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# The Effectiveness of the Utilization of Television in Teaching Kindergarten in Labo District, Division of Camarines Norte

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ABSTRACT

This study examined the effectiveness of utilizing television in teaching kindergarten in Labo East and West Districts, Division of Camarines Norte, during School Year 2023-2024. The inquiry was situated within the continuing effort to modernize early childhood instruction while preserving developmentally appropriate learning experiences for young learners. Television was treated not as a substitute for teacher facilitation, but as an instructional medium that may support engagement, delivery, guided practice, and assessment. The study also examined the challenges encountered by teachers in implementing television-supported instruction. The manuscript transforms the thesis findings into a journal-ready IMRAD presentation for scholarly dissemination. The research focused on two principal areas: the extent of effectiveness of television use in kindergarten instruction and the challenges that constrain its implementation. Effectiveness was measured along learners' engagement, instructional delivery, guided practice, and assessment. Challenges were examined in terms of internet connectivity, access to appropriate educational content, technical difficulties and equipment limitations, and engagement and interaction. The design allowed a district-level comparison between Labo East and Labo West. This focus is relevant because early childhood classrooms increasingly require multimodal approaches that are engaging, accessible, and aligned with learner development. The study employed a descriptive-evaluative-correlational design. Purposive sampling was used in selecting Labo East and West Districts, while total enumeration was applied to the public kindergarten teachers who served as respondents. The sample consisted of 37 public school kindergarten teachers, of whom 15 or 41 percent came from Labo West and 22 or 59 percent came from Labo East. A researcher-developed questionnaire was used to gather data on effectiveness and implementation challenges. Weighted mean, rank, and computed z-values with associated probabilities were used in the treatment of data. Findings showed that the overall extent of effectiveness of utilizing television in teaching kindergarten obtained a weighted average of 3.83, interpreted as much utilized. Among the effectiveness domains, learners' engagement ranked highest with a weighted mean of 3.91, followed by instructional delivery at 3.84. Assessment obtained a weighted mean of 3.79, while guided practice obtained 3.78. These findings indicate that television was most strongly perceived as useful for capturing attention, stimulating eagerness to learn, and creating a visually engaging instructional environment. The relatively lower rating for guided practice suggests the need to strengthen follow-through activities and teacher-mediated application after viewing. Item-level results further showed that television was particularly useful in increasing enthusiasm and eagerness to learn, fostering dynamic participation, and facilitating effective communication of educational concepts. In guided practice, the highest-rated indicator was engaging with television activities to encourage active participation and enhance learning. In assessment, the highest-rated indicator was the use of television resources for dynamic and interactive assessment methods. These results suggest that the strongest instructional value of television lies in its capacity to make learning visible, animated, and motivational for kindergarten learners. However, lower-rated items emphasized the need to improve differentiated use, multimodal assessment, and extension activities. The test of significant difference on the rank orders of the effectiveness domains showed no significant difference between Labo East and Labo West. The computed probabilities for learners' engagement, instructional delivery, guided practice, and assessment were all greater than the 0.05 level of significance. This led to the acceptance of the null hypothesis across all domains. The result indicates that teachers

from both districts shared broadly similar perceptions regarding the effectiveness of television-supported kindergarten instruction. This commonality may reflect comparable classroom contexts, technology exposure, curriculum expectations, and instructional needs across the two districts. The study also found that the overall extent of challenges encountered by teachers in utilizing television in teaching kindergarten obtained a weighted average of 3.83, interpreted as much evident. Internet connectivity emerged as the highest challenge with a weighted mean of 4.01, followed by engagement and interaction at 3.92. Technical difficulties and equipment limitations followed closely at 3.91, while access to appropriate educational content obtained 3.90. These findings show that while teachers recognize the instructional benefits of television, implementation is strongly mediated by infrastructure, content suitability, technical readiness, and learner interaction. Television-supported teaching therefore requires system-level support rather than classroom-level improvisation alone. The challenge indicators revealed that unreliable internet connections, limited bandwidth, quality alignment of television programs, equipment limitations, power interruptions, and passive viewing tendencies affect implementation quality. The results emphasize that teachers must manage not only lesson content but also the conditions that allow television to become pedagogically meaningful. Content must be age-appropriate, culturally relevant, curriculum-aligned, and supported by activities that transform viewing into active learning. Technical systems must be reliable enough to prevent disruption in lesson flow. Most importantly, television instruction must be paired with teacher facilitation to sustain dialogue, feedback, reflection, and hands-on application. The test of significant difference on the rank orders of the challenges showed no significant difference between Labo East and Labo West. The null hypothesis was accepted for internet connectivity, access to appropriate educational content, technical difficulties and equipment limitations, and engagement and interaction. This finding indicates that teachers across the two districts encountered comparable barriers in using television for kindergarten instruction. The similarity of challenges strengthens the case for district-wide or division-level policy responses rather than isolated school-based solutions. A coordinated approach may improve infrastructure, content selection, teacher training, assessment design, and technical support. The study concludes that television is a much utilized instructional tool in kindergarten, particularly for learner engagement and instructional delivery, but its effectiveness depends on purposeful integration with developmentally appropriate pedagogy. The findings imply that television should be used as a complementary medium supported by interactive activities, teacher mediation, offline resources, technical assistance, and multimodal assessment. Policy recommendations should therefore prioritize curated educational content, professional development, contingency planning, content review committees, technical support mechanisms, and feedback-rich television-based learning activities. The study contributes to early childhood education by showing that technology-supported instruction can be useful when embedded in a balanced, child-centered instructional system.

