



# METHODS OF TEACHING FOR BUILDING SKILL-BASED ON EARLY YEARS FOUNDATION STAGES OF KINDERGARTEN LEARNERS

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## ABSTRACT

The study aimed to explore how Early Years Foundation Stage (EYFS) methods of teaching which support young learners in acquiring the foundational skills necessary in kindergarten pupils' early development. This study will be conducted in different public elementary schools in the Division of Tarlac during the School Year 2024-2025. The study included kindergarten teachers as the respondents of the study. The results of the study were used as basis for the training program for teachers on the implementation of EYFS methods of teaching for building skill-based foundation of kindergarten pupils. All the indicators on the methods of teaching on the Early Years Foundation Skills (EYFS) employed by the teachers in building skill-based foundation of kindergarten pupils with respect to play-based learning, hands-on sensory approach, and storytelling and shared reading are interpreted as "Strongly Agree". Thus, play-based learning, hands-on sensory approach, and storytelling, and shared reading are the methods of teaching on the Early Years Foundation Skills (EYFS) employed by the teachers in building skill-based foundation of kindergarten pupils. All the indicators on the factors influencing the success of implementing the Early Years Foundation Skills (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils in terms of teacher training, learning environment, availability of resources, and parental involvement are all interpreted as "Strongly Agree". Moreover, all the indicators on the extent of implementing the Early Years Foundation Skills (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils as assessed by the respondents in terms of literacy skills, numeracy skills, motor skills, and social-emotional skills are all interpreted as "Very High Impact". There are significant differences in the extent of Implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according play-based learning and storytelling and shared reading but no significant difference with respect to hands-on sensory approach as EYFS methods of teaching. However, there is no significant difference in the extent of implementing of methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to factors influencing the success of implementing EYFS methods of teaching with respect to teachers' training, learning environment, availability of resources, and parental involvement.

**KEYWORDS:** Early Years Foundation Stage (EYFS), Play-based Learning, Hands-on Sensory Approach, Story Telling and Shared Reading, Kindergarten Pupils, Building Skill-Based Foundation

## I. INTRODUCTION

Early childhood education is essential for a child's overall development, focusing on cognitive, physical, social, and emotional growth. A supportive learning environment, proper nutrition, and relevant experiences are vital for lifelong learning. Integrating life skills into the curriculum helps children build confidence and tackle challenges (Birla et al., 2024). However, recent shifts towards standardized testing and academic performance in kindergarten have hindered holistic education, despite educators' support for developmentally appropriate practices. Balancing academics with play-based learning and social-emotional development continues to be a challenge (Nolde, 2023).

The Kindergarten Act of 2012 (Republic Act 10157) emphasizes the critical role of kindergarten in the academic and technological development of Filipino children, advocating for the continuous professional development of kindergarten teachers to keep them updated on modern educational trends and methodologies. Learning activities are organized into

thematic units that integrate concepts and skills across seven developmental domains, focusing on personal, familial, school, community, and environmental themes.

The evolving educational landscape demands an early learning curriculum that meets educational goals while being developmentally appropriate, a challenge faced in Filipino kindergarten classrooms. A curriculum designed with the unique needs of early learners in mind enhances educational experiences and provides Filipino educators with innovative, best practice methodologies to boost student success and engagement (Glory, 2020). Emphasizing the importance of the early years, the curriculum promotes child-led, child-centered, and play-based learning, addressing the physical and emotional needs of learners. Engagement in play is crucial for retention of learning, and a play-focused framework fosters a lifelong passion for learning (ONE International School, 2023). Optimal learning occurs when children follow their interests and engage in play-based activities that allow them to apply knowledge in various contexts (Primary School - British School Manila, n.d.).



Early childhood education (ECE) emphasizes a child-centered approach, allowing children to choose their learning topics and methods while evaluating their progress, with educators maintaining flexibility in routines (Bautista et al., 2020). The implementation of ECE in under-resourced systems has sparked debate over balancing child-centered and teacher-centered methodologies. Both the Child-Centered Approach (CCA) and Teacher-Centered Approach (TCA) have unique benefits for preschool education. To achieve a balance, educators should act as facilitators while ensuring active learning remains a core focus (Amani & Fussy, 2023). Additionally, it is crucial to carry over effective pedagogical strategies from early education to support skill development as children transition to kindergarten.

The research is influenced by Piaget's Constructivism Theory, as noted by Mauluddia and Solehuddin (2023), which posits that knowledge is acquired through imaginative engagement and play, allowing children to actively construct and modify their understanding. This theory highlights the importance of play in childhood and supports the examination of how Early Years Foundation Stage (EYFS) pedagogical approaches promote skill development in young learners. Additionally, Vygotsky's Socio-cultural Theory, referenced by Veraksa et al. (2022), emphasizes that cognitive development occurs through social interactions, where children learn from more knowledgeable individuals. This theory underscores the role of adult-led play in enhancing competencies such as reading and arithmetic in kindergarten students.

