

**ANALYZING THE TEXTBOOK USED FOR PUBLIC KINDERGARTEN CLASSROOMS IN THE
PHILIPPINES**

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ABSTRACT

Textbook is one of the common and widely used instructional materials that can be found in most kindergarten classrooms in the Philippines. Hence, the purpose of this study is to analyze the textbook prescribed by the Department of Education (DepEd) for public kindergarten classrooms in the Philippines. Specifically, it focused on answering the following questions: (1) What are the contents included in the kindergarten textbook?; (2) What are the types of learning activities that can be found in the textbook?; and (3) What are the skills that can be developed through the learning experiences and are these skills leading to the achievement of the goal of kindergarten as stated in the K to 12 Program? The study highlighted the contents included in the textbook and the types of learning activities provided for young children. Contents were divided into five learning areas: Filipino, English, Numeracy, Sensory-perceptual and Socio-emotional and were arranged from simple to complex. However, most learning activities focused on identifying, matching, fill in the blanks, and coloring only few activities develop higher-order mental skills such as problem solving and creative and critical thinking skills. Furthermore, the study revealed that learning activities were redundant and were lacking of interactive activities and exercises that stimulate children's thinking. Textbooks for kindergarten should include more activities that encourage children to think creatively and critically for them to become problem solvers. The activities should encourage children to think and to relate the learning experiences to their everyday lives.

INTRODUCTION

Education is continuously evolving. Different curriculum reforms are done in the educational system to meet the demanding needs of the stakeholders (Mahmood, Iqbal & Saeed, 2009). At present, the Philippines is undergoing significant reform in its educational system. In school year 2012 - 2013, a new system is implemented in the country: the K to 12 Program. The implication of the implementation of the new system is the change of curriculum and the instructional materials that will support this kind of curriculum, especially the textbooks that will be used. . Two more years were added to the old system including the Kindergarten level. In the past, kindergarten was not compulsory, however, now young children should finish this level before they can be accepted in Grade 1. The kindergarten level is now a compulsory and mandatory formal

education as stated in the Kindergarten Education Act of 2012. Further, the inclusion of Kindergarten, as integral part of formal education, is the answer to the government's Millennium Development Plan that aims to achieve Education for All (EFA) by the year 2015 (see R.A. 10157).

The country, through the Department of Education (DepEd), believes in the importance of providing quality and appropriate activities for young children. Hence, the department has implemented various programs for young children or preschoolers for more than a decade. Kindergarten is the most critical stage for young children because this is when their different skills, abilities, and moral foundations are established. In view of this concept, it is essential that kindergarten children be immersed with activities that give them the opportunity to use their senses, like in games and in plays. These activities should help them acquire skills and competencies that are appropriate for their holistic development as emergent learners and prepare them for formal school (DepEd K to 12 Curriculum Guide for Kindergarten, 2012).

The first year of a child's life is globally acknowledged to be the critical year for lifelong development because the pace of development during these years is extremely rapid (National Council of Educational Research and Training, 2006 as cited in the K to 12 Curriculum Guide - Kindergarten). Further, the National Association for the Education of Young Children (NAEYC) (2009) opines that this stage of children need to be provided with activities that nurture positive approaches to learning and prepare them for more complex academic expectations of the primary grades. Hence, kindergarten teachers should provide them with an engaging and creative curriculum that is developmentally-appropriate, age-appropriate, individually-appropriate and socio-culturally appropriate (DepEd K to 12 Curriculum Guide for Kindergarten, 2012).

The curriculum should be supported with different instructional materials. Textbook is one of the most common instructional materials that teachers frequently use. In the educational reform, textbook is the revised tool in the process of reformation (Mahmood, Iqbal & Saeed, 2009).

Textbook has massive influence in the teaching and learning process. Often, its contents dictate what and how to teach, especially for novice and inexperienced teachers. John (2001) utters that majority of teachers used textbooks as their principal curriculum guide and source of lessons. Tyson (1997) added that those teachers, who are new in the field and those who do not have enough time for lesson planning, might actually teach from the first page of the textbook to the last. Hence, it becomes part and parcel of the educational system, especially in developing countries wherein textbooks are the only available learning materials in most schools (Mahmood, Iqbal & Saeed, 2009).

