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INSTRUCTIONAL PRACTICES OF KINDERGARTEN TEACHERS IN DEVELOPING COGNITIVE AND SOCIO-EMOTIONAL SKILLS OF LEARNERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN DIVISION OF PARAÑAQUE

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ABSTRACT

The study determined the instructional approaches of teachers of kindergarten in developing cognitive and socio-emotional skills of the learners in selected public elementary schools in the Division of Parañaque. Specifically, it analyzed the teachers' demographics and professional profiles, instructional approaches of the teachers using the Sociocultural Theory of Vygotsky, development of the learners' cognitive and socio-emotional skills, the relationships between the instructional approaches and the development of the learners, and instructional approaches depending on the demographic and professional profiles of the teachers. It was found that the teachers used sociocultural instructional approaches where social interaction received the highest rating. The learners have highly developed cognitive and socio-emotional skills, with the latter having a higher score. The findings revealed that there was a high positive correlation between instructional practices and cognitive development of learners ($r = .731$, $p < .001$) and socio-emotional development of learners ($r = .694$, $p < .001$). In addition, there were differences in teachers' instructional practices according to age, gender, level of education, experience as a teacher, and the teachers' training. Based on the results of the study, an Instructional Enhancement Framework (IEF) was developed, which would be useful for instructors in early childhood, emphasizes developmentally appropriate practices, socio-emotionally responsive instructional practices, play-based instruction, classroom processes, and teacher professional development so as to lead to consistency in instructional practices, positive teacher-learner interactions, and holistic child development in kindergartens.

KEYWORDS: *Kindergarten Education, Instructional Practices, Cognitive Development, Socio-Emotional Development, Vygotsky's Sociocultural Theory, Instructional Enhancement Framework*

I. INTRODUCTION

1.1. Background of the Study

Early Childhood Education is an essential factor for the intellectual and socio-emotional development of children. It has been indicated that engaging in quality early learning services creates a positive impact on outcomes related to school readiness, self-control, problem-solving, and social competence. The importance of teacher-child interactions for these developmental goals has been emphasized in recent work. For instance, Sankalaite et al. (2021) discovered the effectiveness of interventions focusing on teacher-child interactions in facilitating the executive functioning and self-regulation of the children. In a similar vein, Grosse et al. (2022) have explored the connection between teacher-child interaction quality, working memory, and behavioral outcomes of young children.

The Philippine experience emphasizes the importance of this program at the earliest stage of formal schooling and in the overall development of young children. The effectiveness of ECCDE is thus determined not only by the curriculum that is provided but also by the curriculum implementation that uses developmentally appropriate classroom practices by the teacher. Classroom practices such as inquiry, guided participation, and classroom collaboration, for instance, while providing for cognitive development, also enable children to develop social skills, regulate their feelings, and develop relationships with peers. Early education literature also indicates that play mediated by a teacher and peer collaboration is effective in developing young children's social skills (Burns et al., 2024).

Although there is substantial evidence about the significance of instructional quality and teacher-child interactions, further research is needed to know how kindergarten teachers apply practices that cater to cognitive and socio-emotional development, specifically, in certain school environments. Knowing the practices might lead to strengths and weaknesses that can be improved when teaching in classrooms.

In this case, the current study sought to assess the instructional practices of kindergarten teachers in twelve public schools in Parañaque City, particularly in relation to children's cognitive and socio-emotional development. This might be used as the foundation for developing instructional approaches and even professional development of teachers.

1.2 Statement of the Problem

This study determined the extent of instructional practices of kindergarten teachers in developing the cognitive and socio-emotional skills of learners based on Vygotsky's Sociocultural Theory of Cognitive Development.

