

Pedagogical Approaches Practiced By Early Childhood Education Teachers

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Abstract — This study is concerned with the level of practices of using the different pedagogical approaches in early childhood education in San Manuel District, Division of Tarlac Province, for SY 2023 – 2024.

Specifically, this study determined the level of practice of the different pedagogical approaches in early childhood education along with the play-based approach, constructivist approach, collaborative approach, activity-based approach, and integrative approach. (1) It looked into the profile of the respondents in terms of age, sex, civil status, highest educational attainment, number of years teaching, number of relevant training and seminars attended, (2) the public elementary school teachers level of practices of using the different pedagogical approaches in early childhood education, (3) the significant difference in the level of practices of using the different pedagogical approaches in early childhood education of the teacher respondents across the profile variable. (4) There are significant relationships between the teacher's level of practice in using the different pedagogical approaches in early childhood education of the teacher respondents and the profile variables.

To address the foregoing problems raised in this study, statistical measures were used for data analysis and interpretations. These are the frequency counts (f) and percentage (%), the average weighted means (AWM), the Analysis of Variance (ANOVA), and Pearson Product Moment of Coefficient Correlation.

The study reveals that most teachers are female, aged 31-40, and have various pedagogical approaches. They are married, have a Master's, Bachelor's, or M.A. degree, and have 6-10 years of experience. Most teachers attend international trainings and seminars, with a low retention rate. They demonstrate high proficiency in early childhood education, implementing play-based learning activities, constructivist learning, collaborative learning, activity-based learning, and integrative learning approaches. However, their profile variables do not influence their practices. This study recommends that the public elementary school teacher respondents should pursue a doctoral degree and undergo professional upgrading through training and seminars. They should strive for excellent performance in early childhood education, explore relevant variables, and use an activity-based approach. Further research is needed to determine pedagogical practices in early childhood education.

Keywords — *Early Childhood Education, Pedagogical Approaches, Public Schools*

I. Introduction

Early childhood education pedagogical approaches focus on promoting learning among children through child-centered learning, play-based learning, participatory teaching, and non-violent commitment. These approaches should be child-centered, emphasizing play-based learning

and dealing with students with kindness and courtesy. Teachers should develop constructive viewpoints and deal with students effectively. Without discrimination based on caste, creed, race, religion, gender, ethnicity, age, gender, and socioeconomic background, equal rights and opportunities should be granted. (Radhika K.2019)

Pedagogical methods refer to the elements used in a pedagogical scenario or strategy. A well-established and organized pedagogy is crucial in teaching as it helps students understand lesson plans effectively. Teachers must guide students' learning abilities or modify or improve pedagogical approaches when setbacks occur. Teachers must be mindful of the methods they implement to help students gain a deeper understanding of academic concepts and creative activities. Effective implementation of pedagogical approaches will help students satisfactorily understand academic content (Guilan, 2020).

Pedagogical approaches in early childhood education are based on the approaches that are dedicated towards promoting learning among children. The pedagogical approaches are required to focus upon various aspects. These include, child-centered learning, play-based learning, participatory teaching and commitment to non-violence. In other words, when the pedagogical approaches are put into operation in the field of early childhood education, it needs to be ensured, the approaches are focused upon children. The play-based learning methods needs to be emphasized upon as learning begins with play. The students need to be dealt with kindness and courtesy. In some cases, working with nursery school students and teaching them is overwhelming. But it is vital for the teachers to develop constructive viewpoints and deal with students effectively. Furthermore, there should be provision of equal rights and opportunities and there should not be any kind of decision on the basis of any factors, such as, caste, creed, race, religion, gender, ethnicity, age, gender, and socio-economic background. To bring about improvements in pedagogical approaches, improvements need to be brought about in the teaching-learning methods. In putting into operation teaching-learning methods, one of the important aspects that need to be taken into account is, that they need to be favorable and suitable to the students. The teachers need to put into operation modern, scientific and innovative ideas that are necessary to make the classroom experiences meaningful and understanding for the students

In the Philippines, teachers use various pedagogical approaches to teach early childhood education, which is a child-initiated activity, free and structured play, and child-centered and teacher-centered activities. The integrated model of pedagogical approaches allows for playfulness in child-initiated and teacher-directed activities. Promoting activities carried out by students and those directed by teachers is essential to facilitate student learning. These approaches aim to promote practical learning experiences.

Teachers in public elementary schools in the Philippines encounter various problems in their pedagogical approaches to teaching early childhood education due to several factors: 1. Large class sizes: Public elementary schools often have large class sizes, making it challenging for teachers to provide individualized attention and support to each student. This can hinder their

ability to effectively implement developmentally appropriate teaching methods for early childhood education. 2. Limited resources: Public schools often need more teaching materials, books, and technology. This limits teachers' ability to create engaging and interactive learning experiences for young children, hindering the effectiveness of their pedagogical approaches. 3. Lack of specialized training: Many teachers in public elementary schools need specialized training in early childhood education. They may need to be equipped with the necessary knowledge and skills to create developmentally appropriate lesson plans and activities for young children, leading to ineffective pedagogical approaches. 4. Language barrier: In the Philippines, children speak several indigenous languages in different regions. Teachers may encounter difficulties in teaching early childhood education when there is a language barrier between them and their students. It becomes challenging to effectively communicate and deliver instruction to children needing more national language proficiency. 5. Limited parental involvement: Parental involvement and support are crucial in early childhood education. However, in some cases, parents may need more awareness of the importance of early childhood education or face socioeconomic challenges that prevent them from actively participating in their child's education. This lack of parental involvement can affect teachers' pedagogical approaches and their ability to create a collaborative learning environment. Addressing these challenges requires efforts from various stakeholders, including government agencies, school administrators, teacher training institutions, and parents. Providing specialized training for teachers in early childhood education, reducing class sizes, increasing resource allocation, and promoting parental involvement can help improve the pedagogical approaches in teaching early childhood education in public elementary schools in the Philippines.