## 1. Introduction

Kindergarten education is a foundational stage in the learning continuum because it shapes children's first formal experiences with structured instruction, social interaction, and school readiness. At this level, children develop early habits of attention, curiosity, self-expression, and participation that influence later academic performance. Effective kindergarten instruction must therefore address cognitive, social, emotional, physical, and language development in an integrated manner. The challenge for educators is to provide learning experiences that are developmentally appropriate while also responsive to contemporary changes in society and technology. In this context, instructional media have become increasingly relevant to early childhood classrooms.

Across educational systems, early childhood education is viewed as a strategic investment in human development. Quality early learning experiences support literacy, numeracy, socio-emotional competence, and readiness for formal schooling. These experiences are strengthened when teaching strategies are engaging, concrete, inclusive, and responsive to the ways young children learn. Kindergarten learners are naturally drawn to visual, auditory, and interactive stimuli, making multimedia resources potentially valuable when used with pedagogical care. Television remains one of the most accessible multimedia tools in many schools and homes.

The role of technology in early childhood education has expanded as schools respond to digital literacy demands and evolving instructional environments. Technology is not merely a device-based concern, but a question of how learning can be presented, practiced, assessed, and reinforced. For young learners, technology can support attention and comprehension by combining images, sounds, stories, songs, demonstrations, and guided explanations. However, the value of technology depends on the quality of content, appropriateness of use, and teacher's ability to connect media exposure to concrete learning experiences. Television must therefore be examined both as a tool of engagement and as a structured component of pedagogy.

Television has historically been used as an educational medium because it can deliver information through both visual and auditory channels. For kindergarten learners, this dual modality may help explain ideas that are difficult to present through verbal

instruction alone. Educational programs can introduce vocabulary, numeracy, science concepts, social behavior, stories, and routines in formats that are colorful and memorable. When aligned with curriculum objectives, television can strengthen instructional delivery by providing models, examples, and stimuli for further discussion. Nevertheless, television becomes educationally meaningful only when teachers actively plan, contextualize, and extend what learners view.

The integration of television in kindergarten teaching is consistent with the broader movement toward multimedia learning. Multimedia instruction recognizes that learners process information through multiple channels and that carefully designed visual-auditory content may enhance understanding. This is especially relevant for young children who are still developing symbolic reasoning and abstract thinking. Television can present concrete representations of ideas through animation, real-life demonstration, dramatization, and narration. These features may help kindergarten teachers make lessons more vivid and accessible.

At the same time, early childhood pedagogy cautions against passive and prolonged screen exposure. Young children learn most deeply through active exploration, play, conversation, manipulation of objects, movement, and guided social interaction. Television-based teaching must therefore avoid reducing learners to viewers. Its instructional value is maximized when television content is followed by questions, hands-on activities, drawing, storytelling, movement, peer interaction, and teacher-facilitated reflection. In this way, television can function as a stimulus for active learning rather than as a replacement for child-centered instruction.

In the Philippine educational context, kindergarten education is legally and institutionally recognized as a crucial stage in the basic education system. The Kindergarten Education Act made kindergarten a mandatory preparatory level before entry to Grade 1, underscoring the importance of early learning foundations. The K to 12 framework and related curriculum policies support developmentally appropriate, inclusive, and learner-centered approaches. These policy directions encourage teachers to use varied instructional tools that address the needs of young learners. Television may therefore be situated within a broader framework of inclusive, accessible, and multisensory instruction.

The use of television in kindergarten also intersects with the practical realities of Philippine public schools. Some classrooms may have television sets, multimedia devices, or access to broadcast and digital content, while others may face limitations in infrastructure and connectivity. Teachers may recognize the motivational value of television but still struggle with content selection, equipment reliability, power interruptions, and internet access. These realities make it necessary to examine both the effectiveness and the challenges of television-supported instruction. A balanced analysis prevents technology use from being viewed either as a complete solution or as an impractical burden.

Learners' engagement is one of the most important indicators of the usefulness of television in kindergarten teaching. At this developmental stage, attention span, curiosity, and emotional interest are central to learning participation. Television can attract learners through movement, color, music, stories, characters, and familiar contexts. However, engagement must go beyond momentary attention and should lead to meaningful interaction with concepts. Teachers must therefore translate viewing interest into active participation, questions, demonstrations, and collaborative tasks.

Instructional delivery is another domain through which television may support kindergarten teaching. Teachers often need to explain concepts that are abstract, sequential, or unfamiliar to children. Television can assist by showing processes, objects, scenes, behaviors, sounds, and examples that may not be readily available in the classroom. This can enrich the range of instructional materials and provide learners with concrete visual anchors. Still, instructional delivery remains most effective when television is intentionally selected and embedded within clear lesson objectives.

Guided practice is equally important because young learners need opportunities to apply what they have seen and heard. Television can introduce a concept, model a skill, or present a problem, but learners must be guided to practice, respond, imitate, sort, count, classify, draw, speak, or move. Without guided practice, television may lead to recognition without deeper understanding. With teacher support, however, televised content can become a springboard for scaffolding skills and reinforcing objectives. This makes guided practice a critical measure of whether television use moves beyond presentation toward learning consolidation.