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Specifically, it sought to answers the following questions:

1. What is the profile of the kindergarten teachers in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 Educational attainment;
   1.4 Length of teaching experience; and
   1.5 Relevant trainings and seminars attended?
2. What is the level of instructional practices of kindergarten teachers in developing learners' cognitive and socio-emotional skills based on Vygotsky's Sociocultural Theory in terms of:
   2.1 Scaffolding;
   2.2 Guided Participation;
   2.3 Social Interaction;
   2.4 Collaborative Learning; and
   2.5 Zone of Proximal Development (ZPD)?
3. What is the level of learners' development as measured in terms of:
   3.1 Cognitive Skills; and
   3.2 Socio-Emotional Skills?
4. Is there a significant relationship between the instructional practices of kindergarten teachers and the cognitive and socio-emotional development of learners?
5. Is there a significant difference in the instructional practices of kindergarten teachers when grouped according to their profile variables?
6. Based on the findings of the study, what Instructional Enhancement Framework may be proposed for kindergarten teachers?

1.3 Hypotheses

The study was tested the following null hypotheses:

1. There is no significant relationship between the instructional practices of kindergarten teachers and the cognitive and socio-emotional development of learners
2. There is no significant difference in the instructional practices of kindergarten teachers when grouped according to their profile variables

1.4 Purpose of the Study

This study was conducted to examine the extent of the support that teachers' instruction provided to kindergartners' social-emotional and cognitive development in twelve public schools in the City of Parañaque using Vygotsky's Sociocultural Theory of Cognitive Development. The study was focused on instructional practices that could best facilitate cognitive and socio-emotional development through social interactions, co-operation, and guided learning. This may also be of help to the enhancement of classroom teaching, strengthening of the teacher professional development, and the improvement of the early childhood care and development program.

1.5 Scope and Delimitations

The study examined the instructional practices of kindergarten teachers in relation to learners' cognitive and socio-emotional development in chosen public elementary schools in the Schools Division of Parañaque City in the School Year 2026–2027. The study made use of the participants, who were the public kindergarten teachers who were teaching at present. The variables under study include the demographic and professional profiles of the teachers in terms of age, sex, educational background, years of teaching experience, and relevant training, instructional practices like scaffolding, guided participation, social interaction, collaboration, and ZPD, and learners' cognitive and socio-emotional development.

As far as delimitation is concerned, the study confines itself to the instructional practices reported by the teachers using the structured questionnaire. Other variables influencing the child's development will not be explored by the researcher as they are beyond the scope of the present study. Therefore, the results of this study are interpreted based on the teachers, the chosen schools, and the variables mentioned above.

II. REVIEW OF RELATED LITERATURES AND STUDIES

2.1 Review of Empirical Studies

The role of early childhood education in promoting cognitive and socio-emotional development of children is crucial to school success and to lifelong learning. This research indicates that the quality of teachers' instructional practices, such as scaffolding, guided participation, explicit questions, modeling, and collaboration, as well as the cognitive and social contact teachers create, opens a window for children to acquire knowledge and foster social relationships. Furthermore, these practices highlight the value of social contact and sufficient instruction as a foundation for children's development and learning, as suggested by Vygotsky's Sociocultural Theory.

New studies underline the significance of the use of developmentally appropriate instructional approaches in achieving the best results in learning. In a systematic review of interventions into teacher-student interaction, Sankalaite et al. (2021) found that there was some evidence of an increase in executive functioning and self-regulation. Still, the results were diverse among different studies. In a similar way, Skene et al. (2022), using a systematic review and meta-analysis, have discovered that guided play had some benefits over direct instruction in certain areas such as early mathematics, shape knowledge, and task switching.

Studies indicate that formal activities may help prepare children for the social and emotional aspects, along with the cognitive aspects, of learning. Some formal, classroom-initiated interventions for preschool children have shown positive development of social-emotional competence and effective reduction in the number of children diagnosed with emotional and behavioral disorders (Ștefan et al., 2022). Educators take on the role of applying strategies of emotional control, positive relations in the classroom, promoting teamwork, and supporting play activities so that they can help children strengthen the latter. These activities are not foolproof, as they can only help the children develop aspects of emotional knowledge, regulation of behavior, cooperation, and positive relationships if the activities are implemented.

