# LEARNING STYLE PREFERENCES AND DEVELOPMENTAL AREAS AMONG KINDERGARTEN LEARNERS OF ISLAND SCHOOLS IN MANICAHAN DISTRICT

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# Learning Style Preferences and Developmental Areas among Kindergarten Learners of Island Schools in Manicahan District

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## Abstract

In this study, 116 Kindergarten learners from Island Schools in Manicahan District were examined during the academic year 2022-2023. The research focused on understanding learning style preferences and developmental areas concerning gender and parental educational background. Utilizing mean, standard deviation, Pearson r, t-test for independent samples, and Analysis of Variance (ANOVA), the study identified diverse learning preferences, with visual and auditory preferences being prominent. Male students exhibited specific learning style preferences distinct from females, emphasizing the need for tailored instructional techniques. Surprisingly, parental educational attainment did not significantly influence auditory learning preferences. In developmental areas, participants demonstrated proficiency in health, socioemotional development, language, mathematics, and the physical world. However, the study highlighted the need for additional guidance to ensure a deep understanding of these concepts. The findings underscore the importance of incorporating visual aids, hands-on activities, and tailored teaching methods. Educators can use these insights to create inclusive learning environments, promoting personalized learning experiences for young learners. Policymakers can leverage this research to refine early childhood education strategies, fostering a more comprehensive understanding of diverse learning needs. This study provides essential groundwork for educators and policymakers to enhance early childhood education effectively.

**Keywords:** *Developmental Areas; Island School; Kindergarten; Learning Style Preference*

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## Introduction

Professional and scholarly interest in young children's social, moral, physical, and intellectual development has grown significantly during the past few decades. This renewed interest results from study findings that emphasize how vital it is for teaching and learning to understand the diverse patterns of a child's development. Research has led educators to believe intelligence is an inborn constant; each student develops uniquely, and young children learn at various speeds and levels (Smith Krouse and Atkinson in Crino 1985, 23). According to theory and research, a child's early experiences significantly impact learning. To improve early learning, educators hurried to arrange the environment (Lay and Dopyera 1970, 12) experimentally.

Today, teachers may see whether a student struggles in school as early as kindergarten. Some pupils survive primary school while others endure diminished motivation and success as the subject matter becomes more challenging. The reasons behind these failures reveal that many pupils need to learn through instructors' standard teaching techniques. Because the content is not compatible with how children learn best, children cannot comprehend what they are supposed to learn.

Research shows that students have different learning styles; thus, curriculum and teaching approaches should take them into account. Despite these results, information and action still need to be connected. Many schools provide all students with the same math, spelling, and textbook problems. Students must read and understand the same texts. Minimum skills, knowledge, understanding, and tasks are set for a learning group. Children must take standardized tests and engage in activities that may only meet a few needs, interests, and abilities. Since "this is vital preparation for their life," pupils must sit through courses they do not understand. Why pupils must quit school to study is ignored.

This deplorable situation in the classroom haunts the conscience and prompts educators to ask: Are teachers doing honor to their kindergarten children? Aside from the costly expense of kindergarten in private institutions, do kindergarten instructors give students engaging activities that would foster their development and learning? Do educators know their students well enough? Are they paying attention to how young children learn and the components of learning to offer the most significant classroom instruction and meet the requirements of each student in educational programs? Can this motivation be achieved? Can academic stimulation be incorporated into the curriculum before the primary grades?

The kindergarten students at the three island schools in the Manicahan area are the main subject of this study. It is based on Lychn's (1982) prescription for a scheduling strategy for kindergarten students, which calls for curriculum preparation that considers the learning preferences of five-year-old kindergarteners. It acknowledges Froebel's view that education is a continuous process best learned via practical experiences. Children may freely and artistically experiment with different social roles and ideas via play, establish their personalities, and explore their abilities.

This study is founded on the principles established by Republic Act 10157, the Kindergarten Education Act, which mandates kindergarten education as an integral component of basic education, requiring it for admission into Grade 1. As stated in the Enhanced Basic Education Act of 2013 Implementing Rules and Regulations, Section 6, kindergarten represents the initial phase of mandatory formal education, comprising a preparatory program lasting a year for kids at least five years old. This legislation underpins the conception of DepEd Order No. 47, s. 2016, also known as the Omnibus Policy of Kindergarten Education. This order sets guidelines to ensure the effective and efficient delivery of kindergarten education across public and private sectors, offering a detailed framework for the program's various facets. Moreover, the significance of this

educational phase is further highlighted by Republic Act No. 10410, which identifies the ages from zero to eight years considered the crucial initial phase of learning growth, emphasizing the significance of strengthening the Early Childhood Care and Development System.

Considering these situations, this basic research was conceived to investigate and understand the specific learning style preferences of kindergarten learners in the island schools of the Manicahan District and to identify key developmental areas where these learners excel or require further support, with the goal of adapting educational strategies and interventions that align with their innate learning preferences to enhance their educational outcomes and holistic development.

## Literature Review

***The Kindergartner.*** Regarding mental development, the kindergarten-aged youngster exhibits clear improvements in language, an expansion of his knowledge base, and improved emotional regulation. Each student is a distinct person, different from all other people, despite the numerous developmental tendencies that may be observed in youngsters.

Cohen (2013) demonstrated the intriguing differences among kindergartners. Physically, they are always on the go to release energy. They move quickly and exhibit apparent weight and height growth at this age. They run, climb, reach, and grip. They need to work on their coordination, and they like talking. Hence, intentional experiences must be developed in kindergarten programs where these physical qualities might be improved. These exercises might be unstructured, manipulative, theatrical, or used as a substitute for reading readiness.

Young children learn social norms and cooperative behavior through association with other people, as well as the fact that other people experience similar emotions to themselves. Cohen (2013) emphasizes the average kindergartner's display of passion, jealousy, hatred, fury, enmity, and bitterness while discussing emotional development. His warmth, devotion, loyalty, adoration, respect, and compassion are clearly shown. He can express his feelings quite emphatically, but it has been noted that this does not endure for very long because every kindergartener is different. According to Cohen, racial and cultural diversity among kindergarteners is not a concern (as it is in the Philippines). These are some traits of kindergarteners that Cohen noted in Crino's study from 1982:

1. Behavior contrasts are stark.
2. require adoration
3. Will crumble under pressure, but opponents do not want to be viewed as infants.
4. eager for knowledge but unable to focus on a single topic
5. Animals with feelings can easily laugh or weep.
6. are straightforward, funny, and concrete.
7. Lack of experience - have a feeling of immediacy.
8. limited understanding of time in critical situations.

Children must be able to deal with the world as they encounter it. Children between the ages of four and nine make enormous strides in comprehending their environment. However, it takes a lot of direct experience and testing before they can draw many generalizations. Yet, Holt (1974, 667-670) showed via his study that instructors who believe it is their obligation and right to dictate what students should learn would not be able to achieve true learning in the classroom.

***Learning Styles.*** Teachers currently use research from the first year of the 19th century to understand that learners have different learning styles, and that teaching

techniques and curricular programs should support them (Lehy in Crino, 1984). Learning preferences match teaching approaches and instructional materials, motivating and disciplining students.

Children grow socially and emotionally, and these phases are particularly relevant to early childhood educators (Batra 2013, 249). These children must interact and prosper in their environment. He believes a dynamic environment with adult support will help the child find meaning. In a restricted environment, the child would feel guilty and be less motivated to learn basic skills. Early childhood educators are curious about "industry vs. inferiority level." Kindergarten, which teaches reading, writing, and arithmetic, fits perfectly into this developmental stage.

According to Koester and Farley (1977), restless children's behavior was seldom noticed in schools that did not require passivity. Although some students thrived in a mobile, activity-focused atmosphere, others spent almost all their time there despite constant invitations to move. Some pupils couldn't be convinced to exercise more, while others couldn't handle lengthy periods of inactivity. A child's personality might affect how he utilizes his environment.

Dunn et al. (1990, 69-83) adds that progressively using all four senses does not guarantee that each young child would be exposed to challenging material and rewarded according to their perceptual aptitude. Tactual/kinesthetic learning is beneficial for underachievers and early children (Vincent and Ross 2001). Orally introducing youngsters to new and difficult information almost predicts misunderstanding or difficulties (Searson and Dunn 2001, 22).

***Visual Learning Style Preference.*** Learning theorists show that people learn, interpret, and remember differently. 30% of people learn via hearing. They prefer speaking and study groups to writing. Experiential learners (5%) like moot court competitions, role-playing games, and clinical work. 65% are visual learners. They write well and retain what they read, but oral lectures are difficult.

Visual learners are quiet, have active imaginations, learn best from visuals, and have trouble following instructions. Since they are visual learners, they learn best by reading and observing (Kanar 1995, 21-22). Visual thinkers think in images. They visualize what they read or hear.

Visual learners benefit from all classroom testing's written "visual" format. This requires visualizing knowledge. Good readers can see black-and-white text. It aids memory. Visual learners easily meet classroom standards, including sitting quietly, writing neatly, and organizing materials.

***Auditory Learning Style Preference.*** Auditory learners prefer hearing. Auditory learners prefer listening to reading. Auditory learners focus on hearing or speaking to learn, whereas others recall information by touch, visual, or reading (Kayalar and Kayalar 2017, 4-10).

Many auditory learners struggle to understand written content but understand it well when spoken to. They learn by reading aloud or connecting it with nonverbal sounds like music or clapping.

Auditory learners, for example, prefer music and absorb song lyrics faster. They can follow vocal directions from their lecturers, but they prefer to have things read to them.

Auditory learners do better in traditional classrooms that emphasize listening.

Knowing auditory learner features may help identify them. If you want to increase your learning, you need to grasp auditory learner features.

Every learning approach provides benefits, regardless of preference. Let's examine its advantages for auditory learners and occasional users.