Assessment represents another important dimension of television-supported instruction. Educational television can be used to prompt learner responses, assess retention, observe comprehension, and elicit demonstrations of learning. Teachers may use television-based tasks to check whether learners can identify, explain, classify, narrate, or solve problems related to the lesson. Nevertheless, assessment must be developmentally appropriate and should include multiple modalities. Television can contribute to assessment, but it should be paired with observation, oral questioning, performance tasks, drawings, and hands-on demonstrations.

The implementation of television in kindergarten is shaped by challenges that are both technical and pedagogical. Internet connectivity affects access to online resources, streaming quality, and continuity of instruction. Technical difficulties and equipment limitations affect visibility, audio clarity, compatibility, and classroom flow. Access to appropriate educational content affects curriculum alignment, cultural relevance, inclusivity, and developmental suitability. Engagement and interaction challenges affect the degree to which television-based instruction remains active rather than passive.

These challenges are not minor operational issues because they directly shape instructional quality. A poorly functioning television, unreliable internet connection, inappropriate program, or unstructured viewing activity can weaken even a well-intentioned lesson. Teachers must therefore be supported not only with devices but also with training, curated content, activity guides, and contingency plans. Schools need technical assistance systems that allow teachers to focus on pedagogy rather than troubleshooting. Policy support is necessary to make television-based instruction sustainable and equitable.

The local context of Labo East and West Districts provides a meaningful site for examining these issues. The districts operate within the public school system and serve kindergarten learners whose educational experiences are influenced by school resources, teacher capacity, and community conditions. The attached thesis identifies a need to examine how television is actually used in kindergarten classrooms and what challenges teachers meet in practice. This local inquiry is important because technology policies become meaningful only when tested against classroom realities. The study therefore provides grounded evidence for improving instruction in the Division of Camarines Norte.

The research problem addressed by this manuscript concerns the effectiveness of utilizing television in teaching kindergarten and the challenges met by teachers in doing so. Specifically, it examines effectiveness along learners' engagement, instructional delivery, guided practice, and assessment. It also examines challenges along internet connectivity, access to appropriate educational content, technical difficulties and equipment limitations, and engagement and interaction. The comparison between Labo East and Labo West provides insight into whether perceptions differ significantly between districts. This structure enables both descriptive and inferential interpretation.

The importance of the study lies in its contribution to evidence-informed instructional improvement. For learners, the findings may help improve classroom experiences by identifying how television can better support attention, understanding, and participation. For teachers, the findings provide guidance on integrating television with active learning strategies and appropriate assessment. For school heads and DepEd officials, the study offers empirical bases for resource allocation, content curation, professional development, and technical support. For curriculum writers and policymakers, the findings clarify how television may be responsibly situated within kindergarten instruction.

This journal manuscript reorganizes the thesis into an IMRAD format to emphasize scholarly coherence, methodological clarity, data presentation, and policy relevance. It does not treat television as inherently effective or ineffective. Instead, it analyzes the conditions under which television is perceived as useful and the barriers that must be addressed for its pedagogical value to be realized. The central argument is that television can support kindergarten teaching when used purposefully, interactively, and developmentally. Its success depends on the alignment of content, teacher facilitation, technical readiness, and learner-centered follow-through.

## 2. Methodology

This study utilized a descriptive-evaluative-correlational research design. The descriptive component was used to determine the extent to which television was perceived as effective in teaching kindergarten and the extent to which teachers encountered implementation challenges. The evaluative component was used because the study assessed the usefulness of television-supported instruction across defined domains. The correlational and inferential dimension was reflected in the testing of differences in rank orders between the two districts. This design was appropriate because the study sought to describe existing conditions and compare perceptions without manipulating classroom variables.

The locale of the study was Labo East and West Districts in the Division of Camarines Norte. These districts were selected because the research focused on the use of television in kindergarten teaching within their public school contexts. The selection of the locale allowed the study to examine technology-supported early childhood instruction in actual school settings. It also made it possible to compare the perceptions of teachers from the two districts. The local focus strengthened the practical value of the study for district and division-level planning.

The respondents of the study were public kindergarten teachers from Labo East and West Districts for School Year 2023-2024. The study included 37 kindergarten teachers, with 15 teachers or 41 percent from Labo West and 22 teachers or 59 percent from Labo East. Total enumeration was used for the identified public kindergarten teachers, ensuring that the available teacher population in the selected districts was represented. This approach was suitable because the population size was manageable and directly relevant to the inquiry. The respondent composition allowed the study to generate both district-specific and overall results. Purposive sampling was employed in the selection of Labo East and West Districts. The choice was justified by the study's purpose of examining the effectiveness and challenges of television utilization in kindergarten teaching within these districts. Once the districts were identified, total enumeration was applied to the kindergarten teacher respondents. This combination of purposive selection and total enumeration ensured alignment between the research objectives and the respondent group. It also minimized unnecessary sampling exclusion among eligible teachers.

The main research instrument was a researcher-developed questionnaire. The instrument was organized into two major parts corresponding to the study's statement of the problem. The first part measured the extent of effectiveness of utilizing television in teaching kindergarten along learners' engagement, instructional delivery, guided practice, and assessment. The second part measured the challenges met by teachers in terms of internet connectivity, access to appropriate educational content, technical difficulties and equipment limitations, and engagement and interaction. The instrument was developed to capture both instructional value and implementation constraints.