The study utilizes the Input-Process-Output (IPO) model to explore how Early Years Foundation Stage (EYFS) teaching methods aid young learners in developing foundational skills for kindergarten. The input phase details the EYFS methods used, such as play-based learning and storytelling, alongside factors affecting their success, including teacher training and parental involvement. The process phase outlines the research methodology, including questionnaire development and data analysis. Finally, the output phase presents a proposed intervention program aimed at enhancing EYFS teaching methods to better support skill development in kindergarten pupils.

The study investigated the effectiveness of Early Years Foundation Stage (EYFS) teaching methods in fostering foundational skills among kindergarten pupils in public elementary schools in Tarlac during the 2024-2025 school year. It involved kindergarten teachers as respondents and aimed to develop a training program for teachers on EYFS methods to enhance skill-based learning. Utilizing a descriptive research design and a researcher-made questionnaire for data collection, the study focused on specific EYFS-aligned methods such as play-based learning, sensory approaches, outdoor learning, and storytelling. It also examined factors influencing the success of these methods, including teacher training, learning environments, resource availability, and parental involvement. The study assessed the impact of EYFS methods on literacy, numeracy, motor, and socio-emotional skills among kindergarten pupils.

## 1.1 Statement of the Problem

1. What is the composite mean on the Early Years Foundation Stage (EYFS) methods of teaching employed by the respondents in building skill-based foundation of kindergarten pupils with respect to Play-based learning, Hands-on Sensory Approach, Outdoor and Experiential Learning, and Story Telling and Shared Reading?
2. What is the composite mean on the factors influencing the success of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils in terms of Teacher Training, Learning Environment, Availability of Resources, and Parental Involvement?
3. What is the composite mean on the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils in terms of as assessed by the respondents in terms of Literacy Skills, Numeracy Skills, Motor Skills, and Social-emotional Skills?
4. Is there a significant difference in the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to EYFS aligned methods of teaching?
5. Is there a significant difference in the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to factors influencing the success of implementing EYFS methods of teaching?
6. What training program for teachers may be developed based on the results of the study?

## 2. Review of Related Literature

According to Owusu (2023), who noted that early childhood teachers are often unfamiliar with the types of play-based activities they should integrate into their lessons for effective learning. The study also found that most school authorities and other stakeholders within the education sector do not provide sufficient attention and necessary support for play-based pedagogy at the early childhood level. Additionally, the study found that early childhood teachers often fail to incorporate play-based activities into their lessons because play requires a significant amount of time, which is often limited in the allocated playtime on the timetable. Early Childhood teachers should be equipped with the requisite knowledge on various kinds of play-based activities to engage children during instruction. Strategically and periodically organize sensitization and advocacy programs for all stakeholders in education, including education supervisors, head teachers, teachers, and parents, to help them acquire basic knowledge that will help curb their misconceptions about play.

Patch (2020), who suggests that children could explore the world's environment, interact with others, play, and engage in activities that contribute to their development. Multi-sensory activities are one of the ways children engage with the world that encourage them to connect all their available senses, such as taste, sight, smell, touch, and sound, while exploring the world around them. Multi-sensory activities have a profound impact on children, enhancing their life skills, language and speech development, memory, and overall well-being through joyful yet straightforward activities.



Maureen et al. (2021) in their assessment of the effectiveness of an organized set of storytelling activities designed to enhance early literacy development. The study had three conditions. In the control condition, regular literacy development activities took place. In one experimental condition, the set of activities included oral storytelling. In the other experimental condition, the activities included digital storytelling. The results on the standardized tests showed that there was equally strong literacy development in all conditions. On the non-standardized post-test, the children in the experimental group performed better than the control group. The discussion highlights the specific qualities of the intervention for early literacy development and the benefits of assessing this development using a combination of standardized and dedicated tests.

The findings of the study align with those of Manja et al. (2022), which suggest that multi-sensory activities are essential in early childhood education. According to the perceptions of early childhood education teachers, the types of activity implementation are also seen as important, based on several activity criteria, such as art and material activities, visual stimulation activation activities, music and movement activities, and activities involving the senses of taste and smell, among others. Likewise, Lenhart et al. (2021) noted that the home literacy environment, particularly shared reading, is a central determinant of children's emergent literacy skills and a predictor of their later reading development. As noted in Starke (2023), narrative storytelling is an emergent literacy skill in preschool that is important for kindergarten readiness and later literacy development.

Alme and Reime (2021), who argue that children's right to participate has become internationally recognized, and that the early years are a pivotal phase for realizing children's rights. Knowledge of how young children can exercise their right to participation in various environmental and educational contexts is crucial for enhancing and facilitating pedagogical practices worldwide.

Ayisheshim's (2022) findings on the primary challenges that pre-primary schoolteachers encounter in implementing the play-based teaching method in letter learning. The study finds that a lack of experience, motivation, and management, as well as the availability of materials, are obstacles to implementing play-based preschool teaching. The researcher recommended that play-based teaching techniques, enhanced by providing sufficient material availability, training teachers, and assigning experienced teachers, will alleviate the problems.