***Tactile Learning Style Preference.*** The kinesthetic learning technique gives access to all produced and unremembered motions and emotions. This learning approach strongly emphasizes physical comfort, emotional response, rhythm,

movement, and coordination. Some traits of highly kinesthetic students can be summarized. First, students move around a lot, touch people often, and stand close to one another. Second, besides reading and responding physically, students learn by doing, pointing, and writing. Lastly, pupils adore visiting places too (Begel, Garcia, and Wolfman 2004, 183-184).

Kinesthetic learners learn better when they experiment and engage in hands-on activities during class. Children effectively remember knowledge when they actively participate in events, field trips, and role plays. They also move around a lot. Second, in addition to reading and responding physically, students learn by doing, pointing, and writing. The kinesthetic type is very different for tactile learners because they learn through "hands-on" experience. They take pleasure in handling and experimenting with materials, creating models by hand, and doing lab experiments. By taking notes, paying attention to instructions, and participating actively in class, they can recall knowledge.

Figure 1 presents the conceptual framework of the study investigating the interplay between demographic profiles, learning style preferences, and developmental areas among kindergarten learners in island schools. At the heart of this framework is the exploration of how independent variables—specifically, the gender of the learners and the educational attainment of their parents—affect the dependent variables, which include the learners' preferences for visual, auditory, or tactile learning styles and their progress in several developmental areas: language, literacy, and communication; socioemotional development; health, wellbeing, and motor development; mathematics; and their interaction with the physical environment. The ultimate goal is to leverage these insights to inform the development of educational strategies and interventions tailored to these learners' unique needs and circumstances, enhancing their educational outcomes and fostering their holistic development.

**Conceptual Framework**

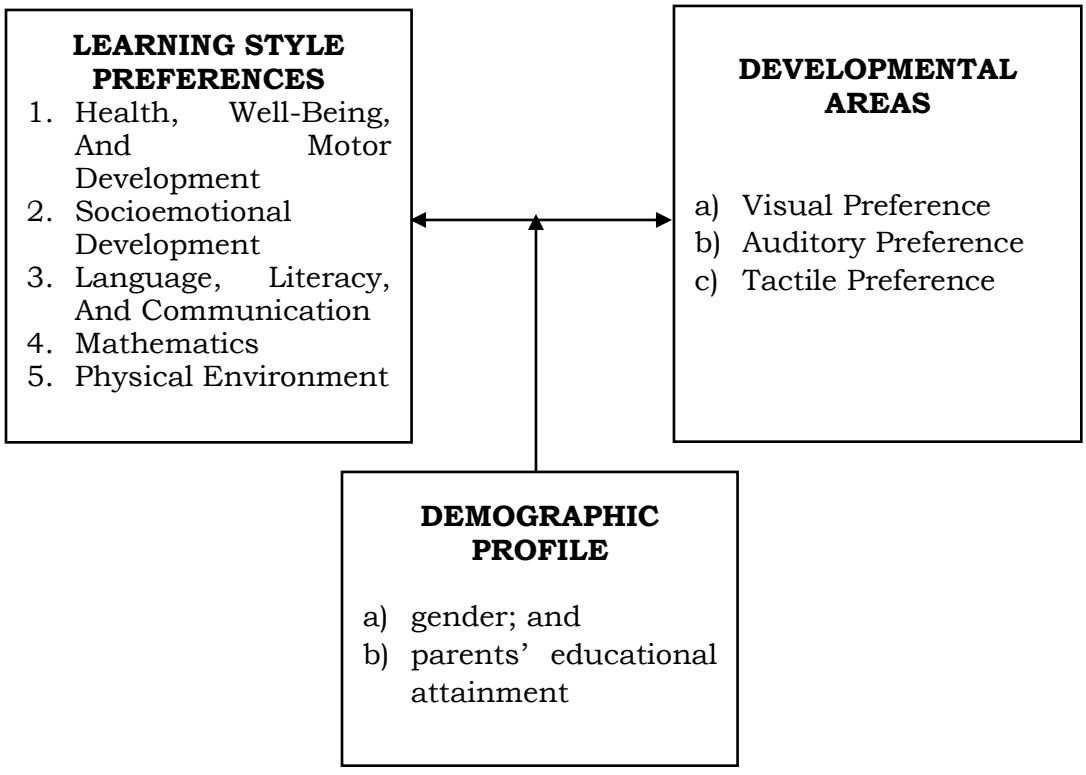


**Figure 1: Interplay of Variables**

## Research Questions

### Research Questions

The purpose of this study is to primarily identify the learning style preferences and developmental areas among kindergarten learners of island schools in Manicahan district. A second purpose was to analyze the developmental areas for children's learning growth via the seven indicators provided in a kindergarten curriculum. Specifically, it sought answers to the following questions:

1. What are the learning style preferences of the kindergarten learners of the Island Schools under Manicahan District in terms of:
    a. Visual Preference
    b. Auditory Preference
    c. Tactile Preference
2. To what extent are the developmental areas of the kindergarten learners of the Island Schools under Manicahan District in terms of:
    a. Health, Well-Being, And Motor Development
    b. Socioemotional Development
    c. Language, Literacy, And Communication
    d. Mathematics
    e. Physical Environment
3. Is there a significant difference in the learning style preferences of the kindergarten learners when data are grouped according to:
    a. gender; and
    b. parents' educational attainment
4. Is there a significant difference in the developmental areas when grouped according to:
    a. gender; and
    b. parents' educational attainment

## Scope and Limitation

This study focuses on determining the learning style preferences and developmental areas among kindergarten learners of island schools in Manicahan district. It is delimited to kindergarten learners and teachers at the island schools of Manicahan District, school year 2022-2023. The data gathered in this study is limited to the results from the research questionnaire and the ECCD checklist of the students during the first to third quarter of the School Year 2022-2023, given that the current School Year has yet to conclude, the 4$^{th}$ quarter data will not be included.

The results can be limited to what is available only during the school year. Thus, it can influence the generalizability of the results and discussion. But, overall, the results can be considered significant to address specific issues related to the topic that was addressed in the results of this study.

## Method

### Research Design

The study utilized the descriptive survey design as the appropriate methodology to answer the research questions. The investigation covered the learning style preferences and developmental areas among kindergarten learners of island schools in

Manicahan district to obtain empirical data that can serve as an objective basis for developing interventions and approaches relevant to the learning styles of the respondents, as well as to develop a strategy to strengthen the current curriculum to become more relevant and applicable to the island schools in this study.

**Research Participants**

The study used total population sampling. This sampling method is generally the best way to identify the respondents in this kind of study. Since the entire population is the subject of the study, it is significant that the researcher gets the responses of the entire population to an analytical generalization.

The process of conducting a total sampling population of kindergarten learners involves several important steps. First, the researcher defined the population he wanted to study, including their gender and parents' educational attainment. Then, created a sampling frame by listing all the kindergarten students in the island school indicated as the respondents. Obtain the necessary permissions and clearances to conduct the study ethically and legally. Once the researcher had the necessary approvals, organized the logistics, including personnel, schedules, and equipment. He Prepared the data collection tools, such as questionnaires or observation protocols. Communicated with the schools to inform them about the study and schedule data collection times. Visited each kindergarten and administered the data collection tools to all the learners, ensuring standardized and consistent procedures. Maintained data quality and accuracy during collection.

The table below shows the respondents of the study. The learners from each of the three island schools were selected across the three schools covered in this study.

**Table 1: Respondents of the Study**

| Schools | Number of Teachers | Number of Kindergarten Learners |
|---|---|---|
| Island School A | 2 | 116 |
| Island School B | 2 | 92 |
| Island School C | 1 | 15 |

**Research Instruments**

The researcher used a validated research questionnaire checklist with an estimated reliability of 0.77 Cronbach Alpha adapted from the University of Texas Learning Center in 2006 to determine and identify the learning styles of the respondents and using the ECCD Checklist in the progress report of the kindergarten learners to determine the developmental areas of the respondents.

The researcher prepared the questionnaire checklist. The draft research instrument was presented to a panel of validators to ensure the study instrument's validity. All suggestions of the validators were incorporated in the final draft of the research instrument. The final draft was pilot tested on a similar group of respondents to determine the reliability of the research instrument. The enhanced research instrument was utilized to administer the questionnaire checklist to the target respondents.

The questionnaire checklist is composed of one part. Part I – Respondent Background. Part II – Learning Styles of the kindergarten learners; Part III – Developmental areas of the Respondents.

**Data Gathering Procedure**

The researcher wrote a letter of permission to the Schools Division Superintendent to conduct the research titled" Learning Style Preferences and

Developmental Areas among Kindergarten Learners of Island Schools in Manicahan District."

When the Schools Division Superintendent approves the request, the researcher furnished copies to the School Heads. Before administering the research instrument, the researcher met the target respondents to brief and appraise them on the purpose of the study and the significance of their involvement as part of the study. They were appraised of the confidentiality of their responses and the anonymity of their names in the research instrument for ethical and professional reasons. Furthermore, the researcher also secured the informed consent and assent of the learners to ensure that their participation was completely voluntary.

Afterward, the researcher personally distributed the questionnaire checklist to the target respondents, assisting them in the accomplishment of the research tool, and upon completion, the researcher personally retrieved the accomplished research instrument for statistical tabulation, data analysis, and interpretation.

**Data Analysis**

The following statistical tool was used for the treatment of data:

**Weighted Mean and Frequency Distribution used for Q1** – "What are the learning style preferences of the kindergarten learners of the Island Schools under Manicahan District in terms of a. Visual Preference; b. Auditory preference; and c. Tactile Preference. As well as **Q2** – "1. To what extent are the developmental areas of the kindergarten learners of the Island Schools under Manicahan District in terms of: a) Health, Well-Being, And Motor Development; b) Socioemotional Development; c) Language, Literacy, And Communication; d) Mathematics; e) Physical Environment

**Independent – Sample T-Test used for Q4. "**Is there a significant difference in the Developmental Areas and learning style preferences of the kindergarten learners when data are grouped according to gender?"