Pedagogical approaches for early childhood education can be a problem for teachers in the performance of the learners in San Manuel District, Division of Tarlac Province, for many reasons also, which include lack of training of teachers, many teachers may not have received proper training or professional development in practical pedagogical approaches for early childhood education. This can hinder their ability to implement appropriate teaching methods and strategies that promote optimal learning outcomes for young children. Additionally, limited resources may prevent educators from obtaining the necessary materials and resources to support their pedagogical approaches. This can include a need for age-appropriate learning materials, books, educational toys, or technology tools, which are crucial for engaging young learners and facilitating their learning and development. Diverse learner needs in early childhood education also include a problem encompassing a wide range of developmental stages, abilities, and learning styles. Teachers need to adapt their pedagogical approaches to address the diverse needs of their learners. This can be challenging, as they may have to cater to individual differences and provide differentiated instruction to support every child's learning and development. Another problem is parental involvement in early childhood education since parents and teachers are partners in educating the learners.

II. Methodology

Research Design and Strategy

The researcher used a descriptive research method concerned with the description of data and the characteristics of a population. The goal was the acquisition of factual, accurate, and systematic data that can be used in averages, frequencies, and similar statistical calculations to answer the problems in this study. This study determines the level of practices and pedagogical approaches used by teachers teaching early childhood education in public elementary schools. The researcher will employ this research method to gain more realistic and valid information regarding the level of practices and pedagogical approaches of teachers teaching early childhood education.

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them. McCombes, S. (2022)

Descriptive research is an observational method that focuses on identifying patterns in data without making inferences about cause-and-effect relationships between variables. Descriptive research is a process of systematically describing and analyzing something's features, properties, or characteristics. Descriptive research provides numerical descriptions that identify what the thing being studied looks like in terms of its size, location, and frequency. This type of research will help you define the characteristics of the population on which you have performed the study. A descriptive research design enables you to understand the topic or subjects in-depth. In such a type of investigation, you can't have control over variables. By performing descriptive research, you will be able to study participants in a natural setting. Descriptive research involves a description of the conduct of individuals who have been deliberately chosen to participate in the study. In addition to this, descriptive research also allows you to describe the other various aspects of your investigation. An essential characteristic is that while various variables can be utilized, only one is required to conduct the descriptive investigation. It is a type of study which includes observation as a technique for gathering facts about the study. You can perform descriptive research to analyze the relationship between two different variables. (www.MyResearchTopics.com).

Population and Locale of the Study

The subjects of this study are the public elementary school teachers from Kindergarten, Grade 1, Grade 2, and Grade 3 teaching early childhood education in San Manuel District, Division of Tarlac Province for the School Year 2023 – 2024. All early childhood education teachers in San Manuel District of Tarlac Province Division are the respondents in this study. The table below shows the distribution of teacher respondents in this study, composed of fifteen schools and seventy-two teachers.

The primary grades are Early Childhood Services, including Kindergarten through Grade Three, K - 3. Education has several resources to support the teaching and learning of these children in recognition that these early grades lay the foundation for future school success.

The term primary grades describes kindergarten to grade 3 in elementary school; it is not a separate or additional curriculum. During this phase of schooling, children experience rapid growth and development. They arrive in school from diverse backgrounds and with various experiences and make the significant transition from the home to the school environment. During this period, formalizing students' learning experiences begins as the foundation is laid for later learning. Students' early experiences in school help form their identities as learners. A vital purpose of the primary grades is to help students develop a solid base of literacy, numeracy, and social skills that will provide a foundation for later success. The outcomes in the provincial programs of study are intended to engage students in rich learning experiences in which they develop understandings that both relate to and make connections across specific subject areas.

Table 1 Distribution of Respondents

School	Number of Teachers
Colubot Elementary School	4
Gabalton Central Elementary School	8
Legaspi Elementary School	4
Mangandingay Elementary School	4
Matarannoc Elementary School	4
Pacpaco Integrated School	4
San Manuel Elementary School	4
Salcedo Elementary School	5
San Agustin Integrated School	5
San Felipe Elementary School	8
San Jacinto Elementary School	4
San Miguel Elementary School	4
San Narciso Elementary School	4
San Vicente Elementary School	6
Santa Maria Elementary School	4
Total	72

Data Gathering Tool

The researcher will use a questionnaire checklist instrument specifically made for the study based on RA No. 10533, the Most Essential Learning Competencies (MELCs), and the theories of Jean Piaget, Lev Vygotsky, and John Dewey.

The Department of Education (DepEd) in the Philippines has implemented the Most Essential Learning Competencies (MELCs) to guide the curriculum and instruction in all public schools. The goal of MELCs is to ensure that students acquire the necessary competencies and skills that are essential for their future success. MELCs assist educators in designing and delivering effective learning experiences that align with the needs and goals of the curriculum.

The questionnaire-checklist was evaluated by experts, the Public Schools District Supervisor, School Principal, ECE Program Supervisor, Master Teacher, and District ECE Coordinator. The suggestions will be incorporated into the final draft, which will be finalized after the examination committee approves it.

The main objective of the validation is to ascertain that every question is clearly understood and within the experience of the actual respondents of the study. The questionnaire will be validated by a Master teacher, Principal, Program Specialist and Program Supervisor. This ensure that the respondents do not find difficulty in answering the questionnaire and the data gathered would valid and reliable.

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The MELCs enable the Department to focus instruction on the most essential and indispensable competencies that our learners must acquire as we anticipate challenges in learning delivery. Essential learning competencies are defined as what the students need, considered vital, in the teaching-learning process to build skills to equip learners for subsequent grade levels and, subsequently, for lifelong learning. Foundational skills may not be necessitated by desirable learning competencies, which can enhance education.

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Treatment of Data

The following statistical tools were used to answer the specific problems of the study.

To determine the profile of the public elementary school teachers, namely, age, sex, civil status, highest educational attainment, number of years teaching, and number of relevant training and seminars attended, frequency counts, and percentages used.

The weighted average mean is used to determine the pedagogical approaches of teachers teaching early childhood education.

The weighted average mean is used to determine the level of practice of pedagogical approaches of teachers teaching early childhood education. The responses were categorized into a five-point scale with corresponding numerical categories. The choices classified as "Highly Practiced," "Practiced," "Moderately Practiced," "Slightly Practiced," and "Not Practiced." Literal values A, B, C, D, and E are assigned, respectively.

