IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

IMPLEMENTATION OF ENHANCED KINDERGARTEN BLOCKS OF TIME – DEVELOPING AND UNLEASHING LEARNERS' ABILITIES THROUGH PLAY (eKBT-DULA): CHALLENGES, AND IMPLICATIONS TO MANAGEMENT

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ABSTRACT

This study examined the implementation, challenges, and management implications of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework in nine selected public elementary central schools across the three Congressional Districts of Bohol, Philippines, during School Year 2026–2027. Employing a qualitative research design, data were gathered from 18 purposively selected participants comprising nine school heads and nine kindergarten teachers through semi-structured interviews. The responses were transcribed, coded, and analyzed using Colaizzi's descriptive phenomenological method, supported by MAXQDA software. Findings revealed that teachers integrated play-based activities into curriculum planning and instruction, employed developmentally appropriate assessment practices, utilized locally available instructional materials, and organized child-friendly learning environments. School heads supported implementation through instructional supervision, coaching, collaborative planning, and monitoring. However, implementation challenges included inconsistent adherence to prescribed Blocks of Time, difficulties aligning formal assessment requirements with child-centered learning, inadequate instructional resources, limited classroom space, preparation constraints, and unreliable internet connectivity. The findings highlighted the need for strengthened instructional leadership, sustained teacher professional development, improved resource allocation, and systematic monitoring and evaluation. A Work Application Plan was proposed to address implementation concerns through collaborative curriculum planning, Learning Action Cell sessions, instructional coaching, assessment capacity-building, resource management, learning-environment improvement, and continuous monitoring to strengthen play-based kindergarten education.

Keywords: *eKBT-DULA, kindergarten education, play-based learning, curriculum implementation, implementation challenges, educational management*

INTRODUCTION

Early childhood education plays a fundamental role in developing children's cognitive, social, emotional, and physical competencies, establishing the foundation for lifelong learning and academic readiness. In the Philippines, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, strengthened the basic education system by promoting learner-centered and developmentally appropriate educational practices. Complementing this legislation, Department of Education (DepEd) Order No. 47, s. 2016, established comprehensive guidelines for kindergarten curriculum implementation, instructional practices, assessment, and learning environments. These policies emphasized the importance of providing meaningful learning experiences that respond to children's developmental needs.

In support of these educational reforms, DepEd Region VII introduced the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework to strengthen play-based and developmentally appropriate kindergarten instruction. The framework organizes learning experiences through structured blocks of time while allowing teachers to employ interactive activities, guided play, exploration, and contextualized instructional strategies. Its implementation requires effective curriculum planning, appropriate assessment practices, adequate instructional materials, supportive learning environments, and continuous monitoring. The National Association for the Education of Young Children (NAEYC, 2020) emphasized that developmentally appropriate practices should consider children's individual characteristics, developmental progress, and sociocultural contexts. Similarly, Pyle and DeLuca (2013) highlighted the importance of appropriate assessment approaches in kindergarten classrooms, particularly in balancing developmental learning experiences with curricular expectations.

The implementation of educational programs, however, depends not only on established policies but also on the organizational capacity of schools to translate prescribed standards into classroom practices. Mazmanian and Sabatier's (1989) Policy Implementation Theory explains that successful policy implementation is influenced by clear objectives, adequate resources, institutional support, and the commitment of implementing personnel. Within the eKBT-DULA Framework, these factors are reflected in the responsibilities of school heads and kindergarten teachers to ensure curriculum alignment, instructional consistency, appropriate resource utilization, and effective supervision. Moreover, Bass and Avolio's (1994) Transformational Leadership Theory emphasizes the role of leadership in motivating personnel, encouraging innovation, strengthening collaboration, and supporting professional growth. These principles underscore the importance of instructional leadership in guiding teachers toward effective implementation of kindergarten programs.

The study was further informed by Fullan's (2016) Educational Change Theory, which emphasizes that sustainable educational improvement requires continuous professional development, collaborative leadership, institutional commitment, and organizational support. Educational reforms become meaningful when teachers and school leaders develop the competencies and resources necessary to sustain changes in instructional practice. In the context of eKBT-DULA, this perspective highlights the importance of school-based professional learning, instructional coaching, collaborative planning, and systematic monitoring. Consistent with these principles, Darling-Hammond et al. (2017) emphasized that effective professional development involves sustained learning opportunities, collaboration, practical application, and constructive feedback to strengthen teachers' instructional competencies.

Despite established educational policies and instructional frameworks, implementing play-based kindergarten education presents continuing challenges. Previous studies have identified concerns involving curriculum alignment, teacher preparedness, availability of instructional materials, classroom organization, and assessment practices. Pyle and DeLuca (2013) demonstrated that kindergarten teachers employed varying assessment approaches influenced by curricular expectations and instructional orientations. Likewise, the National Association for the Education of Young Children (2020) emphasized the need for intentional teaching, appropriate learning environments, and responsive instructional practices. These perspectives suggest that effective kindergarten implementation requires coordinated support involving teachers, school administrators, and education authorities.

Although existing literature has examined early childhood curriculum implementation, instructional leadership, and developmentally appropriate practices, limited context-specific evidence has addressed how school heads and kindergarten teachers experience the implementation of the eKBT-DULA Framework in public elementary schools in the Division of Bohol. In particular, the implementation of the framework across curriculum, instruction, assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation requires further examination. Understanding the experiences of those directly involved in kindergarten instruction and school management is essential for identifying implementation challenges and developing practical, context-responsive management interventions.

Hence, this study explored the implementation, challenges, and management implications of the eKBT-DULA Framework in selected public elementary central schools in the Division of Bohol during School Year 2026–2027. Specifically, it examined implementation practices across six major dimensions, identified the challenges encountered by school heads and kindergarten teachers, and determined the corresponding management implications. Based on the findings, a Work Application Plan was proposed to strengthen curriculum implementation, instructional leadership, teacher support, resource management, and continuous monitoring and evaluation toward improving the delivery of developmentally appropriate and play-based kindergarten education.

Research Questions

This study aimed to explore the implementation, challenges, and management implications of the Enhanced Kindergarten Blocks of Time – Developing and Unleashing Learners Abilities through Play (eKBT-DULA) Framework in selected public elementary schools in the Division of Bohol.

Specifically, this study sought to answer the following questions:

1. To what extent is the Enhanced Kindergarten Blocks of Time – Developing and Unleashing Learners Abilities through Play (eKBT-DULA) implemented in terms of:
    1.1 Curriculum;
    1.2 Instruction (teaching methodologies and strategies);
    1.3 Assessment;
    1.4 Learning resources and instructional materials;
    1.5 Learning space and environment; and
    1.6 Monitoring and Evaluation?
2. What challenges do school heads and teachers encounter in implementing the Enhanced Kindergarten Blocks of Time – Developing and Unleashing Learners Abilities through Play (eKBT-DULA) in terms of:
    2.1 Curriculum;
    2.2 Instruction (teaching methodologies and strategies);
    2.3 Assessment;
    2.4 Learning resources and instructional materials;
    2.5 Learning space and environment; and
    2.6 Monitoring and Evaluation?
3. What are the management implications of the findings on the implementation of the Enhanced Kindergarten Blocks of Time – Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework in terms of:
    3.1 Curriculum;
    3.2 Instruction (teaching methodologies and strategies);
    3.3 Assessment
    3.4 Learning resources and instructional materials
    3.5 Learning space and environment; and
    3.6 Monitoring and Evaluation?