**Analysis of Variance (ANOVA) used for Q4** – "Is there a significant difference in the Developmental Areas learning style preferences of the kindergarten learners when data are grouped according to parents' educational attainment?"

## Results and Discussion

***Learning style preferences of the kindergarten learners of the Island Schools under Manicahan District in terms of Visual Preference, Auditory Preference, and Tactile Preference***

**Table 2: Learning Style of the Kindergarten Students in Terms of Visual Preferences**

| Statement | Mean | Description |
|---|---|---|
| I like learning from the board with additional visual aids and prescribed readings. | 3.90 | Very High Preference |
| I enjoy making notes or writing down information. | 3.81 | Very High Preference |
| I am good at sketching, and I like doing it in class. | 3.39 | High Preference |
| It is simple to comprehend and carry out instructor instructions. | 3.75 | Very High Preference |
| Instead of hearing about the news on the radio, I can better grasp a news story by seeing the images it offers. | 3.74 | Very High Preference |
| Seeing something in my head is the most excellent way to remember it. | 3.65 | Very High Preference |

| | | |
|---|---|---|
| Working and resolving mazes and puzzles come naturally to me. | 3.81 | Very High Preference |
| Reading is enjoyable. | 3.84 | Very High Preference |
| **Overall Mean** | **3.73** | **Very High Preference** |

*Legend: 1.00 – 1.50 Very Low Preference*
*1.51 – 2.50 Low Preference*
*2.51 – 3.50 High Preference*
*3.51 – 4.00 Very High Preference*

Table 2 demonstrates that the respondents' Visual Preference Learning Style Preference mean is 3.7377, interpreted as "***Very High Preference***." On average, respondents highly agreed with visual learning assertions. The respondents preferred visual aids like photos, diagrams, charts, graphs, and movies for learning—visuals aid comprehension and retention.

"*I like learning from the board with additional visual aids and prescribed readings"* had the highest mean score, ***3.90***, or " ***Very High Preference***," as seen in the table. The highest-scoring assertion was widely accepted. The high mean score shows most respondents prefer board-based learning with visual aids and prescribed texts. This pair aids learning. Visual aids and supplemental resources help students comprehend and engage. The lowest mean score, "***High Preference***," was ***3.39*** for "I am good at sketching, and I enjoy doing it in class." Despite its lowest mean score, this statement receives "***High Preference***." However, the comments backed the claim. Respondents like drawing in class, although it may not be their main interest. Because people prefer visuals, visual aids boost learning. Educational resources, presentations, and procedures may help these people via graphics, diagrams, charts, and films. Understanding visual learning preferences helps educators, trainers, and instructional designers engage and help these respondents. Visuals aid understanding and memory. This may impact educational materials. Visual materials may attract the target audience. Visuals, simulations, and multimedia may make learning interesting.

Visual learners. Data supports visual learning preference. Many learn visually. This data may enhance learning style theories. Education awareness increases. It evaluates beauty. This may assist researchers, educators, and practitioners build visual learning products and methodologies. Results may alter schooling. Visual tools like diagrams, charts, and movies assist learning. Visual learners. Data can assist educators, trainers, instructional designers, and legislators create inclusive, effective learning environments for more individuals, regardless of context. Sample, environment, participant traits, and education affect findings. Results relate exclusively to the population studied. Self-reported and mean ratings may neglect variability. Visual preference is learned. Data may impact education, training, and instructional design. Future studies may address these issues using other populations, confounding circumstances, and other methods.

**Table 3: Learning Style of the Kindergarten Students in Terms of Auditory Preferences**

| Statement | Mean | Description |
|---|---|---|
| Instead of using graphics, lectures help me recall things better. | 3.15 | High Preference |
| I enjoy listening to my teacher's explanations of their lectures. | 3.66 | Very High Preference |
| I can identify if sounds match when provided with pairs of sounds. | 3.53 | Very High Preference |

| | | |
|---|---|---|
| Listening to lectures and instructional recordings helps me learn academic material the best. | 3.55 | Very High Preference |
| Speaking the words aloud helps me spell them more accurately than writing them down. | 3.50 | High Preference |
| I want to read about it or listen to an excellent lecture. | 3.50 | High Preference |
| I would rather listen to anything online or on the radio than read about it anywhere. | 3.20 | High Preference |
| I am better at following spoken commands than writing ones. | 3.26 | High Preference |
| **Overall Mean** | **3.42** | **High Preference** |

*Legend: 1.00 – 1.50 Very Low Preference*
*1.51 – 2.50 Low Preference*
*2.51 – 3.50 High Preference*
*3.51 – 4.00 Very High Preference*

Table 3 reveals that the respondents' Auditory Preference Learning Style Preference means "***High Preference*** " at ***3.42***. It indicates that most responders favor auditory learning. On average, respondents prefer auditory learning. " ***High Preference*** " implies that most respondents prefer auditory learning, although it does not specify how strong or universal this choice is. It's crucial to remember that individual replies may vary within the group, and the aggregate mean only gives a rough sense of respondents' preferences and variances.

The table shows that "*I enjoy listening to my teacher's explanations of his/her lectures*" had the highest mean score of "***3.66***" with an interpretation of "***Very High Preference***." Students appreciate academic talks. They respect and learn from the teacher's spoken explanations. "Lectures help me remember better than graphics." I got ***3.15***, indicating "***High Preference***." Respondents feel lectures without graphics help memory. It suggests that students find lectures interesting yet realize that visuals aid retention and understanding. Respondents strongly feel courses without visuals enhance memory.

This data shows auditory learning preferences and experiences. This indicates that most survey respondents preferred auditory learning. Most respondents prefer auditory learning. Listening to lectures, dialogues, or explanations may help these folks learn. This average score may not represent all preferences or individual differences. Some prefer auditory learning, whereas others prefer other methods. Responders prefer auditory learning. It suggests that this group may choose spoken instructions or audio materials.

**Table 4: Learning Style of the Kindergarten Students in Terms of Tactile Preferences**

| Statement | Mean | Description |
|---|---|---|
| I favor using models, posters, live practice, and other activities in the classroom. | 3.91 | Very High Preference |
| I like creating things or doing manual labor. | 3.35 | High Preference |
| Writing things down multiple times helps me recall things. | 3.80 | Very High Preference |
| I play with the money or keys I carry about. | 3.23 | High Preference |
| I munch on snacks or chew gum while studying. | 3.30 | High Preference |

| | | |
|---|---|---|
| With "fingerspelling," I can learn how to spell words. | 3.00 | High Preference |
| At learning times, I hold things in my hands and grip them. | 2.98 | High Preference |
| I'm at ease holding, hugging, and shaking hands with others. | 3.70 | Very High Preference |
| **Overall Mean** | **3.37** | **High Preference** |

*Legend: 1.00 – 1.50 Very Low Preference*
*1.51 – 2.50 Low Preference*
*2.51 – 3.50 High Preference*
*3.51 – 4.00 Very High Preference*

Table 4 shows that respondents' Tactile Preferences Learning Style mean is ***3.37***, meaning "***High Preference***." Tactile learning—touching, manipulating, and interacting—is usual. The table shows that "*I favor using models, posters, live practice, and other activities in the classroom*" had the highest mean of ***3.9***, indicating "***Very High Preference***." Respondents overwhelmingly agreed. Most participants favored models, posters, live practice, and other interactive classroom activities. "*At learning times, I hold things in my hands and grip them."* it got the lowest mean of ***2.98***, interpreted as "***High Preference***." Most respondents agreed. However, the agreement was dropped. Most learners agreed with grabbing and gripping. According to research, participants favored various classroom teaching methods. Models, posters, live practice, and others received the highest mean score and "***Very High Preference*** " interpretation. Hands-on, visual, and participatory learning are preferred. Most participants favored these tactics, proving their classroom applicability. The statement regarding clutching things during learning activities had a lower mean score, indicating agreement but less strength.

"Agree" shows that this tactic was endorsed but not as much as other training approaches. Respondents evaluated touch differently. The poll recommended examples, posters, and live practice in the classroom. Although less strongly, learning activities encouraged holding and grabbing. These findings demonstrate the necessity for diverse teaching methods to accommodate student learning styles. Tactile learning may assist the surveyed group. Tactile learning promotes understanding, retention, and engagement. Educators and instructional designers should use interactive resources, manipulatives, and physical activities to meet these learners' learning styles. The group may learn differently. Most prefer tactile learning. Thus, several teaching methods fit different learning types.

***Extent of developmental areas of the kindergarten learners of the Island Schools under Manicahan District in terms of Health, Well-Being, And Motor Development, Socioemotional Development, Language, Literacy, And Communication , Mathematics, Physical Environment***

**Table 5: Extent of the Developmental Areas of the kindergarten learners in Terms of Health, Well-Being, And Motor Development**

| Statement | Mean | Description |
|---|---|---|
| 1. Demonstrates health habits that keep one clean and sanitary | 2.00 | Developing |
| 2. Demonstrates behaviors that promote personal safety | 2.00 | Developing |
| 3. Demonstrates locomotor skills such as walking, running, skipping, jumping, and climbing correctly during play, dance, or exercise activities. | 2.07 | Developing |
| 4. Demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, | 2.03 | Developing |

| | | |
|---|---|---|
| and kicking correctly during play, dance, or exercise activities | | |
| 5. Demonstrates fine motor skills needed for self-care/self-help, such as tooth brushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc. | 2.04 | Developing |
| 6. Demonstrates fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing, etc. | 2.04 | Developing |
| 7. Traces, copies, or writes letters and numerals | 2.04 | Developing |
| **Overall Mean** | **2.03** | **Developing** |

*Basis: ECCD Checklist*
Legend: 1.00 – 1.66 Beginning
1.67 – 2.33 Developing
2.34 – 3.00 Consistent

According to Table 5, the respondents' Health, Well-Being, and Motor Development mean is ***2.03*** with an interpretation of "***Developing***." The child is growing but has not reached the expected level of development for their age. Respondents understand healthy behaviors but may want assistance with personal hygiene and food. They progress in emotional and social skills but may need more help to achieve the expected levels of self-awareness and excellent participation. Responses are increasing in gross and fine motor skills, but coordination, balance, and object handling may need additional practice to meet age-appropriate expectations.