The questionnaire underwent a validation process before its administration. Its content was aligned with the research questions, related literature, and conceptual framework of the study. The indicators reflected observable classroom practices and teacher perceptions regarding television-supported instruction. The use of rating scales enabled the researcher to quantify perceptions and compare results across domains. This structure supported both descriptive tabulation and inferential rank-order comparison.

The data-gathering procedure followed standard survey administration protocols. Permission was secured from appropriate authorities, and the respondents were asked to accomplish the questionnaire with confidentiality. The instrument requested teachers to rate the effectiveness of television utilization and the challenges encountered in implementation. Responses were then tallied, tabulated, and subjected to statistical treatment. The procedure generated district-specific and overall weighted means for interpretation.

The statistical tools used in the study included weighted mean, rank, and z-test procedures for rank-order comparison. Weighted mean was used to determine the extent of effectiveness and the extent of challenges in each domain. Rank was used to identify the relative position of indicators and domains. Computed z-values and corresponding probabilities were used to test whether significant differences existed between Labo East and Labo West. The level of significance was set at 0.05, and the null hypotheses were accepted when probability values exceeded the significance threshold.

The interpretation of results followed the rating scales presented in the source thesis. For effectiveness domains, the scale ranged from very much utilized to not at all. For challenges, the scale ranged from very much evident to not at all. These verbal interpretations allowed the numerical findings to be translated into meaningful instructional and policy conclusions. The methodological design therefore provided a systematic basis for identifying the perceived value of television in kindergarten teaching and the barriers that require policy attention.

**3. Results and Discussion**

This section presents the findings of the study in accordance with the research questions. The results are organized into two major clusters: the effectiveness of utilizing television in teaching kindergarten and the challenges met by teachers in implementing television-supported instruction. Each table is followed by analytical discussion that interprets the numerical results in relation to early childhood pedagogy, instructional delivery, learner engagement, and policy directions. The section also presents the significance tests used to determine whether perceptions differed between Labo East and Labo West Districts.

Table 1: Extent of Effectiveness of Utilizing Television in Teaching Kindergarten along Learners' Engagement

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Increasing enthusiasm and eagerness to learn through educational content | 4.32 | 4.11 | 4.22 | MU | 1 |
| Fostering a dynamic learning environment for active participation | 4.18 | 4.22 | 4.20 | MU | 2 |
| Capturing attention and maintaining interest during lessons | 4.12 | 4.17 | 4.15 | MU | 3 |
| Enhancing interaction and engagement among kindergarten students | 4.03 | 3.98 | 4.01 | MU | 4 |
| Enhancing overall learning experience and deeper understanding | 3.94 | 3.86 | 3.90 | MU | 5 |
| Delivering educational concepts and fostering discussions | 3.81 | 3.74 | 3.78 | MU | 6 |
| Promoting higher focus and concentration | 3.56 | 3.77 | 3.67 | MU | 7 |
| Catering to diverse learning styles and preferences | 3.21 | 3.43 | 3.32 | U | 8 |
| Weighted Average | 3.90 | 3.91 | 3.90 | MU | |

Table 1 shows that television was much utilized in promoting learners' engagement, with an overall weighted mean of 3.90. The highest-rated indicator was increasing enthusiasm and eagerness to learn through exposure to educational content, which obtained a mean of 4.22. This suggests that television-supported instruction is particularly effective in stimulating interest among kindergarten learners. Since young children respond strongly to visual movement, sound, and narrative, television can function as a motivational entry point for classroom learning.

The second and third highest indicators were fostering a dynamic learning environment and capturing students' attention during lessons. These findings indicate that teachers perceive television as helpful in creating classroom conditions that encourage active participation. In kindergarten, sustained attention is often difficult to maintain through verbal instruction alone. Television adds visual cues and auditory stimulation that may help learners follow the flow of a lesson more readily.

The lowest-rated indicator was catering to diverse learning styles and preferences, with an average of 3.32 and an interpretation of utilized. This indicates that although television engages many learners, it may not sufficiently address all developmental and learning differences when used alone. Some learners may require tactile, kinesthetic, social, or individualized activities to fully understand and internalize concepts. Thus, television must be supplemented by teacher-led interaction and hands-on activities.

The engagement findings imply that television is most effective as an attention-building and motivation-enhancing tool. Its function should not end with viewing, because engagement must lead to meaningful participation and learning consolidation. Teachers should use television clips as springboards for storytelling, questioning, drawing, movement, and collaborative tasks. This approach converts visual interest into active cognitive and social engagement.

Table 2: Extent of Effectiveness of Utilizing Television in Teaching Kindergarten along Instructional Delivery

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Integrating television facilitates effective communication of concepts | 4.31 | 4.37 | 4.34 | MU | 1 |
| Utilizing television enhances instructional delivery | 4.00 | 4.12 | 4.06 | MU | 2 |
| Presenting lessons via television promotes visual learning | 3.96 | 3.71 | 3.84 | MU | 3 |
| Leveraging television conveys complex ideas in simplified manner | 3.74 | 3.91 | 3.83 | MU | 4 |
| Utilizing television enriches instructional materials | 3.54 | 3.67 | 3.61 | MU | 5 |
| Integrating television fosters a multimedia approach | 3.66 | 3.54 | 3.60 | MU | 7 |
| Incorporating television supports varied instructional methods | 3.61 | 3.56 | 3.59 | MU | 6 |
| Weighted Average | 3.83 | 3.84 | 3.84 | MU | |

Table 2 indicates that television was much utilized in instructional delivery, with an overall weighted mean of 3.84. The highest-rated indicator was the facilitation of effective communication of educational concepts, obtaining 4.34. This shows that teachers

viewed television as useful in explaining ideas clearly through audiovisual presentation. For kindergarten learners, the combination of image, voice, motion, and sequence can make lessons more concrete and understandable.