4. Based on the findings of the study, what work application plan may be proposed to further strengthen the implementation of the Enhanced Kindergarten Blocks of Time – Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework?

METHODOLOGY

Research Design

The study employed a qualitative descriptive research design to explore the implementation, challenges, and management implications of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework in selected public elementary schools in the Division of Bohol. This

approach provided an in-depth understanding of the experiences, instructional practices, and perspectives of school heads and kindergarten teachers across six dimensions: curriculum, instruction, assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation.

Participants were purposively selected based on their direct involvement in implementing and managing the framework. Data were gathered through semi-structured individual interviews using a researcher-developed interview guide. The interview responses were analyzed thematically to identify recurring patterns, implementation challenges, and management implications. The analysis involved familiarization with the transcripts, coding significant statements, grouping related codes into categories, and developing and refining themes. MAXQDA software assisted in organizing and retrieving qualitative data.

The study observed ethical principles involving informed consent, voluntary participation, confidentiality, and protection of participants' identities. Systematic coding, careful documentation, and review of emerging themes supported the trustworthiness of the qualitative findings. The identified themes provided the basis for developing a proposed Work Application Plan aimed at strengthening the implementation and management of the eKBT-DULA Framework.

Research Environment

The study was conducted in nine selected public elementary central schools across the three Congressional Districts of Bohol, Philippines, during School Year 2026–2027. Congressional District 1 included Balilihan, Catigbi-an, and Corella; Congressional District 2 included Danao, Sagbayan, and Buenavista; and Congressional District 3 included Anda, Bilar, and Sierra Bullones. These schools were purposively selected to provide diverse educational settings for examining the implementation of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework.

The selected schools provided opportunities to explore curriculum implementation, instructional practices, assessment, learning resources, classroom environments, and monitoring and evaluation. The inclusion of school heads and kindergarten teachers from the three Congressional Districts allowed the study to capture perspectives on both school-level management and classroom implementation, including the challenges and support mechanisms associated with the framework.

Research Participants

The study involved 18 purposively selected participants, comprising nine school heads and nine kindergarten teachers from selected public elementary central schools across the three Congressional Districts of Bohol. Each district contributed three school heads and three kindergarten teachers. Participants were selected based on their direct experience in implementing or supervising the eKBT-DULA Framework. Their

perspectives provided qualitative data on implementation practices, challenges, and management implications, which served as the basis for the proposed Work Application Plan.

Table 1
Distribution of Research Participants Across the Three Congressional Districts of Bohol

Congressional District	Selected Central School Locations	School Heads	Kindergarten Teachers	Total
District 1	Balilihan, Catigbi-an, Corella	3	3	6
District 2	Danao, Sagbayan, Buenavista	3	3	6
District 3	Anda, Bilar, Sierra Bullones	3	3	6
Total	**9 selected schools**	**9**	**9**	**18**

Research Instrument

The study utilized a researcher-developed semi-structured interview guide anchored on the research objectives, relevant literature, and theoretical foundations. The instrument consisted of four parts: participant profile, implementation of the eKBT-DULA Framework, challenges encountered, and management implications. Open-ended questions allowed participants to share their experiences, practices, and recommendations, which served as the basis for the proposed Work Application Plan.

Research Procedure

The study followed five phases: securing ethical clearance and institutional permission, preparing the interview guide, selecting participants and conducting interviews, transcribing and organizing responses, and analyzing qualitative data. Eighteen purposively selected school heads and kindergarten teachers participated in semi-structured interviews lasting approximately 30–45 minutes. Informed consent was obtained, and interviews were audio-recorded with participants' permission. The recordings were transcribed verbatim, anonymized, and systematically coded. Related codes were grouped into themes to identify implementation practices, challenges, and management implications of the eKBT-DULA Framework.

Data Analysis

The qualitative data gathered through semi-structured interviews were analyzed using Colaizzi's (1978) descriptive phenomenological method, supported by MAXQDA software. Interview transcripts were repeatedly reviewed to identify significant statements, formulate meanings, and develop thematic clusters. The analysis focused on six dimensions of eKBT-DULA implementation: curriculum, instruction, assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation. Similar responses were grouped into themes to identify implementation practices, challenges encountered, and management implications. The resulting themes were interpreted in relation to the research questions while preserving the participants' original perspectives and experiences.

RESULTS

This section presents the findings on the implementation, challenges, and management implications of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework in selected public elementary central schools across the three Congressional Districts of Bohol during School Year 2026–2027. Data gathered from 18 school heads and kindergarten teachers through semi-structured interviews were analyzed using Colaizzi's descriptive phenomenological method, supported by MAXQDA software, and organized into emerging themes. The findings focused on three major areas: the implementation of eKBT-DULA in terms of curriculum, instruction, assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation; the challenges encountered during implementation; and the corresponding management implications.

Table 2
Qualitative Coding and Theme Development on Curriculum Implementation

Participant Evidence	Second-Cycle Codes	General Theme
Teacher R1: "During daily lessons, I use songs, storytelling, games, role-playing, hands-on activities, movement, and guided play to make learning meaningful and enjoyable."	Play-based curriculum; experiential learning; daily integration	Active learning experiences
Teacher R3: "I incorporate its principles into my lesson plans and daily classroom activities. I plan developmentally appropriate, play-based, and interactive activities that match the learners' needs and learning objectives."	Objective alignment; developmental appropriateness; learner-centered planning	Developmentally responsive curriculum
Teacher R8: "During lesson planning, I identify the learning competencies and objectives, then design play-based, hands-on, and age-appropriate activities."	Competency-based planning; objective identification; hands-on learning	Competency-aligned lesson planning
Teacher R4: "It serves as a guide in teaching the entire lesson."	Framework-guided instruction; structured planning	Structured curriculum delivery
Teacher R9: "When preparing my daily lesson plan, I consider the learning competencies and objectives and design activities that allow children to learn through play, exploration, movement, interaction, and hands-on experiences."	Competency alignment; exploration; active participation	Experiential curriculum planning
School-head perspective: Teachers' plans and activities are reviewed against eKBT-DULA guidance and learners' developmental needs; classroom observations and collaborative planning are used to support implementation.	Instructional supervision; curriculum alignment; technical assistance	Leadership-supported implementation

The findings revealed that curriculum implementation under eKBT-DULA emphasized the alignment of learning competencies with developmentally appropriate, play-based activities. Teachers incorporated storytelling, games, movement, exploration, and hands-on experiences to promote active participation. School heads supported implementation through lesson-plan reviews, classroom observations, and instructional

guidance. These findings aligned with the National Association for the Education of Young Children's (2020) principles of developmentally appropriate practice, which emphasized intentional, play-based learning responsive to children's developmental needs. Similarly, Zosh et al. (2017) emphasized the significant role of purposeful play in promoting children's learning and holistic development. However, participants' accounts reflected reported practices rather than verified consistency across classrooms, underscoring the importance of sustained instructional supervision and collaborative planning.