San et al. (2021), which suggest that every child deserves the opportunity to play during their preschool age to achieve optimal development of physical, intellectual, social, and emotional aspects. However, parents or caregivers from the remote villages have not raised awareness of the play with their preschoolers. Moreover, Jaca and Lopez-Baroman (2021) revealed that teachers are always ready for the implementation of the kindergarten curriculum, however, the implementation of the contextualized Kindergarten curriculum based on the availability of instructional materials, forms of learning, the

evaluation method of learners, and the school environment were always made available for teachers to use.

Mohamed (2023), who suggests that play-based practices primarily dominate learning literacy in the pre-school years. However, as children enter the formal school system, literacy instruction takes a more systematic and explicit form. There is a significant body of literature that acknowledges the numerous benefits of child-directed play, which outweigh those of teacher-directed instruction. However, despite the proven evidence of play's benefits, a tendency towards explicit teacher-directed instruction persists in the early years. Moreover, play is often regarded as spontaneous, chaotic, and an environment where learning is accidental and unplanned. This research study will investigate how intentional, purposeful literacy learning through child-directed play can support the foundations of early literacy. Key findings highlight the foundational literacy building blocks that occur in a play-based environment, as well as underscore intentional practices of educators in the pre-primary program. Thus, drawing attention to the use of intentional, purposeful play to promote the foundations of literacy, which can have far-reaching impacts on literacy learning practices.

According to Vlassis et al. (2022), who suggest that early arithmetic skills, particularly an understanding of the part-whole relationship, are currently considered crucial for future arithmetic achievement. They are complex skills extending far beyond the mastery of counting procedures. The findings show that the learning outcomes of the game-based group were significantly higher than those of the control group after the intervention. The game-based group showed improvements in arithmetic skills, particularly those related to the part-part-whole relation. The intervention also resulted in all pupils, regardless of their initial proficiency level and including those regarded as at risk, making more progress than those in the control group.

Chiew and Yunus (2024), focusing on the physical, emotional, and well-being dimensions associated with young children's physical activity. The study highlights the importance of outdoor play in their learning and development. It examines how practitioners and parents perceive outdoor play, analyses the barriers hindering its provision, and assesses whether these barriers justify the limited outdoor play opportunities. Findings reveal distinct perspectives on outdoor play between teachers and parents, yet a shared recognition of its importance and benefits. The study also identifies concerns regarding potential risks associated with insufficient physical activity and reflects on adult awareness and involvement in promoting outdoor play. Notably, the research incorporates children's voices, ensuring their perspectives are acknowledged and valued. This study has implications for the practices of early childhood teachers and offers recommendations for future research. By exploring practitioner and parental perspectives on the importance of outdoor play and examining how adults plan and promote it in children's lives, this research contributes valuable knowledge to the field of early childhood education.

The study of Bloem and Wydick's (2023), assertion that socioemotional skills, such as self-control, openness, and



conscientiousness, partially mediate our primary results. These findings support other research that highlights the importance of developing socioemotional skills in the pre-elementary grade levels, not only as ends in themselves but also as mediators to better academic performance. Similarly, in Blewitt et al. (2021), early childhood educators play a crucial role in supporting children's social and emotional development. While a growing body of research has examined the impact of curriculum-based social and emotional learning (SEL) programs on child outcomes, the approaches educators use to strengthen children's social and emotional functioning through their everyday practices are less defined. This study explored Australian early childhood educators' perspectives on children's social and emotional development, the approaches educators use to encourage children's social and emotional skills, the enablers and barriers to SEL within the preschool environment, and the additional support needed. Findings suggest children's social-emotional development is at the forefront of educator planning, practice, and reflection. Participants described utilizing various approaches to support children's social and emotional skills, embedded within interactions and relationships with children and families. Specifically, strategies could be grouped into four broad categories: a nurturing and responsive educator-child relationship; supporting SEL through everyday interactions and practice; utilizing the physical environment to encourage SEL; and working in partnership with caregivers. There was, however, an inconsistency in the variety and type of approaches identified. Time constraints, group size, educator confidence and capability, high staff turnover, and limited guidance regarding high-quality social and emotional pedagogy were identified as key barriers.

According to Becker (2023), who notes that Kindergarten is looking very different these days due to the increase in requirements and standards. The push is affecting teachers and students. Teachers are having to use scripted lessons and focus on test preparation instead of teaching based on the students' developmental needs. Students are being pushed and given less time to play and explore during their school days. The lack of free play and the push for academic achievement are leading students to exhibit negative behavior and act out in class.

Tamblyn et al. (2023), who suggest that children engage and interact with their environment. However, educators reported that a lack of resources, building design, and limited staffing were barriers to utilizing the environment. Reflective practice, collaboration within teams and services, and access to resources strengthened the use of the environment in everyday practice. Optimal environments rely on educator reflection and responsiveness to adapt the environment to the needs of the children, utilizing the space effectively.