The result also shows that television enhances instructional delivery and promotes visual learning. These findings are important because early childhood instruction often requires concrete examples before learners can understand abstract ideas. Television can show objects, actions, events, and scenarios that may not be easily demonstrated in the classroom. It can therefore expand the teacher's instructional repertoire and provide common references for discussion.

The lower-rated indicators involved support for varied instructional methods and the fostering of a multimedia approach. This suggests that while television helps deliver content, it may not always be integrated into a broader set of instructional strategies. Teachers may use it primarily for presentation rather than as part of a more varied lesson cycle. This finding points to the need for training on how to blend television with play, storytelling, exploration, and formative questioning.

Instructional delivery through television should therefore be planned rather than incidental. Teachers need to choose clips or programs that match lesson objectives, developmental levels, and language needs. The content should be paused, explained, and connected to classroom activities. When used this way, television becomes not merely a screen-based resource but a structured teaching aid that supports clarity, accessibility, and learner participation.

Table 3: Extent of Effectiveness of Utilizing Television in Teaching Kindergarten along Guided Practice

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Engaging with television activities encourages active participation | 4.26 | 4.19 | 4.23 | MU | 1 |
| Integrating television supports scaffolding of skills and concepts | 4.12 | 4.07 | 4.10 | MU | 2 |
| Utilizing television for guided practice reinforces objectives | 4.02 | 4.11 | 4.07 | MU | 3 |
| Incorporating television allows for immediate feedback | 3.92 | 3.87 | 3.90 | MU | 4 |
| Utilizing television encourages independent exploration | 3.76 | 3.81 | 3.79 | MU | 5 |
| Leveraging television resources enriches guided practice | 3.73 | 3.61 | 3.67 | MU | 6 |
| Integrating television diversifies guided practice activities | 3.64 | 3.55 | 3.60 | MU | 7 |
| Leveraging television models problem-solving strategies | 3.56 | 3.62 | 3.59 | MU | 8 |
| Providing activities that extend understanding of text | 3.21 | 3.17 | 3.19 | U | 9 |
| Weighted Average | 3.80 | 3.76 | 3.79 | MU | |

Table 3 presents guided practice as much utilized, with an overall mean of 3.79. The highest-rated indicator was engaging with television activities to encourage active participation and enhance learning, which obtained 4.23. This finding shows that teachers recognize the potential of television to support learner involvement when activities are attached to viewing. Television-based guided practice can help children imitate, respond, count, identify, repeat, predict, and explain under teacher supervision.

The second highest indicator was the use of television to support the scaffolding of skills and concepts. This is important because kindergarten learners require support as they move from exposure to understanding and application. Television can model a skill or concept before the teacher asks learners to try it themselves. Guided practice becomes stronger when the teacher pauses the program, asks questions, and gives learners opportunities to demonstrate understanding.

The lowest indicator was the provision of activities that extend students' understanding of the text, with an average of 3.19. This suggests a gap in the post-viewing or extension phase of television-based instruction. Learners may be exposed to content, but follow-up tasks may not always be sufficient to deepen comprehension. This is a critical concern because guided practice is the stage where learning is reinforced, corrected, and transferred to other contexts.

The findings imply that guided practice should be strengthened through structured activity guides. Teachers may prepare response sheets, picture sorting tasks, oral prompts, drawing activities, role play, and hands-on applications related to the television lesson. Such activities help ensure that television does not remain a passive medium. The objective is to transform viewed content into learner action, teacher feedback, and observable learning.

Table 4: Extent of Effectiveness of Utilizing Television in Teaching Kindergarten along Assessment

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Engaging with television resources allows dynamic assessment methods | 4.16 | 4.21 | 4.19 | MU | 1 |
| Incorporating television supports formative assessment practices | 4.02 | 4.07 | 4.05 | MU | 2 |
| Television supports ongoing monitoring of student progress | 3.93 | 3.96 | 3.95 | MU | 3 |
| Television assesses problem-solving and critical thinking | 3.87 | 3.72 | 3.80 | MU | 4 |
| Television activities assess retention and understanding | 3.76 | 3.64 | 3.70 | MU | 5.5 |
| Television fosters understanding of learning needs | 3.73 | 3.67 | 3.70 | MU | 5.5 |
| Utilizing television enhances evaluation | 3.52 | 3.61 | 3.57 | MU | 7 |
| Integrating television into assessments provides diverse modalities | 3.23 | 3.47 | 3.35 | U | 8 |
| Weighted Average | 3.78 | 3.79 | 3.79 | MU | |

Table 4 shows that television was much utilized in assessment, with an overall weighted mean of 3.79. The highest-rated indicator was the use of television resources for dynamic and interactive assessment methods, with a mean of 4.19. This suggests that teachers recognize the value of television in eliciting observable responses from young learners. Television can provide prompts that allow teachers to assess recognition, recall, prediction, vocabulary, listening, and comprehension.

The second and third highest indicators involved formative assessment and ongoing monitoring of student progress. These results show that television can support continuous assessment when teachers observe how learners respond to media-based tasks. For example, learners can answer questions, identify pictures, follow directions, or demonstrate actions after viewing. This makes assessment more natural and less intimidating for kindergarten learners.