Table 3
Qualitative Coding and Theme Development for Instructional Strategies

Participant Evidence	Second-Cycle Codes	General Theme
Teachers describe using games, storytelling, songs, movement, role-playing, hands-on activities, and learning centers.	Interactive pedagogy; guided play; experiential learning	Active and Engaging Play-Based Instruction
Teacher responses describe adapting activities to learners' abilities, interests, and developmental needs through visual aids, demonstrations, simple instructions, and differentiated tasks.	Differentiated instruction; scaffolding; learner responsiveness	Developmentally Responsive Instruction
Teachers describe beginning with teacher-guided activities and subsequently providing opportunities for children to explore, make choices, and express their ideas.	Guided instruction; child agency; structured flexibility	Balanced Teacher Guidance and Child Agency
A teacher describes the framework as making teaching more comfortable because it is "written step by step."	Procedural guidance; instructional structure	Structured Instructional Guidance
School heads report supporting teachers through coaching, mentoring, demonstration activities, collaborative planning, and constructive feedback.	Instructional leadership; professional support; capacity building	Leadership-Supported Instructional Development

The findings revealed that eKBT-DULA implementation emphasized interactive, developmentally appropriate, and play-based instructional strategies. Teachers employed storytelling, games, movement, and hands-on activities while adapting instruction to learners' abilities and developmental needs. They also balanced teacher-guided activities with opportunities for independent exploration and participation. School heads supported these practices through coaching, mentoring, collaborative planning, and instructional feedback. These findings were consistent with the National Association for the Education of Young Children (2020), which emphasized intentional teaching and developmentally appropriate learning experiences. Similarly, Zosh et al. (2017) highlighted the importance of play in promoting active engagement and meaningful learning. Nevertheless, the accounts reflected reported instructional practices rather than verified consistency across classrooms, emphasizing the importance of continuous professional development and instructional supervision.

Table 4
Qualitative Coding and Theme Development for Assessment

Participant Evidence	Second-Cycle Codes	General Theme
Teachers describe observing children's participation, communication, interactions, problem-solving, and application of newly learned skills.	Continuous observation; developmental monitoring; authentic assessment	Continuous and Authentic Assessment
Teachers report using questions, conversations, performance tasks, and samples of children's work.	Questioning; performance-based assessment; work-sample review	Multiple Sources of Assessment Evidence
Teachers mention anecdotal records, checklists, portfolios, and documentation of children's development.	Assessment documentation; progress tracking; portfolio assessment	Systematic Documentation of Learner Progress
Teacher R2 describes peer tutoring, one-on-one assessment, and play-based assessment.	Individualized assessment; peer-supported learning; play-based assessment	Individualized and Play-Based Assessment
Another teacher identifies aligning assessment with the framework as difficult, particularly when balancing formal requirements with child-centered activities.	Assessment alignment; formal requirements; implementation difficulty	Challenges in Assessment Alignment
School heads describe reviewing assessment tools, observing classroom practices, and guiding teachers toward age-appropriate assessment and the use of results to support learners.	Assessment supervision; developmental appropriateness; feedback	Leadership-Supported Assessment Practices

The findings revealed that assessment under eKBT-DULA emphasized continuous observation, authentic assessment, and systematic documentation of learners' developmental progress. Teachers utilized questioning, performance tasks, anecdotal records, checklists, and portfolios to monitor learning and guide instructional adjustments. However, difficulties emerged in aligning formal assessment requirements with child-centered activities. School heads provided instructional guidance and reviewed assessment practices to support developmentally appropriate evaluation. These findings were consistent with Pyle and DeLuca (2013), who identified varying assessment approaches among kindergarten teachers influenced by curricular expectations. Similarly, the National Association for the Education of Young Children (2020) emphasized the importance of developmentally appropriate assessment in understanding children's progress and informing instructional decisions. The findings underscored the need for consistent assessment guidance, appropriate documentation practices, and supportive instructional supervision.

Table 5
Qualitative Coding and Theme Development for Learning Resources and Instructional Materials

Participant Evidence	Second-Cycle Codes	General Theme
Teachers report using storybooks, picture cards, flashcards, puppets, puzzles, blocks, counting materials, toys, and art supplies.	Multimodal materials; manipulatives; play-based resources	Diverse Play-Based Learning Resources

Teachers describe using cardboard, paper, bottle caps, boxes, popsicle sticks, and other locally available or recycled materials.	Improvisation; low-cost materials; contextual adaptation	Creative and Contextualized Resource Utilization
Teachers report developing materials based on learners' needs, interests, abilities, and learning objectives.	Teacher-made resources; learner responsiveness; instructional adaptation	Learner-Centered Material Development
A teacher reports making learning materials to motivate learners during classroom discussions.	Resource creation; learner engagement	Instructional Materials for Learner Engagement
School heads describe identifying and prioritizing resources according to competencies, classroom activities, safety, accessibility, and learners' needs.	Resource prioritization; instructional leadership; safety	Needs-Based Instructional Resource Management
Teachers and school heads identify adequate materials and additional resource support as areas for improvement.	Resource constraints; funding needs; material availability	Challenges in Resource Sufficiency

The findings revealed that teachers utilized diverse instructional materials, including storybooks, manipulatives, visual aids, and locally available resources, to support play-based learning under the eKBT-DULA Framework. Teachers also developed contextualized and recycled materials to address resource limitations and respond to learners' developmental needs. School heads supported these practices by prioritizing resource allocation based on instructional objectives, safety, and accessibility. These findings were consistent with Zosh et al. (2017), who emphasized the importance of meaningful play experiences in promoting children's active learning and engagement. Similarly, the National Association for the Education of Young Children (2020) highlighted the importance of developmentally appropriate materials and learning environments in supporting children's development. Nevertheless, the reported resource constraints underscored the need for adequate instructional materials, systematic resource planning, and continued administrative support.