## II. RESEARCH METHODOLOGY

### Research Design

The study utilized a descriptive research design with a focus on quantitative data to elucidate existing circumstances. Descriptive research, characterized by the lack of direct control over variables, aims to document occurrences and evaluate specific hypotheses, traits, and behaviors within a population (Mishra & Alok, 2022; Fluet, 2021). Quantitative methods, as

noted by Sreekumar (2023), involve collecting numerical data through various means for statistical analysis to identify patterns and relationships. The research specifically examined how Early Years Foundation Stage (EYFS) teaching methods support young learners in developing foundational skills essential for kindergarten, guided by the research design to provide comprehensive insights into the impact of these methods on skill development.

### Population and Sampling

From the population of kindergarten teachers in schools in the Division of Tarlac, random sampling was used to select the schools where the samples were taken, and which represented the study's respondents.

### Respondents of the Study

The study's respondents were sixty (60) kindergarten teachers from the Division of Tarlac. The researcher randomly chose the kindergarten teachers.

### Research Instrument

The study utilized a researcher-designed questionnaire to gather data on how Early Years Foundation Stage (EYFS) teaching methods aid young learners in developing foundational skills for kindergarten. It aimed to assess the impact of these methods on skill development. The questionnaire comprised three sections: EYFS teaching methods (such as play-based learning and storytelling), factors influencing the success of these methods (including teacher training and parental involvement), and the overall effectiveness of these approaches in establishing a skill-based foundation for kindergarten pupils. The third part of the questionnaire evaluated how EYFS-aligned teaching methods influence the development of foundational skills in kindergarten pupils, focusing on literacy, numeracy, motor, and social-emotional skills. Data was collected quantitatively using a Likert Scale.

### Data Gathering Procedure

The researcher adhered to standard procedures for data collection in their study, beginning with a request for permission from the Schools Division Office in Tarlac. This request included details about the study's purpose, setting, methodology, and the validated questionnaire. An endorsement letter from the Superintendent and approvals from school heads were included to validate the distribution of questionnaires to kindergarten teachers. Respondents were given one to two weeks to complete the questionnaires, which were then retrieved and analyzed using SPSS. Conclusions and recommendations were formulated based on the results, leading to the development of a training program informed by the findings.

### Statistical Treatment

The analysis of data employed various statistical treatments, primarily the weighted mean, to assess the Early Years Foundation Stage (EYFS) teaching methods and their effectiveness in developing skill-based foundations for kindergarten pupils. This included evaluating methods such as play-based learning, hands-on sensory approaches, storytelling, and shared reading, as well as factors like teacher training, learning environment, resource availability, and parental



involvement. Additionally, the weighted mean was used to measure the influence of these methods on literacy, numeracy, motor, and social-emotional skills. Analysis of variance was also conducted to identify significant differences in the impact of EYFS teaching methods based on the methods used and the factors affecting their success.

### Ethical Consideration

The researcher prioritized ethical research principles by first obtaining an endorsement letter from the division office, which

was essential for the study. To maintain confidentiality and ensure the data was used solely for educational purposes, the researcher adhered to ethical guidelines. An approved permit from the higher educational institution and the endorsement letter from the Division Office of Tarlac were attached to the questionnaire to validate the study's intent. Additionally, the researcher complied with intellectual property laws by properly citing and referencing all gathered information, while also ensuring that no harm occurred during the study.

## III. RESULTS AND DISCUSSION

### Composite Mean on Early Years Foundation Stage (EYFS) methods of Teaching employed by the Respondents in Building Skill-Based Learning of Kindergarten Pupils with respect to Play-Based Learning, Hands-On Sensory Approach, and Story Telling and Shared Reading.

**Table 1 Composite Mean on the Methods of Teaching on the Early Years Foundation Stage (EYFS) Employed by the Respondents in Building Skill-Based of Kindergarten Pupils with respect to Play-Based Learning, Hands-On Sensory Approach, and Story Telling and Shared Reading**

	Mean	Std. Deviation	Verbal Interpretation
Play-Based Learning	3.72	0.17	Strongly Agree
Hands-On Sensory Approach	3.65	0.23	Strongly Agree
Story Telling and Shared Reading	3.69	0.20	Strongly Agree
<b>Methods Of Teaching for Early Years Foundation Stage on Building Skill- Based of Kindergarten Learners</b>	<b>3.69</b>	<b>0.14</b>	<b>Strongly Agree</b>

**Legend:** 4 (3.50 - 4.00) - Strongly Agree 3 (2.50 - 3.49) - Agree. 2 (1.50 - 2.49) - Disagree 1 (1.00 - 1.49) - Strongly Disagree

**Table 1** presents the composite mean on the methods of teaching on the Early Years Foundation Stage (EYFS) employed by the respondents in building skill-based of kindergarten pupils with respect to play-based learning, hands-on sensory approach, and storytelling and shared reading.