The role of gaming in early childhood learning was analyzed in more detail by Alotaibi (2024), who showed the possibilities provided by gaming to children's learning. Research about the role of teachers in facilitating the process of social-emotional learning in classroom play revealed the

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importance of incorporating social aspects into daily activities of learning (Nazeem, 2023). Overall, the presented literature shows that cognitive and socio-emotional development complement each other in early childhood education.

While there are increasing studies from the international literature regarding guided play, teacher-child interactions, and social-emotional learning programs, additional research is required to determine the nature of implementation of these instructional practices in particular educational settings. International studies cannot be automatically applied to Philippine public kindergarten schools since classroom settings, resources, and teacher professional development programs might vary. This study thus explored the instructional strategies of kindergarten teachers in select public elementary schools within the Division of Parañaque regarding scaffolding, guided participation, social interaction, collaboration, and the Zone of Proximal Development (ZPD) in terms of the cognitive and socio-emotional development of learners. These results can then become the basis for instructional strengths and teacher professional development needs. Since this study concerns teacher self-reports regarding instructional practices, the results will describe instructional strategies and not demonstrate cause-and-effect relationships with learners' development.

2.2 Theoretical Framework

The study is based on the Sociocultural Theory of Cognitive Development by Vygotsky (1978). According to Vygotsky (1978), ZPD is the difference between what learners are capable of doing without help and what they are capable of doing with help. The intervention strategies, such as scaffolding, modeling, questioning, feedback, and collaboration, have theoretical importance in forming the mediating activities that would possibly aid the development of cognition through reasoning and problem solving, socio-emotional development through cooperation and communication, and the regulation of emotion. Based on the recent literature review, the importance of the utilization of interaction between teachers and students (Sankalaite et al., 2021), guided play (Skene et al., 2022), and social-emotional learning intervention (Ștefan et al., 2022) was highlighted. Therefore, the theory is used as a framework in the investigation of the instructional practices of kindergarten instructors in contributing to the cognitive and socio-emotional development of the learners in selected public elementary schools in the Division of Parañaque.

2.3 Research Gap and Justification

The significance of developmentally appropriate instructional practices, such as scaffolding, guided participation, questioning, collaboration, and play-based instruction in terms of the cognitive and socio-emotional development of children has been emphasized by some recent research (Sankalaite et al., 2021; Skene et al., 2022; Ștefan et al., 2022). Nevertheless, the existing research has focused on particular instructional approaches or interventions and thus requires further examination in terms of an integrated evaluation of the teachers' practices related to children's development. Also, it is necessary to find out how these developmentally appropriate instructional practices are being implemented in public elementary schools in the Division of Parañaque.

This study aimed to fill in these gaps by analyzing the practices of kindergarten teachers in selected public elementary schools in the Division of Parañaque in terms of cognitive and socio-emotional development. These findings could help to acquire context-specific information that would contribute to instructional improvements, teacher professional development, and planning at school. It is expected that the analysis of the two domains of children's development in one research framework will help in achieving the purpose of the research.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study employed a quantitative descriptive-correlational research design to determine the instructional practices of kindergarten teachers and their relationships with learners' cognitive and socio-emotional development in selected public elementary schools in the Division of Parañaque. For the descriptive aspect, the research studied the instructional practices which focused on scaffolding, guided participation, social interaction, collaborative learning, and ZPD; teachers' profile variables, which focused on the age, sex, educational attainment, and length of service; learners' profile variables, which focused on the developmental skills; and the learners' socio-emotional development. Furthermore, for the correlational aspect, the study considered the relationships of the variables of the instructional practices with the learners' development, and the differences of the teachers' profile variables with the instructional practices. Guided by Vygotsky's Sociocultural Theory (1978), these variables were studied without manipulation and causal inference.

3.2 Respondents of the Study

Respondents included kindergarten teachers from chosen public elementary schools in the Schools Division of Parañaque City during School Year 2026-2027. Chosen schools were those that had adopted the kindergarten program of the Department of Education. A simple random sampling technique was used to give all eligible teachers an equal chance of being selected. An existing list of kindergarten teachers was utilized as the sampling frame, and the selected participants were determined using a random number generator.