The average weighted mean (AWM) interpreted the corresponding equivalent as follows;

Average Weighted Mean	Descriptive Rating	Literal Value
4.50 – 5.00	Highly Practiced	A
3.50 – 4.49	Practiced	B
2.50 – 3.49	Moderately Practiced	C
1.50 – 2.49	Slightly Practiced	D
1.00 – 1.49	Not Practiced	E

To answer specific problem number 3, determining the differences between the level of practices of pedagogical approaches of teachers teaching early childhood education across their profile variables, the analysis of variance (ANOVA) was utilized.

To answer specific problem number 4, determining the relationship between the level of practices of pedagogical approaches of teachers teaching early childhood education and their profile variables, the Coded Pearson Product correlation coefficient was used.

III. Results and Discussion

Profile of the Respondents

In this study, the public elementary school teachers of San Manuel District, Schools Division of Tarlac Province, were taken as respondents. They were categorized according to certain variables.

Profile of the Respondents
N = 72

Profile Variables	Variable Category	Frequency	Percentage	
Age	21 - 30	12	17	
	31 – 40	26	36	
	41 – 50	24	33	
	51 – 60	9	13	
	61 years and above	1	1	
Sex	Male	4	6	
	Female	68	94	
Civil Status	Single	8	11	
	Married	62	86	
	Widow/Widower	2	3	
Highest Educational Qualification	bachelor’s degree Holder	18	25	
	With M. A. Units	26	36	
	M.A. Degree Holder	28	39	
	With PhD/EdD Units	0	0	
	PhD / EdD Degree Holder	0	0	
Number of Years Teaching	5 years and below	12	17	
	6 – 10	26	36	
	11 – 15	11	15	
	16 – 20	19	26	
	21 years and above	4	6	
Number of Trainings/Seminars	International	3 and below	67	93
		4 – 6	5	7
		7 and above	0	0
	National	3 and below	54	75
		4 – 6	14	19
		7 and above	4	6
	Regional	3 and below	47	65
		4 – 6	12	17
		7 and above	13	18
Division	3 and below	30	42	
	4 – 6	16	22	
	7 and above	26	36%	

Table 2 provides a comprehensive profile of the respondents in various categories.

The total number of respondents is 72. They are teachers of early childhood education in Kindergarten, Grade 1, grade 2, and Grade 3.

Age. In terms of age, the majority of public elementary school teachers, comprising 26-38% of respondents, fall within the age range of 31-40 years old. This age group is considered prime for active and effective delivery of early childhood education, as they practice various pedagogical approaches. This age distribution may contribute to better teaching quality and a more dynamic learning environment for young students. Most teachers fall within the 21-30 age bracket, while the rest fall into the 21-50 age bracket.

This could mean that public elementary school teachers are just in their prime age of maturity and suited for active and effective delivery of instruction to early childhood education through practicing the different pedagogical approaches in teaching. They also practice various pedagogical approaches in teaching. This age distribution among teachers may contribute to better teaching quality and a more dynamic learning environment for young students.

Sex. The same table shows that females dominate the public-school teachers teaching early childhood education, that is 68 or 94 percent, while 4 or 6 percent were males. This means that the male group of respondents is outnumbered by the female group, considering that teaching is a female-dominated profession, as observed in the different public schools in the country and other countries. According to Wong (2019). teachers suffer low pay, little respect, and more and more pressure from all sides. And for many the reason is that the teaching profession is populated mainly by women. Today, three out of every four public school instructors in the United States are female and 97% of early childhood educators are women. This power imbalance is also felt in administration and post-secondary education, where men make up the majority.

Civil Status. It can be seen in the table that 62 or 86 percent are married, 8 or 11 percent are single, while 2 or 3 percent are widows/widowers. This means that the majority of public elementary school teachers are married. Married individuals predominantly occupy the teaching profession due to various factors. These include the profession's traditional social norms, predictable schedule and work-life balance, competitive salaries and benefits, personal fulfillment in shaping future generations, and career growth opportunities. These factors may vary depending on the context and cultural background, but they all contribute to the higher percentage of married individuals in the teaching profession compared to singles. The profession's financial stability and the potential for personal fulfillment make it an attractive choice for married individuals or those planning to start a family.

Highest Educational Attainment. As reflected in the table, 28 or 39 percent are M.A. Degree holders, 26 or 36 percent earned their M.A. Units, and 18 or 25 percent of the respondents have their Bachelor's degrees. Most respondents have a Master's degree (28 or 39%) and a Bachelor's degree (18 or 25%), indicating a commitment to higher education and professional development. 26 or 36% of respondents have earned M.A. Units, indicating specialized knowledge

in ECE, which can improve teaching practices and outcomes for young learners. However, educational attainment alone doesn't guarantee excellent teaching. Factors like teaching experience, practical skills, and a genuine passion for working with young children also contribute to a teacher's success.

Number of Years Teaching. It can be gleaned in the table that the greatest is in the group classification of 6 – 10 years in teaching, having 26 or 36 percent, 16 – 20 years

in teaching is 19 or 26 percent, 5 years and below in the service is 12 or 17 percent, 11 – 15 years in teaching is 11 or 15 percent while 21 years and above in the service is 4 or 6 percent. The research study reveals that the majority of teachers have a teaching experience of 6-10 years, accounting for 26%-36% and 19%-26% of the teaching population, respectively. Teachers with less than 5 years of experience make up a smaller portion, ranging from 12%-17%, suggesting a low retention rate or challenges in attracting and maintaining younger educators. Teachers with over 21 years of experience make up a smaller percentage, with only 4% to 6% representation, suggesting a trend of retiring or transitioning to different roles. The study provides valuable insights into the distribution of teaching experience among educators.

Number Training and Seminars. The research study presents data on the number of trainings/seminars conducted at different levels (International, National, Regional, and Division) and their respective percentages. The data is categorized into three groups: 3 and below, 4-6, and 7 and above. In the International category, the majority (93%) had 3 or fewer trainings/seminars, while only 7% had 4-6, and none had 7 or more. This suggests that early childhood education teachers should attend international training and seminars. For the National category, 75% had 3 or fewer trainings/seminars, 19% had 4-6, and 6% had 7 or more. This indicates that teachers must also attend national training and seminars to enhance further their pedagogical approaches to teaching early childhood education. In the Regional category, 65% had 3 or fewer trainings/ and seminars, 17% had 4-6, and 18%

had 7 or more. This shows that regional organizations have a more even distribution of training events, with a considerable portion having 7 or more. Lastly, in the Division category, 42% had 3 or fewer trainings/seminars, 22% had 4-6, and 36% had 7 or more. This suggests that division-level organizations have the highest percentage of those conducting the most training events.