Table 6
Qualitative Coding and Theme Development for Learning Space and Environment

Participant Evidence	Second-Cycle Codes	General Theme
Teachers describe classrooms as safe, welcoming, child-friendly environments where children can move, explore, play, and interact.	Safety; child-centered environment; freedom of movement	Safe and Child-Friendly Learning Environments
Teachers report organizing spaces for reading, art, building, pretend play, and hands-on activities.	Learning centers; spatial organization; activity-based learning	Activity-Oriented Classroom Organization
A teacher states that classroom space has a significant impact because children need room to move, explore, interact, and participate safely.	Space adequacy; movement; safe participation	Adequate Space for Active Learning
Another teacher reports having enough room for children to move, play, and use manipulatives.	Accessible materials; classroom suitability	Supportive Classroom Conditions
Other teacher accounts identify limited classroom space as a challenge that can require adjustments to activities and learner grouping.	Spatial constraints; overcrowding risk; activity modification	Physical Space Constraints in Play-Based Learning

School heads describe ensuring that classrooms are safe, clean, accessible, and child-friendly, with clearly organized learning areas and appropriate materials.	Environmental supervision; learning-center organization; safety management	Leadership-Supported Learning Environments

The findings revealed that teachers organized safe, child-friendly, and activity-oriented learning environments to support play-based instruction under the eKBT-DULA Framework. Classrooms incorporated designated areas for reading, art, exploration, and hands-on activities to encourage active participation and interaction. However, some teachers reported limited classroom space, which required adjustments to learning activities and learner grouping. School heads supported classroom organization through environmental supervision and safety management. These findings aligned with the National Association for the Education of Young Children (2020), which emphasized the importance of developmentally appropriate learning environments. Similarly, Zosh et al. (2017) highlighted the role of supportive environments and meaningful play experiences in facilitating children's learning and engagement. The findings underscored the need for adequate classroom space, flexible learning arrangements, and continued administrative support to strengthen play-based kindergarten instruction.

Table 7
Qualitative Coding and Theme Development for Monitoring and Evaluation

Participant Evidence	Second-Cycle Codes	General Theme
Teachers report that implementation is monitored through classroom observations, lesson-plan checking, and discussions with school heads and fellow teachers.	Classroom observation; plan review; professional discussion	Systematic Monitoring of Instructional Practices
Teachers describe monitoring as providing feedback about the effectiveness of teaching strategies and activities and identifying areas that need adjustment.	Reflective practice; instructional improvement; feedback utilization	Feedback-Driven Instructional Improvement
School heads report conducting regular classroom observations, reviewing lesson plans and learning activities, and discussing implementation with teachers.	Instructional supervision; implementation review; evidence gathering	Leadership-Based Implementation Monitoring
School heads describe providing constructive feedback, coaching, mentoring, and follow-up support after observations.	Developmental feedback; coaching; mentoring; follow-up	Supportive Instructional Coaching and Mentoring
School heads report encouraging collaborative planning, peer sharing, professional learning sessions, and demonstration activities.	Collaborative improvement; professional learning; shared practice	Collaborative Professional Development
Teachers identify continuing needs for training, adequate resources, preparation time, and support with assessment and classroom management.	Capacity-building needs; implementation barriers; support requirements	Continuous Capacity Building and Instructional Support

The findings revealed that monitoring and evaluation of the eKBT-DULA Framework involved classroom observations, lesson-plan reviews, instructional feedback, coaching, and mentoring. School heads provided professional support through collaborative planning and learning activities, while teachers identified continuing needs for training, instructional resources, and preparation time. These findings were consistent

with Darling-Hammond et al. (2017), who emphasized sustained professional development, collaboration, and constructive feedback in improving instructional practices. Similarly, the National Association for the Education of Young Children (2020) highlighted the importance of reflective teaching and responsive instructional support in early childhood education. However, the accounts provided limited evidence of systematic evaluation against established indicators, emphasizing the need to strengthen monitoring procedures, follow-up mechanisms, and continuous instructional improvement.

Table 8
Thematic Analysis of Curriculum-Related Challenges in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
R2: “Monthly LAC focused on at least 1 domain of eKBT-DULA.”	Need for structured professional learning; implementation guidance	Continuous Curriculum Support
R3: “Encouraged them to abide by their eKBT-DULA Blocks of Time.”	Adherence to prescribed time blocks; implementation consistency	Maintaining Curriculum Fidelity
R2: “Teachers moved from ‘teacher talks, learners listen’ to ‘teacher facilitates, learners explore.’”	Transition to learner-centered learning; change in teaching orientation	Transition to Play-Based Curriculum Delivery
R3: “Advise the teacher to contextualize and use differentiated activities.”	Curriculum contextualization; differentiation for learner diversity	Curriculum Adaptation to Diverse Learner Needs
R1: “Resources are identified based on the learning objectives, learners’ needs, activities, and requirements of the eKBT-DULA.”	Alignment of objectives, activities, and resources; needs-based planning	Alignment of Curriculum Plans and Learning Resources

The findings identified curriculum implementation concerns involving adherence to prescribed Blocks of Time, the transition toward play-based learning, differentiated activities, and alignment of instructional resources with learning objectives. School heads reported addressing these concerns through Learning Action Cell (LAC) sessions, instructional guidance, and curriculum planning. These findings were consistent with Darling-Hammond et al. (2017), who emphasized sustained professional development and collaborative learning in supporting instructional improvement. Similarly, Century et al. (2010) highlighted the importance of identifying essential program components when examining implementation fidelity. However, the participant statements primarily described management responses and instructional adjustments rather than explicitly documented barriers, suggesting the need to distinguish implementation demands from directly reported challenges.

Table 9
Thematic Analysis of Instruction-Related Challenges in Implementing the eKBT-DULA Framework

Participant Evidence	Second-Cycle Codes	General Theme
R2: "Teachers moved from 'teacher talks, learners listen' to 'teacher facilitates, learners explore.'"	Transition to learner-centered instruction; change in teacher role	Transition to Play-Based Instruction
R3: "Advise the teacher to contextualize and use differentiated activities."	Contextualization; differentiation; responsiveness to learner diversity	Responsive and Differentiated Instruction

The findings highlighted instructional adjustments associated with implementing the eKBT-DULA Framework, particularly the transition from teacher-directed teaching to play-based facilitation and the adaptation of activities to learners' diverse developmental needs. School heads emphasized contextualization and differentiated instruction as strategies for strengthening classroom practices. These findings were consistent with Weisberg et al. (2013), who described guided play as an approach that integrates curricular objectives with children's active exploration. Similarly, the National Association for the Education of Young Children (2020) emphasized developmentally appropriate teaching responsive to individual learning needs. However, the participant responses primarily reflected instructional transitions and recommended practices rather than explicitly reported difficulties. These findings therefore highlighted areas requiring continued instructional guidance and professional support rather than confirmed widespread challenges.