The results show that the indicators on the methods of teaching on the Early Years Foundation Stage (EYFS) employed by the respondents in building skill-based of kindergarten pupils concerning play-based learning, hands-on sensory approach, and storytelling and shared reading as assessed by the teachers are all interpreted as "Strongly Agree" with mean range of 3.65 to 3.72. The obtained overall mean of 3.69 and standard deviation of 0.14 reveal that the teachers in kindergarten strongly agree that play-based learning, hands-on sensory approaches, and storytelling and shared reading are the methods of teaching on the Early Years Foundation Stage (EYFS) employed mainly by the teachers.

Kindergarten teachers emphasize play-based learning, sensory exploration, and shared reading and storytelling as core teaching strategies in the Early Years Foundation Stage (EYFS) approach. These practices foster creativity, socialization, cognition, motor control, and language skills. Teachers also provide diverse, interactive activities. However, these methods require ongoing support and resources. Policymakers and school administrators should invest in professional development initiatives and foster cooperative home-school relationships to encourage parents to transfer experiences to the home setting.

The study aligns with Owusu (2023), indicating that early childhood teachers are not well-versed in effective play-based learning activities, facing challenges such as lack of support from school authorities and time constraints. Recommendations include training for teachers on play-based methods and advocacy programs to clarify misconceptions about play. Additionally, it supports Patch (2020), highlighting the significance of multi-sensory activities in enhancing children's development through sensory engagement. Furthermore, it corroborates Maureen et al. (2021) on the effectiveness of storytelling for early literacy, showing that while all groups performed similarly on standardized tests, those engaged in oral and digital storytelling outperformed the control group on non-standardized assessments.

The findings of the study align with those of Manja et al. (2022), which suggest that multi-sensory activities are essential in early childhood education. According to the perceptions of early childhood education teachers, the types of activity implementation are also seen as important, based on several activity criteria, such as art and material activities, visual stimulation activation activities, music and movement activities, and activities involving the senses of taste and smell, among others. Likewise, Lenhart et al. (2021) noted that the home literacy environment, particularly shared reading, is a central determinant of children's emergent literacy skills and a predictor of their later reading development. As noted in Starke (2023), narrative storytelling is an emergent literacy skill in



preschool that is important for kindergarten readiness and later literacy development.

**Composite Mean on Factors influencing the success of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils in terms of Teacher Training, Learning Environment, Availability of Resources, and Parental Involvement.**

**Table 2 Composite Mean on the Factors Influencing the Success of Implementing Early Years Foundation Stage (EYFS) Methods of Teaching on Building Skill-Based Foundation of Kindergarten in terms of Teacher Training, Learning Environment, Availability of Resources, and Parental Involvement**

	Mean	Std. Deviation	Verbal Interpretation
Teacher Training	3.63	0.21	Strongly Agree
Learning Environment	3.64	0.18	Strongly Agree
Availability of Resources	3.66	0.20	Strongly Agree
Parental Involvement	3.65	0.18	Strongly Agree
<b>Factors Influencing the Success of Implementing EYFS Methods of Teaching on Building Skill-Based of Kindergarten Pupils</b>	<b>3.65</b>	<b>0.10</b>	<b>Strongly Agree</b>

**Legend:** 4 (3.50 - 4.00) - Strongly Agree 3 (2.50 - 3.49) - Agree. 2 (1.50 - 2.49) - Disagree 1 (1.00 - 1.49) - Strongly Disagree

**Table 2** on the next page presents the composite mean on the factors influencing the success of implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils in terms of teacher training, learning environment, availability of resources, and parental involvement.

The results show that the indicators on the factors influencing the success of implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils in terms of teacher training, learning environment, availability of resources, and parental involvement as assessed by the teachers are all interpreted as “Strongly Agree”. With mean range of 3.63 to 3.66. The obtained overall mean of 3.65 and standard deviation of 0.10 reveal that the teachers in kindergarten strongly agree that teacher training, learning environment, availability of resources, and parental involvement are the factors influencing the success of implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils.

The research highlights that teachers identify four key factors influencing the effective application of Early Years Foundation Stage (EYFS) teaching practices: teacher training, learning environment, resource availability, and parental engagement. These elements are crucial for establishing a skill-based foundation for kindergarten students. The consensus among teachers underscores the importance of these factors working together; deficiencies in one area can negatively affect the others. The study emphasizes the need for ongoing investment in teacher training, well-designed learning spaces, quality resources, and strong school-home relationships to maintain

high standards in early childhood education. Continuous professional development, classroom improvements, resource upgrades, and active parental involvement are essential for the successful implementation of EYFS practices. Regular monitoring and assessment of these factors will help identify areas for improvement, ensuring the ongoing enhancement of skills for kindergarten pupils.

