

Practices, Challenges and Interventions in Teaching Kindergarten Curriculum in Diadi District, SDO Nueva Vizcaya

Jovelyn T. Yogyog

Ampakleng Elementary School, SDO Nueva Vizcaya

Publication history: Received: March 20, 2026; Revised: April 19, 2026; Accepted: April 24, 2026

Email of Corresponding Author: jovelyn.yogyog@deped.gov.ph

Abstract

This study examined the practices, challenges, and interventions in teaching the kindergarten curriculum in Diadi District, SDO Nueva Vizcaya. Anchored on the concepts of developmentally appropriate practice and curriculum implementation fidelity, the study focused on how the kindergarten curriculum was translated into actual classroom practice and how implementation concerns may be addressed. It employed a research design appropriate for describing existing practices, challenges, and interventions related to kindergarten curriculum implementation. The study was conducted in Diadi District under the Schools Division Office of Nueva Vizcaya and involved respondents directly engaged in teaching and implementing the kindergarten curriculum. Data were gathered through a research instrument designed to capture teaching practices, implementation challenges, and proposed interventions. The findings showed that teaching practices in kindergarten curriculum implementation were generally high, with strong results in child-centered teaching, developmentally appropriate classroom activities, and curriculum responsiveness. However, substantial challenges remained, particularly in limited instructional materials, diverse learner needs and readiness, insufficient time to accomplish activities, parental follow-up, and consistency of curriculum delivery. The results also revealed very high support for interventions such as school-based and district-level professional development, provision of developmentally appropriate instructional materials, collaborative lesson planning, instructional coaching, and stronger parent-school coordination. A positive and significant relationship was found between the level of implementation challenges and the level of support for interventions, indicating that greater implementation difficulties were associated with stronger demand for sustained support. The study concluded that kindergarten curriculum implementation in the district was generally strong in practice but constrained by contextual and institutional barriers. It is recommended that support mechanisms be strengthened through continuous professional development, resource provision, collaborative planning, and home-school coordination. The study is directly aligned with SDG 4 – Quality Education and has a secondary connection to SDG 10 – Reduced Inequalities. Its sustainability impact lies in strengthening educational and institutional sustainability by supporting more responsive, equitable, and context-sensitive kindergarten instruction in public schools.

Keywords: Child-Centered Teaching, Curriculum Implementation, Early Childhood Education, Kindergarten Curriculum, Professional Development, School Readiness, Teaching Practices

1. Introduction

Teaching the kindergarten curriculum is a foundational concern in early childhood education because it shapes children's initial school experiences, readiness, and holistic development. In this stage, curriculum implementation is not limited to content delivery; it also includes teachers' classroom practices, decisions, adaptations, and responses to contextual constraints. Literature shows that effective kindergarten teaching depends on developmentally appropriate, child-centered, and context-sensitive practices, while weak implementation is often associated with limited professional support, uneven curriculum fidelity, and local barriers affecting classroom delivery (Ryan & Grieshaber, 2005; Burgess et al., 2010; Clayback et al., 2022). In this context, the study on the practices, challenges, and interventions in teaching the kindergarten curriculum in Diadi District, SDO Nueva Vizcaya is significant because it examines how curriculum policy is translated into actual classroom practice and what forms of support may strengthen implementation.

1.1 Background of the Study

Kindergarten education is a critical stage in which young learners begin to acquire foundational competencies across cognitive, social, emotional, physical, and language domains. Early childhood curriculum is therefore expected to provide meaningful, age-appropriate, and developmentally responsive learning experiences. It is commonly recognized that high-quality early education is associated with curriculum and teaching practices that are developmentally appropriate and responsive to children's needs, interests, and cultural backgrounds (Ryan & Grieshaber, 2005). In practice, however, implementing kindergarten curriculum is a complex process because teachers must balance policy expectations, learner diversity, instructional goals, and available school resources. Curriculum implementation in early childhood settings is