Table 10
Thematic Analysis of Assessment-Related Challenges in Implementing the eKBT-DULA Framework

Participant Evidence	Second-Cycle Codes	General Theme
Earlier study notes indicate difficulty aligning assessment with formal requirements while maintaining child-centered activities; the original verbatim response was not available in the supplied document.	Alignment of assessment with formal requirements; balancing child-centered assessment and documentation	Balancing Formal Assessment Requirements and Play-Based Learning
R2: "Teachers moved from 'teacher talks, learners listen' to 'teacher facilitates, learners explore.'"	Transition to learner-centered instruction; need to observe learning during active participation	Adapting Assessment to Play-Based Learning

The findings suggested potential challenges in aligning formal assessment requirements with the play-based principles of the eKBT-DULA Framework. The reported transition toward learner-centered instruction highlighted the need for assessment practices that capture children's learning through observation, interaction, and active participation. These findings were consistent with Pyle and DeLuca (2013), who identified varying kindergarten assessment approaches influenced by curricular expectations. Similarly, the National Association for the Education of Young Children (2020) emphasized developmentally appropriate assessment that supports children's learning

and instructional decisions. However, the absence of a verbatim assessment-specific response limited confirmation of the reported difficulty, while R2's statement concerned instructional change rather than an explicitly experienced assessment challenge. These concerns therefore remained provisional and highlighted the importance of clearer assessment guidance and appropriate documentation practices.

Table 11
Thematic Analysis of Challenges Related to Learning Resources and Instructional Materials

Actual Participant Response	Second-Cycle Codes	General Theme
R1: "Available school resources are maximized, while additional materials are sourced through collaboration with teachers, parents, and the community."	Maximizing existing resources; stakeholder collaboration; supplementary resource sourcing	Collaborative Resource Mobilization
R2: "Teachers create sorting trays, number cards, story props together."	Teacher-made materials; collaborative preparation; low-cost resource development	Contextualized Learning Material Development
R2: "every peso and every recycled bottle goes to what children actually need for learning through play."	Budget-conscious management; recycling and reuse; needs-based spending	Resource Optimization Under Constraints
R3: "Check what is already available. Then, prioritize based on need and impact of resources."	Resource inventory; needs assessment; prioritization	Needs-Based Resource Prioritization
R1: "Limited learning resources and materials, limited time for preparation."	Material shortages; preparation-time constraints	Limited Instructional Resources and Preparation Time
R3: "Adaptation of locally available and low-cost learning resources."	Local material adaptation; low-cost resource development	Localized Resource Adaptation

The findings revealed that limited instructional materials and insufficient preparation time were challenges in implementing the eKBT-DULA Framework. School heads and teachers addressed resource needs through collaborative material development, recycling, community partnerships, and needs-based resource allocation. These findings were consistent with Zosh et al. (2017), who emphasized the importance of meaningful play experiences and appropriate learning opportunities in early childhood education. Similarly, the National Association for the Education of Young Children (2020) highlighted the importance of developmentally appropriate materials and responsive learning environments. Although resourcefulness helped support classroom activities, the findings underscored the need for sufficient instructional resources, adequate preparation time, and sustained administrative support.

Table 12
Thematic Analysis of Challenges Related to Learning Space and Environment

Actual Participant Response	Second-Cycle Codes	General Theme
No learning-space-specific verbatim response was included in the supplied document.	Insufficient classroom space; restricted movement; limited activity areas	Space Constraints in Play-Based Learning

No environment-specific verbatim response was included in the supplied document.	Safety concerns; accessibility; classroom organization	Safe and Child-Friendly Learning Environments
No direct response was supplied about organizing learning areas.	Learning-center organization; storage limitations; material accessibility	Organization of Activity-Based Learning Spaces

The analysis identified potential concerns involving limited classroom space, restricted movement, and the organization of learning areas under the eKBT-DULA Framework. These conditions could affect opportunities for exploration, interaction, and play-based activities. The National Association for the Education of Young Children (2020) emphasized the importance of safe, accessible, and developmentally appropriate environments that support children's active participation. Similarly, Zosh et al. (2017) highlighted the role of meaningful play experiences in early learning. However, the absence of direct participant statements in this table prevented confirmation of these concerns as established implementation challenges. The identified areas therefore indicated possible management priorities requiring further supporting evidence, particularly classroom organization, environmental safety, and adequate learning spaces.

Table 13
Thematic Analysis of Monitoring and Evaluation Challenges in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
No direct quotation about monitoring frequency or implementation checks was included.	Monitoring frequency; implementation checks; follow-up	Consistency in Implementation Monitoring
No direct quotation about feedback or instructional supervision was included.	Constructive feedback; instructional coaching; technical assistance	Monitoring-Based Instructional Support
No direct quotation about evaluating implementation outcomes was included.	Review of implementation evidence; identification of gaps; action planning	Evaluation for Continuous Improvement

The analysis identified potential management concerns involving the consistency of implementation monitoring, instructional feedback, and the use of evaluation findings for continuous improvement under the eKBT-DULA Framework. These concerns highlighted the importance of systematic classroom observations, constructive feedback, and follow-up support. Century et al. (2010) emphasized the importance of clearly defined implementation indicators in evaluating program fidelity. Similarly, Darling-Hammond et al. (2017) highlighted coaching, feedback, and collaborative professional development as essential components of effective instructional improvement. However, the absence of direct participant statements prevented these concerns from being established as actual implementation challenges. Further interview evidence would be necessary to determine whether monitoring inconsistencies and evaluation gaps occurred in the participating schools.

Table 14
Management Implications for Curriculum Implementation of the eKBT-DULA Framework

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R1: "I implement the eKBT-DULA framework by incorporating its principles into my lesson plans and daily classroom activities."	Curriculum integration; lesson planning; framework alignment	Curriculum Planning and Framework Alignment
KT-R8: "I identify the learning competencies and objectives, then design play-based, hands-on, and age-appropriate activities."	Competency-based planning; developmental appropriateness; play-based design	Competency-Aligned Play-Based Learning
SH-R1: "Resources are identified based on the learning objectives, learners' needs, activities, and requirements of the eKBT-DULA."	Needs-based planning; curriculum-resource alignment; implementation coordination	Integrated Curriculum and Resource Planning
SH-R3: "Encouraged them to abide by their eKBT-DULA Blocks of Time."	Framework adherence; implementation consistency; instructional guidance	Consistent Implementation of Prescribed Time Blocks
SH-R8: "Some didn't follow the framework specially in doing carousel, and ignore doing some parts of the blocks of time."	Incomplete implementation; inconsistent adherence; need for follow-up	Curriculum Fidelity Through Monitoring and Guidance
KT-R7: "I became more innovative and flexible in delivering lessons that were relevant, enjoyable, and responsive to the children's needs."	Contextualized delivery; responsive planning; instructional flexibility	Learner-Responsive Curriculum Implementation

The findings revealed that effective curriculum management under the eKBT-DULA Framework required aligning learning competencies with play-based activities, integrating instructional resource planning, and ensuring adherence to prescribed Blocks of Time. School heads emphasized instructional guidance and monitoring, particularly in addressing incomplete implementation of carousel activities, while teachers highlighted flexibility in responding to learners' developmental needs. These findings aligned with the National Association for the Education of Young Children (2020), which emphasized intentional planning and developmentally appropriate instruction. Similarly, Century et al. (2010) highlighted the importance of implementation fidelity in maintaining the essential components of educational interventions. The findings underscored the need for collaborative curriculum planning, supportive supervision, and continuous monitoring to strengthen implementation consistency while accommodating learners' diverse needs.

