila. Para kinabukasan ipapakita nya sa akin. Siguro pinakita naman ng bata kaya lang wala pa rin siyang gawa. Nung minsan, may sumundong kapitbahay na pinakisuyuan lang ng magulang. Nagtanong ako, kaya nalaman ko na yung mga parents pala ay “No read, No write! So mula noon lagi ko na siyang tinatabihan.

**T3** – Basta ako ginagawa ko lang palagi kinakausap ang mga magulang tungkol sa mga ginagawa ng mga anak nila.

**T9** – minsan sa akin naman may nagtext. Teacher ano po yung parisukat? Kaya pala etong pupil ko ang assignment ko ay gumihit ng parisukat ang drawing naman nya ay tatsulok.

#### **TRANSLATION**

**T2** – *Postive reinforcement. I tell them that they can do it. Like moral support, especially to the pupils who say that they cannot do it. I demonstrate to them, then I tell them to imitate my hands.*

**T8** – *For me, I just let them be even if their handwriting is not good. I just let them do it again, and I also let them do it at home.*

**T7** - *A teacher should be flexible. A teacher should know how to dance and sing even if his voice is not so good. One should be like an actor/actress.*

**T1** – *Giving a reward like stars or candies.*

**T3** – *Moral support. Showing appreciation like clapping and cheering.*

**T8** – *Talking with the parents.*

**T6** – *I have a pupil who cannot even draw a straight line. One time, when we had an activity which he wasn't able to do, I wrote in his notebook hoping that he will be helped at home, and I told him I will just check it the next day. Maybe, he has shown it to his parents, but there was still no result. Another time, the pupil was picked up by their neighbor, and I asked about the child's parents. I found out that his parents are illiterate. Since that time, I always sit him beside me.*

**T3** – *I usually discuss with parents about what their children do.*

**T9** – *One time, I received a text message asking what a square is. I found out that one of my pupils drew a square but when I saw it, it was a triangle.*

**5. Is there any existing Guidance program or service that offers support for your pupil's enhancement of personal and social competencies? How?**

**T8** – Sa tatlong taon ng pagtuturo, wala pa akong alam o narining na may guidance services na inooffer sa amin. May guidance office pero, guidance teacher ang nandun.



**T7** – Makakatulong yan sa aming mga teacher para naman yung mga ibang problems naming e masolve. Hindi lang sa mga bata pati na rin sa mga parents mairefer namin sa guidance office.

**T6** – Wala po kaming ganun. May guidance office po kami. Pero ang tawag namin sa kanya ay guidance teacher. Kasi Grade 5 teacher siya e. Pag wala na siyang turo saka siya pupunta sa guidance office.

**TRANSLATION**

**T8** – *I haven't heard any guidance service which is being offered for the three years that I am teaching. There is a guidance office, but only a guidance teacher is there.*

**T7** – *Guidance program/services will be of help to us teachers to solve problems that we may encounter. It will help not only the pupils but also the parents because we can refer them to the guidance counselor.*

**T6** – *We don't have guidance services, though we have a guidance office. The person who helps us is not a guidance counselor. We call her guidance teacher because she is a Grade 5 teacher. If she has no classes, she stays in the guidance office.*

**6. Are you willing to implement this model to help and support your pupils to become personally and socially competent? Why?**

**T7** – Opo para makatulong sa amin, sa mga bata at magulang.

**T3** – Para kapag may problema alam din namin kung ano ang dapat naming gawin.

**TRANSLATION**

**T7** – *Yes, so that it will help us, the children, and the parents.*

**T3** – *So that when we encounter a problem, we will know what to do.*



**Appendix N**  
**Compilation of Modules**

**Module 1: I'M GLAD TO KNOW YOU MORE**

**Model : MCFISCS - Self-Centered Play**

**Objectives:** At the end of the session, the children will be able to:

1. Tell one's name, age, and gender with confidence and pride;
2. Express and share their thoughts about their artwork;
3. Tell the importance of having a name;
4. Develop social skills through game; and
5. Show respect by listening when somebody is presenting in front of the class.

**Materials**

- ❖ Paper
- ❖ Pencil
- ❖ Crayons
- ❖ CD player
- ❖ Audio cd
- ❖ Flashcards, etc.

**Procedure**

**A. MOTIVATION**



1. Start the activity by sharing a song “Ang Aking Pangalan” from the album “Umawit at Matuto Kasama si Teacher Cleo” produced by: 3KV records. Give children ample time to listen to the song.
2. Let them introduce themselves with confidence using the sing-along method.

#### **B. ACTIVITY/PROCESSING**

1. Let them draw their portrait on a paper provided by the teacher/guidance counselor.
2. Let them present their work in front of the class.

#### **C. ANALYSIS**

1. What were your thoughts while doing your art work activity?
2. Did you feel good when you were given the chance to introduce yourself?
3. Did you enjoy doing this activity? Why?