In an article written by Schader, Demolli, Devetaku, & Gashi (2008), they suggested standards that make sure of a quality textbook. Educators should look into the following: 1) The formal aspects, design, etc. This includes the compatibility of textbook to the curriculum, design, presentation, transparency, and illustration. The textbook is aligned with the principles of the curriculum, nature of the subject and level of the students. 2) Methodological-didactical aspects that include quality in regards to the contents and subject matter; relevance and topicality, age-appropriateness, didactic

approaches, and questions and task instructions. 3) Pedagogical aspects that focus on relation to social, historical, and political reality, relation to aspects of education, maturity/autonomy, education for democracy and peace, relation to gender aspect, and relation to important additional pedagogical concerns; 4) Aspects related to practice that includes commentary/assistance for teachers and manageability, additional materials for the textbook and tried and tested in practice; and (5) additional subject-specific standards. These standards can be helpful for educators in evaluating the textbooks that they are planning to use or that they are presently using.

In the Philippines, the National Book Development Board (NBDB) reviews textbooks under textbook review service. This agency was established through Republic Act 8047 with the mandate to: a) formulate, adopt, and implement the National Book Policy and the National Book Development Plan; b) provide capability-building services for the agency's stakeholders, such as publishers, authors, printers, and other publishing entities that will need its support (National Book Development Board, 2008). Included in the policy are: 1) coverage of learning competencies; 2) accuracy of content (i.e., conceptual, factual, pedagogical, grammatical, etc.); 3) appropriateness of presentation, language, and visual to target users, to society, and to culture; and 4) grammatically correct use of language that can be understood easily by the target users. In addition, DepEd also developed a manual of textbook style and standard to ensure quality textbook in the Philippines which includes: 1) general and technical standards (size, paper stock, cover stock, preferred bidding); 2) cover specification (use of logos, font, font size, general layout, qualifiers); and 3) printing specifications (font types and size, suitable per grade level) (DepEd Textbook Policy, 2004).

The DepEd prescribed a textbook or workbook that teachers can use in teaching kindergarten children in 2008. Each child should have one copy of the textbook/workbook (DepEd Order No. 21 s. 2012). This textbook was published even before the implementation of the K to 12 Program, however, it is still used by kindergarten teachers in the country as of the moment when this article was written. A new Filipino version of the textbook was distributed to public school teachers to meet the Mother-Tongue Based–Multi-Lingual Education (MTB-MLE) policy.

Textbook is an important instructional material in Philippine classrooms. It is helpful for teachers especially in providing activities for children. Hosono (1995 as cited by Sumida and Shinomoiya, n.d.) reiterates that more than half of elementary and high school teachers would use topics or concepts shown in their textbooks. Review and revision of textbooks is necessary to ensure quality. Every country, including the Philippines, has a procedure in evaluating textbooks. However, at present, only a few studies were done that focus on the content and activities included in the textbooks, especially for kindergarten in the Philippines. Hence, the purpose of the study is to analyze the kindergarten textbook used in the Philippines. Specifically, it will focus on the contents, learning activities and the skills that can be developed from the learning activities. Furthermore, the study will look on the appropriateness of the textbooks to the present kindergarten curriculum.

METHODOLOGY

The study analyzed one (1) kindergarten textbook prescribed by the Department of Education in the Philippines for public kindergarten schools in the county. The *Readiness Skills Workbook* was published in 2008 and at present it is still used by kindergarten schools all over the country for children exercises after teaching the lesson. Most of time the book is used to evaluate the children's learning. This book was composed of different areas: Filipino, English, Numeracy, Sensory-Perceptual and Socio-Emotional areas. In the Philippines, public schools often use the books prescribed, inspected, and authorized by the department. Textbooks pass through rigid inspections from authorized individuals from the department to ensure that all the contents are parallel with the curriculum and to ensure quality.