Table 15
Management Implications for Instructional Methodologies and Strategies in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R1: "I use songs, storytelling, games, role-playing, hands-on activities, movement, and guided play to make learning meaningful and enjoyable."	Play-based strategies; experiential learning; interactive instruction	Child-Centered and Play-Based Instruction

KT-R9: "I act more as a facilitator by guiding learners and providing support rather than simply giving instructions."	Teacher as facilitator; learner autonomy; guided exploration	Facilitated and Learner-Centered Instruction
KT-R3: "I provide simpler or more challenging tasks when needed, use visual aids, hands-on activities, and play-based approaches."	Differentiated instruction; scaffolding; responsive teaching	Responsive and Differentiated Instruction
SH-R2: "Monthly LAC session on the Developmentally Appropriate Practice. Sharing of expertise among teachers especially to the newly hired."	Learning Action Cell sessions; professional collaboration; peer support	Collaborative Professional Learning
SH-R3: "Allocate budget from MOOE and provide coaching/TA."	Budget allocation; coaching; technical assistance	Leadership and Instructional Support
SH-R5: "I provide coaching, resources, demonstration activities, and opportunities for teachers to collaborate and share effective play-based strategies."	Demonstration teaching; coaching; peer learning; instructional support	Practice-Based Professional Development

The findings revealed that effective implementation of eKBT-DULA required child-centered instructional strategies, differentiated teaching, and sustained professional support. Teachers employed storytelling, guided play, and hands-on activities while adjusting instruction to accommodate learners' developmental needs. School heads supported these practices through Learning Action Cell (LAC) sessions, coaching, demonstration teaching, technical assistance, and resource allocation. These findings aligned with the National Association for the Education of Young Children (2020), which emphasized intentional, developmentally appropriate instruction responsive to individual learners. Similarly, Darling-Hammond et al. (2017) highlighted the importance of collaborative professional development, coaching, and feedback in strengthening instructional practices. The findings underscored the management need to sustain teacher capacity-building, collaborative learning, and instructional support to improve play-based kindergarten education.

Table 16
Management Implications for Assessment in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R1: "I assess children's learning and development through continuous observation and play-based assessment."	Continuous assessment; observation; play-based evidence gathering	Continuous Play-Based Assessment
KT-R3: "I also use checklists, anecdotal records, portfolios, and samples of children's work."	Multiple assessment tools; documentation; progress monitoring	Systematic Documentation of Learner Progress
KT-R2: "The most difficult aspect was aligning assessment with the framework, especially balancing formal requirements with child-centered activities."	Assessment alignment challenges; tension between formal requirements and child-centered practice	Alignment of Formal and Developmentally Appropriate Assessment
SH-R2: "Making sure assessment is authentic, ongoing, and used to help learners, not just for compliance."	Authentic assessment; formative use of evidence; learner-centered assessment	Assessment for Learning and Instructional Improvement
SH-R4: "Provision of supplies for assessment tools; collect and analyze results of ECD."	Assessment resource provision; results analysis; instructional decision-making	Assessment Capacity and Data Utilization

SH-R8: "I review assessment portfolios, check observation notes, provide clear assessment guides and give timely feedback to ensure practices are consistent and child centered."	Portfolio review; assessment guidance; supervisory feedback	Leadership-Supported Assessment Monitoring

The findings revealed that assessment management under the eKBT-DULA Framework emphasized continuous observation, play-based assessment, systematic documentation, and the instructional use of learner-development data. Teachers utilized checklists, anecdotal records, portfolios, and work samples, although difficulties were reported in balancing formal assessment requirements with child-centered activities. School heads supported assessment implementation through resource provision, portfolio reviews, instructional guidance, and feedback. These findings were consistent with Pyle and DeLuca (2013), who examined varying assessment approaches among kindergarten teachers, and the National Association for the Education of Young Children (2020), which emphasized developmentally appropriate assessment to inform teaching and support children's learning. The findings underscored the need for clear assessment procedures, adequate resources, and sustained instructional supervision to strengthen assessment practices.

Table 17
Management Implications for Learning Resources and Instructional Materials in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R1: "I use a variety of age-appropriate, hands-on, and locally available learning resources."	Resource selection; developmental appropriateness; local sourcing	Developmentally Appropriate Learning Resources
KT-R3: "I often use recycled and locally available materials such as cardboard, bottle caps, paper, sticks, and other safe objects."	Material improvisation; recycling and reuse; local adaptation; safety awareness	Localized and Low-Cost Instructional Materials
SH-R1: "Available school resources are maximized, while additional materials are sourced through collaboration with teachers, parents, and the community."	Resource maximization; stakeholder collaboration; supplementary sourcing	Collaborative Resource Mobilization
SH-R2: "Teachers create sorting trays, number cards, story props together."	Collaborative material production; teacher-made resources	Collaborative Development of Learning Materials
SH-R3: "Check what is already available. Then, prioritize based on need and impact of resources."	Resource inventory; needs assessment; prioritization	Needs-Based Resource Allocation
KT-R6: "The major challenges are limited learning materials, lack of space, time constraints, and managing different learning needs and behaviors of the children."	Resource shortages; preparation demands; competing implementation needs	Resource and Preparation Constraints
SH-R9: "The non functioning starlink Internet connection in school which limit our access to digital tools and resources needed for implementation."	Technology access limitations; infrastructure reliability; restricted digital-resource use	Limited Access to Instructional Technology

The findings revealed that effective implementation of the eKBT-DULA Framework required developmentally appropriate instructional materials, collaborative resource mobilization, and needs-based resource allocation. Teachers utilized locally available and recycled materials, while school heads encouraged collaborative material development and resource prioritization. However, limited instructional resources, preparation time, classroom space, and unreliable internet connectivity remained reported implementation challenges. These findings aligned with the National Association for the Education of Young Children (2020), which emphasized the importance of appropriate learning materials and environments in supporting children's developmental needs. Similarly, Zosh et al. (2017) highlighted the value of meaningful play experiences supported by opportunities for active exploration. The findings underscored the need for strategic resource planning, adequate institutional support, and reliable instructional facilities to strengthen kindergarten program implementation.