The table shows that "*Demonstrates locomotor skills such as walking, running, skipping, jumping, climbing correctly during play, dance, or exercise activities*" had the highest mean of ***2.07***, indicating "***Developing***." Kindergarteners generally improve their locomotion. Play, dancing, and exercise let youngsters run, skip, jump, and climb. Age-appropriate proficiency may need practice. "Demonstrates health habits that keep one clean and sanitary" and "*Demonstrates behaviors that promote personal safety*" got the lowest mean of ***2.00***, meaning "***Developing***." Preschoolers learn safety. They understand but need assistance internalizing these notions. Play, dancing, and exercise help Kindergarteners walk, run, skip, jump, and climb, according to statistics. Move more. Lower health and personal safety mean scores imply an increase. Kindergarteners learn cleanliness. They may need help understanding and following these critical health practices. Kindergarteners' health, locomotion, and safety are theoretical and practical issues. It promotes motor development, health, and safety in young children. Skills improve. Kindergarteners grow.

This data helps researchers, educators, and policymakers understand locomotor skills, health, and personal safety development. It influences healthy development curricula, therapies, and education. Evaluation results affect educators and practitioners. They influence instruction and interventions. Educators can enhance locomotor skills and regional health and safety education initiatives. Kindergarteners are developing. They're improving locomotion but need aid with safety. Instruction and practice may help them learn.

**Table 6: Extent of the Developmental Areas of the Kindergarten Learners in Terms of Socioemotional Development**

| Statement | Mean | Description |
|---|---|---|
| 1. States personal information (name, gender, age, birthday) | 2.04 | Developing |
| 2. Expresses personal interests and needs | 2.03 | Developing |

| | | |
|---|---|---|
| 3. Demonstrates readiness in trying out new experiences and self-confidence in doing tasks independently | 2.01 | Developing |
| 4. Expresses feelings in appropriate ways and different situations | 2.01 | Developing |
| 5. Follows school rules willingly and executes school tasks and routines | 2.01 | Developing |
| 6. Recognizes different emotions, acknowledges the feelings of others, and shows a willingness to help | 2.01 | Developing |
| 7. Shows respect in dealing with peers and adults | 2.08 | Developing |
| 8. Identifies members of one's family | 2.08 | Developing |
| 9. Identifies people and places in the school and community | 2.07 | Developing |
| **Overall Mean/SD/Description** | **2.04** | **Developing** |

*Basis: ECCD Checklist*
*Legend: 1.00 – 1.66 Beginning*
*1.67 – 2.33 Developing*
*2.34 – 3.00 Consistent*

Table 6 shows that the respondents' overall mean of socio-emotional development is ***2.04***. This indicates that although they progress in this area, they still need to attain the socioemotional maturity typical for their age. Socioemotional development indicates explicitly to a child's capacity to comprehend and express emotions, form and sustain relationships, and successfully negotiate social circumstances. The respondents are categorized as "***Developing***," which suggests they show signs of progress and growth in these socio-emotional abilities.

As stated in the chart, "*Shows respect in dealing with peers and adults" and "Identifies members of one's family*" had the top mean score of ***2.08***, interpreted as "***Developing***." Responders respect adults and may recognize family members. *"Shows willingness to try new things and self-confidence in working alone," "Expresses feelings in appropriate ways and different situations," "Follows school rules willingly and executes school tasks and routines," "Recognizes different emotions, acknowledges the feelings of others, and shows a willingness to help*." scored ***2.01*** with an interpretation of "***Developing***." Students are learning socioemotional skills. They may require additional guidance, practice, and supervision to attain the expected degree of preparation, self-confidence, emotional expressiveness, rule-following, empathy, and helpfulness.

Societal development and its evaluation by instruments like the ECCD Checklist contribute to early childhood education and development theory, knowledge, and practice. It emphasizes the significance of socioemotional development in young children. This comprehensive approach understands that emotional well-being and social skills are essential to a child's growth and success. The notion promotes a holistic education by recognizing and analyzing socioemotional development.

The ECCD Checklist improves early childhood education comprehension via socioemotional development. It helps educators and researchers identify developmental milestones and difficulties in young learners. This information may influence socio-emotional developmental therapy and teaching methods for children. Awareness of the complex link between cognitive, physical, and socioemotional domains improves schooling. Assessing socioemotional development helps educators and caregivers improve children's well-being and social-emotional competence. It promotes healthy relationships, emotional control, empathy, and conflict resolution in loving, inclusive learning environments. Young children may learn social skills, emotional resilience, and self-confidence through addressing socioemotional needs. Existing socioemotional development approaches urge teachers, parents, and other stakeholders to collaborate

to assist children's holistic development, demonstrating that education extends beyond academic performance.

**Table 7: Extent of the Developmental Areas of the Kindergarten Learners in Terms of Language, Literacy, and Communication**

| Statement | Mean | Description |
|---|---|---|
| ***Listening and viewing*** | | |
| 1. Distinguishes between elements of sounds, e.g., pitch (low and high), volume (loud and soft) | 2.02 | Developing |
| 2. Listens attentively to stories/poems/songs | 2.00 | Developing |
| 3. Recalls details from stories/poems/songs listened to | 2.07 | Developing |
| 4. Relate story events to personal experiences | 2.08 | Developing |
| 5. Sequence events from a story listened to | 2.09 | Developing |
| 6. Infer character traits and feelings | 2.04 | Developing |
| 7. Identify simple cause-and-effect and problem-solution relationships of events in a story listened to or in a familiar situation | 2.03 | Developing |
| 8. Predict story outcomes | 2.03 | Developing |
| 9. Discriminates objects/pictures as same and different, identifies missing parts of objects/images and identifies which things do not belong to the group | 2.03 | Developing |
| **Average** | 2.04 | **Developing** |
| ***Speaking*** | | |
| 1. Uses proper expressions and polite greetings in appropriate situations | 2.03 | Developing |
| 2. Talks about details of objects, people, etc., using appropriate speaking vocabulary | 2.03 | Developing |
| 3. Participates actively in class activities (e.g., reciting poems, rhymes, etc.) and discussions by responding to questions accordingly | 2.03 | Developing |
| 4. Ask simple questions (who, what, where, when, and why) | 2.03 | Developing |
| 5. Gives 1 to 2-step directions | 2.03 | Developing |
| 6. Retells simple stories or narrates personal experiences | 2.03 | Developing |
| **Average** | 2.03 | **Developing** |
| ***Reading*** | | |
| 1. Identifies sounds of letters (using the alphabet of the Mother Tongue)<br>The child can identify the following letter sounds: /a/ /b/ /c/ /d/ /e/ /f/ /g/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /ñ/ /ng/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/ | 2.04 | Developing |
| 2. Names uppercase and lowercase letters (using the alphabet of the Mother Tongue). The child can name the following uppercase and lowercase letters: A, B, C, D, E, F, G, H, I J K, L, M N Ñ NG O P, Q, R S T U V W X Y Z a b c d e f g h I j k l m n ñ ng o p q r s t u v w x y z | 2.04 | Developing |
| 3. Matches uppercase and lowercase letters (using the alphabet of the Mother Tongue) | 2.06 | Developing |
| 4. Identifies the beginning sound of a given word | 2.04 | Developing |

| | | |
|---|---|---|
| 5. Distinguishes words that rhyme | 2.05 | Developing |
| 6. Counts syllables in each word | 2.04 | Developing |
| 7. Identifies parts of the book (front and back, title, author, illustrator, etc.) | 2.04 | Developing |
| 8. Interest in reading by browsing books, predicting the story, and demonstrating proper book-handling behavior (e.g., flip pages sequentially, scans from left to right, etc.) | 2.09 | Developing |
| 9. Interprets information from simple pictographs, maps, and other environmental print | 2.08 | Developing |
| **Average** | 2.05 | **Developing** |
| ***Writing*** | | |
| 1. Writes one's given name | 2.07 | Developing |
| 2. Writes lowercase and uppercase letters | 2.05 | Developing |
| 3. Express simple ideas through symbols (e.g., drawings, invented spelling) | 2.03 | Developing |
| **Average** | 2.05 | **Developing** |

*Legend: 1.00 – 1.66 Beginning*
*1.67 – 2.33 Developing*
*2.34 – 3.00 Consistent*

Table 7 displays the respondents' total mean scores for each category—Listening and viewing, speaking, reading, and writing—under the headings Language, Literacy, and Communication. The respondents' combined mean scores for listening and seeing is 2.0433, which is seen as developing. Speaking's total mean score is ***2.03*** with a "***Developing***" interpretation in terms of speaking. The total mean score for reading is ***2.06***, and the understanding is "***Developing***." Finally, respondents' total mean writing scores, which are interpreted as "Developing," are ***2.05.***

The respondents' listening and seeing abilities are still being developed, as seen by the mean score they received. Similarly, their speaking skills improve based on their overall mean Speaking score. According to the overall mean score for reading, the respondents' reading abilities are growing as they continue to practice understanding written language. Finally, the respondents' writing abilities are in the early stages of development based on the total mean score for writing. Collectively, these findings show that the respondents' language, literacy, and communication abilities are presently being developed in all four domains: Speaking, Listening and Viewing, Reading, and Writing.