The study's findings align with the work of Donasco and Vertulfo (2024), emphasizing the critical role teachers play in student learning and development, particularly through play-based learning strategies in kindergarten. It also supports Alme and Reime (2021), highlighting the importance of recognizing children's rights to participate in educational contexts during their formative years. Additionally, the findings resonate with Ayisheshim (2022), identifying challenges faced by pre-primary teachers in implementing play-based methods, such as lack of experience and resources. Recommendations include enhancing teacher training and resource availability to improve play-based teaching practices.

The findings of the study support San et al. (2021), which suggest that every child deserves the opportunity to play during their preschool age to achieve optimal development of physical, intellectual, social, and emotional aspects. However, parents or caregivers from the remote villages have not raised awareness of the play with their preschoolers. Moreover, Jaca and Lopez-Baroman (2021) revealed that teachers are always ready for the implementation of the kindergarten curriculum, however, the implementation of the contextualized Kindergarten curriculum based on the availability of instructional materials, forms of learning, the evaluation method of learners, and the school environment were always made available for teachers to use.



**Composite Mean on the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils in terms of as assessed by the respondents in terms of Literacy Skills, Numeracy Skills, Motor Skills, and Social-Emotional Skills.**

**Table 3 Composite Mean on the Extent of Implementing Early Years Foundation Stage (EYFS) Methods of Teaching on Building Skill-Based Foundation of Kindergarten Pupils as Assessed by the Respondents in Terms of Literacy Skills, Numeracy Skills, Motor Skills, and Social-Emotional Skills**

	Mean	Std. Deviation	Verbal Interpretation
Literacy Skills	3.66	0.18	Very High Impact
Numeracy Skills	3.63	0.25	Very High Impact
Motor Skills	3.56	0.21	Very High Impact
Social-Emotional Skills	3.63	0.18	Very High Impact
<b>Extent of Implementing EYFS Aligned Methods of Teaching on Building Skill-Based of Kindergarten Pupils</b>	<b>3.62</b>	<b>0.13</b>	<b>Very High Impact</b>

**Legend:** 4 (3.50 - 4.00) - Very High Impact      2 (1.50 - 2.49) - Moderate Impact  
 3 (2.50 - 3.49) - High Impact      1 (1.00 - 1.49) - Low Impact

**Table 3** presents the composite mean on the extent of implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils in terms of literacy skills, numeracy skills, motor skills, and social-emotional skills.

The results show that the indicators on the extent of implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils in terms of literacy skills, numeracy skills, motor skills, and social-emotional skills, as assessed by the teachers, are all interpreted as "Very High Impact". With mean range of 3.56 to 3.66, the obtained overall mean of 3.62 and standard deviation of 0.13 reveal that implementing the Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils has very high impact on literacy skills, numeracy skills, motor skills, and social-emotional skills among the pupils.

The study reveals that the use of Early Years Foundation Stage (EYFS) instructional methodologies by teachers has a "Very High Impact" on critical areas of pupil development, including literacy, numeracy, physical skills, and social-emotional skills. This effectiveness underscores the importance of EYFS approaches in fostering early language development, mathematical thinking, and motor skills, while also enhancing emotional and social growth. Teachers feel well-prepared to implement these strategies, suggesting a need for schools and educational administrators to further support EYFS methods through investment in resources, professional training, and enriched learning environments. Additionally, fostering collaboration between teachers and parents is essential for promoting comprehensive development in children both at school and home.

The study's findings align with Mohamed (2023), emphasizing that play-based practices are essential for literacy development in preschool, transitioning to more structured instruction in

formal education. Despite evidence supporting the benefits of child-directed play, there remains a preference for explicit teacher-directed methods. The research aims to explore how intentional literacy learning through play can enhance early literacy foundations.

Additionally, the findings corroborate Vlassis et al. (2022), highlighting the significance of early arithmetic skills, particularly the part-whole relationship, in future success. The study shows that a game-based approach significantly improved arithmetic skills among participants, including those at risk. Chiew and Yunus (2024) are also supported, as their research underscores the importance of outdoor play for young children's development. It reveals differing perceptions between teachers and parents regarding outdoor play, while acknowledging its benefits and the need for adult involvement in promoting it.

Lastly, the findings resonate with Bloem and Wydick (2023) regarding the role of socioemotional skills in academic performance, and Blewitt et al. (2021), which explores early childhood educators' strategies for fostering social and emotional development. The study identifies various approaches used by educators, while also noting barriers such as time constraints and limited guidance in implementing effective social and emotional learning practices.

The study's findings support Becker (2023), who notes that Kindergarten is looking very different these days due to the increase in requirements and standards. The push is affecting teachers and students. Teachers are having to use scripted lessons and focus on test preparation instead of teaching based on the students' developmental needs. Students are being pushed and given less time to play and explore during their school days. The lack of free play and the push for academic achievement are leading students to exhibit negative behavior and act out in class.