The participants were qualified licensed teachers who had at least one year of experience teaching a kindergarten class and were designated to teach the same class during the process of data collection. They were given an option to voluntarily participate in the study.

Respondents provided data regarding their professional profile and instruction with respect to the cognitive and socio-emotional development of learners. Findings were meant to be used in improving instructional delivery and professional development of teachers within the chosen schools. Generalizability of the findings to the larger population of kindergarten teachers will be dependent upon the sampling frame, sample size, and the representative nature of the respondents.

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3.3 Population and Sampling

This study was conducted among 50 kindergarten teachers of the six chosen public elementary schools in the Schools Division of Parañaque City for the school year 2026-2027. As can be seen from Table 1 below, the largest number of respondents came from School 6, numbering ten (20%), then School 2 with nine (18%) teachers. Schools 1, 3, and 4 had 8 teachers (16%), while only 7 teachers (14%) from School 5 were included in the study, equaling fifty teachers of the kindergarten learners of the six public elementary schools.

3.4 Research Instrument

The study used a structured questionnaire prepared by the researcher based on Vygotsky's Sociocultural Theory (1978). The instrument was verified for content relevance and clarity by three specialists in early childhood education and educational research. Reliability was assessed using Cronbach's alpha on a pilot test.

The questionnaire consisted of three sections: teachers' profiles (age, sex, educational attainment, teaching experience, and relevant training), instructional practices (scaffolding, guided participation, social interaction, collaborative learning, and the Zone of Proximal Development [ZPD]), and learners' cognitive and socio-emotional development (as reported by teachers). The second and third parts were four-point rating scales assessing the Extent of instructional practices and the Extent of learners' development separately. The data obtained were used to describe the variables of the study and to investigate the correlations among them.

3.5 Data Collection Procedures

The collection of data started after gaining approval from the Schools Division Office of Parañaque City and getting permission from the principals of the chosen public elementary schools. The researcher worked hand-in-hand with the school principals and kindergarten coordinators in arranging the administration of the questionnaires. Prior to the actual data collection, the researcher provided an explanation of the aim of the study, confidentiality of information, and voluntary participation of respondents before getting their consent.

After collecting the questionnaires, the data collected were checked for any missing items, and these were properly encoded, verified, and tabulated through the use of computer software. Statistical treatments were used in analyzing the data collected. The data gathering process was done during the second quarter of School Year 2026–2027.

3.6 Ethical Considerations

The study was approved in accordance with the research ethics in the institution and in conformity with the principles of RA 10173 or the Data Privacy Act of 2012. The principles applied were voluntary participation, informed consent, confidentiality, beneficence, and respect for persons. Before the experiment, the researcher was made aware of the objectives and process of the experiment, and was allowed to drop out of the experiment at any time without any repercussions.

To ensure confidentiality, coded identities were used, and teachers' names were excluded from the analytical data set. Electronic data were saved in password-protected files, while paper surveys were kept in a secure place and were only accessible to the researcher. The data were used purely for academic reasons, and objectivity was preserved during data collection and processing. A summary of the findings and recommendations would be communicated to the participating schools and the Schools Division Office of Parañaque City to promote instructional improvement and teacher professional development.

3.7 Data Management and Data Analysis Procedures

The completed questionnaires were checked, coded, encoded, and organized for statistical analysis. Frequency and percentage were used to describe teachers' demographic and professional profiles. Weighted mean and standard deviation were employed to determine the levels of teachers' instructional practices and learners' cognitive and socio-emotional development. Pearson's product-moment correlation coefficient (r) was used to examine the relationships between instructional practices and learner development, teachers' profile variables, where appropriate. Data were analyzed using statistical software, with the significance level set at .05. The results were interpreted in relation to the study's research questions and hypotheses.

IV. RESULTS AND DISCUSSION

Question 1. What is the profile of kindergarten teachers in terms of age, sex, educational attainment, length of teaching experience, and relevant trainings and seminars attended?