Level of Practices of Pedagogical Approaches in Teaching Diverse Learners

The primary purpose of this study was to determine the level of practices of pedagogical approaches in early childhood education in San Manuel District, Schools Division of Tarlac Province. It was done by requesting them to rate themselves along their practices of pedagogical approaches in early childhood education, such as the Play-Based Approach, Constructivist, Collaborative, Activity-based Approach, and Integrative.

A. Play Based Approach

Play-based learning is an educational approach in early childhood education that focuses on children's natural curiosity and interest in exploring their environment through play. It emphasizes the importance of hands-on experiences, social interaction, and self-directed learning.

Table 3
Level of Practices of Pedagogical Approaches in Early Childhood Education Along Play-Based Approach

+	PLAY-BASED APPROACH	As assessed by Teachers	
		WM	TR
	As a teacher I...		
	1. guide the learners in playing and learning as much as possible, asking clarifying and guiding questions as necessary for children's learning.	4.58	HP
	2. model different learning activities and rules for using resources.	4.52	HP
	3. make it exciting the play activity for the learners, with a variety of open-ended activities and resources.	4.55	HP
	4. pay attention to what children are drawn to and find more ways to incorporate it into their routine	4.50	HP
	5. use modeled instruction to show learners how to play with developmentally appropriate toys.	4.53	HP
	6. use puzzles that require mathematical skills that connect with current learning outcomes.	4.38	P
	7. keep the material for play activity simple and multi-purpose for best results and high-quality opportunities	4.49	P
	8. provide variety of toys and games to the learners and allow free, unstructured playtime	4.56	HP
	9. use differentiated activities and instruction before the learners play.	4.48	P
	10. end the learning activity with a group discussion of what students learned during the activity.	4.54	HP
	OWM	4.51	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

In a play-based learning environment, educators provide a variety of age-appropriate materials, resources, and opportunities for children to engage in different types of play, such as dramatic play, construction play, sensory play, and imaginative play. These experiences help

children develop cognitive, emotional, social, and physical skills while fostering creativity, problem-solving, and critical thinking.

Teachers in play-based learning settings act as facilitators, observing, guiding, and supporting children's play rather than directing or instructing them. They create an environment that encourages exploration, inquiry, and collaboration, and they help children develop a strong foundation for future learning by nurturing their natural desire to learn through play.

Table 3 presents the weighted mean (WM) and Transmuted Rating (TR) of various indicators related to the level of practices of pedagogical approaches in early childhood education along a play-based approach. The Overall Weighted Mean (OWM) for these indicators is 4.51, described as "Highly Practiced".

On the other hand, the indicator with the lowest weighted mean (4.38) is "use puzzles that require mathematical skills that connect with current learning outcomes." This indicates that while incorporating mathematical skills through puzzles is recognized as a positive practice, it may be less valued than other aspects of play-based learning. They should strike a balance between various learning domains, including mathematics, while maintaining the primary focus on play-based activities.

In conclusion, the results of Table 3 emphasize the importance of a teacher's role in facilitating a balance between play and learning. It is crucial to guide learners effectively, make play activities exciting, and provide ample free, unstructured playtime opportunities. However, it also suggests that teachers should be mindful of incorporating different learning domains, such as mathematics, without overemphasizing it at the expense of the play-based approach.

B. Constructivist

Constructivist teaching is based on constructivist learning theory. It is based on the belief that learning occurs when learners are actively involved in constructing meaning and knowledge instead of passively receiving information. Constructivism is 'an approach to learning that holds that people actively construct or make their knowledge and that the experiences of the learner determine reality' (Elliott et al., 2018).

Table 4
Level of Practices of Pedagogical Approaches in Early Childhood Education Along Constructivist Learning Approach

CONSTRUCTIVIST As a teacher I...	As assessed by Teachers	
	WM	TR
1. allow learners to be active in the process of constructing meaning and knowledge rather than passively receiving information.	4.48	P
2. build activities to facilitate their learnings.	4.52	HP
3. select and transform information from past and current knowledge and experience into new personal knowledge and understanding.	4.50	HP
4. let the learners construct their own understanding of the world around them based on experiences as they live and grow.	4.47	P
5. engage and expand the experiences of the learners.	4.54	HP
6. let younger learners work things through physically whereas older learners tackle symbolic and abstract ideas.	4.58	HP
7. encourage the learners construct new ideas or concepts based on his or her current and past knowledge.	4.52	HP
8. consider the learners as participatory learners and actively engaged in the learning process.	4.51	HP
9. foster critical thinking and provides learners with a learning environment that helps them make connections with their learnings.	4.46	P
10. foster acquisition and retrieval of prior knowledge.	4.42	P
OWM	4.50	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

Table 4 presents the level of practices of pedagogical approaches in early childhood education, specifically focusing on the Constructivist Learning Approach. The table includes 10 indicators representing various aspects of the Constructivist approach, with each indicator assessed by teachers and given a weighted mean.

In this study, the overall weighted mean (OWM) for the Constructivist Learning Approach is 4.50, which indicates a Highly Practiced among teachers. This suggests that while there is room for improvement, teachers generally demonstrate a reasonable understanding and application of the Constructivist approach in their classrooms.

The highest weighted mean (4.54) indicator is "engage and expand the learners' experiences." This result implies that teachers successfully provide opportunities for learners to explore, discover, and extend their knowledge and understanding through various experiences. Constructivist learning promotes active learning and the constructing new knowledge based on prior experiences.

On the other hand, the indicator with the lowest weighted mean (4.42) is "foster acquisition and retrieval of prior knowledge." This suggests there is a need for improvement in helping learners connect new information to their existing knowledge and experiences. Teachers may need to focus on strategies that help learners recall and utilize their prior knowledge to understand better and construct new concepts.

Table 4 highlights the general effectiveness of the Constructivist Learning Approach in early childhood education, with some areas requiring further improvement. Teachers should continue to prioritize engaging and expanding learners' experiences while fostering the acquisition and retrieval of prior knowledge to enhance the overall effectiveness of the Constructivist approach in their classrooms.