The data were gathered and analyzed using three phases. Phase One focused on the analysis of the contents of the textbook. The contents were analyzed based on the following: 1) scope of the content; 2) sequence of the content; 3) the appropriateness of the content to the target audience; and 4) support the kindergarten curriculum. Furthermore, to identify the different concepts taught from the different contents. Phase Two involved identification of the different learning activities included in the contents of the textbook. It involves 1) the number of activities provided for each learning area; 2) the type of activities for each learning area including pictures and illustrations; and 3) integration of the concept to other concepts. The last phase focused on the different skills that can be developed from each learning activity. These phases were done to analyze the skills that can be developed by the contents and learning activities, and the suitability of each to kindergarten children. And by these phases, the learning activities were examined if they can help achieve the national goal of kindergarten education in the Philippines: to develop various skills and competencies needed for the holistic development of young children. The skills were analyzed and categorized based on the original Bloom's Taxonomy that is composed of seven categories: knowledge, comprehension, analysis, application, synthesis and evaluation

RESULTS OF THE STUDY

This part provides the results of the analysis from the data gathered from the kindergarten textbook. The analysis of the study focused on the content, learning activities and skills that can be developed through the learning activities. The detailed descriptions and answers were stated below:

1. What are the contents included in the kindergarten textbook?

The textbook used for kindergarten classes in public schools, as mentioned, was provided by the Department of Education. Based on the results of the analysis the textbook was divided into several learning areas. These areas were: Filipino, English, Numeracy, Sensory-Perception and Socio-Emotional. Each area was composed of contents that kindergarten children need to learn. The textbook revealed that the

number of contents for each learning areas were: 19 contents for Filipino, 13 for English, 9 for Numeracy, 13 for Sensory Perceptual and 15 for Socio-emotional. Every area has different focus. For example, the content in Numeracy will help young children to be exposed in different math concepts such as colors, shapes, measurements, numbers, patterns, sets, and ordinal numbers. The contents included for Numeracy area were shown in Table 1.

Table 1. Contents Included for Numeracy Area

Learning Area	Content
Numeracy	<ul style="list-style-type: none">• Identify Objects using Familiar Colors• Identifying Shapes of Objects• Identifying Sizes of Objects• Identifying Length of Objects• Identifying Number of Objects in a Set• Reading and Writing Numbers 1-10• Completing/Arranging Patterns• Identify Ordinals• Comparing Two Numbers Using One-More and One-Less Order

The sensory-perceptual area focused on the learning of science ideas and concepts such as: Knowing oneself, including the appropriate clothes that each child needs to wear; five senses and the use of each sense; the importance of keeping the body clean and the things needed to keep it clean as shown in Table 2. These concepts can help children to know their body and the importance of respecting and keeping their body clean. In addition, children were taught of the food that they needed to eat in order to grow strong and healthy. Practicing safety habits while in the house, in school, and in crossing the street were also taught to the children. In this area, basic topics about Plants, Animals, Matter, Water, Light, and Weather were also introduced to children.

Table 2. Contents included in the Sensory Perceptual area

Learning Area	Content
Sensory-perceptual	<ul style="list-style-type: none"> • Knowing Oneself • Clothes I wear • Body Parts • Five Senses • Keeping Oneself Clean • Nutritious Foods • Safety Every Day • Plants • Animals • Smooth and Rough • Water • Light • Weather

In Socio-emotional area, the contents included were: being proud of one's name, different feelings, cleanliness and orderliness, proper way of preparing food and cleaning the dishes, love and respect for family members and for other people in the community, being good member of the family and society, love and respect for people in the school. Even young children were taught about nationalism with the topic on respect for the national flag. Children were also taught about love for God, care for plants and animals, and for the environment. These topics can help children to become good, respectful, and better citizens of the country in the future. Topics for Socio-emotional were presented in Table 3.