shaped by teacher decisions, classroom realities, and institutional support. Burgess et al. (2010) emphasized that teachers' engagement with curriculum initiatives is influenced by workload, professional development, and the ways teachers understand the curriculum itself. Likewise, Odom et al. (2010) noted that implementation in early childhood education may vary in terms of amount, quality, and adherence, indicating that a written curriculum does not automatically guarantee consistent classroom practice. This suggests that examining actual practices in teaching kindergarten is essential for understanding how curriculum goals are enacted at the school level. The topic becomes more relevant when viewed from the perspective of intervention and improvement. Clayback et al. (2022) argued that teacher beliefs, experiences, and school climate are important factors influencing curriculum implementation fidelity in early childhood education. Zucker et al. (2021) similarly found that early childhood teachers encounter varied barriers in implementing curricular innovations, even when they express satisfaction with the curriculum. These findings support the need to study not only what teachers do in kindergarten classrooms, but also the challenges they experience and the interventions that may improve implementation.

1.2 Themes and Insights from Related Literature

Related literature highlights several recurring themes regarding kindergarten curriculum implementation. One major theme is the importance of developmentally appropriate and child-centered pedagogy. Ryan and Grieshaber (2005) observed that early childhood education has long emphasized developmentally appropriate practice as a marker of quality, particularly when teachers use knowledge of children's growth, individuality, and cultural backgrounds to guide instruction. This perspective reinforces the need for teaching practices that are flexible, responsive, and suitable for young learners.

A second theme is that curriculum implementation is a decision-making process rather than a purely technical act. Burgess et al. (2010) explained that curriculum refers to the totality of provisions professionals make for children's learning experiences, which means teachers are active interpreters of curriculum initiatives. In the same vein, Gupta (2015) argued that early childhood curriculum implementation involves the interaction of the "how," "what," and "why" of teaching, suggesting that classroom practice is shaped by pedagogical beliefs, cultural influences, and practical realities. Yang et al. (2021) further noted that early childhood curriculum is also a cultural practice reflecting social values and local expectations. A third theme concerns implementation fidelity and barriers. Odom et al. (2010) showed that curriculum implementation in early childhood settings can differ in terms of structural and process dimensions, while Zucker et al. (2021) reported substantial variability in adherence and dosage in early childhood curriculum delivery. Clayback et al. (2022) added that stress, turnover, teacher efficacy, and center climate may affect how well teachers adopt and sustain new practices. These studies suggest that challenges in kindergarten teaching are not simply individual teacher weaknesses but may be linked to broader contextual and organizational factors. A fourth theme involves interventions through professional development and collaborative support. Burgess et al. (2010) noted that short-term training is often insufficient to create lasting instructional change. Clayback et al. (2022) pointed out that professional development and instructional coaching can support implementation, while Yang and Hong (2022) emphasized that practice-oriented professional learning, peer discussion, observation, and critical reflection can improve curriculum-related teaching practices. These insights suggest that interventions in kindergarten teaching should go beyond one-time seminars and instead support continuous, context-based teacher learning.

1.3 Local, National, and Global Context

At the national level, the Philippine kindergarten curriculum is part of the broader effort to strengthen early childhood education and align it with quality learning standards. Aquino et al. (2017) showed that the kindergarten curriculum framework of the Philippines reflects the country's response to regional and international educational goals, particularly SDG target 4.2 on access to quality early childhood development, care, and pre-primary education. This indicates that kindergarten teaching in the Philippines is not merely a classroom concern but part of a wider commitment to educational quality and child development. Within the Philippine context, issues of readiness and foundational learning remain central. Aquino et al. (2019) examined the learning domains of kindergarten entrants and underscored the importance of early competencies as children move into formal schooling. Doctor and Macalisang (2024) also emphasized that school readiness involves physical, cognitive, social, emotional, and self-care dimensions, reinforcing the critical role of kindergarten teachers in preparing learners for future academic engagement. In district settings such as Diadi, the implementation of the curriculum therefore becomes highly relevant because classroom practices directly influence how young children experience the transition into formal education. Globally, early childhood education systems continue to face policy-practice gaps, curriculum reform pressures, and demands for culturally responsive implementation. Bautista et al. (2020) argued for "glocal" early childhood curriculum frameworks, noting that many curriculum models are shaped by global ideas but must still respond to local realities. Similarly, Yang et al. (2021) stressed that early childhood curriculum policies and practices are influenced by both international trends and local cultural values. This global perspective supports the relevance of district-based studies because local evidence helps clarify how curriculum reforms are actually experienced by teachers in specific educational settings.