The lowest-rated indicator was integrating television into assessments to provide diverse modalities, with a mean of 3.35. This result indicates that teachers may not yet be fully using television to design varied assessment formats. Assessment may still rely on traditional questioning even when media is available. This points to the need for professional development in multimodal assessment and documentation of child performance.

Television-supported assessment should be developmentally appropriate and varied. Teachers can combine viewing tasks with oral responses, drawing, matching, movement, sorting, and performance-based assessment. This allows assessment to capture different forms of understanding. When television is integrated into assessment thoughtfully, it can help teachers identify both learner progress and areas needing reinforcement.

Table 5: Summary of the Extent of Effectiveness of Utilizing Television in Teaching Kindergarten

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Learners' Engagement | 3.90 | 3.91 | 3.91 | MU | 1 |
| Instructional Delivery | 3.83 | 3.84 | 3.84 | MU | 2 |
| Assessment | 3.78 | 3.79 | 3.79 | MU | 3 |
| Guided Practice | 3.80 | 3.76 | 3.78 | MU | 4 |
| Weighted Average | 3.83 | 3.83 | 3.83 | MU | |

Table 5 summarizes the four effectiveness domains and shows an overall weighted mean of 3.83, interpreted as much utilized. Learners' engagement ranked first, followed by instructional delivery, assessment, and guided practice. This order indicates that television is strongest as a motivational and presentation tool. It also suggests that television is somewhat less developed in areas requiring structured learner application.

The rank of learners' engagement supports the view that educational television can capture children's attention and stimulate eagerness to learn. In early childhood classrooms, this is a significant instructional advantage because attention and interest precede participation. However, engagement alone does not guarantee deep learning. Teachers must use learner interest as a bridge toward guided exploration and concept formation.

Instructional delivery ranked second, which suggests that television helps teachers communicate concepts more vividly. This is valuable in kindergarten because learners often understand best through concrete examples and sensory-rich presentation. Assessment and guided practice obtained lower but still positive ratings. These domains require more deliberate instructional design and teacher facilitation.

The summary suggests a need to move from television as a display tool toward television as part of a complete instructional cycle. A complete cycle includes preparation, viewing, questioning, guided practice, hands-on application, and assessment. Such integration can maximize the strengths of television while reducing the risks of passive learning. Policy and training should therefore emphasize balanced lesson design.

Table 6: Test of Significant Difference on the Rank Orders of Effectiveness Domains

| Statistic | Learners Engagement | Instructional Delivery | Guided Practice | Assessment |
|---|---|---|---|---|
| Summation of rank of Labo East | 70 | 52.5 | 89 | 70 |
| Summation of rank of Labo West | 66 | 52.5 | 82 | 66 |
| Total Number of Cases | 16 | 14 | 18 | 14 |
| Computed Z | 0.15753 | 0.06389 | 0.26491 | 0.15753 |
| Probability Associated with Z | 0.43644 | 0.47608 | 0.39743 | 0.43644 |
| Decision on Ho | Accepted | Accepted | Accepted | Accepted |
| Significance Difference | Not Significant | Not Significant | Not Significant | Not Significant |

Table 6 shows that all probability values were greater than the 0.05 level of significance. The null hypothesis was accepted for learners' engagement, instructional delivery, guided practice, and assessment. This means that no significant difference was found between Labo East and Labo West in their rank-order perceptions of television effectiveness. The two districts therefore shared comparable views on how television functions in kindergarten instruction.

The absence of significant difference suggests consistency in teachers' experiences across the two districts. This may be due to similar curriculum expectations, comparable classroom conditions, shared professional norms, or similar access to instructional technologies. The finding strengthens the reliability of the overall interpretation because the results are not driven by one district alone. Both groups perceived television as much utilized across the major effectiveness domains.

This result also indicates that policy responses may be designed at the district or division level. Since perceptions do not differ significantly, common professional development programs, content selection guidelines, and technical support systems may benefit both districts. A unified approach can promote consistent practices while still allowing schools to adapt to their immediate classroom realities. The absence of significant difference should therefore be viewed as a basis for coordinated improvement.

Nevertheless, similarity in perceptions does not mean that all classrooms are equally resourced or equally effective. It only indicates that teachers ranked the effectiveness domains in broadly similar ways. Future monitoring should still examine actual classroom implementation, learner outcomes, and resource availability. Quantitative agreement should be complemented by classroom observation and learner performance evidence.

Table 7: Challenges Met by Teachers in Terms of Internet Connectivity

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Managing unreliable internet connections hinders timely access | 3.92 | 4.17 | 4.05 | ME | 1.5 |
| Limited bandwidth challenges delivery of high-quality video | 4.08 | 4.01 | 4.05 | ME | 1.5 |
| Fluctuating internet disrupts integration of television | 3.97 | 4.05 | 4.01 | ME | 3 |
| Slow internet delays streaming of educational content | 3.77 | 3.81 | 3.79 | ME | 4 |
| Poor connectivity requires alternative strategies | 3.61 | 3.77 | 3.69 | ME | 5 |
| Intermittent outages compromise consistency and reliability | 3.57 | 3.61 | 3.59 | ME | 6 |
| Weighted Average | 3.82 | 3.90 | 3.86 | ME | |

Table 7 shows that internet connectivity was much evident as a challenge, with an overall weighted mean of 3.86. The leading challenges were unreliable internet connections and limited bandwidth, both with average means of 4.05. These findings demonstrate that the effectiveness of television-supported instruction is constrained by connectivity conditions. When online resources, streaming videos, or digital television content are needed, poor connectivity can interrupt lesson delivery.