Table 3. Contents included in the Socio-emotional area

Learning Area	Content
Socio-Emotional	<ul style="list-style-type: none"> • Pagmamalaki sa Sariling Pangalan • Mga Anyo ng Mukha • Pansariling Kalinisan at Kaayusan • Wastong Paghahanda ng Pagkain • Pagliligpit ng Pinagkainan • Pagmamahal at Paggalang sa mga Kasapi ng Mag-anak • Pagmamalasakit sa Kapwa • Paggalang sa Kapwa • Mabuting Kasapi ng Mag-anak • Pagmamahal at Paggalang sa mga Katulong sa Paaralan • Tuntunin sa Paaralan • Paggalang sa Watawat • Pagmamahal sa Panginoon • Pangangalaga sa Hayop at Halaman • Pangangalaga sa Kapaligiran

Lastly, two separate areas were provided for children in learning reading and language for both Filipino and English. Children were taught of reading and speaking in the national language of the Philippines, which is Filipino or Tagalog, and the other is in English. Both included topics such as: directions that will help children to practice proper way of reading books and text; words that rhymes, big and small letters, syllables, words and sentences. Letters were not taught in exact order but in random. Further, children were taught of answering simple What, Where, and When questions. At present, due to the implementation of Mother Tongue Based – Multi-language Education (MTB-MLE) at the first semester, children were taught in Filipino, while on the second semester they were taught in English in skills such as reading, speaking, listening and writing. Table 4 and 5 showed the contents in Filipino and English areas.

Table 4. Contents included in Filipino area

Learning Area	Content
Filipino	<ul style="list-style-type: none"> • Wastong Galaw ng mga Mata sa Pagbasa • Mga Salitang Magkakatugma • Mga Magkakatulad na Tunog • Magkakatulad na Larawan • Magkakatulad na Titik • Magkakatulad na Salita sa Pangkat • Mga Naiibang Larawan sa Pangkat • Mga Naiibang Titik sa Pangkat • Mga Naiibang Salita sa Pangkat • Bahaging Kulang sa Isang Bagay • Bahaging Labis sa mga Larawan • Magkakaugnay na mga Bagay-Bagay • Mga Titik ng Alpabeto • Mga Nakalimbag na Ngalan ng mga Bagay sa Silid-Aralan • Mga Tanong na Saan, Ano, Alin • Pagsusunod-sunod ng mga Pagyayari • Mga Maaaring Kalabasan ng Kuwentong Larawan • Mga Salita at Parirala • Mga Pangungusap

Table 5. Contents included in English area

Learning Area	Content
English	<ul style="list-style-type: none"> • Sounds of Animals • Sounds of Tings/Objects • Words that Rhyme • Similarities of Objects/Pictures • Similarities on Letter Forms • Similarities in Words • Differences of Objects/Pictures • Difference in Letter Forms • Big and small letters • Which Letter pairs come after the given letters? • Which letter pairs come before the given letters? • Sounding out letters • CVC words, phrases and Sentences

Contents included in the kindergarten textbook were arranged from the simple to complex concepts and ideas. However, it seems that the sequence of the contents were confusing, especially the arrangement of letters in Filipino and in English. The model and the approach on how the letters were arranged are not clear. It seemed that letters were taught using the *Marungko Approach*, however, when the researchers checked the sequence of the letters, they were different. In the book, the teaching of letters started from B, M, A and so on, while in the *Marungko Approach*, teaching of letters started from M, S, A, L, O and so on (See *Marungko Approach*). With this, confusions may occur, especially for the teachers. It is essential that the department conduct workshops and training for kindergarten teachers who are usually not familiar with this approach in teaching letters and reading.

2. What are the types of learning activities that can be found in the textbook?

Various skills can be developed to young children through the different learning activities that are provided to them. With this, it essential that the learning activities should be developmentally- appropriate for young children and that it can develop high order thinking skills. This is the goal of the new educational program of the government. In school, teachers often use textbook in their classes and rely on the textbooks activities.