Following a constructivist perspective, the data on children's conceptual understanding of the phenomenon was initially analyzed. Then, the same data set was analyzed from a cultural-historical perspective. The children's whole experience of the phenomenon was also captured in this second step. Findings reveal the critical role of the children's overall reality in the science concept formation

The lowest weighted mean in this study is for "large group activities," with a weighted mean of 4.45, described as "Practiced". This indicates that among the 10 collaborative learning indicators presented, teachers in early childhood education practice extensive group activities the least. Large group activities involve many children participating in a shared learning experience.

Table 5
Level of Practices of Pedagogical Approaches in Early Childhood Education Along Collaborative Learning Approach

COLLABORATIVE As a teacher I ...	As assessed by Teachers	
	WM	TR
1. drama and role play	4.52	HP
2. think – pair – share method	4.50	HP
3. large group activities	4.45	P
4. peer teaching/tutoring	4.49	P
5. group solving <u>problem based learning</u>	4.55	HP
6. team-based learning	4.52	HP
7. case studies	4.48	P
8. simulations	4.56	HP
9. pair or small group discussion	4.58	HP
10. jigsaw method	4.56	HP
OWM	4.52	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

The low weighted mean suggests that teachers might find it challenging to implement large group activities in their classrooms effectively or need more confidence in their ability.

In this case, the indicator with the highest score is "drama and role play," with a Weighted Mean of 4.52, which means "Highly Practiced." This indicates that drama and role-play is the most practiced and satisfactory collaborative learning approaches in early childhood education. Teachers likely find drama and role play effective in engaging children, fostering creativity, and promoting social and emotional development.

Table 5 highlights that drama and role-play are the most practiced and satisfactory collaborative learning approaches in early childhood education, as indicated by the highest weighted mean. On the other hand, extensive group activities are the least practiced and least satisfactory collaborative learning approach, as indicated by the lowest weighted mean. This information can be helpful for educators, policymakers, and researchers to understand the challenges and limitations of significant group activities in early childhood education and explore ways to improve their implementation and effectiveness.

According to Sengpoh (2019), the escalating global competition and the growth of a knowledge-based economy, there is a new imperative for the need to think, learn, and lead together

as it is clear that traditional pedagogical models cannot be sustained into the future and the collaborative teaching method is one of the alternative pedagogical practice. The primary objective of the collaborative teaching method is to facilitate students' understanding of the concepts from various viewpoints. Collaborative teaching methods require educators to gather around a shared vision for student learning, sharing practice, and cooperation for collective learning and application.

According to Tachie, S.A. (2022), collaborative work in designing lessons as a team helped them identify threshold concepts in the teaching and learning of the foundation phase. The study's findings revealed that peer collaboration in teaching was key to helping them identify threshold concepts in that they had initially found difficult as individual teachers.

Khamar a. (2022) said that Collaborative learning is the favored approach educators use to inculcate social skills and promote peer interactions in students. The learning approach compliments the learning style needed in every learner that crucial role in enhancing learners' knowledge gain and social skills using the collaborative learning activities compared to traditional learning group students.

Table 6 presents the level of practice of pedagogical approaches in early childhood education, focusing on the Activity-Based Learning Approach. This approach involves engaging children in various activities to facilitate their learning and development. The table shows the indicators of this approach, with each row representing a specific activity and the two columns representing the weighted mean (WM). The Overall Weighted Mean (OWM) for the Activity-Based Learning Approach is 4.54, indicating a high practice level as denoted by the "HP" (Highly Practiced) label.

Table 6
Level of Practices of Pedagogical Approaches in Early Childhood Education Along Activity - Based Learning Approach

ACTIVITY BASED LEARNING APPROACH As a teacher I	As assessed by Teachers	
	WM	TR
1. puzzles	4.55	HP
2. gamification / quizzes	4.51	HP
3. role play and simulation	4.54	HP
4. skits	4.53	HP
5. story-telling	4.58	HP
6. demonstrations using real objects,	4.56	HP
7. taking students on an educational tour outside the classroom like the garden, ponds inside the school	4.54	HP
8. group discussion	4.52	HP
9. dramatization	4.53	HP
10. concept mapping	4.49	P
OWM	4.54	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

The lowest weighted mean is associated with "concept mapping," with a weighted mean of 4.4, described as "Practiced." It indicates that, among the activities listed, concept mapping is the least practiced pedagogical approach in early childhood education. Concept mapping is a technique that helps students visualize and organize their knowledge by creating connections between ideas. Its lower practice level might be due to various factors, such as teachers' familiarity with the technique, time constraints, or the belief that it may not suit young children

On the other hand, the indicator with the highest weighted mean is "story-telling," with a value of 4.58, meaning "Highly Practiced." This suggests that story-telling is the most practiced pedagogical approach in early childhood education. Story-telling is an effective way to engage children in learning, as it helps them develop language skills, imagination, and critical thinking. Moreover, it can be easily adapted to various subjects and age groups, making it a versatile tool for educators.

Table 6 provides valuable insights into the pedagogical approaches used in early childhood education, specifically focusing on the Activity-Based Learning Approach. The results indicate that story-telling is the most utilized technique, while concept mapping is the least practiced.

Understanding these trends can help educators, policymakers, and researchers identify areas for improvement and develop strategies to enhance the quality of early childhood education.

Table 7

Level of Practices of Pedagogical Approaches in Early Childhood Education Along Integrative Learning Approach

INTEGRATIVE LEARNING APPROACH As a teacher I ...	As assessed by Teachers	
	WM	TR
1. enable the learners to master situations which deal to their life.	4.51	HP
2. provide the learners with a learning environment that helps them make connections of their learnings across curricula.	4.49	P
3. make sense of the learning process.	4.46	P
4. differentiate matters by relevance.	4.52	HP
5. let learners apply the learnings to practical situation	4.50	HP
6. let learners associate the learned elements.	4.53	HP
7. let the learners connect what is learned in school to real life situation.	4.54	HP
8. present the lessons in various ways that can cater each learners uniqueness.	4.55	HP
9. allow learners to explore their own minds and experiences.	4.46	P
10. let the learners to relate what they have learn and apply it to their own daily lives.	4.56	HP
OWM	4.51	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

Table 7 presents the level of practices of pedagogical approaches in early childhood education, focusing on the Integrative Learning Approach. This approach aims to help children make connections between different subjects and experiences, promoting a holistic understanding of their learning. The table shows the indicators of this approach, with each row representing a specific activity. The Overall Weighted Mean (OWM) for the Integrative Learning Approach is 4.51, which means "Highly Practiced."