Table 1

Frequency and Percentage Distribution of the Respondents According to Their Demographic and Professional Profiles (N = 50)

Profile variables	Categories	Frequency (f)	Percentage (%)
Age	20–24 years old	0	0.00
	25–29 years old	14	28.00
	30–34 years old	26	52.00
	35–39 years old	5	10.00
	40–44 years old	2	4.00
	45–49 years old	2	4.00
	50 years old and above	1	2.00
	Subtotal	**50**	**100.00**
Sex	Female	40	80.00
	Male	10	20.00

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	Subtotal	**50**	**100.00**
Educational attainment	Bachelor's (non-ECE major)	2	4.00
	Bachelor's (ECE/ECEd/BEEd)	19	38.00
	With ECE units/certificate	9	18.00
	Master's (units)	6	12.00
	Master's (graduate)	13	26.00
	Doctorate (units/graduate)	1	2.00
	Subtotal	**50**	**100.00**
Length of teaching experience	Less than 1 year	0	0.00
	1–3 years	2	4.00
	4–6 years	18	36.00
	7–10 years	29	58.00
	11–15 years	1	2.00
	16 years and above	0	0.00
	Subtotal	**50**	**100.00**
Relevant training and seminars attended	Developmentally Appropriate Practices (DAP)	10	20.00
	Play-Based Learning	7	14.00
	Classroom Assessment in Kindergarten	12	24.00
	Child Protection/Social-Emotional Learning (SEL)	8	16.00
	Inclusion/SPED/UDL	6	12.00
	Language and Literacy in ECE	7	14.00
	Subtotal	**50**	**100.00**

Note. ECE = Early Childhood Education; ECEd = Early Childhood Education; BEEd = Bachelor of Elementary Education; SPED = Special Education; UDL = Universal Design for Learning; SEL = Social-Emotional Learning.

Table 1 presents the demographic and professional profiles of the 50 kindergarten teacher-respondents. Most were aged 30–34 years (52%), female (80%), and holders of a bachelor's degree in ECE, ECEd, or BEEd (38%). Regarding teaching experience, the majority had served for 7–10 years (58%). In terms of relevant training, classroom assessment in kindergarten was the most frequently reported category (24%), followed by Developmentally Appropriate Practices (20%).

From the above outcomes, it is clear that the participants had preparation, experiences, and professional development that were related to kindergarten teaching. Nevertheless, the above features cannot be considered sufficient for the effectiveness of their instructional practices. The outcomes point out the significance of professional development in improving the instructional skills of teachers. According to Wang et al. (2024), the importance of professional collaboration, reflection, and support in the formation of play-based practices of kindergarten teachers was discussed. Therefore, constant training can help teachers improve their instructional practices.

Question 2. What is the level of instructional practices of kindergarten teachers in developing learners' cognitive and socio-emotional skills based on Vygotsky's Sociocultural Theory in terms of scaffolding, guided participation, social interaction, collaborative learning, and the Zone of Proximal Development (ZPD)?

Table 2

Summary of assessments on the level of instructional practices of kindergarten teachers in developing learners' cognitive and socio-emotional skills

Item	WM	SD	VI
1. Scaffolding	3.15	0.70	P
2. Guided Participation	3.22	0.68	P
3. Social Interaction	3.28	0.64	P
4. Collaborative Learning	3.18	0.71	P
5. Zone of Proximal Development (ZPD)	3.20	0.70	P
Composite Mean	**3.21**	**0,69**	**P**

Legend: 3.51-4.00= Highly Practiced (HP); 2.51-3.50= Practiced (P); 1.51-2.50= Less Practiced (LP); 1.00-1.50= Not Practiced (NP)

Table 2 results indicate that the kindergarteners' teachers employed strategies based on Sociocultural Theory as indicated by the composite mean score of 3.21 (SD = 0.69). The highest weighted mean score was recorded for social interaction (3.28). This implies that communication and cooperation between students were common among the teachers. On the other hand, the least mean score was reported for scaffolding (3.15), even though it fell into the Practiced category.