As mentioned, the textbooks for public kindergarten classrooms were divided in five different learning areas. Each learning areas offered different learning activities for young children. Pictures and illustrations supported the learning activities of the textbook. Based on the analysis, there were 425 learning activities included in the kindergarten textbook. Different learning areas were composed of different learning

activities: Filipino has 125 (29.4%); English has 190 (44.7%); Numeracy has 56 (13.1%); Sensory-perceptual has 34 (8.0%); and Socio-emotional has 20 (4.7%). There were more learning activities provided in the English area and fewer activities were provided for socio-emotional as shown in Figure 2.

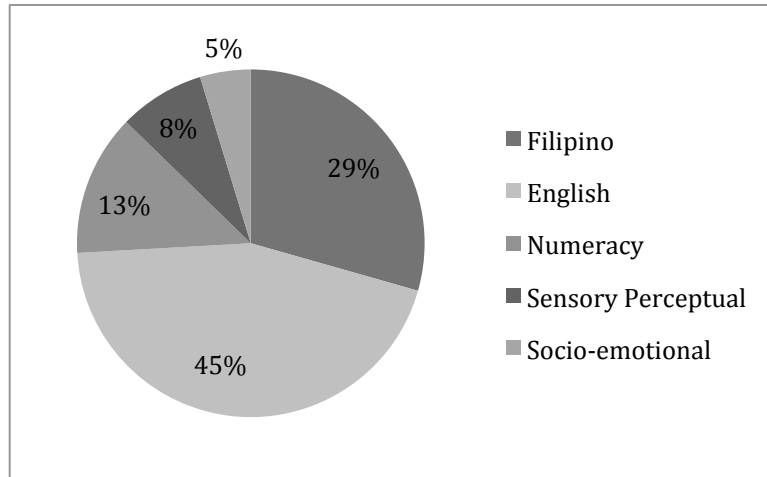


Figure 2. Percentage of Learning Areas in the Kindergarten Textbook

According to the analysis, there were 14 identified types of learning activities provided to the children. Bulk of the activities focused on writing, like Fill in the blanks, which was 29.6% of the total number. However, few numbers were given in allowing children opportunities to answer simple questions. The types of activities for Filipino were shown in Table 6.

Table 6. Number and Percentage of Learning Activities in Filipino

Filipino		
Learning Activities	Number	Percentage
Write	37	29.6%
Encircle	27	21.6%
Pronounce/Say	25	20.0%
Match	10	8.0%
Read	4	3.2%
Draw	4	3.2%
Trace	3	2.4%
Check	3	2.4%
Cross	3	2.4%
Box	2	1.6%
Sequence/Arrange	2	1.6%
Underline	2	1.6%
Predicting Outcome	2	1.6%
Answering Questions	1	0.8%

The textbook in English was composed of 190 various types of learning activities. Majority of the learning activities focused on asking children to Name (18.4%) the picture. In this activity, children were asked to look at the picture and name it. This required children to associate the name of the object to its picture. While 17.3% of the learning activities asked children to check or choose the answer by checking the right pictures, picture that is associated with the letter, or which does not belong to the group. A total of 13.1% was allotted for the children to write letters. 12.6% asked children to sound the different letters in the alphabet. The actual number and percentage of learning activities for English were presented in Table 7.

Table 7. Number and Percentage of Learning Activities in English

English		
Learning Activities	Number	Percentage
Name	35	18.4%
Check	33	17.3%
Trace	25	13.1%
Pronounce/Say	24	12.6%
Listen	19	10.0%
Underline	19	10.0%
Encircle	15	7.8%
Color	10	5.2%
Read	3	1.5%
Cross out	2	1.0%
Box	2	1.0%
Copy	2	1.0%
Draw a line	1	0.5%

Young children can learn various mathematical concepts in the Numeracy learning area. In the textbooks, several learning activities were included to expose young children with different math concepts. Results of the analysis showed that 28.5% of learning activities were allotted for checking activities. The children identified what may or may not be included in the group or checked which set has the right content based on the given number. Same percentage was allotted for coloring, tracing, and writing activities, each has 17.8%. In these activities children were asked to color the correct shape with a specific color. While in tracing activity, children were asked to trace the shapes and numbers. The last activity was writing in which children were asked to write shapes and numbers without any guide. However, it was noticeable that there were few counting activities given to children. The researcher was able to note only one counting activity for children. The complete list of learning activities, and the total number and percentage for each activity were shown in Table 8.