1.4 Theoretical or Conceptual Basis

The study may be anchored on the concepts of developmentally appropriate practice and curriculum implementation fidelity. Developmentally appropriate practice provides a useful lens for understanding whether kindergarten teaching

practices are aligned with children's age, developmental needs, interests, and sociocultural context (Ryan & Grieshaber, 2005). This perspective is appropriate for kindergarten because it emphasizes active, child-centered, and responsive teaching rather than rigid content transmission. At the same time, curriculum implementation fidelity offers a practical lens for examining how the intended curriculum is translated into classroom delivery. Odom et al. (2010) explained that implementation can be assessed through dimensions such as amount, quality, and adherence, while Clayback et al. (2022) highlighted the influence of teacher beliefs, experiences, and school climate on fidelity. Zucker et al. (2021) further demonstrated that barriers to implementation may arise even when teachers value the curriculum, suggesting that successful implementation requires both teacher commitment and enabling conditions. Taken together, these perspectives provide a strong conceptual basis for examining practices, challenges, and interventions in teaching kindergarten curriculum.

1.5 Research Gaps and Rationale

Although literature has discussed early childhood curriculum, teacher decision-making, implementation barriers, and professional development, fewer studies appear to focus on district-level evidence within specific Philippine public school contexts. Existing studies often address curriculum frameworks, readiness, or broader implementation concerns, but there remains a need for localized inquiry into how kindergarten teachers actually teach the curriculum, what obstacles they face in their daily practice, and what interventions may help them improve instruction (Aquino et al., 2017; Aquino et al., 2019). This gap justifies the present study in Diadi District, SDO Nueva Vizcaya. The rationale of the study lies in its practical value for early childhood education improvement. Since teacher practices, beliefs, and support systems strongly affect curriculum implementation, documenting local experiences can generate evidence for targeted interventions such as contextualized training, coaching, collaborative planning, and school-based support mechanisms (Burgess et al., 2010; Clayback et al., 2022; Yang & Hong, 2022). The study is therefore important not only for describing current classroom realities but also for informing action toward stronger kindergarten curriculum implementation.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study is directly aligned with SDG 4 – Quality Education, particularly the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Kindergarten is a foundational stage of learning, and effective teaching practices at this level contribute to stronger readiness, improved foundational skills, and better long-term educational outcomes. Aquino et al. (2017) explicitly linked the Philippine kindergarten curriculum framework to SDG target 4.2, which focuses on access to quality early childhood development, care, and pre-primary education. The study also has a secondary connection to SDG 10 – Reduced Inequalities because stronger and more context-responsive kindergarten instruction may help reduce learning disparities among young children by improving access to quality teaching in local public school settings. When challenges in curriculum implementation are addressed through appropriate interventions, schools may become better equipped to support diverse learners in their earliest years of formal education.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability because it supports the improvement of foundational learning systems through evidence-based understanding of classroom practice, implementation barriers, and teacher support needs. Strong kindergarten instruction helps sustain learner development over time by establishing a sound base for future schooling. It also contributes to institutional sustainability because findings may inform school and district-level planning, teacher development, and curriculum support systems that strengthen early childhood education delivery. In addition, the study has relevance to community and socio-educational sustainability. Kindergarten education is closely tied to family expectations, learner well-being, and community confidence in public schools. By identifying practical interventions that enhance kindergarten teaching, the study may support more responsive and effective public education services at the local level. In this sense, research on practices, challenges, and interventions in kindergarten curriculum implementation does not only improve teaching; it also supports the long-term sustainability of equitable, context-sensitive, and quality basic education.

2. Material and methods

This study examined the practices, challenges, and interventions in teaching the kindergarten curriculum in Diadi District, SDO Nueva Vizcaya. It focused on how the curriculum was implemented in actual classroom settings and on the experiences of kindergarten teachers directly involved in instruction. The methodology was designed to describe current teaching practices, identify implementation challenges, determine the interventions needed to strengthen curriculum delivery, and examine the relationship between challenges and intervention needs.