#### **D. ABSTRACTION**

1. Is it nice to hear people calling you by your name? Why?
2. Are you happy and contented of what you are? Why?

#### **E. APPLICATION**

Let the children paste their portrait on the “PROUD TO BE ME” wall. On a piece of paper, ask them to write their names or nicknames and paste it below their pictures.



## **Module 2: I FEEL GREAT**

### **Model: MCFISCS - Insightful Dialogue**

**Objectives:** At the end of the session, the children will be able to:

1. Identify and describe different emotions;
2. Answer questions based on the story;
3. Showcase talent through role playing; and
4. Participate in social interaction.

### **Materials**

- ❖ Story book –“Ang Mabait na Kalabaw” written by Virgilio S. Almario
- ❖ CD player, pictures, flashcards, chart, pencil, crayons etc.

### **Procedures**

#### **A. Motivation**

1. Let the children sing the song with action “Oras na nang Kuwentuhan” from the album – Halina’t Magsaya Kasama si Teacher Cleo.
2. Read the story “Ang Mabait na Kalabaw”. Ask questions about the story.

#### **B. ACTIVITY/PROCESSING**

1. Give them time to prepare a happy and a sad facepuppets.
2. Present different pictures. Ask them to raise the appropriate face puppet based on what they feel about the picture shown.

- |                              |                 |                         |
|------------------------------|-----------------|-------------------------|
| a) School                    | b) Playground   | c) Fighting children    |
| d) Children playing together | e) Giving gifts | f) Child/Parent hugging |



### **C. ANALYSIS**

1. How do you feel today? Why?
2. Name some feelings that you have felt.
3. Name some feelings that you like and feelings that you don't like.
4. What do you do when you feel happy? What do you do when you feel sad?

### **D. ABSTRACTION**

1. What are feelings?
2. What do you do when you feel happy? What do you do when you feel sad?

### **E. APPLICATION**

1. Let the children play Charades with the theme "This is what I feel."
2. The teacher gets one player for each group. Let the member of the group guess the action that the leader will portray.
3. Let the children sing the song "If you're happy and you know it" for their closing song and activity.



### **Module 3: I AM RESPECTFUL**

#### **Model : MCFISCS - COOPERATIVE BEHAVIOR IN GROUPS**

**Objectives:** At the end of the session, the children will be able to:

1. Identify what respect means;
2. Generate examples and non-example of respect;
3. Develop social skills through group game activities;
4. Demonstrate ways of showing respect through role playing; and
5. Realize the importance of the Golden Rule“Treat others the way you would like to be treated.”

#### **Materials**

- ❖ CD player, audio CD
- ❖ Pictures, crayons, paper and pencil

#### **Procedures**

##### **A. Motivation**

1. Review the lesson from the story “Ang Mabait na Kalabaw.”
2. Let them sing and do the action for the song “Ang Batang Magalang”
3. Ask the children about the lyrics and message of the song.

##### **B. ACTIVITY/PROCESSING**

1. Present pictures. Let them analyze the different situations about showing respect not only to human being but to plants and animals as well.



2. Scatter strips of papers on the floor. Tell them to imagine that those are animals and plants that need care and respect. While the music is playing, children can go around without stepping on the paper. As soon the music stops, the children need to freeze. As soon as the children learn self-control and discipline on not stepping on the paper, let them pick one piece of paper for the groupings for the next activity.

### **C. ANALYSIS**

1. How do you feel if you get respect from others?
2. Will doing this make you feel happy and good?

### **D. ABSTRACTION**

1. Why do we need to be respectful?
2. How and when do we need to be respectful?
3. What do you think is the importance of listening attentively to every instruction?

### **E. APPLICATION**

1. Let the children arrange themselves in group according to the color of their paper.
2. Each group will be given a task to present a skit. The other group will guess what they are trying to present.



## APPENDIX O

Pictures Taken in the Duration of the Research

(Focus Group Discussion)





(Try Out)







### Curriculum Vitae



#### Associate Professor I

Faculty, Institute of Teaching and Learning  
Philippine Normal University - Manila

**LEONORA 'Cleo' VARELA** is currently a faculty member of the Philippine Normal University's Institute of Teaching and Learning where she shares her expertise for the advancement of the quality of early childhood education by providing excellent academic training to pre-service and in-service teachers. As a faculty member, she performs various roles and functions such as being a demonstration teacher to PNU's Field Study students and other pre-service and in-service teachers who come to visit the University, a Kindergarten teacher and a class adviser, as well as being a lecturer, a resource speaker and workshop facilitator in national and international teachers' seminars and conferences. In 2013, she was awarded as one of the finalists in the search for PNU Outstanding Teacher.

Her knowledge and expertise in handling students as well as managing classes effectively and efficiently were all developed from her Alma Mater – the Philippine Normal University, where she first acquired her Certificate in Teaching Program that qualified her to take and pass the Licensure Examination for Teachers. Afterwards, she took up and obtained her diplomas in Preschool Education Program and Master of Arts in Education with specialization in Child Study. At present, she is accomplishing her Ph.D. in Guidance and Counseling completing her dissertation entitled "A Guidance Model for Personal and Social Competence of Kindergarten Pupils" also from the same university.