Table 8. Number and Percentage of Learning Activities in Numeracy

Numeracy		
Learning Activities	Number	Percentage
Check	16	28.5%
Color	10	17.8%
Trace	10	17.8%
Write	10	17.8%
Box	2	3.5%
Cross	2	3.5%
Connect	2	3.5%
Circle	2	3.5%
Draw	1	1.7%
Count	1	1.7%

The sensory-perceptual area taught children the different concepts and activities that encourage them to use their senses. At an early age, it is imperative that children be provided with various science activities that develop basic scientific skills such as observing, making hypothesis, designing and conducting experiments, analyzing and interpreting data, and sharing results. However, based on the analysis of the textbooks, majority of the learning activities asked children to check (35.2%) which one belongs or does not belong to a group or which one is correct or not. 23.5% was allotted for activities that asked children to encircle while 14.1% asked children to draw in various ways. There was low percentage about asking children to name the uses of water (2.9%). Table 9 showed the complete results of the analysis of learning activities for sensory-perceptual area.

Table 9. Number and Percentage of Learning Activities in Sensory-Perceptual Area

English		
Learning Activities	Number	Percentage
Check	12	35.2%
Encircle/Ring	8	23.5%
Draw	5	14.7%
Box	3	3.8%
Match	2	5.8%
Name	1	2.9%

The last learning area was the Socio-emotional. In this area, children were taught different values. These were Filipino and Christian values that children need to learn in order to have good relationship with other people like their family members and people in the community. They were taught of loving and respecting God and the environment such as plants and animals. Most importantly, children were taught of having good self-concept. They were taught to be proud of their name and of who they are. The results of the analysis of learning experiences provided for the children revealed that 45.0%

were allotted for checking activities wherein children were asked to select the correct things or situations. The same percentages were allotted for encircle, draw, and predict outcome activities and each has 15.0%. While cross out and reading activity have 1.0% each. Table 10 showed the complete results of the analysis of learning activities for socio-emotional area.

Table 10. Number and Percentage of Learning Activities in Socio-emotional

Socio-emotional		
Learning Activities	Number	Percentage
Check	9	45.0%
Encircle	3	15.0%
Draw	3	15.0%
Predicting outcome	3	15.0%
Cross	1	5.0%
Read	1	5.0%

The analysis in general revealed that majority of the learning activities included in the kindergarten textbooks focused on answering worksheets. Children were often asked to check, encircle, draw, write, etc. Although these activities could help children gain knowledge and information, limited opportunities based on these activities were given for young children to develop high-order thinking skills such as creative and critical thinking, synthesis, application, evaluation, and problem solving skills.

3. What are the skills that can be developed through the learning activities included in the textbook?

Learning activities are given to children to develop the skills they need to acquire. These skills can help them to prepare and become competent in facing future challenges. The analysis revealed that the learning activities included in the textbook developed various skills. These identified skills were classified according to original Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. On the other hand, those identified skills not included in these categories were included in skills that focus on affective and psychomotor. Figure 3 showed the percentage of skills that can be developed through the different learning activities included in the kindergarten textbook.