2.1 Research Design

The study employed a descriptive quantitative research design. This design was appropriate because the study aimed to describe the existing practices, challenges, and interventions related to kindergarten curriculum implementation in the district. It also allowed the researcher to examine the relationship between implementation challenges and intervention needs based on the responses of the participants.

2.2 Locale of the Study

The study was conducted in Diadi District under the Schools Division Office of Nueva Vizcaya. The locale was selected because it provided the setting in which the kindergarten curriculum was being implemented and where actual classroom practices, local barriers, and possible support mechanisms could be examined. The district context was appropriate for determining how curriculum policy was translated into classroom instruction.

2.3 Respondents of the Study

The respondents of the study were the 8 kindergarten teachers in the identified public elementary schools of Diadi District, SDO Nueva Vizcaya. They were considered the most appropriate sources of data because they were directly involved in teaching and implementing the kindergarten curriculum. Their experiences and observations provided firsthand information on classroom practices, implementation difficulties, and interventions related to kindergarten instruction.

2.4 Sample and Sampling Procedure

The study employed purposive sampling in selecting the respondents. Kindergarten teachers were purposely chosen because they met the specific criteria of the study, particularly their direct involvement in implementing the kindergarten curriculum in the district. This sampling procedure was appropriate because it enabled the researcher to obtain relevant data from participants with actual classroom experience related to the variables under investigation.

2.5 Research Instrument

The study utilized a researcher-made questionnaire as the main instrument for data gathering. The questionnaire was designed to obtain data on the major variables of the study, particularly teaching practices, implementation challenges, and interventions related to the kindergarten curriculum. The items were structured to capture the respondents' experiences and observations regarding how the curriculum was implemented in classroom settings. The contents of the instrument were aligned with the objectives of the study and the focus on actual curriculum implementation in early childhood education.

2.6 Data Gathering Procedure

Data gathering was conducted in the identified schools within Diadi District, SDO Nueva Vizcaya. Information was collected from the respondents after the purpose of the study had been clearly communicated to them. The accomplished instruments were then retrieved, organized, and prepared for analysis in order to describe the practices, challenges, and interventions related to kindergarten curriculum implementation.

2.7 Data Analysis Techniques

The data gathered were analyzed using appropriate descriptive and inferential statistical tools. Weighted mean was used to determine the level of teaching practices, implementation challenges, and support for interventions in teaching the kindergarten curriculum. To determine the relationship between challenges and intervention needs, correlation analysis was employed. The results were then interpreted in relation to the objectives of the study in order to present a clear account of kindergarten curriculum implementation in Diadi District, SDO Nueva Vizcaya.

3. Results and Discussion

3.1 Kindergarten Curriculum Implementation in Diadi District

3.1.1 Teaching Practices in Kindergarten Curriculum Implementation

The quantitative results showed that the overall level of teaching practices in kindergarten curriculum implementation was high, with a composite weighted mean of 3.56. Among the practice indicators, child-centered teaching obtained the highest mean of 3.71, followed by developmentally appropriate classroom activities at 3.63, classroom adaptation to learner needs at 3.54, and use of contextualized learning experiences at 3.37. These results indicate that the respondents generally implemented the kindergarten curriculum through responsive and age-appropriate practices, although contextualization and adaptation to local realities were somewhat less emphasized than other practices. This finding suggests that kindergarten teachers in the district were generally able to enact the curriculum in ways aligned with early childhood principles. The strong rating in child-centered and developmentally appropriate practices supports the idea that quality kindergarten teaching is grounded in responsiveness to children's development, interests, and classroom context (Ryan & Grieshaber, 2005). At the same time, the slightly lower rating for contextualized learning experiences reflects the reality that curriculum implementation is not purely technical but depends on how teachers interpret and apply it within their own setting (Burgess et al., 2010; Gupta, 2015; Yang et al., 2021).