**Significant difference in the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to EYFS aligned methods of teaching.**

**Table 4 Test of Significant Difference in the Extent of Implementing Early Years Foundation Stage (EYFS) Methods of Teaching on Building Skill-Based Foundation of Kindergarten Pupils When Grouped According to EYFS Methods of Teaching**

	t	df	Sig. (2-tailed)	Decision	Remark
<b>Play-based Learning</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	3.829	59	0.000	Reject	Significant
<b>Hands-On Sensory Approach</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	0.970	59	0.336	Accept	Not Significant
<b>Storytelling and Shared Reading</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	2.383	59	0.020	Reject	Significant

**Table 4** presents the test of significant difference in the extent of implementing Early Years Foundation Stage (EYFS) methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to EYFS methods of teaching.

The table shows that there are significant differences in the extent of Implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to EYFS methods of teaching with probability value of 0.000 and 0.020 respectively which are less than 0.05 confidence level in terms of play-based learning and storytelling and shared reading, leading to rejection of the null hypothesis, hence, rejection of null hypothesis means the existence of significant difference between these variables. However, the probability value of 0.336 is greater than the 0.05 confidence level, indicating the absence of a significant difference regarding the hands-on sensory approach. Thus, there are significant differences in the extent to which EYFS

methods of teaching are implemented in building a skill-based foundation for kindergarten pupils when grouped according to play-based learning, storytelling, and shared reading, but no significant difference with respect to hands-on sensory approaches as EYFS methods of teaching.

The study reveals significant variability in the use of EYFS teaching strategies, particularly in play-based learning and shared reading, suggesting that factors like training, resources, and teacher confidence influence implementation. In contrast, hands-on sensory approaches are consistently utilized across classrooms. The findings indicate a need for enhanced training and resources to standardize the application of play-based learning and storytelling, ensuring all children benefit from these methods. Strengthening sensory strategies could also serve as a model for improving other EYFS practices, fostering a more effective learning environment for kindergarten students.

**Significant difference in the extent of impact of implementing EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to factors influencing the success of implementing EYFS methods of teaching.**

**Table 5 Test of Significant Difference in the Extent of Implementing of Early Years Foundation Stage (EYFS) Methods of Teaching on Building Skill-Based Foundation of Kindergarten Pupils When Grouped According to Factors Influencing the Success of Implementing EYFS Methods of Teaching**

	t	df	Sig. (2-tailed)	Decision	Remark
<b>Teacher Training</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	0.461	59	0.646	Accept	Not Significant
<b>Learning Environment</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	0.789	59	0.433	Accept	Not Significant
<b>Availability of Resources</b> - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils	1.570	59	0.122	Accept	Not Significant



**Parental Involvement** - Extent of implementing (EYFS) aligned methods of teaching on building skill-based of kindergarten pupils 1.323 59 0.191 Accept Not Significant

**Table 16** on the next page presents the test of significant difference in the extent of implementing of EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to factors influencing the success of implementing EYFS methods of teaching.

The data reveal that there is no significant difference in the extent of implementing of EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to factors influencing the success of implementing EYFS methods of teaching with probability values ranging from 0.122 to 0.646 which are greater than 0.05 confidence level which accept the null hypothesis. The acceptance of null hypothesis means the non-existence of significant difference between variables. Hence, there is no significant difference in the extent of implementing of EYFS methods of teaching on building skill-based foundation of kindergarten pupils when grouped according to teachers' training, learning environment, availability of resources, and parental involvement as the factors influencing the success of implementing EYFS methods of teaching.

The research findings reveal that there is no significant difference in the application of EYFS teaching methods among kindergarten teachers, regardless of factors such as teacher training, learning environment, resource availability, and parental involvement. This indicates that teachers implement these methods consistently, demonstrating their commitment and adaptability in overcoming challenges to support skill development in young learners. The results suggest that existing support systems and resources have created an equitable environment for teachers, emphasizing the importance of maintaining and enhancing these systems through continued investment in training and parental

involvement to benefit the overall development of children in various learning contexts.

The findings support Tamblyn et al. (2023), who suggest that children engage and interact with their environment. However, educators reported that a lack of resources, building design, and limited staffing were barriers to utilizing the environment. Reflective practice, collaboration within teams and services, and access to resources strengthened the use of the environment in everyday practice. Optimal environments rely on educator reflection and responsiveness to adapt the environment to the needs of the children, utilizing the space effectively.

**Training program for teachers may be developed based on the results of the study.**

**Rationale**

The study's output, based on the results, is a training program for teachers that focuses on Early Years Foundation Stage (EYFS) methods of teaching to build a skill-based foundation in kindergarten learners. Based on the study's results, although teachers have widely employed play-based learning, storytelling, shared reading, and sensory hands-on methods. However, there are still areas that require improvement, most notably in utilizing resources effectively, collaborating with parents, and continually refining teaching methods through professional development. This professional development program, thus, aims to close such gaps by equipping teachers with current research-driven strategies and working approaches congruent with EYFS philosophies. It aims to enhance their capabilities in developing literacy, numeracy, motor, and social-emotional competencies, maximize learning environments, and promote quality parental engagement. The ultimate contribution of this program, therefore, is the nurturing of confident, capable, and well-rounded kindergarten learners who are well-equipped for success in future education.