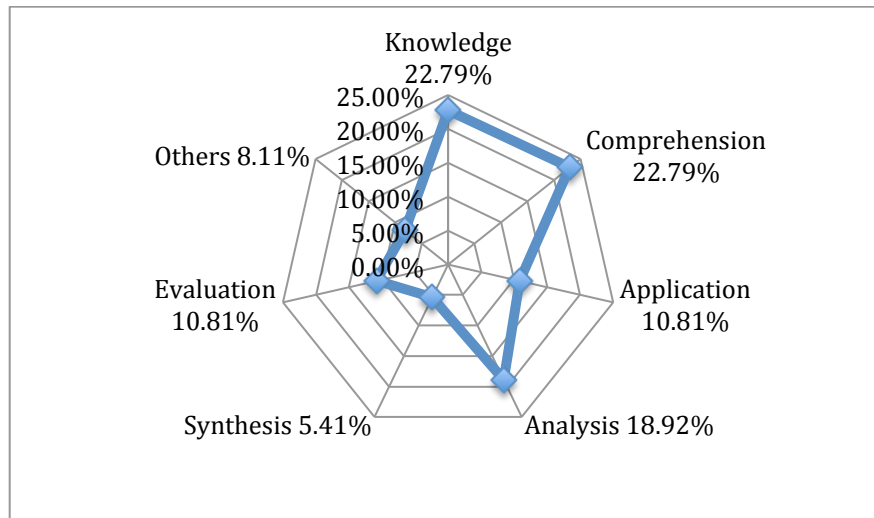


Figure 3. Percentage of skills that can be developed through the different learning activities included in the Kindergarten textbook

The skills that can be developed in the learning activities in the textbook for all learning areas under the Knowledge (22.7%) category were: matching, naming, tracing, reading, associating, organizing, and recognizing. The skills under the Comprehension (22.7%) were: identifying, describing, demonstrating, expressing, drawing, recognizing, classifying, inferring, listening, and speaking. The skills for Application (10.8%) category were: applying, demonstrating, counting, writing, and following direction.

For Analysis (18.9%) category the following skills developed for children were: analyzing, comparing, differentiating, inferring, and sequencing. Included in the Synthesis (5.4%) category were: composing, reasoning, and telling. Lastly, the skills included in the Evaluation (10.8%) were: predicting outcomes, demonstrating, discriminating, and describing. The skills that were not under any of the categories mentioned in Bloom's taxonomy were: good values, eye-hand coordination, tracing, and coloring. These skills focused on the development of psychomotor and effective domains.

The data exposed that majority of the learning activities of the kindergarten textbooks developed knowledge and comprehension skills. These skills according to Bloom were part of the low level in the taxonomy. Although these skills were also important, it is essential that learning activities provided for young children focus on the development of higher-order thinking skills. However, the result showed that among high-level group, only the analysis categories were given much emphasis. Less emphasis was given to the development of application, synthesis, and evaluation skills.

In addition, it was noticeable that activities focused more on answering the exercises and not on developing process skills among young children. Learning activities do not give many opportunities for children to perform and produce concrete output that is a product of their creativity and critical thinking. Moreover, very few activities were given to children to understand, interpret, and apply concepts and ideas that they have

learned. Figure 3 showed the percentage of the skills that can be developed through the different learning activities included in the kindergarten textbook.

IMPLICATIONS FROM THE STUDY

Based on the discussion and analysis of the textbook for public kindergarten school, the researchers have stated and came up on the following implications. These implications can be helpful for kindergarten teachers in selecting textbooks for their students. It can also be a helpful guide for teachers and book writers who planned to write and to publish textbooks for kindergarten schools.

- *Contents of the textbooks should be based on the national curriculum and appropriate to the intended audience.*

Contents of the textbooks should be anchored in the national curriculum to ensure uniformity of contents. This will ensure the same content learned by the children all-over the country. Although, textbooks writers were given prerogatives for the contents that can be included in their textbooks, it is necessary that uniformity of contents be observed. On the other hand, contents should be appropriate to the intended grade level. Contents should not be very easy nor hard for children.

- *Contents for every learning area should be critically and properly organized and sequenced.*

The results of the analysis of the kindergarten showed that contents were organized and sequenced from simple to complex. However, it was noted that organization of the contents in English and in Filipino seemed to be confusing, especially on the arrangement of the letters of the alphabets. Various researches suggested ways on teaching alphabets for young children. Among the popular approaches was the *Marungko Approach* in reading where letters were taught according to the most common and familiar letter for the children. Proper sequence of contents may help children to organize their thoughts and ideas. Hence, textbook writers should properly sequence and organize the contents that they include based on research.