Table 18
Management Implications for Learning Space and Environment in eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R1: “I organize learning areas with accessible materials for reading, art, pretend play, building, and hands-on activities.”	Learning-area organization; accessible materials; activity-center arrangement	Accessible and Purposeful Learning Areas
KT-R3: “When space is limited, teachers may need to modify activities, divide learners into smaller groups, or use different areas of the classroom to prevent overcrowding.”	Space constraints; activity modification; small-group organization	Adaptive Classroom Space Management
KT-R6: “The major challenges are limited learning materials, lack of space, time constraints, and managing different learning needs and behaviors of the children.”	Inadequate space; competing classroom demands; learner-management challenges	Adequate Space for Inclusive Play-Based Learning
SH-R1: “Ensure that the learning environment is safe, child friendly and condusive for learning.”	Safety; child-friendly environment; readiness for learning	Safe and Developmentally Appropriate Learning Environments
SH-R3: “Prioritize the Kindergarten classroom over a standard classroom.”	Kindergarten-specific space allocation; facility prioritization	Prioritization of Kindergarten Facilities
SH-R5: “Learning areas are organized into accessible, well-labeled, and clearly defined spaces or learning centers, with appropriate materials that encourage independent exploration, play, collaboration, and creativity.”	Defined learning centers; accessibility; labeling; independent exploration	Organized and Interactive Learning Centers
SH-R8: “I arranged safe, clean, and inviting areas for different activities indoor and outdoor.”	Indoor and outdoor arrangement; cleanliness; safety	Safe and Functional Indoor and Outdoor Learning Spaces

The findings revealed that implementing the eKBT-DULA Framework required safe, accessible, and developmentally appropriate learning environments. Teachers organized designated learning areas for reading, art, exploration, and hands-on activities, while limited classroom space necessitated adjustments in activity organization and

learner grouping. School heads emphasized classroom safety, appropriate facility allocation, and the organization of indoor and outdoor learning spaces. These findings aligned with the National Association for the Education of Young Children (2020), which emphasized the importance of developmentally appropriate environments that support children's exploration and participation. Similarly, Zosh et al. (2017) highlighted the value of meaningful play experiences in fostering active engagement and learning. The findings underscored the need for improved classroom organization, adequate learning spaces, and responsive facility management to support effective play-based kindergarten instruction.

Table 19
Management Implications for Monitoring and Evaluation of eKBT-DULA Implementation

Actual Participant Response	Second-Cycle Codes	General Theme
KT-R3: "The implementation of eKBT-DULA is monitored through classroom observations, checking of lesson plans, and regular discussions with the school head."	Classroom observation; lesson-plan review; supervisory discussion	Systematic Classroom Implementation Monitoring
SH-R1: "Conduct a short evaluation after the performance to identify strengths, challenges, and areas for improvement."	Post-activity evaluation; reflection; identification of improvement areas	Reflective Evaluation for Continuous Improvement
SH-R2: "Checking of the plans, monitor its implementation, and have feedbacking after the monitoring."	Plan review; implementation verification; feedback cycle	Integrated Planning and Instructional Supervision
SH-R3: "Conduct a pre-conference prior to the Classroom Observation and a post-conference after the observation."	Pre-observation planning; post-observation reflection; supervisory dialogue	Structured Instructional Coaching and Supervision
KT-R6: "The feedback and guidance help me adjust my teaching strategies and provide better learning experiences for the children."	Feedback utilization; instructional adjustment; responsive practice	Feedback-Driven Instructional Improvement
SH-R5: "I provide timely, constructive, and supportive feedback through post-observation conferences, coaching, and mentoring."	Developmental feedback; coaching; mentoring	Supportive Coaching and Professional Growth
SH-R4: "Monitoring and evaluation need to be more systematic. Regular monitoring should be conducted to determine whether the activities are being implemented as planned and whether they are producing improvements in learner outcomes."	Systematic monitoring; implementation checks; outcome review; evidence-informed adjustment	Systematic Monitoring and Evidence-Based Decision-Making
SH-R8: "We conduct LAC sessions focused on eKBT-DULA, demonstration teaching, peer observation and one on one coaching."	Professional learning; demonstration; peer observation; individualized coaching	Continuous Professional Learning and Instructional Support

The findings revealed that monitoring and evaluation of the eKBT-DULA Framework involved classroom observations, lesson-plan reviews, reflective conferences, coaching, and mentoring. School heads emphasized systematic monitoring, constructive feedback, and professional learning activities, while teachers reported using

supervisory guidance to improve instructional practices. These findings aligned with Hattie and Timperley (2007), who emphasized the importance of meaningful feedback in improving teaching and learning. Similarly, Darling-Hammond et al. (2017) highlighted coaching, collaboration, and sustained professional development as essential elements of instructional improvement. However, the reported need for more systematic monitoring indicated opportunities to strengthen evaluation procedures and evidence-informed decision-making. The findings underscored the importance of continuous supervision, timely feedback, and targeted professional support in sustaining the implementation of eKBT-DULA.

DISCUSSION

The study examined the implementation, challenges, and management implications of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework in selected public elementary central schools across the three Congressional Districts of Bohol during School Year 2026–2027. Using a qualitative research approach, the study gathered perspectives from 18 school heads and kindergarten teachers through semi-structured interviews. The qualitative data were analyzed using Colaizzi's (1978) descriptive phenomenological method, supported by MAXQDA software. The findings identified themes concerning curriculum implementation, instructional strategies, assessment practices, learning resources and instructional materials, learning space and environment, and monitoring and evaluation. The analysis also identified implementation challenges and corresponding management implications, highlighting the importance of instructional leadership, teacher professional development, resource management, and continuous monitoring in strengthening play-based kindergarten education.

Findings

The qualitative analysis of data gathered from 18 school heads and kindergarten teachers across nine selected public elementary central schools in the Division of Bohol yielded the following findings:

1. Implementation of the eKBT-DULA Framework. Teachers implemented developmentally appropriate, play-based learning through storytelling, games, movement, guided play, and hands-on activities. Curriculum planning emphasized alignment with learning competencies, while assessment involved continuous observation, checklists, portfolios, and performance-based activities. Teachers utilized locally available and improvised instructional materials and organized child-friendly learning spaces. School heads supported implementation through classroom observations, lesson-plan reviews, coaching, mentoring, and collaborative planning.

2. Challenges Encountered in eKBT-DULA Implementation. Participants reported difficulties in maintaining consistent implementation of prescribed Blocks of Time, particularly carousel activities, and balancing formal assessment requirements with

child-centered learning. Limited instructional materials, insufficient preparation time, inadequate classroom space, and unreliable internet connectivity were also identified. The findings highlighted continuing needs for instructional guidance, differentiated teaching strategies, professional development, and systematic monitoring.

3. Management Implications of eKBT-DULA Implementation. The findings emphasized the importance of strengthening instructional leadership, collaborative curriculum planning, teacher capacity-building, and developmentally appropriate assessment practices. School heads identified the need for improved resource allocation, suitable kindergarten facilities, regular classroom monitoring, and constructive feedback. These management priorities highlighted the importance of coordinated school-level support in sustaining effective, developmentally appropriate, and play-based kindergarten instruction.