The lowest weighted mean is associated with "make sense of the learning process," with a value of 4.46 described as "Practiced". This indicates that, among the activities listed, helping children make sense of their learning process is the least practiced pedagogical approach in early childhood education.

Making sense of the learning process is crucial for children's understanding and retention of information. Its lower practice level might be due to the complexity of implementing this approach or the need for additional training and resources for educators.

On the other hand, the indicator with the highest weighted mean is "present the lessons in various ways that can cater to each learner's uniqueness," with a value of 4.55, which means "Highly Practiced." It suggests this technique is early childhood education's most practiced pedagogical approach. Personalizing lessons to cater to individual learners' needs and interests is essential for effective teaching and learning. Educators can better engage children and ensure they understand the material by presenting lessons in various ways.

According to Jovanov, J. (2022), in his research on the Integrative Teaching Approach, the application of the integrative teaching approach has contributed to better quantity of acquired knowledge. He concluded that a higher retention of knowledge was noticed in students who had integrative teaching classes.

Gordan I. (2020) Integrative learning is defined as “an umbrella term for structures, strategies and activities that bridge numerous divides” between theory and practice, formal and informal education, academic and community life. The conceptual framework of integrative learning includes a range of related terms, which illustrate its holistic nature. Therefore, integrative learning is an eclectic and holistic learner/learning-centered approach, aimed at correlating multiple perspectives, cultivating inter/ transdisciplinary mindsets, developing integrated systems of knowledge/competences/values, transferring and applying them in real-world contexts. In that respect, integrative learning is correlated with some other concepts: authentic learning, the 21st century (transferable life) skills, and the global competence.

Dimalanta (2019) said that the integrated approach helps pupils get a unified view of reality and enhances their capability to acquire real-life skills. It does this by linking learning content between and among subject areas. There is integration when pupils can connect what they are learning in one subject area to related content in another subject area.

The integrated approach is a vehicle that allows teachers to design lessons and activities that meet children's developmental needs. It makes it possible for the curriculum to be child-centered, be responsive to cultural differences, and accommodate diversity, individuality, varying interests, and differing creative expressions. An integrated approach is essential to ensure that learners learn more and are fully prepared for the next steps in the education ladder.

Summary of the Level of Practices of Pedagogical Approaches in Early Childhood Education

Pedagogy refers to the method and practices of a teacher. It's how they approach their teaching style, how they relate to the theories they use, how they give feedback and the assessments they set. When people refer to the pedagogy of teaching, it means how the teacher delivers the curriculum to the class. To provide students with the most effective learning experience feasible, teachers employ various strategies when designing lessons to convey pertinent information. They will take into account the context of the subject and also their teaching preferences.

Various approaches to pedagogy aim to support learners through their journey so they can achieve the maximum outcome. Employing effective pedagogy approaches enables students to reach their full potential and provides a strong foundation for learning. Additionally, this fosters students' awareness of their potential, enhancing their self assurance and self-worth. This increases the likelihood of students achieving, as they will be more motivated to participate in different activities.

Table 8
Summary Table of the Level of Practices of Pedagogical Approaches in Early Childhood Education

Pedagogical Approaches in Early Childhood Education	As assessed by Teachers	
	WM	TR
Play-Based Learning Approach	4.51	HP
Constructivist Learning Approach	4.50	HP
Collaborative Learning Approach	4.52	HP
Activity Based Learning Approach	4.54	HP
Integrative Learning Approach	4.51	HP
GOWM	4.52	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced

Table 8 presents a summary of the level of practice of various pedagogical approaches in early childhood education as assessed by teachers. The table includes five learning approaches: Play-Based Learning, Constructivist Learning, Collaborative Learning Activity-Based Learning, and Integrative Learning. The table also provides information on the GOWM, which is 4.52, described as "Highly Practiced."

The highest weighted mean (4.54) indicates that the Activity Based Learning Approach is the pedagogical approach that teachers find most effective in early childhood education. This approach focuses on fostering teamwork, communication, and social skills among young learners, which are essential for their development.

On the other hand, the indicator with the lowest weighted mean (4.50) is observed in the Constructivist Learning Approach. Although this approach has a high weighted mean, it got the lowest value among all the listed approaches. The constructivist learning approach is an educational theory emphasizing that individuals build their understanding and knowledge through personal experiences, interactions, and reflections. In this approach, learners are considered active participants in the learning process rather than passive recipients of information. The constructivist learning approach values the learner's active involvement in learning and promotes a more personalized, collaborative, and experiential educational environment.

Table 8 highlights the importance of various pedagogical approaches in early childhood education. Teachers find the Activity-Based Learning Approach as the most effective method, while the Constructivist Learning Approach has the lowest weighted mean among the listed approaches. Understanding the strengths and weaknesses of each approach can help educators tailor their teaching methods to provide the best possible learning experiences for young children.

According to [Haas E.](#), [Fischman G.](#), and [Pivovarova M.](#) (2023) a very good teachers embraced predominantly caring and supportive pedagogical approaches and had strong subject matter knowledge. According to Guilan (2020), Pedagogy can improve the overall quality of teaching by making the students more receptive during lessons. As a result, this enhances the student's level of participation and contribution during the learning process. A well-developed pedagogy helps impart education to students using a range of learning styles. It enables pupils to develop a deeper and more meaningful understanding of a particular subject. To effectively educate students with special needs, those belonging to disadvantaged groups, or minorities, an effective pedagogical approach is necessary. The approach supports the needs of these students and helps them integrate better into the mainstream learning community. An appropriate pedagogy enables students to develop higher-order skills, including analysis, synthesis, and evaluation.

Differences in the Level of Practices of Pedagogical Approaches in Early Childhood Education Across their Profile Variables

The table provides the summary of the computed ANOVA as indicated by the F-value for each area covered with its corresponding significance level. This was done to make a more in-depth analysis of data generated in this study, whereby the profile of the public elementary school teacher respondents in San Manuel District, Division of Tarlac were compared based on their level of practice of pedagogical approaches in early childhood education.