**Training Program for Teachers on Early Years Foundation Stage (EYFS) Methods of Teaching for Building Skill-Based Foundation of Kindergarten Learners**

Key Area	Identified Need Based on the Results of the Study	Training Content and Focus	Mode of Delivery/ Platform	Time Frame / Budget	Expected Outcome
Play-Based Learning	Strengthening play-based learning as classroom Strategies	Effective Design of Play-based Activities Integrating Literacy and Numeracy Integration in Play-based Learning	Workshops, Demonstration Teaching, Peer Observations	2 days	Increased the ability to create purposeful play that builds literacy, numeracy, and social skills among kindergarten teachers.
Storytelling and Shared Reading	Improving application for literacy development	Interactive Storytelling Techniques	Model Teaching Sessions, Reading Laboratory	2 days	Enhanced classroom storytelling and shared reading practices for better comprehension



		Enhancing Pupil Engagement and Questioning Skills			and vocabulary building.
Hands-on Sensory Approach	Continuous enhancement on utilization	Creativity in Hands-on Sensory Activities Making Sensory Play inclusively and Safe for Children	Hands-on Sensory Approach Workshops	2 days	The teachers have varied, purposeful sensory activities integrated into daily learning.
Literacy and Numeracy Skill Building	Training needed to address lower-rated indicators.	Literacy and Numeracy Enhancement Through Structured Guided and Free Play Assessment Strategies for Early Learning	Online Self-Paced Modules, In-Person Coaching and Mentoring	1 week	Effective integration of skill-based learning through play and storytelling
Motor Skills Development	Areas for improvement in structured activities and outdoor learning	Outdoor and Indoor Activities for Fine and Gross Motor Skills Use of Manipulative Materials and Equipment	Demonstration Teaching, Physical Activity Modules	1 week	The teachers are more confident in facilitation of motor development activities inside and outside the classroom.
Social-Emotional Learning (SEL)	Lower ratings in empathy, emotional regulation, and peer interaction development	Building Classroom Routines for SEL Developing Emotional Intelligence and Peer Support in Kindergarten	Interactive workshops, Role-playing Activities	1 week	The teachers utilize varied strategies to support pupils' self-confidence, empathy, and emotional awareness.
Parental Involvement	Need for deeper engagement of parents in skill-building of learners	Strategies for Parents Involvement at Home and In School Activities Strengthening Communication and Partnership	Parent Engagement Seminars, Home Activity Resource Kits	3 days	Strengthened parent-teacher collaboration for skill-building at home and in school for the learners.
Resource Optimization	Address gaps in the use of digital resources and classroom resource organization	Effective Classroom Setup for Literacy and Numeracy Centers Training on Technology Integration in Kindergarten Classroom	Engaging Classroom Design Workshops, Technology Integration Training	1 week	Well-organized learning environments and effective use of available resources.

#### IV. CONCLUSION

The study focuses on the methods of teaching Early Years Foundation Stage (EYFS) to build a skill-based foundation for kindergarten students. The indicators include play-based learning, hands-on sensory approaches, storytelling, and shared reading. The success of implementing EYFS methods is influenced by factors such as teacher training, learning environment, availability of resources, and parental

involvement. The extent of implementing EYFS methods has a very high impact on literacy, numeracy, motor, and social-emotional skills. There are significant differences in the extent of implementing EYFS methods when grouped according to EYFS methods, with probability values of 0.000 and 0.020 respectively. However, there is no significant difference regarding the hands-on sensory approach. The study's output is a training program for teachers focusing on EYFS methods to



build a skill-based foundation in kindergarten learners. Although teachers have widely employed play-based learning, storytelling, shared reading, and sensory hands-on methods, there are still areas for improvement, such as utilizing resources effectively, collaborating with parents, and continually refining teaching methods through professional development.

The study reveals that kindergarten teachers use play-based learning, sensory experiences, and storybook reading as effective instructional strategies in early childhood education. Teachers believe teacher training, learning environment, resource availability, and parental engagement are crucial for successful outcomes. EYFS approaches promote reading, early language, mathematical thinking, motor skills, emotional and social development. Teachers vary in their use of these methods, but a hands-on sensory approach is uniformly used. A training program is needed for teachers.

The study recommends the use of play-based learning, sensory exploration, and shared reading and storytelling as core teaching strategies under the Early Years Foundation Stage (EYFS) approach. It suggests investing in professional development initiatives to support teachers in refining these methods, fostering cooperative home-school relationships, investing in teacher training programs, and promoting collaboration between teachers and parents. It also suggests providing more training and resources to promote uniform application of play-based learning in kindergarten classrooms and maintaining support systems for EYFS implementation.

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