Kindergarteners are "***Developing***" in language, reading, and communication. They may have basic skills and knowledge but require coaching to improve. Responders may enhance their written and spoken language by learning basic grammar, sentence structure, and vocabulary. They may improve hearing, comprehension, and speaking. The ECCD Checklist's "Developing" category for kindergarteners in Language, Literacy, and Communication advances theory, knowledge, and practice. Along with Piaget's cognitive development theory and Vygotsky's sociocultural theory, the classification stresses early infancy's progressive language and communication development. Researchers, educators, and policymakers learn kindergarteners' typical skill progression. Curriculums, instructional approaches, and interventions to increase children's language and literacy development underpin this notion. Teachers may customize classes for "Developing" pupils. It helps create "Developing" children-appropriate educational activities, materials, and assessments. Categorization enhances theory, knowledge, and early childhood education's language, literacy, and communication practices.

**Table 8: The extent of the Developmental Areas of the kindergarten learners In terms of Mathematics**

| Statement | Mean | Description |
|---|---|---|
| 1. Identifies colors | 2.03 | Developing |
| 2. Identifies shapes | 2.08 | Developing |
| 3. Sorts objects according to shape, size, and color | 2.19 | Developing |
| 4. Compares and arrange objects according to a specific attribute (e.g., size, length, quantity, or duration) | 2.19 | Developing |
| 5. Recognizes and extends patterns | 2.20 | Developing |
| 6. Tells the names of days in a week | 2.12 | Developing |
| 7. Tells the months of the year | 2.12 | Developing |
| 8. Distinguishes the time of day and tells time by the hour (using an analog clock) | 2.14 | Developing |
| 9. Rote counts to 20. *The child can measure 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Others: _____* | 2.12 | Developing |
| 10. Counts objects up to 10. *The child can count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | 2.27 | Developing |
| 11. Recognize numerals up to 10. *The child can recognize digits up to 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | 2.26 | Developing |
| 12. Writes numerals up to 10 *The child can write numerals up to 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | 2.25 | Developing |
| 13. Sequence numbers | 2.20 | Developing |
| 14. Identify the placement of objects (e.g., 1st, 2nd, 3rd, etc.) in a given set | 2.23 | Developing |
| 15. Solves simple addition problems | 2.23 | Developing |
| 16. Solves simple subtraction problems | 2.19 | Developing |
| 17. Groups sets of concrete objects of equal quantities up to 10 (i.e., beginning multiplication) | 2.19 | Developing |
| 18. Separates sets of concrete objects of equal quantities up to 10 (i.e., beginning division) | 2.14 | Developing |
| 19. Measures length, capacity, and mass of objects using non-standard measuring tools | 2.11 | Developing |
| 20. Recognizes coins and bills (up to PHP 20) *The child can recognize the following coins and bills: 5 centavos, 10 centavos, 25 centavos, 1 peso, 5 pesos, 10 pesos, 20 pesos* | 2.10 | Developing |
| **Overall Mean/SD/Description** | 2.17 | **Developing** |

*Basis: ECCD Checklist*
*Legend: 1.00 – 1.66 Beginning*
*1.67 – 2.33 Developing*
*2.34 – 3.00 Consistent*

According to Table 8, the respondents' total mean score in their mathematical developmental areas was ***2.17***, interpreted as "***Developing***." This indicates that they collectively display improvement and development in their mathematics knowledge and abilities. To advance to the next level of competency, students could still be working on grasping specific fundamental mathematical ideas and may need further assistance and teaching.

The designation "***Developing***" implies that these students actively participate in mathematical activities, demonstrate some comprehension of fundamental mathematical ideas, and try to use their knowledge. They may be able to count, identify numbers, and do basic calculations, but they may still need aid or direction when doing more difficult mathematical activities.

The sentence "*Counts objects up to 10" may be seen in the table. The young toddler can count to "1 2 3 4 5 6 7 8 9 10 Other*:" received the highest mean score of **2.27** with a "Developing" interpretation. While the statement "Identifies colors" had the smallest mean score of **2.03** (also "Developing"), it is also the least accurate. There is some variation in the outcomes despite the variety of the mean scores. This shows the respondents' average progress or competence in each relevant ability. These results are within the "Developing" range, indicating that the student is improving in these areas but may still need practice or further development. Respondents are improving in math. They are learning and mastering age-appropriate mathematics ideas and abilities. Students are improving, laying the groundwork for arithmetic. It means they are doing well in math. They might benefit from further arithmetic education and practice. While the general category is "Developing," some students may be farther ahead in their mathematical comprehension, while others may need more guidance. The type acknowledges their mathematical achievement and stresses the need for continuous help and improvement.

**Table 9: The extent of the Developmental Areas of kindergarten learners in Terms of Understanding the Physical and Natural Environment**

| Statement | Mean | Description |
|---|---|---|
| 1. Identifies body parts and their functions. | 2.09 | **Developing** |
| 2. Records observations and data with pictures, numbers, and symbols. | 2.08 | **Developing** |
| 3. Identifies parts of plant and animals | 2.08 | **Developing** |
| 4. Classifies animals according to shared characteristics. | 2.03 | **Developing** |
| 5. Describes the basic needs and ways to care for plants, animals, and the environment. | 2.08 | **Developing** |
| 6. Identify different kinds of weather. | 2.05 | **Developing** |
| **Overall Mean** | 2.07 | **Developing** |

*Basis: ECCD Checklist*
*Legend: 1.00 – 1.66 Beginning*
*1.67 – 2.33 Developing*
*2.34 – 3.00 Consistent*

According to Table 9, the respondents' Developmental region's total mean score for "*Understanding the Physical and Natural Environment*" has a "***Developing***" interpretation of ***2.07***. It indicates that young children at this age are actively extending their knowledge of and competence in the physical environment.

Kindergarteners are learning about the physical and ecological world. They are learning to recognize and categorize items, describe their colors, forms, and sizes, and comprehend cause-and-effect connections. Kindergarteners are also learning about plants, animals, and weather. They may be interested in the environment, life cycles, and ecology. Kindergarteners in the developing period may observe, explore, ask questions, and make rudimentary predictions. They may use magnifying glasses or measuring cups to grasp the physical and environmental world better. Overall, it shows that kindergarten students are actively involved in the process of acquiring foundational knowledge and skills related to the world around them and are laying a solid foundation

for further learning and exploration in this area when their developmental regions associated with understanding the physical and natural environment are in the developing stage.

***Testing the difference in the learning style preferences of the kindergarten learners when data are grouped according to* gender; and parents' educational attainment**

**Table 10: Significant Difference in the Learning Style Preferences of the Kindergarten Learners when data are grouped according to gender**

| Variable | Gender | N | Mean | Mean Difference | t | Sig (2-tailed) | Interpretation |
|---|---|---|---|---|---|---|---|
| Learning Style Preferences | Male | 116 | 3.7575 | 0.506785 | 11.06 | 0.00 | ***Significant*** |
| | Female | 107 | 3.2507 | | | | |

*Legend: If p < .05, significant.*
*If p > .05, not significant.*

Table 10 shows the significant difference in the Learning Style Preferences of Kindergarten Learners when data are grouped according to gender.

The male group's average score of ***3.7575*** suggests that males prefer specific learning methods (visual, auditory, or tactile) more than women do. The mean result for the female group, ***3.2507***, indicates that women generally choose a different learning style than men. The two gender groups' preferences for learning styles are significantly other, as shown by the mean difference of ***0.506785*** (calculated as male mean minus female mean). The observed mean difference is statistically significant, supported by the t-value of ***11.067615***, which is a considerable number. The conclusion that the difference in learning style preferences across genders is not likely attributable to chance is strengthened by the significant value of ***0.00***, which is lower than the often-used significance threshold of ***0.05.***

Therefore, when data are sorted according to gender, statistical findings show a substantial difference in the preferred learning styles of kindergarten students based on the reported mean values. Compared to women, men favor a specific learning style more. There may be gender-related variations in how people perceive, process, and interact with information in various modalities when men prefer a particular learning style more than women.

The three learning modes here—visual, aural, and tactile—represent the various sensory channels people like using to take in and process information. Auditory learners prefer hearing information or explanations stated aloud, whereas tactile learners prefer engaging in hands-on, kinesthetic activities. Visual learners prefer visual aids such as pictures, diagrams, or videos. The conclusion that men favor a particular learning method more than women shows that men may, on average, prefer learning via a specific sensory modality. Indicating that men are more likely to gain from visual aids and materials while learning new information or abilities is the fact that men tend to favor the visual learning method. It is essential to understand that, despite possible statistical variations in learning style preferences across genders, these preferences may not necessarily apply to all members of a specific gender. There will always be differences and overlaps across groups. Thus, it is crucial to consider each student's particular learning requirements and preferences, independent of gender.

**Table 11: Significant difference in the learning style preferences of the kindergarten learners when data are grouped according to Parents' Educational Attainment**

| | Educational Attainment | Mean | Mean Square | F Value | P Value | Interpretation |
|---|---|---|---|---|---|---|
| **Visual Preference** | Elementary | 3.74 | 0.38 | 1.128 | 0.325 | Not Significant |
| | High School | 3.79 | | | | |
| | College | 3.42 | | | | |
| | Total | 3.74 | 0.33 | | | |
| **Auditory Preference** | Elementary | 3.41 | 0.09 | 0.222 | 0.801 | Not Significant |
| | High School | 3.49 | | | | |
| | College | 3.41 | | | | |
| | Total | 3.42 | 0.41 | | | |
| **Tactile Preference** | Elementary | 3.40 | 0.75 | 2.634 | 0.074 | Not Significant |
| | High School | 3.17 | | | | |
| | College | 3.35 | | | | |
| | Total | 3.37 | 0.28 | | | |

*Legend:* *If p < .05, significant;*
*If p > .05, not significant.*

Table 11 shows the significant difference in the Learning Style Preferences of Kindergarten Learners when data are grouped according to parents' educational attainment.