The individual computation of the ANOVA for each of the pedagogical approaches covered in this study is the play-based learning approach, constructivist learning approach, collaborative learning approach, activity-based learning approach, and integrative learning approach.

Table 9 presents the ANOVA showing the significant differences in the level of practices of pedagogical approaches in early childhood education among public elementary school teacher respondents across their profile variables.

The research study presented in Table 9 investigates the mean differences in the level of practices of various pedagogical approaches among public elementary school teachers in early childhood education. The table provides insights into how different factors, such as age, sex, civil status, highest educational attainment, number of years teaching, and relevant training/seminars, influence the adoption of these pedagogical approaches.

Table 9
Mean Differences in the Level of Practices of Pedagogical Approaches
in Early Childhood Education Among Public Elementary
School Teachers

Pedagogical Approaches	Play-Based Learning Approach		Constructivist Learning Approach		Collaborative Learning Approach		Activity Based Approach		Integrative Base Learning Approach	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	1.032	.327	.284	.721	.066	.634	.123	.734	.260	.725
Civil Status	.377	.284	.861	.214	.376	.313	.382	.602	.371	.612
Highest Educational Attainment	.505	.323	.544	.252	.865	.527	.654	.477	.675	.489
Number of Years Teaching	.534	.345	.674	.398	.298	.217	.497	.384	.372	.310
Relevant Trainings/Seminars										
International	.285	.124	.734	.086	.273	.145	.195	.123	.454	.293
National	.793	.253	.201	.125	.239	.166	.204	.852	.185	.104
Regional	.325	.233	.648	.352	.418	.244	.573	.292	.756	.114
Division	.277	.086	.484	.277	.353	.306	.465	.253	.456	.203

By looking very clearly at the table, it can be observed that the elementary public school teachers did not show any significant difference in the level of practices of pedagogical approaches in early childhood education across their profile variables as indicated by their computed F-value. In other words, the null hypothesis, which states that there are no significant differences in the level of practices of pedagogical approaches in early childhood education across their profile variables, is accepted at a .05 alpha level of significance as the general point of reference. Such as the case, the level of practices of pedagogical approaches in early childhood education of public elementary school teacher respondents does not vary when grouped based on the profile variables. Therefore, the profile variables are not influential to the level of practices of pedagogical approaches in early childhood education. Play-Based Learning Approach: The table shows no significant differences in the level of practice of play-based learning approach among the teachers, as indicated by the Sig. (significance) values being more significant than 0.05. Constructivist Learning Approach: Similar to play-based learning, there are no significant differences in the teachers' practices of the constructivist learning approach.

Collaborative Learning Approach: The results indicate that there are no significant differences in the level of practice of the collaborative learning approach among the teachers. Activity-Based Approach: The findings suggest that there are no significant differences in the level of practice of the activity-based approach among the teachers. Integrative Base Learning Approach: The table shows no significant differences in the level of practices of the integrative base learning approach among the teachers.

In terms of the factors influencing these pedagogical approaches, the table shows that age, sex, civil status, highest educational attainment, number of years teaching, and relevant training/seminars do not significantly affect the differences in the level of practices of these approaches.

Table 9 shows that there are no significant differences in the level of practices of the pedagogical approaches among public elementary school teachers in early childhood education. Furthermore, the factors examined do not significantly impact these differences. However, it is essential to consider that this study only focuses on public elementary school teachers and may not represent the entire spectrum of early childhood education professionals.

Table 10
T-Test Results on the Significant Difference in the Level of Pedagogical Approaches Practiced by the Early Childhood Education Teachers Across Sex

Variables	n	Mean	Mean diff	t-value	Sig
SEX					
Male vs.	4	0.0556	.8888	.229	.819
Female	68	0.9444			

It can be gleaned from the table that is significant value indicator of .819 is higher than the value of significance at .05 level. The results of the statistical test warrants the rejection of the will hypothesis which states that “there is no significant difference on the pedagogical approaches practiced by the early childhood education teachers practices across sex is accepted. This mean that sex is not significantly related in the pedagogical approaches practiced by the early childhood education teachers. In other words it is comparable.

Differences in the Levels of Pedagogical Approaches Practiced by the Early Childhood Education Teachers Across their Profile Variables

Table 11 provides the summary of the computed ANOVA as indicated by the F-values and their corresponding significant values. The individual computation of the ANOVA for each are the teachers’ pedagogical approaches covered in this study and each of their profile variables are found in the appendices. It is from the summary table, herein presented was base.

Table 11 ANNOVA TEST OF THE SIGNIFICANT DIFFERENCES in the Level of Pedagogical Approaches Practiced by the Early Childhood Education Teachers Across Profile Variables

Variables	Sources of Variation	Sum Squares	of df	Mean Square	F	Sig.
Age	Between Groups	.516	5	.172	4.151*	.008
	Within Groups	3.812	67	.041		
	Total	4.328	72			
Sex	Between Groups	.141	2	.047	1.036	.380
	Within Groups	4.187	70	.046		
	Total	4.328	72			
Civil Status	Between Groups	.032	3	.016	.348	.707
	Within Groups	4.296	69	.046		
	Total	4.328	72			
Highest Educational Qualification	Between Groups	.142	3	.028	.612	.691
	Within Groups	4.186	69	.047		
	Total	4.328	72			
Number of Years of Teaching	Between Groups	.141	5	.047	1.036	.380
	Within Groups	4.187	67	.046		
	Total	4.328	72			
RT_Division	Between Groups	.046	3	.023	.500	.608
	Within Groups	4.282	69	.046		
	Total	4.328	72			
RT_Regional	Between Groups	.105	3	.052	1.153	.320

	Within Groups	4.224	69	.045		
	Total	4.328	72			
RT_National	Between Groups	.310	3	.155	3.583	.302
	Within Groups	4.019	69	.043		
	Total	4.328	72			
RT_International	Between Groups	.016	3	.016	.347	.557
	Within Groups	4.312	69	.046		
	Total	4.328	72			

By looking closely at the table, it can be observed that public early childhood education teachers significantly differ in their performance in the areas of play-based learning approach, constructivist learning approach, collaborative learning approach, activity-based approach and integrative learning approach on the basis of their profile variables.