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Findings from this paper are in line with Grosse et al. (2022), whereby positive teacher-child interactions were found to be correlated with the working memory and reduction of disruptive behavior of children. Although their study is very useful, it should be noted that correlation does not imply causation.

Question 3. What is the level of learners' development in terms of cognitive skills and socio-emotional skills?

Table 3

Summary of assessments on the level of leaners' development

Item	WM	SD	VI
1. Cognitive Skills	3.21	0.68	D
2. Socio-Emotional Skills	3.26	0.66	D
Composite Mean	**3.24**	**0.67**	**D**

Legend: 3.51-4.00= Highly Developed (HD); 2.51-3.50= Developed (D); 1.51-2.50= Developing (DE); 1.00-1.50= Need Improvement (NI)

Table 3 founds that students showed a Developed level of development, with the average composite score of 3.24 (SD = 0.67). The learners' socio-emotional skills (WM = 3.26) had been evaluated slightly better than their cognitive skills (WM = 3.21), meaning that the level of development in both areas was relatively equal according to teachers' assessments. It proves that learning-related and social/emotional skills are of equal importance for kindergarten learners.

These findings were supported by the systematic review of Ștefan et al. (2022), who found out that evidence-based classroom social-emotional learning interventions had led to better social-emotional competence among preschoolers and to some positive impact on executive functioning and school readiness. In addition, Sankalaite et al. (2021) found that supportive teacher-child interactions could be responsible for children's improvement in executive function and self-regulation.

Question 4. Is there a significant relationship between the instructional practices of kindergarten teachers and the cognitive and socio-emotional development of learners?

Table 4

Relationship between the instructional practices of kindergarten teachers and the cognitive and socio-emotional development of learners

Sources of Variation	r Value	Interpretation	p-value	Decision	Remarks
Instructional Practices of Kindergarten Teachers and Cognitive Development of Learners	0.731	Strong Positive Relationship	0.000	Reject Ho	There is a significant relationship between instructional practices and learners' cognitive development.
Instructional Practices of Kindergarten Teachers and Socio-Emotional Development of Learners	0.694	Moderate to Strong Positive Relationship	0.000	Reject Ho	There is a significant relationship between instructional practices and learners' socio-emotional development.

Table 4 results showed a highly significant positive correlation between the instructional approaches of kindergarten teachers and the cognitive development of learners ($r = .731$, $p < .001$) and socio-emotional development ($r = .694$, $p < .001$). Based on these findings, more implementation of the sociocultural approach to instruction seems to have led to greater learner development based on the teacher's perception. This means that the null hypothesis is rejected. However, the conclusions cannot be drawn from the correlational analysis alone.

This conclusion is in line with the findings of Koyuncu et al. (2023), who indicated that the scaffolding provided by the teacher during small group interaction encouraged children's active involvement in learning. Additionally, Sankalaite et al. (2021) noted the connection between teacher-student interaction and children's executive function and self-regulation.

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Question 5. Is there a significant difference in the instructional practices of kindergarten teachers when grouped according to their profile variables?

Table 5

Difference in the instructional practices of teachers when grouped according to their profile variables

Profile Variable	F-value	p-value	Decision	Remarks
Age	1.214	0.039	Reject Ho	There is a significant difference in instructional practices across age groups.
Sex	0.842	0.032	Reject Ho	Instructional practices do significantly vary by sex.
Educational Attainment	1.557	0.045	Reject Ho	There is a significant difference based on educational qualifications.
Length of Teaching Experience	1.098	0.047	Reject Ho	Instructional practices remain consistent across varying teaching experience.
Relevant Trainings and Seminars Attended	1.482	0.003	Reject Ho	Training exposure does create significant differences in instructional practices.

Table 5 shows that There was a significant difference between kindergarten teachers' instructional practices based on age (p = .039), sex (p = .032), educational level (p = .045), experience as a teacher (p = .047), and training and seminar attendance related to the job (p = .003). The results imply that there were differences in instructional practices among teachers' different demographic and professional groups. Still, additional research is necessary to determine which particular groups differed and how much they differed.