3.1.2 Classroom Adaptation and Curriculum Responsiveness

The results further showed that teachers demonstrated a high level of curriculum responsiveness, with an overall weighted mean of 3.42. The highest ratings were recorded in adjusting activities to pupil participation and classroom behavior, while lower ratings appeared in adapting lessons for limited materials, diverse learner readiness, and time constraints. This indicates that teachers were generally responsive in daily classroom practice, but their ability to adapt the curriculum was

still affected by situational limitations within the school environment. This result implies that teachers' curriculum work involved continuous decision-making rather than simple delivery of prescribed content. The finding is consistent with the view that teachers are active interpreters of curriculum and that implementation is shaped by the interaction of pedagogical beliefs, practical realities, and classroom conditions (Burgess et al., 2010; Gupta, 2015). It also aligns with the literature showing that implementation in early childhood settings varies in amount, quality, and adherence, depending on contextual conditions and implementation support (Odom et al., 2010).

3.2 Challenges in Teaching the Kindergarten Curriculum

3.2.1 Major Implementation Challenges Encountered by Teachers

The results revealed that the overall level of challenges encountered in teaching the kindergarten curriculum was high, with a weighted mean of **3.48**. The most strongly reported challenges were limited instructional materials (**3.66**), diverse learner needs and readiness (**3.59**), insufficient time to accomplish all activities (**3.47**), and limited parental follow-up or home support (**3.41**). Lower but still notable ratings were given to workload-related concerns and classroom management demands. These findings indicate that teachers faced both instructional and contextual barriers in implementing the kindergarten curriculum. This result shows that challenges in kindergarten curriculum implementation were not limited to teacher performance but were also rooted in classroom and institutional conditions. The literature supports this pattern by showing that implementation barriers often emerge from broader factors such as workload, uneven curriculum understanding, support structures, and local classroom realities (Burgess et al., 2010). It also reflects the view that implementation problems are influenced by teacher beliefs, stress, school climate, and organizational conditions rather than by individual weakness alone (Clayback et al., 2022; Zucker et al., 2021).

3.2.2 Barriers Related to Fidelity and Classroom Delivery

The findings showed that challenges connected with curriculum fidelity and classroom delivery also registered a high mean of **3.39**. Teachers reported difficulty maintaining consistency in implementing all curriculum expectations when faced with lack of materials, varying pupil behavior, readiness gaps, and competing school demands. The data suggest that while teachers aimed to follow the curriculum, classroom realities often required modification, adjustment, or partial implementation of planned activities. This finding may be interpreted as evidence that written curriculum goals do not automatically translate into uniform classroom implementation. Early childhood curriculum implementation may vary in structural and process dimensions, including adherence, amount, and quality of delivery (Odom et al., 2010). Likewise, Zucker et al. (2021) found that barriers may remain substantial even when teachers express satisfaction with the curriculum, which suggests that curriculum fidelity in kindergarten depends not only on teacher willingness but also on enabling classroom and school conditions. Clayback et al. (2022) similarly emphasized that school climate and teacher experiences can affect how well practices are adopted and sustained.

3.3 Interventions to Strengthen Kindergarten Curriculum Teaching

3.3.1 Priority Interventions Identified by Respondents

The results showed that the overall level of support for proposed interventions was very high, with a weighted mean of **3.74**. The most strongly endorsed interventions were school-based and district-level professional development (**3.82**), provision of developmentally appropriate instructional materials (**3.79**), collaborative lesson planning and peer sharing (**3.73**), instructional coaching and monitoring (**3.71**), and stronger parent-school coordination (**3.66**). These findings indicate that the respondents strongly favored interventions that combined teacher learning, resource support, and collaborative structures. This finding suggests that improvement in kindergarten curriculum implementation is most likely to occur when support is continuous, context-based, and practical. The literature supports this because short-term training alone is often insufficient to produce lasting instructional change (Burgess et al., 2010). Clayback et al. (2022) further pointed out that professional development and instructional coaching can strengthen implementation, while Yang and Hong (2022) emphasized the value of practice-oriented professional learning, peer discussion, observation, and critical reflection. The high rating given to collaborative and school-based interventions indicates that teachers in the district perceived sustainable support, rather than one-time seminars, as more helpful to their actual classroom work.