Fluctuating internet connectivity also ranked high, with a mean of 4.01. This suggests that teachers face inconsistent access rather than simply a total absence of connectivity. In classroom practice, unstable internet may disrupt pacing, reduce teacher confidence, and lead to time loss. Kindergarten learners may also lose attention quickly when technical interruptions occur during a lesson.

The lower but still much evident indicators involved slow internet, poor connectivity, and intermittent outages. These findings indicate that connectivity problems exist in different forms and require multiple solutions. Teachers may need offline copies of videos, downloaded content, printed backups, and alternative activities. Without such contingency measures, television-supported instruction becomes vulnerable to sudden disruption.

The implication is that television-based kindergarten instruction requires infrastructure planning. Schools and districts should not expect teachers to rely solely on live streaming or unstable online access. Offline repositories, local content libraries, and scheduled technical checks can reduce disruption. Connectivity support should be treated as part of instructional quality, not merely as an administrative concern.

Table 8: Challenges Met by Teachers in Terms of Access to Appropriate Educational Content

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Evaluating quality and alignment with standards is complex | 4.17 | 4.23 | 4.20 | ME | 1 |
| Lack of localized or relevant content limits options | 4.12 | 4.18 | 4.15 | ME | 2 |
| Finding suitable content requires extensive search | 4.04 | 4.17 | 4.11 | ME | 3 |
| Adapting existing materials requires creativity | 3.88 | 3.97 | 3.93 | ME | 4 |
| Identifying relevant and age-appropriate programs is challenging | 3.78 | 3.64 | 3.71 | ME | 5 |
| Ensuring diversity and inclusivity presents challenges | 3.74 | 3.61 | 3.68 | ME | 6 |
| Selecting engaging and culturally relevant content requires planning | 3.57 | 3.53 | 3.55 | ME | 7 |
| Weighted Average | 3.90 | 3.90 | 3.90 | ME | |

Table 8 shows that access to appropriate educational content was much evident as a challenge, with an overall mean of 3.90. The highest-rated challenge was evaluating the quality and alignment of television programs with curriculum standards, with a mean of 4.20. This indicates that teachers do not simply need content; they need content that is instructionally valid. Television materials must match learning competencies, developmental needs, and classroom objectives.

The second-ranked challenge was the lack of localized or contextually relevant educational content, with a mean of 4.15. This finding is important because kindergarten learners understand concepts more readily when examples are familiar and culturally meaningful. Generic content may entertain learners but may not always connect to their language, community, experiences, or curriculum. Localized content can make television-supported instruction more inclusive and comprehensible.

Finding suitable content and adapting materials also emerged as substantial challenges. Teachers may spend considerable time searching, screening, and revising available resources. This added preparation burden can discourage consistent use of television even when teachers recognize its benefits. A lack of curated resources can turn media integration into an individual teacher burden instead of an institutional support system.

The findings imply the need for content review and curation mechanisms. Schools or districts may establish a content review committee to identify television materials that are age-appropriate, culturally responsive, inclusive, and curriculum-aligned. Teachers should be provided with a guide for selecting and adapting content. Such support would increase the likelihood that television is used for meaningful learning rather than for unstructured viewing.

Table 9: Challenges Met by Teachers in Terms of Technical Difficulties and Equipment Limitations

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Managing limited screen size affects visibility | 4.18 | 4.23 | 4.21 | ME | 1.5 |
| Power outages and technical failures disrupt continuity | 4.14 | 4.28 | 4.21 | ME | 1.5 |
| Poor audio quality hampers clarity of instruction | 4.26 | 4.12 | 4.19 | ME | 3 |
| Outdated or incompatible equipment affects effectiveness | 4.07 | 4.17 | 4.12 | ME | 4 |
| Connectivity issues between devices complicate setup | 3.93 | 3.86 | 3.90 | ME | 5 |
| Compatibility issues add complexity to preparation | 3.81 | 3.93 | 3.87 | ME | 6 |
| Glitches and malfunctions create technical difficulty | 3.69 | 3.64 | 3.67 | ME | 7 |
| Remote control and technical aspects require troubleshooting | 3.12 | 3.07 | 3.10 | E | 8 |
| Weighted Average | 3.90 | 3.91 | 3.91 | ME | |

Table 9 shows that technical difficulties and equipment limitations were much evident, with an overall weighted mean of 3.91. The highest-rated indicators were limited screen size and power or technical interruptions, both with means of 4.21. These results show that classroom equipment conditions directly affect the usefulness of television. If learners cannot see or hear clearly, even well-selected content loses instructional value.

Poor audio quality and outdated or incompatible equipment also received high ratings. These problems affect the clarity, continuity, and accessibility of lessons. Kindergarten learners are especially dependent on clear sound, visible images, and uninterrupted presentation because they are still developing listening and comprehension skills. Technical problems may therefore reduce both engagement and understanding.

Device connectivity, compatibility issues, and glitches further complicate lesson preparation and delivery. Teachers may need to manage cables, remote controls, file formats, and connection between devices. These tasks consume time and may distract teachers from instructional facilitation. Without technical assistance, the burden of troubleshooting falls heavily on classroom teachers.