The means for the three groups—elementary, high school, and college—for visual preference were ***3.74, 3.79*** and ***3.42***. The data variability between and between groups is shown by the mean squares of ***0.38*** and ***0.33***, respectively. By dividing the mean square across groups by the mean square within groups, the F-value of ***1.128*** is determined. The final p-value, ***0.325*** is higher than the ***0.05*** significance threshold. Therefore, we may say that parents' educational level does not statistically significantly affect visual choice.

The three groups' averages for auditory preference were ***3.41, 3.49,*** and ***3.41.*** Calculated were the F-value of ***0.222*** and the mean squares of ***0.09*** and ***0.41***. Again, above the significance threshold, the resultant p-value of ***0.801*** shows no statistically significant difference in auditory preference depending on parents' educational status.

The three groups' averages for tactile preference were ***3.40, 3.17***, and ***3.35.*** Calculated were the mean squares of ***0.75*** and ***0.28*** and the F-value of ***2.634***. The final p-value***, 0.074***, is just over the significant threshold. It implies that there may be a tendency toward a substantial difference in tactile preference depending on parents' educational degree, even if it is not below the significance threshold; nonetheless, more research or a bigger sample size may be required to reach a firm conclusion.

The absence of significant differences in learning style preferences depending on parents' educational attainment suggests that parents' educational background does not significantly affect kindergarteners' learning styles. Currently, individual traits, contextual influences, and educational experiences impact learning style preferences more. Kindergarten educators must recognize each child's unique learning style and provide individualized instruction and support to meet their needs. Parents' education is a minor factor. It also emphasizes the importance of considering factors beyond parents' educational attainment, such as teaching methods, classroom environment, peer interactions, and personal experiences, in understanding and accommodating young learners' learning needs and preferences.

In conclusion, based on the supplied statistical findings, there is no statistically significant difference between kindergarten students' visual and auditory preferences when data is classified according to parents' educational degrees. Although it is not definitive based on the available data, there may be a tendency toward a substantial difference in tactile preference.

***Testing difference in the Developmental Areas of the kindergarten learners when data are grouped according to* gender; and parents' educational attainment**

**Table 12: Significant Difference in the Developmental Areas when grouped according to gender**

| Variable | Gender | N | Mean | t | Sig (2-tailed) | Interpretation |
|---|---|---|---|---|---|---|
| **Developmental Areas** | Male | 116 | 2.00 | -4.94 | 0.002 | Significant |
| | Female | 107 | 2.12 | | | |

*Legend: If p < .05, significant;*
*If p > .05, not significant.*

Table 12 shows the significant difference in the Developmental Areas of the Kindergarten Learners when data are grouped according to gender.

The mean developmental score for males is ***2.00,*** while for females it is ***2.12***. This suggests that, on average, females have a slightly higher mean score in the developmental areas compared to males.

The mean difference of ***0.12*** (calculated as female mean minus male mean) indicates the magnitude of the difference in the developmental areas between the genders. The t-value of ***4.94*** is computed by dividing the mean difference by the standard error, considering the sample sizes and standard deviations. This t-value is relatively large, suggesting a substantial difference between the genders.

The significance value of ***0.002*** is smaller than the typically used significance level of 0.05. This indicates that the probability of obtaining such a large difference between the developmental areas of genders due to chance alone is very low. Therefore, the observed difference is considered statistically significant.

Therefore, the statistical interpretation indicates a significant difference in the developmental areas of kindergarten learners when data is grouped according to gender. Females, on average, have a slightly higher mean score in the developmental areas than males. In practical terms, this implies that inherent or environmental factors may contribute to variations in the developmental areas between boys and girls in kindergarten. It indicates that gender may influence the development of specific skills, abilities, or behaviors covered by the ECCD (Early Childhood Care and Development) checklist of the Department of Education. Still, it's crucial to remember that additional research and exploration of specific developmental areas and factors influencing these differences would provide a more comprehensive understanding.

**Table 13: Significant Difference in the developmental areas when grouped according to Parents' Educational Attainment**

| | Educational Attainment | Mean | Mean Square | F Value | P Value | Interpretation |
|---|---|---|---|---|---|---|
| **Health, Well-Being, And** | Elementary | 2.03 | .018 | 1.554 | .214 | Not Significant |
| | High School | 2.00 | | | | |
| | College | 2.00 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Motor Development** | Total | 2.03 | .012 | | | |
| **Socioemotional Development** | Elementary | 2.03 | .008 | .601 | .549 | Not Significant |
| | High School | 2.05 | | | | |
| | College | 2.00 | | | | |
| | Total | 2.03 | .014 | | | |
| **Listening and Viewing** | Elementary | 2.04 | .100 | 1.612 | .202 | Not Significant |
| | High School | 2.02 | | | | |
| | College | 2.20 | | | | |
| | Total | 2.04 | .062 | | | |
| **Speaking** | Elementary | 2.02 | .045 | .676 | .510 | Not Significant |
| | High School | 2.03 | | | | |
| | College | 2.14 | | | | |
| | Total | 2.03 | .067 | | | |
| **Reading** | Elementary | 2.05 | .101 | 1.350 | .261 | Not Significant |
| | High School | 2.04 | | | | |
| | College | 2.22 | | | | |
| | Total | 2.05 | .075 | | | |
| **Writing** | Elementary | 2.04 | .072 | .960 | .384 | Not Significant |
| | High School | 2.04 | | | | |
| | College | 2.19 | | | | |
| | Total | 2.04 | .075 | | | |
| **Mathematics** | Elementary | 2.15 | .066 | .515 | .599 | Not Significant |
| | High School | 2.22 | | | | |
| | College | 2.16 | | | | |
| | Total | 2.16 | .129 | | | |
| **Understanding the Physical And Natural Environment** | Elementary | 2.07 | .051 | .540 | .584 | Not Significant |
| | High School | 2.03 | | | | |
| | College | 2.16 | | | | |
| | Total | 2.06 | .094 | | | |

*Legend:* *If p < .05, significant;*
*If p > .05, not significant.*

Table 13 shows the significant difference in the Developmental Areas of the Kindergarten Learners when data are grouped according to parents' educational attainment.

For the Health, Well-Being, And Motor Development, the means of the three groups (elementary level, high school level, and college level) were ***2.03, 2.00*** and ***2.00***, respectively. The mean squares of ***.018*** and ***.012*** indicate the variability of the data within and between groups, respectively. The F-value of ***1.554*** is calculated by dividing the mean square between groups by the mean square within groups. The resulting p-value of ***.214*** is greater than the typical significance level of ***0.05.*** Similarly, for Socioemotional Development, the means of the three groups were **2.03,** ***2.05***, and ***2.00.*** The mean squares of ***.008*** and ***.014***, along with the F-value of ***.601***, were calculated. The subsequent p-value of ***.549*** is again greater than the significance level. For Listening and Viewing, the means of the three groups were ***2.04, 2.02***, and ***2.20.*** The mean squares of ***.100*** and ***.062,*** along with the F-value of ***1.612,*** were calculated. The resulting p-value of ***.202*** is higher than the significant level. For Speaking, the means of the three groups were ***2.02, 2.03,*** and ***2.14***. The mean squares of ***.045*** and ***.067***, along with the F-value of ***.676***, were calculated. The resulting p-value of ***.510*** is higher

than the significance level. For Reading, the means of the three groups were ***2.05, 2.04***, and ***2.22.*** The mean squares of ***.101*** and ***.075,*** along with the F-value of ***1.350***, were calculated. The resulting p-value of ***.261*** is higher than the significance level, For Writing, the means of the three groups were ***2.04***, ***2.04,*** and ***2.19.*** The mean squares of ***.072*** and ***.075***, along with the F-value of ***.960,*** were calculated. The resulting p-value of .384 is higher than the significance level. For Mathematics, the means of the three groups were ***2.15***, ***2.22,*** and ***2.16.*** The mean squares of ***.066*** and ***.129,*** along with the F-value of ***.515***, were calculated. The resulting p-value of ***.599*** is higher than the significant level. Lastly, For Understanding the Physical and Natural Environment, the means of the three groups were ***2.07, 2.03***, and ***2.16***. The mean squares of ***.051*** and ***.094***, along with the F-value of ***.540***, were calculated. The resulting p-value of ***.584*** is higher than the significance level.

Therefore, there is no significant difference in the developmental areas of kindergarten learners when data is grouped according to parents' educational attainment. This conclusion is based on the calculated mean differences, mean squares, F-values, and the corresponding p-values for each developmental area.

In each developmental area (Health, Well-Being, and Motor Development; Socioemotional Development; Listening and Viewing; Speaking; Reading; Writing; Mathematics; Understanding the Physical and Natural Environment), the mean scores for each level of parents' educational attainment (elementary level, high school level, and college level) do not differ significantly.

The statistical interpretation suggests that parents' educational attainment does not significantly influence the developmental areas of kindergarten learners. This means that the level of education achieved by parents, whether it is at the elementary, high school, or college level, does not have a noticeable effect on the specific developmental areas assessed in kindergarten.

Instead, the interpretation highlights the importance of considering other factors that may have a greater influence on the development of kindergarten children. Factors such as teaching methods used in the classroom, the home environment, and individual characteristics of the children themselves may have a more substantial impact on their development in areas such as health, well-being, motor skills, socio-emotional development, speaking, writing, reading, listening, and seeing; math; and comprehending the physical and natural world.

Teaching methods employed by educators, including instructional techniques, curriculum design, and classroom environment, can significantly shape kindergarten learners' learning experiences and outcomes. The home environment, including parental involvement, support, and the availability of resources, can also play a crucial role in fostering development in these areas. Additionally, individual characteristics such as motivation, learning style, and innate abilities can contribute to the variability in developmental outcomes among kindergarten children.