- *Contents of the learning areas should be integrated and connected with each other.*

Textbook writers should look in to the connection of the contents from one learning area to another. When children see the connection of what they are learning in a particular area they can appreciate and value more the information and knowledge that they gain. Hence, it is essential that contents of the textbooks be connected with one or many learning areas.

- *Teachers should be provided with trainings and workshops on how to use the textbook properly including various strategies and approaches.*

The publishing company and the DepEd need to provide trainings and workshops for preschool teachers on how to use the instructional material particularly in Reading both in Filipino and English. This could help teachers learn various approaches and strategies on how they can properly use the textbook in their preschool classroom. Hence, the role of textbook can be clearly defined – supplementary material for children learning and will not dictate teacher what they should teach.

- *Pictures and illustrations included in the kindergarten textbook should be clear, the size should be appropriate for the children to see and culturally related to the children.*

It is essential to present objects for children however for textbooks they should clearly identify and see pictures. These pictures can help them understand and visualize the concepts that teacher wants to teach. Sizes of the picture should be considered and should be enough for children to see. On the other hand, it is important that pictures and illustrations should be culturally related so that children can appreciate them more. Further, using these kinds of pictures and illustration can promote awareness of culture for children.

- *Learning activities provided for young children should be interactive so that children will enjoy working on them.*

Children can learn and acquire different skills through the learning activities that are provided for them in the textbooks. Learning activities should be enjoyable for children. These can be done if the learning activities that are provided for them are interactive and do not merely focus on common activities like: checking, matching, and encircling. Furthermore, if the learning activities are interactive learning becomes more meaningful.

- *Learning activities should also focus on the development of affective and psychomotor domains.*

Based on the results of the analysis, the researchers found out that majority of the learning activities focused on the development of cognitive domains and less activities were allotted for affective and psychomotor domain. With this scenario, the goal of education might not be met. Hence, it is essential for kindergarten textbooks to provide learning activities that can help develop other important domains such as affective and psychomotor.

- *Learning activities of the textbook should focus on the development of higher-order thinking skills that are parallel to the demand of the 21st century.*

One of the goals of education is to produce children that are functionally literate and globally competitive. Textbooks are commonly used by teachers in teaching children, however, based on the analysis, bulk of the learning activities focused on development of knowledge and comprehension. Although, there were learning activities that developed analytic skills, these were not enough for young children to develop higher-order thinking skills. Therefore, kindergarten textbooks should provide activities that focus on development of skills such as application, synthesis, and evaluation.

- *Learning activities should be related to children's daily lives.*

Learning can be meaningful for children if they can see the relationship and connection of it to their daily lives. Hence, it is vital that textbooks provide learning activities that are connected with the daily activities for them to see the importance of what they are learning in their lives.

CONCLUSION

Teaching is a challenging task for a kindergarten teacher. One of the instructional materials that teachers commonly use is the textbook. In this study, the textbook used in public kindergarten classroom was analyzed. The results of the analysis revealed that the textbook is divided into five learning areas. Contents were properly sequenced and arranged, however the writers should look on the arrangement of the contents for English and Filipino, particularly in letters of the alphabet. The organization of letters should have a basis and the method on how to teach it should be clear for the teacher. The textbooks appear to follow the subject design model because each learning areas are standing alone, although in kindergarten, contents should be connected with each other. In terms of learning activities, these are present in the textbooks; however limited skills can be developed. Majority of the activities focused on Knowledge, Comprehension and Analysis categories of the original Bloom's Taxonomy and very few focus on Application, Synthesis and Evaluation categories.

With regards to the K to 12 Program the textbooks used in kindergarten need to be updated. With the new curriculum content and approach of the program, the textbooks should be more interactive and relevant to meet the standards of the DepEd in producing individuals who are functionally literate and competitive for the modern times. Textbooks should be properly aligned with the program so as to maximize the learning experiences of the child.

Textbooks are important part of the teaching- and -learning processes in the Philippine classrooms. This study can be helpful for educators who are interested in writing textbooks for kindergarten children. OR this: Educators will find this study significant and helpful, especially for those who plan to write textbooks for kindergarten children.

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