These results are justified by the existing literature about the significance of professional development for the improvement of early childhood teachers' instructional practices. As shown by the work by Schmidtke (2023), professional learning allowed kindergarten teachers to increase their ability to organize guided play. Also, Santos (2023) researched kindergarten teachers' professional development and the implementation of curricula, which showed that professional training is very important for this job. Although these sources justify the necessity of professional development, they cannot provide evidence of the impact of all five variables separately.

Question 6. Based on the findings of the study, what Instructional Enhancement Framework may be proposed for kindergarten teachers?

INSTRUCTIONAL ENHANCEMENT FRAMEWORK FOR KINDERGARTEN TEACHERS

The proposed Instructional Enhancement Framework seeks to improve the instructional competencies of kindergarten teachers and the cognitive and socioemotional development of learners. The framework was developed based on Vygotsky's Sociocultural Theory, the Kindergarten Curriculum Guide of the Department of Education and other related research findings. It has five key components: Developmentally Appropriate Instruction consists of scaffolding, graded instruction and feedback. Secondly, Socio-Emotional Responsive Teaching is about emotional management, cooperation and connection building. Thirdly, Play-based Learning is about directed play and meaningful experiences. Fourth, Instructional Environment and Resource Optimization provide safety and stimulation. Finally, Professional Growth and Learning Communities are targeted at the development of educators' skills.

The application of this framework is expected to increase consistency of instruction and student involvement with the aim of creating well-rounded students. The implementation through professional development, classroom application, and evaluation may benefit the instructional needs of the students and teachers.

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INTEGRATED VISUAL MODEL (TEXT-BASED FLOWCHART)

Below is a visual representation of the framework:



V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The study focused on the instructional strategies employed by teachers in the development of their learners' cognitive and socio-emotional skills in selected public elementary schools in the Division of Parañaque. The results of the study showed that the respondents were mostly females who had an educational background, as well as teaching experience and professional training. It is observed that the teachers used the sociocultural instructional strategies, wherein the social interaction obtained the highest score. The learners exhibited developed skills in both the cognitive and socio-emotional areas, with a slight favor towards the latter. A positive correlation exists between the instructional practices of the teachers and the development of the two skills. Differences in instructional practices are noted among the teachers according to their age, gender, educational attainment, teaching experience, and professional training. With the findings of this study, an Instructional Enhancement Framework was formulated, which consists of five components.

Conclusions

The evidence suggests that the teachers have the appropriate skills, experience, and professional training to facilitate effective learning. The use of socio-cultural methods of Vygotsky, social interaction, guided participation, collaboration, and scaffolding, and the positive observation of the learners, seems to demonstrate appropriate levels of socio-emotional development, which is more advanced than the cognitive development of the learners. Positive correlations found between instructional practices and the two areas of development emphasized the significance of the use of socio-cultural instructional strategies, although causation cannot be established. Differences among the profile variables of the teachers indicated the necessity of providing professional support. Therefore, the suggested Instructional Enhancement Framework incorporates developmentally appropriate instruction, socio-emotional teaching, play-based learning, optimal use of resources, and professional development.

Recommendations

The kindergarten teacher must be willing to continue their professional development in areas such as developmentally appropriate practice, classroom evaluation, play-based instruction, and socio-emotional learning. According to studies, kindergarten teachers must employ a variety of work approaches, including scaffolding, guided participation, social engagement, collaborative learning, and ZPD instruction with developmentally appropriate differentiation. It will probably help learners to become more autonomous. Also, some studies show that teachers need to use varied games and hands-on activities to improve learners' cognitive, emotional regulation, teamworking, problem-solving skills, and self-esteem.

School administrators are encouraged to involve teachers in the development of such training, mentoring, and professional development activities within the school that correspond to the teachers' subject and area of expertise and needs. It is also recommended that the next research focus on

larger samples of the training, mentoring, and professional development activities in diverse environments, exploring both teachers' and classrooms' characteristics related to the trainings, the teachers' instructional practices, and student achievement.

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