Conclusions

The study concluded that the implementation of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework supported developmentally appropriate, play-based kindergarten instruction through purposeful curriculum planning, interactive teaching strategies, continuous assessment, and child-friendly learning environments. However, implementation remained constrained by inconsistencies in following prescribed Blocks of Time, difficulties aligning assessment requirements with child-centered learning, inadequate instructional resources, limited classroom space, preparation demands, and monitoring concerns. These findings underscored the need to strengthen instructional leadership, sustain teacher professional development, improve resource allocation and learning environments, and establish systematic monitoring and evaluation. The recommended management strategies provided a basis for addressing implementation challenges, strengthening school-level support, and promoting consistent and sustainable play-based kindergarten education in the Division of Bohol.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were proposed to strengthen the implementation of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework:

1. **Strengthen instructional leadership and curriculum implementation.** Conduct regular classroom observations, lesson-plan reviews, instructional coaching, and constructive feedback to ensure consistent implementation of the prescribed Blocks of Time while accommodating learners' developmental needs.

2. **Enhance play-based teaching and professional development.** Institutionalize Learning Action Cell (LAC) sessions, demonstration teaching, peer mentoring, and

collaborative lesson planning to strengthen teachers' competencies in guided play, differentiated instruction, and classroom management.

3. **Improve assessment and monitoring practices.** Establish clear guidelines for authentic assessment, learner portfolios, developmental documentation, and systematic monitoring to ensure that assessment results inform instructional decisions and continuous improvement.

4. **Strengthen instructional resource management and learning environments.** Prioritize adequate learning materials, needs-based resource allocation, reliable instructional technology, and safe, accessible kindergarten classrooms to support developmentally appropriate learning experiences.

5. **Promote institutional collaboration and continuous improvement.** Strengthen coordination among school heads, kindergarten teachers, instructional supervisors, education authorities, and community stakeholders to address implementation challenges and sustain appropriate school-level support.

6. **Encourage further research and evaluation.** Conduct follow-up and comparative studies to examine the effectiveness of management interventions, implementation practices, and their potential contributions to kindergarten learning and development.

Proposed Work Application Plan for Strengthening the Implementation of the eKBT-DULA Framework

The proposed Work Application Plan was developed based on the study's findings to address implementation challenges and strengthen curriculum planning, instructional leadership, teacher competencies, assessment practices, resource management, learning environments, and monitoring and evaluation in selected public elementary schools in the Division of Bohol during School Year 2026–2027.

General Objective

To strengthen the implementation of the Enhanced Kindergarten Blocks of Time–Developing and Unleashing Learners' Abilities through Play (eKBT-DULA) Framework through coordinated instructional leadership, continuous professional development, effective resource management, developmentally appropriate assessment, and systematic monitoring and evaluation.

Key Activity	Strategies	Persons Responsible	Time Frame	Expected Output
1. Curriculum Planning and Alignment	Conduct collaborative planning sessions to align learning competencies, prescribed Blocks of Time, play-based	School Heads, Kindergarten Coordinators, Teachers	December 2026; quarterly review	Aligned lesson plans, contextualized learning activities, and documented planning sessions

	activities, and assessment practices.			
2. Teacher Professional Development	Conduct LAC sessions, demonstration teaching, and peer sharing on play-based instruction, differentiated teaching, and classroom management.	School Heads, LAC Facilitators, Teachers	Monthly throughout SY 2026–2027	Documented LAC sessions, teacher reflection logs, and improved instructional plans
3. Instructional Supervision and Coaching	Implement classroom observations, individualized coaching, mentoring, and pre- and post-observation conferences.	School Heads, Kindergarten Coordinators, Master Teachers (if available)	Quarterly and as needed	Observation records, coaching documentation, and follow-up improvement actions
4. Assessment and Documentation	Strengthen authentic assessment, learner portfolios, observation records, developmental checklists, and the instructional use of assessment results.	School Heads, Teachers, Assessment Coordinators (if available)	January–February 2027; quarterly follow-up	Updated learner portfolios, assessment records, and documented instructional adjustments
5. Instructional Resource Management	Conduct resource inventories, identify shortages, prioritize instructional materials, develop localized resources, and strengthen stakeholder collaboration.	School Heads, Teachers, Property Custodians, PTA and Community Partners	February–March 2027; quarterly inventory	Updated inventories, resource-gap analyses, and documented resource acquisition or production
6. Learning Environment Improvement	Organize safe, accessible, inclusive, and child-friendly learning centers and optimize classroom spaces for play-based activities.	School Heads, Teachers, Property Custodians, Parents and Partners	February–March 2027; continuous improvement	Improved classroom arrangements, learning-center documentation, and safety inspection records
7. Monitoring and Evaluation	Establish monitoring schedules, implementation checklists, feedback mechanisms, and periodic reviews of curriculum implementation and instructional practices.	School Heads, Kindergarten Coordinators, Teachers	Quarterly reviews; year-end evaluation	Monitoring reports, documented action points, follow-up records, and year-end evaluation reports

Implementation and Evaluation

The school heads will lead the implementation of the plan in collaboration with kindergarten teachers and relevant school personnel. Activities will be integrated into

existing professional development, instructional supervision, and school improvement processes, subject to applicable Department of Education policies and available resources. Progress will be reviewed quarterly through classroom observations, instructional records, resource inventories, coaching documentation, and implementation reports. Evaluation will consider the completion of planned activities, improvements in instructional practices, resource utilization, and identified areas for continuous improvement.

Expected Outcomes

The proposed Work Application Plan is expected to achieve the following outcomes:

1. Improved teacher understanding and implementation of eKBT-DULA requirements.
2. More coherent, contextualized, and developmentally appropriate kindergarten learning plans.
3. Stronger instructional supervision, coaching, and professional collaboration.
4. Improved assessment documentation and utilization of learner progress information.
5. Better availability and utilization of appropriate play-based instructional resources.
6. Safer, more inclusive, and more engaging kindergarten learning environments.
7. More systematic monitoring of implementation gaps and development of responsive interventions.

The Work Application Plan represents a proposed management intervention derived from the qualitative findings. Its effectiveness will require subsequent implementation, monitoring, and evaluation.

Compliance with Ethical Standards

The study adhered to ethical standards throughout the research process. Ethical clearance was obtained from the Ethics Review Board of Holy Name University, and permission was secured from the Schools Division Office of Bohol before data collection. Participants were informed of the study's purpose and procedures, and informed consent was obtained before conducting the semi-structured interviews. Participation was voluntary, and confidentiality was maintained through the use of participant codes. All information gathered was used solely for research purposes, ensuring the protection of participants' identities, privacy, and rights.

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APA Citation:

Paquibot, A. M., & Pabalan III, J. (2026). IMPLEMENTATION OF ENHANCED KINDERGARTEN BLOCKS OF TIME – DEVELOPING AND UNLEASHING LEARNERS' ABILITIES THROUGH PLAY (eKBT-DULA): CHALLENGES, AND IMPLICATIONS TO MANAGEMENT. Ignatian International Journal for Multidisciplinary Research, 4(11), 591–616. https://doi.org/10.5281/zenodo.24162227

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