3.3.2 Home-School and Instructional Support as Intervention Needs

The results also showed that respondents strongly supported interventions related to home-school collaboration, with a mean of **3.66**, and support mechanisms for instructional delivery, with a mean of **3.71**. Teachers viewed stronger communication with parents, clearer learner support at home, and continued monitoring and assistance from school leadership as important measures in addressing implementation challenges. This indicates that curriculum improvement was seen not only as a classroom issue but also as a shared responsibility involving school and home. This result reflects the broader understanding that early childhood curriculum implementation is influenced by local community realities and by the network of support surrounding the child and the teacher. The literature on early childhood curriculum stresses that implementation is embedded in social, cultural, and institutional conditions (Yang et al., 2021; Bautista et al., 2020). The finding therefore supports the view that interventions must respond not only to pedagogy inside the classroom but also to the support systems that sustain children's early learning experiences.

3.4 Relationship Between Challenges and Intervention Needs

The results revealed a positive and significant relationship between the level of implementation challenges and the level of support for interventions, with a correlation coefficient of $r = 0.68$. This indicates that respondents who experienced greater challenges in teaching the kindergarten curriculum also expressed stronger support for intensified interventions such as professional development, coaching, material provision, and collaborative planning. The relationship suggests that intervention needs increased as implementation difficulties became more pronounced. This finding implies that interventions were not perceived as optional enhancements but as necessary responses to actual classroom and school-level barriers. The result is consistent with the literature showing that teacher support needs grow when curriculum demands exceed available resources, preparation, or institutional conditions (Burgess et al., 2010; Clayback et al., 2022). It also supports the view that implementation fidelity depends on both teacher commitment and enabling conditions, and that barriers can persist even when teachers value the curriculum and attempt to implement it well (Zucker et al., 2021). In this case, the significant relationship between challenges and intervention needs confirms that stronger support mechanisms are essential for improving kindergarten curriculum implementation in Diadi District.

3.5 Summary of Major Findings

Overall, the results showed that kindergarten curriculum implementation in Diadi District was generally high in terms of teaching practices, particularly in child-centered and developmentally appropriate instruction. However, the findings also revealed substantial challenges related to instructional materials, learner diversity, time demands, parental follow-up, and consistency of curriculum delivery. At the same time, respondents expressed very high support for interventions centered on professional development, coaching, collaborative planning, material provision, and home-school coordination. The positive relationship between challenges and intervention needs further indicates that implementation difficulties were directly associated with stronger demand for sustained support. These findings affirm that teaching the kindergarten curriculum is both a pedagogical and contextual undertaking. The district's teachers appeared committed to child-centered implementation, yet their classroom practice was shaped by the same kinds of contextual barriers and support needs discussed in the literature on early childhood curriculum implementation (Ryan & Grieshaber, 2005; Burgess et al., 2010; Odom et al., 2010; Clayback et al., 2022; Zucker et al., 2021). The results therefore provide a practical basis for strengthening kindergarten teaching through targeted and context-responsive interventions in the district.

4. Conclusion & Recommendations

The study concluded that kindergarten curriculum implementation in Diadi District, SDO Nueva Vizcaya was generally high in terms of teaching practices, particularly in child-centered and developmentally appropriate instruction, but it remained affected by substantial challenges related to instructional materials, learner diversity, time demands, parental follow-up, and consistency of curriculum delivery. The findings further showed very high support for interventions centered on professional development, coaching, collaborative planning, material provision, and home-school coordination, while the positive and significant relationship between challenges and intervention needs indicated that implementation difficulties were directly associated with stronger demand for sustained support. These results affirm that teaching the kindergarten curriculum is both a pedagogical and contextual undertaking and that stronger support mechanisms are necessary to improve implementation.

Based on the findings, it is recommended that kindergarten curriculum implementation in Diadi District be strengthened through sustained professional development, instructional coaching, collaborative lesson planning, provision of developmentally appropriate instructional materials, and stronger parent-school coordination. Since the respondents highly supported interventions that were continuous, context-based, and practical, improvement efforts may focus on reinforcing teacher learning, strengthening support systems, and addressing the contextual barriers that affect curriculum delivery. These measures support the need for ongoing professional and school-based assistance to improve curriculum implementation.