While parents' educational attainment does not significantly impact the developmental areas of kindergarten learners, it is important to focus on other influential factors such as teaching methods, home environment, and individual characteristics when considering the factors that shape the development of these areas in young children. This interpretation emphasizes the need for a comprehensive approach that considers multiple factors to support the holistic development of kindergarten learners.

## Conclusion and Recommendations

Based on the research findings, the study sheds light on the learning style preferences and developmental areas of kindergarten learners. In terms of learning styles, most respondents strongly prefer visual learning, followed by auditory and tactile preferences. These findings underline the importance of incorporating diverse teaching methods, including visual aids, hands-on activities, and auditory elements, to cater to the varying learning preferences of kindergarten students. Additionally, the study reveals that gender differences influence learning style preferences, emphasizing the need for individualized approaches. However, parental educational attainment does not significantly impact these preferences, highlighting the significance of other factors, such as teaching methods and home environment.

In the developmental areas, kindergarten learners are observed to be at a "Developing" stage across various domains, including health, socioemotional development, language, literacy, mathematics, and understanding the physical and natural environment. These results indicate that while progress is evident, targeted support and guidance are essential to help children reach expected developmental milestones. The study emphasizes the importance of holistic education, considering not only academic but also socioemotional and physical aspects of development.

The study's contribution to knowledge lies in providing empirical evidence supporting diverse learning styles and the multifaceted nature of child development. Practically, educators are encouraged to adopt tailored teaching strategies, incorporating visual aids, interactive activities, and varied instructional techniques. Parents and caregivers should focus on fostering a conducive learning environment at home, complementing classroom efforts. Policymakers can use these findings to advocate for inclusive education policies, emphasizing individualized approaches to cater to diverse learning styles and developmental needs.

Recommendations for students, encouraging them to explore their own learning styles and advocate for personalized learning experiences. For other researchers, this study emphasizes the need for further exploration into nuanced factors influencing learning styles and developmental areas, such as cultural differences and socioeconomic backgrounds. Comparative studies across diverse populations could provide a more comprehensive understanding of these dynamics, contributing to the development of universal educational strategies. Also, stakeholders should include investing in teacher training programs that promote differentiated instruction methods, ensuring educators are equipped to address varied learning preferences. Parents are encouraged to actively engage in their child's learning process, understanding their unique learning style, and providing relevant resources and support. Policymakers should consider integrating flexible teaching methodologies into early childhood education curricula, promoting a more inclusive and supportive learning environment for all learners.

This study underscores the importance of embracing diversity in education, fostering an environment where every child can thrive, regardless of their learning style or developmental pace.

## Dissemination and Advocacy Plan

### I. Rationale

Effective educational practices and best learning results need knowledge of kindergarteners' learning styles and developmental regions. As children start school, their learning styles and preferences affect their involvement, understanding, and retention. Researching how young learners absorb and engage with instructional

information is crucial. Educators may address students' requirements, improve learning, and create a good learning environment by recognizing their preferred modes, such as visual, aural, or tactile. This introduction emphasizes the relevance of learning type research in kindergarteners and tailored and inclusive educational strategies for their holistic development.

By successfully distributing these results, teachers, policymakers, and other early childhood education stakeholders may learn a lot about the various learning preferences and styles of kindergarten students and their associated developmental areas. This demonstrates the researcher's dedication to disseminating the study's findings and highlights the potential contribution it may make to developing specialized instructional strategies, promoting inclusive learning settings, and enhancing kindergarten students' educational experiences.

**II. Objectives**

The following are the objectives of the advocacy plan after encapsulating all the results into usable and valuable information:

1. Raise Awareness: The first goal is to educate educators, parents, policymakers, and stakeholders about kindergarteners' learning styles and developmental requirements. The approach emphasizes the need for individualized and inclusive education to increase the urgency and awareness of this study.

2. Inform Decision-Making: The second goal is to inform educational institutions, curriculum, and instructional design decision-making. The strategy disseminates research results to allow educators and policymakers to make educated choices that improve kindergarteners' learning experiences and outcomes.

3. Enhance Professional Development: The third goal is to help educators and educational practitioners improve their skills by offering research-based advice. Workshops, training, and resources will assist instructors in blending varied learning styles and meet kindergarteners' developmental requirements.

4. Foster Collaboration and Dialogue: The fourth goal is encouraging early childhood education academics, educators, policymakers, and stakeholders to work together. The plan facilitates conferences, symposiums, and forums where experts can share ideas and best practices to improve kindergarten education.

5. Influence Policy and Practice: The goal is to influence institutional and governmental policy and educational practices. The concept promotes individualized and inclusive early childhood education by sharing research with policymakers. It promotes positive change by creating policies and procedures that meet kindergarteners' learning requirements and developmental areas.

**III. Strategy**

To achieve the desired objectives, the researcher will encourage the following: provide educators the chance to grow professionally by giving them access to research results and valuable tactics that are in line with various learning styles. Additionally, provide parent education workshops to emphasize the significance of knowing their child's learning preferences and provide advice on creating welcoming surroundings at home. Encourage instructors to incorporate evidence-based practices into their lessons and to share their experiences to motivate other educators. Create student evaluations and tailored plans to cater to various requirements, and display student accomplishments to highlight the beneficial effects of the study. Encourage the development of cooperative learning communities inside the school, promote continual communication via activities open to all students, and uphold a unified message through newsletters and the school website. The researcher will share the study results,

encourage comprehension and application among teachers and parents, and provide a welcoming and encouraging learning environment for kindergarten students.

| | **Objectives** | **Persons Involved** | **Indications/ Outcomes** |
|---|---|---|---|
| **PHASE I:** Planning Stage | To plan and construct the research proposal. | • Researcher | Research Proposal |
| **PHASE II:** Presentation Stage | To present the proposal to the school research evaluator/district research evaluator by the researcher. | • School Research Evaluator<br>• District Research Evaluator<br>• Researcher | Present, discuss, and evaluate the research proposal of the researcher. |
| **PHASE III:** Finalization Stage | To finalize the research proposal. | • Researcher | Finalize the final copy of the research proposal. |
| **PASE IV:** Campaign Stage | To prepare the campaign materials (research copy). | • School Research Evaluator<br>• District Research Evaluator<br>• Researcher<br>• Parents<br>• Students<br>• Other researchers | Disseminate the findings of the research study. |
| **PASE V:** Implementation Stage | To understand the importance of research findings. | • Division Research Team/Evaluator<br>• School Research Evaluator<br>• District Research Evaluator<br>• Researcher | Implement the results of the research study. |

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**Financial Report**

In conducting this study, the following expenses were incurred.

| Research Task/Activity | Estimate Cost |
|---|---|
| 1. Reproduction of Research Questionnaires<br>a. Bond paper<br>b. Epson L3110 Ink | ₱ 600.00<br>₱ 1,400.00 |
| 2. Expenses for data analysis and finalization of output.<br>a. Transportation | ₱ 1500.00 |
| 3. Load Card | ₱ 800.00 |
| 4. Reproduction of the final research report. | ₱ 700.00 |
| **Total Cost** | **₱ 5,000.00** |

## Appendix A

## Research Instrument

Dear Participants,

I invite you to participate in this research by completing the following survey for your learners. This may be more than just an effort, but this will surely bear significant fruits in the development and improvement of our learners today and our future learners. This research investigates the Learning Style Preferences and Developmental Areas among Kindergarten Learners of Island Schools in the Manicahan District. Thank you for taking the time to assist me with this research. The information gathered will be kept private and used only for academic research.

Thank you, and God bless.

Very truly yours,

**ALIMAR Q. KASIM**
Researcher

**Part I. Background Information**

**Directions:** Please write your answer in the space provided or put a check (/) in the area corresponding to the appropriate response.

1. Name (Optional: _____
2. Gender: Male: (  ) Female: (  )
3. Parent's Highest Educational Attainment: _____

**Part II. Learning Style Preferences**

Directions: Please read each question to your learners and put a check (√) to the following indicators.

| Statement | Very High Extent (4) | High Extent (3) | Low Extent (2) | Very Low Extent (1) |
|---|---|---|---|---|
| ***Visual Preference*** | | | | |
| 1. I like learning from the board with additional visual aids and prescribed readings. | | | | |
| 2. I enjoy making notes or writing down information. | | | | |
| 3. I am good at sketching and like doing it in class. | | | | |
| 4. I find it simple to comprehend and carry out instructor instructions. | | | | |
| 5. Instead of hearing about the news on the radio, I can better grasp a news story if I can see the images it offers. | | | | |
| 6. Seeing something in my head is the most excellent memory method. | | | | |
| 7. Working and resolving mazes and puzzles come naturally to me. | | | | |
| 8. I find reading to be enjoyable. | | | | |
| ***Auditory Preference*** | | | | |
| 1. Instead of using graphics, lectures help me recall things better. | | | | |

| Statement | Very High Extent (4) | High Extent (3) | Low Extent (2) | Very Low Extent (1) |
|---|---|---|---|---|
| 2. I enjoy listening to my teacher's explanations of their lectures. | | | | |
| 3. I can identify if sounds match when provided with pairs of sounds. | | | | |
| 4. Listening to lectures and instructional recordings helps me learn academic material the best. | | | | |
| 5. Speaking the words aloud helps me spell them more accurately than writing them down. | | | | |
| 6. I would like to read or listen to an excellent lecture. | | | | |
| 7. I would rather listen to anything online or on the radio than read about it anywhere. | | | | |
| 8. I am better at following spoken commands than writing ones. | | | | |
| ***Tactile Preference*** | | | | |
| 1. I favor using models, posters, live practice, and other activities in the classroom. | | | | |
| 2. I like creating things or doing manual labor. | | | | |
| 3. writing things down multiple times helps me recall things. | | | | |
| 4. I play with the money or keys I carry about. | | | | |
| 5. I munch on snacks or chew gum while studying. | | | | |
| 6. With "fingerspelling," I am able to learn how to spell words. | | | | |
| 7. At learning times, I hold and grip things in my hands. | | | | |
| 8. I'm at ease holding, hugging, and shaking hands with others. | | | | |