These are indicated by the F-value marked with asterisk (*) with corresponding significant value, which is within the limit of .05 alpha level as the general point of reference. Hence, across profile variable age, it can be said that the public early childhood education teachers are not comparable in their practiced of their pedagogical approaches. .

In other words they vary in the level of pedagogical approaches practiced by the early childhood education teachers in enriching students' learning experiences . In this regard the null hypothesis that there are no significant differences in the level of pedagogical approaches practiced by the early childhood education teachers across variable age is rejected.

Table 11 shows that their profile on age is found in this study as a determinant factor of variability among teachers in terms of their pedagogical approaches practiced. In other words, such profile variables of the public early childhood education teachers can be regarded as positive indicators of variability or non-comparability among them as regards their pedagogical approaches' practices. Therefore, this study firmly proves that the aforementioned profile variable substantially influences the teachers' pedagogical approaches to their teaching. Essentially, the variation in age among public early childhood education teachers is a significant indicator of the differences or lack of uniformity in their teaching practices.

Consequently, in the case of the other computed F-values that did not show any significant difference in the level of pedagogical approaches practiced by the early childhood education teachers in enriching students' learning experiences as shown in Table 10. The null hypothesis that there is no significant difference in the level of pedagogical approaches practiced by the early childhood education teachers in enriching students' learning experiences on the pedagogical approaches practices of public early childhood education teachers is accepted. In other words, the level of pedagogical approaches practices of public early childhood education teachers in enriching students' learning experiences on the pedagogical approaches practiced by the teachers does not vary when they are grouped based on the following variables; sex, civil status, highest educational attainment, number of years of teaching, and number of relevant trainings attended

The table 12 show the results of correlation analysis between different variables related to pedagogical approaches practiced among early childhood education teachers. Pedagogical Approaches: This column lists various pedagogical approaches, including Play-Based Learning Approach, Constructivist Learning Approach, Collaborative Learning Approach, Activity-Based Approach, and Integrative Base Learning Approach. Variables: Each row corresponds to a different variable being analyzed for its relationship with the pedagogical approaches. r-Value: This column contains the correlation coefficient (r-value) for each pair of variables.

Table 12
Significant Relationship in the Level of Pedagogical Approaches
Practiced Among Early Childhood Education

Pedagogical Approaches	Play-Based Learning Approach		Constructivist Learning Approach		Collaborative Learning Approach		Activity Based Approach		Integrative Base Learning Approach	
	r -Value	Sig.	r- Value	Sig.	r- Value	Sig.	r - Value	Sig.	r - Value	Sig.
Age	1.032	.327	.284	.721	.066	.634	.123	.734	.260	.725
Sex	.822	.371	.156	.586	.294	.425	.657	.234	.106	.542
Civil Status	.377	.284	.861	.214	.376	.313	.382	.602	.371	.612
Highest Educational Attainment	.505	.323	.544	.252	.865	.527	.654	.477	.675	.489
Number of Years Teaching	.534	.345	.674	.398	.298	.217	.497	.384	.372	.310
Relevant Trainings/Seminars										
International	.285	.124	.734	.086	.273	.145	.195	.123	.454	.293
National	.793	.253	.201	.125	.239	.166	.204	.852	.185	.104
Regional	.325	.233	.648	.352	.418	.244	.573	.292	.756	.114
Division	.277	.086	.484	.277	.353	.306	.465	.253	.456	.203

The correlation coefficient measures the strength and direction of the linear relationship between two variables. A value of 1 indicates a perfect positive correlation, -1 indicates a perfect negative correlation, and 0 indicates no correlation. Sig.: This column contains the significance level (p-value) associated with each correlation coefficient. The significance level indicates the probability of observing the correlation coefficient if there is no true correlation in the population. Typically, a significance level of less than 0.05 ($p < 0.05$) is considered statistically significant.

Looking at the correlation between "Age" and "Play-Based Learning Approach", the correlation coefficient (r-value) is 1.032 with a significance level of 0.327. This suggests a positive correlation between age and the use of the play-based learning approach, although it is not statistically significant at the conventional significance level of 0.05.

Similarly, for the variable "Sex" and the pedagogical approaches, the correlation coefficients and significance levels indicate the strength and significance of the relationship between sex and each pedagogical approach.

The table provides insights into the relationships between different variables and the pedagogical approaches practiced among early childhood education teachers, helping researchers understand which factors may influence teaching methodologies.

IV. Conclusion

Based on the findings of this study, the following conclusions were formulated:

1. The respondent public elementary school teachers widely vary in their profile, distinctively female-dominated group of teachers, and essential variables in investigating the practices of pedagogical approaches in early childhood education, and most of the respondent teachers used the activity-based learning approach because of its effectiveness in facilitating learning of early childhood education.
2. Teachers exhibit a high level of proficiency in implementing pedagogical approaches such as play-based learning, constructivist learning, collaborative learning, activity-based learning, and integrative learning in Early Childhood Education. This suggests that teachers effectively incorporate diverse and engaging teaching strategies to support children's holistic development and learning experiences.
3. The public elementary school teachers' practices of using different pedagogical approaches in early childhood education are not significantly comparable at certain times and functions; there are instances where they are similar.
4. The level of pedagogical approaches in early childhood education practices among public elementary school teachers is influenced by age, educational attainment, and relevant training.

V. Recommendations

Based on the findings in this study and the conclusions drawn, the following are hereby recommended:

1. The public elementary school teacher respondents should take their own initiative to pursue the highest educational degree, which is the doctoral degree, and should undergo professional upgrading through higher levels of training and seminar workshops.

2. The public elementary school teachers should strive for excellent performance in early childhood education by being innovative and resourceful teachers.
3. More appropriate and relevant variables should be explored to determine better the level of practices of pedagogical approaches in early childhood education.
4. The activity-based approach is also recommended to the public school teachers to use in early childhood education.
5. Further research may be conducted to determine the level of practices of pedagogical approaches in early childhood education from another perspective.
6. Recommend for LAC Sessions to equip early childhood education teachers with strategies and activities that cater to the diverse intelligences of their students as outlined in Howard Gardner's Multiple Intelligence Theory.

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