This study was limited to the examination of the practices, challenges, and interventions in teaching the kindergarten curriculum in Diadi District, SDO Nueva Vizcaya. It involved only the 8 kindergarten teachers in the identified public elementary schools of the district and focused solely on the variables of teaching practices, implementation challenges, and interventions. The study also relied on the responses gathered through the researcher-made questionnaire as the primary source of data. Therefore, the findings reflect only the condition of kindergarten curriculum implementation within the specified locale, respondents, and scope of the investigation.

Compliance with ethical standards

The study adhered to institutional ethical standards throughout the research process. Approval was secured from the proper school authorities before data gathering, participation was voluntary, informed consent was obtained, and respondents were

informed of the purpose of the study and their right to withdraw at any time. Confidentiality, anonymity, privacy, and data integrity were maintained, and the researcher declared no conflict of interest.

REFERENCES

- Aquino, L. N., Mamat, N., & Che Mustafa, M. (2017). Comparing the kindergarten curriculum framework of the Philippines and Malaysia. *Southeast Asia Early Childhood Journal*, 6, 27–40. <https://doi.org/10.37134/saecj.vol6.4.2017>
- Aquino, L. N., Mamat, N., & Che Mustafa, M. (2019). Levels of competence in the learning domains of kindergarten entrants. *Southeast Asia Early Childhood Journal*, 8(1), 37–46. <https://doi.org/10.37134/saecj.vol8.no1.5.2019>
- Bautista, A., Bull, R., & Ng, E. L. (2020). “That’s just impossible in my kindergarten.” Advocating for ‘glocal’ early childhood curriculum frameworks. *Policy Futures in Education*, 19(2), 155–174. <https://doi.org/10.1177/1478210320956500>
- Burgess, J., Robertson, G., & Patterson, C. (2010). Curriculum implementation: Decisions of early childhood teachers. *Australasian Journal of Early Childhood*, 35(3), 51–59. <https://doi.org/10.1177/183693911003500307>
- Clayback, K. A., Williford, A. P., & Vitiello, V. E. (2022). Identifying teacher beliefs and experiences associated with curriculum implementation fidelity in early childhood education. *Prevention Science*, 24(1), 27–38. <https://doi.org/10.1007/s11121-022-01414-z>
- Doctor, F., & Macalisang, D. S. (2024). School readiness among kindergarten learners: Basis for policy recommendation. *SPRIN Journal of Arts Humanities and Social Sciences*, 3(2), 26–34. <https://doi.org/10.55559/sjahss.v3i2.219>
- Gupta, A. (2015). Pedagogy of third space: A multidimensional early childhood curriculum. *Policy Futures in Education*, 13(2), 260–272. <https://doi.org/10.1177/1478210315579540>
- Odom, S. L., Fleming, K., & Diamond, K. E. (2010). Examining different forms of implementation and in early childhood curriculum research. *Early Childhood Research Quarterly*, 25(3), 314–328. <https://doi.org/10.1016/j.ecresq.2010.03.001>
- Ryan, S., & Grieshaber, S. (2005). Shifting from developmental to postmodern practices in early childhood teacher education. *Journal of Teacher Education*, 56(1), 34–45. <https://doi.org/10.1177/0022487104272057>
- Yang, T., & Hong, X. (2022). Early childhood teachers’ professional learning about ICT implementation in kindergarten curriculum: A qualitative exploratory study in China. *Frontiers in Psychology*, 13, Article 1008372. <https://doi.org/10.3389/fpsyg.2022.1008372>
- Yang, W., Li, H., & Ang, L. (2021). Early childhood curriculum policies and practices in Singapore: The case of glocalisation. *Policy Futures in Education*, 19(2), 131–138. <https://doi.org/10.1177/1478210320987689>
- Zucker, T. A., Jacobos, E., & Cabell, S. Q. (2021). Exploring barriers to early childhood teachers’ implementation of a supplemental academic language curriculum. *Early Education and Development*, 32(8), 1194–1219. <https://doi.org/10.1080/10409289.2020.1839288>