**Part II. Developmental Areas using ECCD checklist.**

Directions: Using the ECCD Checklist in the progress report of the kindergarten learners, please indicate the Overall Rating Scale of each learner in the 1st and 2nd Quarter of the School Year 2022-2023 by putting a check (√) to the following adjectival rating.

| Statement | Beginning (1) | Developing (2) | Consistent (3) |
|---|---|---|---|
| HEALTH, WELL-BEING, and MOTOR DEVELOPMENT | | | |
| SOCIOEMOTIONAL DEVELOPMENT | | | |
| LANGUAGE, LITERACY, AND COMMUNICATION | | | |
| *Listening and Viewing* | | | |
| *Speaking* | | | |
| *Reading* | | | |
| *Writing* | | | |
| MATHEMATICS | | | |
| UNDERSTANDING THE PHYSICAL AND NATURAL ENVIRONMENT | | | |

ECCD CHECKLIST (For reference only)

**Reference: Early Childhood Care and Development (ECCD) Checklist, Child's Record 2**

**Rating Scale:**

| Rating | Indicators |
|---|---|
| **Beginning (B)** | Rarely demonstrates the expected competency |
| | He rarely participates in class activities and initiates independent work. |
| | Shows interest in doing tasks but needs close supervision |
| **Developing (D)** | Sometimes demonstrates the competency |
| | Sometimes participates with minimal supervision. |
| | Progresses continuously in doing assigned tasks |
| **Consistent (C)** | Consistently demonstrates the expected competency |
| | Always participates in different activities and works independently. |
| | Always performs tasks, advanced in some aspect. |

| Statement | Consistent (C) | Developing (D) | Beginning (B) |
|---|---|---|---|
| **HEALTH, WELL-BEING, and MOTOR DEVELOPMENT** | **3** | **2** | **1** |
| 1. Demonstrates health habits that keep one clean and sanitary | | | |
| 2. Demonstrates behaviors that promote personal safety | | | |
| 3. Demonstrates locomotor skills such as walking, running, skipping, jumping, and climbing correctly during play, dance, or exercise activities. | | | |
| 4. Demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, and kicking correctly during play, dance, or exercise activities | | | |
| 5. Demonstrates fine motor skills needed for self-care/self-help, such as tooth brushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc. | | | |
| 6. Demonstrates fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing, etc. | | | |
| 7. Traces, copies, or writes letters and numerals | | | |
| **SOCIOEMOTIONAL DEVELOPMENT** | | | |
| 1. States personal information (name, gender, age, birthday) | | | |
| 2. Expresses personal interests and needs | | | |
| 3. Demonstrates readiness in trying out new experiences and self-confidence in doing tasks independently | | | |
| 4. Expresses feelings in appropriate ways and in different situations | | | |
| 5. Follows school rules willingly and executes school tasks and routines | | | |
| 6. Recognizes different emotions, acknowledges the feelings of others, and shows a willingness to help | | | |
| 7. Shows respect in dealing with peers and adults | | | |
| 8. Identifies members of one's family | | | |
| 9. Identifies people and places in the school and community | | | |

| **LANGUAGE, LITERACY, AND COMMUNICATION** | | | |
|---|---|---|---|
| ***Listening and viewing*** | | | |
| 1. Distinguishes between elements of sounds, e.g., pitch (low and high), volume (loud and soft) | | | |
| 2. Listens attentively to stories/poems/songs | | | |
| 3. Recalls details from stories/poems/songs listened to | | | |
| 4. Relate story events to personal experiences | | | |
| 5. Sequence events from a story listened to | | | |
| 6. Infer character traits and feelings | | | |
| 7. Identify simple cause-and-effect and problem-solution relationships of events in a story listened to or in a familiar situation | | | |
| 8. Predict story outcomes | | | |
| 9. Discriminates objects/pictures as same and different, identifies missing parts of objects/images, and identifies which things do not belong to the group | | | |
| ***Speaking*** | | | |
| 1. Uses proper expressions and polite greetings in appropriate situations | | | |
| 2. Talks about details of objects, people, etc., using appropriate speaking vocabulary | | | |
| 3. Participates actively in-class activities (e.g., reciting poems, rhymes, etc.) and discussions by responding to questions accordingly | | | |
| 4. Ask simple questions (who, what, where, when, and why) | | | |
| 5. Gives 1 to 2-step directions | | | |
| 6. Retells simple stories or narrates personal experiences | | | |
| ***Reading*** | | | |
| 1. Identifies sounds of letters (using the alphabet of the Mother Tongue)<br>The child can identify the following letter sounds: /a/ /b/ /c/ /d/ /e/ /f/ /g/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /ñ/ /ng/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/ | | | |
| 2. Names uppercase and lowercase letters (using the alphabet of the Mother Tongue). The child can name the following uppercase and lowercase letters: A, B, C, D, E, F, G, H, I J K, L, M N Ñ NG O P, Q, R S T U V W X Y Z a b c d e f g h I j k l m n ñ ng o p q r s t u v w x y z | | | |
| 3. Matches uppercase and lowercase letters (using the alphabet of the Mother Tongue) | | | |
| 4. Identifies the beginning sound of a given word | | | |
| 5. Distinguishes words that rhyme | | | |
| 6. Counts syllables in a given word | | | |
| 7. Identifies parts of the book (front and back, title, author, illustrator, etc.) | | | |
| 8. Interest in reading by browsing books, predicting the story, and demonstrating proper book-handling behavior (e.g., flip pages sequentially, scans from left to right, etc.) | | | |
| 9. Interprets information from simple pictographs, maps, and other environmental print | | | |
| ***Writing*** | | | |
| 1. Writes one's given name | | | |
| 2. Writes lowercase and uppercase letters | | | |

| | | | |
|---|---|---|---|
| 3. Express simple ideas through symbols (e.g., drawings, invented spelling) | | | |
| **MATHEMATICS** | | | |
| 1. Identifies colors | | | |
| 2. Identifies shapes | | | |
| 3. Sorts objects according to shape, size, and color | | | |
| 4. Compares and arrange objects according to a specific attribute(e.g. size, length, quantity, or duration) | | | |
| 5. Recognizes and extends patterns | | | |
| 6. Tells the names of days in a week | | | |
| 7. Tells the months of the year | | | |
| 8. Distinguishes the time of day and tells time by the hour (using an analog clock) | | | |
| 9. Rote counts up to 20. *The child can measure 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Others: _____* | | | |
| 10. Counts objects up to 10. *The child can count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | | | |
| 11. Recognize numerals up to 10. *The child can recognize digits up to 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | | | |
| 12. Writes numerals up to 10<br>*The child can write numerals up to 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Others: _____* | | | |
| 13. Sequence numbers | | | |
| 14. Identify the placement of objects (e.g. 1st, 2nd, 3rd, etc) in a given set | | | |
| 15. Solves simple addition problems | | | |
| 16. Solves simple subtraction problems | | | |
| 17. Groups sets of concrete objects of equal quantities up to 10 (i.e., beginning multiplication) | | | |
| 18. Separates sets of concrete objects of equal quantities up to 10 (i.e., beginning division) | | | |
| 19. Measures length, capacity, and mass of objects using non-standard measuring tools | | | |
| 20. Recognizes coins and bills (up to PHP 20)<br>*The child can recognize the following coins and bills: 5 centavos, 10 centavos, 25 centavos, 1 peso, 5 pesos, 10 pesos, 20 pesos* | | | |
| **UNDERSTANDING THE PHYSICAL AND NATURAL ENVIRONMENT** | | | |
| 1. Identifies body parts and their functions | | | |
| 2. Records observations and data with pictures, numbers, and symbols | | | |
| 3. Identifies parts of plant and animals | | | |
| 4. Classifies animals according to shared characteristics | | | |
| 5. Describes the basic needs and ways to care for plants, animals, and the environment | | | |
| 6. Identify different kinds of weather | | | |

## Appendix B

## Informed Consent

I, the undersigned, confirm that (please tick the box as appropriate):

| | | |
|---|---|---|
| 1. | I have read and comprehended the study material included in the material Sheet dated _____. | ☐ |
| 2. | I was permitted to ask questions regarding the study and my son/daughter's involvement. | ☐ |
| 3. | I freely consent to my son/daughter participating in the study. | ☐ |
| 4. | I agree that I may withdraw without explanation and will not be punished or questioned about why I did so. | ☐ |
| 5. | The techniques for protecting secrecy (for example, the use of names, pseudonyms, data anonymization, and so on) have been extensively discussed with me. | ☐ |
| 6. | Separate permission agreements for interviews, audio, video, or other data-collecting forms, if relevant, have been explained and delivered to me. | ☐ |
| 7. | It taught me how to utilize the data for study, publishing, sharing, and archiving. | ☐ |
| 8. | I realize that other researchers will have access to this data only if they agree to keep it secret and to the restrictions indicated in this form. | ☐ |
| 9. | Select only **one** of the following:<br>• I want my son/daughter's name to be used. I accept that everything I say or write as part of this study will be included in reports, publications, and other research outputs so that I may be acknowledged for contributing to this project.<br>• I do not want my son/daughter's name used in this project. | ☐<br>☐ |
| 10. | I agree to sign and date this informed consent form with the Researcher. | ☐ |

**Participant:**

_____ _____ _____

Name of Parent/Guardian Signature Date

**Researcher:**

_____ _____ _____

Name of Researcher Signature Date