The findings imply that technology integration must include maintenance and support systems. Schools should ensure that television sets, speakers, power sources, remote controls, and compatible devices are functional before instruction begins. Technical training and school-level support personnel can reduce disruption. Effective television-based teaching depends as much on operational readiness as on pedagogical planning.

Table 10: Challenges Met by Teachers in Terms of Engagement and Interaction

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Overcoming passive learning tendencies is a constant challenge | 4.21 | 4.27 | 4.24 | ME | 1 |
| Nurturing curiosity and exploration requires innovative approaches | 4.18 | 4.23 | 4.21 | ME | 2 |
| Varying attention spans during television lessons can be difficult | 4.09 | 4.17 | 4.13 | ME | 3 |
| Peer interaction and collaboration demand intentional planning | 4.01 | 4.13 | 4.07 | ME | 4 |
| Balancing screen time with hands-on activities is challenging | 3.92 | 4.07 | 4.00 | ME | 5 |
| Facilitating meaningful interactions requires careful facilitation | 3.98 | 3.91 | 3.95 | ME | 6 |
| Adjusting strategies for learning styles affects engagement | 3.88 | 3.94 | 3.91 | ME | 7 |
| Encouraging active participation requires creative strategies | 3.61 | 3.57 | 3.59 | ME | 8 |
| Creating feedback and reflection opportunities requires thoughtful design | 3.17 | 3.28 | 3.23 | E | 9 |
| Weighted Average | 3.89 | 3.95 | 3.92 | ME | |

Table 10 shows that engagement and interaction challenges were much evident, with an overall weighted mean of 3.92. The highest-rated challenge was overcoming passive learning tendencies and promoting active engagement, with a mean of 4.24. This finding reveals a central pedagogical risk of television use. Television can attract attention, but it can also encourage passive viewing if not actively mediated by the teacher.

The second-ranked challenge was nurturing curiosity and exploration within television-based lessons. Kindergarten learning should be exploratory, playful, and interactive. Television content may introduce ideas, but learners need opportunities to ask

questions, manipulate objects, imitate actions, and express understanding. Teachers must therefore create activities that extend television content into active classroom experiences.

Varying attention spans, peer interaction, and balancing screen time with hands-on activities also emerged as significant concerns. These findings indicate that television-supported instruction must be carefully paced and developmentally appropriate. Young children cannot be expected to sit passively for long periods. Short segments, movement breaks, guided questions, and follow-up tasks are necessary to sustain learning.

The lowest-rated indicator involved creating feedback and reflection opportunities, but it was still evident. This suggests that feedback mechanisms may need stronger attention. Teachers should provide structured opportunities for learners to explain what they saw, connect it with experience, and receive immediate guidance. Television-based instruction becomes more developmentally appropriate when feedback, reflection, and interaction are built into the lesson design.

Table 11: Summary of Challenges Met by Teachers in Utilizing Television in Teaching Kindergarten

| Indicator | Labo East | Labo West | Average | Int. | Rank |
|---|---|---|---|---|---|
| Internet Connectivity | 3.82 | 4.05 | 4.01 | ME | 1 |
| Engagement and Interaction | 3.89 | 3.95 | 3.92 | ME | 2 |
| Technical Difficulties and Equipment Limitations | 3.90 | 3.91 | 3.91 | ME | 3 |
| Access to Appropriate Educational Content | 3.90 | 3.90 | 3.90 | ME | 4 |
| Weighted Average | 3.83 | 3.83 | 3.83 | ME | |

Table 11 summarizes the challenge domains and shows an overall weighted mean of 3.83, interpreted as much evident. Internet connectivity ranked highest at 4.01, followed by engagement and interaction at 3.92. Technical difficulties and equipment limitations ranked third, while access to appropriate educational content ranked fourth. These results show that television implementation is constrained by both infrastructure and pedagogy.

The top ranking of internet connectivity highlights the importance of digital readiness. Although television can sometimes function offline, many educational resources now depend on online access or downloadable media. Connectivity problems therefore reduce flexibility and limit the range of materials available to teachers. Schools need backup solutions to prevent disruptions from affecting instructional continuity.

The high ranking of engagement and interaction shows that the pedagogical dimension is just as important as the technical dimension. Teachers are concerned not only with showing content but with making learners active participants. This finding aligns with developmentally appropriate practice, which emphasizes play, interaction, and teacher mediation. Television must therefore be embedded in active learning rather than used as a stand-alone presentation device.

The summary underscores the need for a systems approach to technology-supported kindergarten teaching. Content, connectivity, equipment, teacher training, learner engagement, and assessment must be addressed together. Solving only one issue will not fully improve implementation. A coherent policy framework should support teachers from planning to delivery, troubleshooting, guided practice, assessment, and reflection.

Table 12: Test of Significant Difference on the Rank Orders of Challenges

| Statistic | Internet Connectivity | Access to Content | Technical and Equipment | Engagement and Interaction |
|---|---|---|---|---|
| Summation of rank of Labo East | 34 | 50.5 | 66.5 | 85.5 |
| Summation of rank of Labo West | 44 | 54.5 | 69.5 | 85.5 |
| Total Number of Cases | 12 | 14 | 16 | 18 |
| Computed Z | -0.72058 | -0.19166 | -0.10502 | -0.52981 |
| Probability Associated with Z | 0.23576 | 0.42465 | 0.45620 | 0.29806 |
| Decision on Ho | Accepted | Accepted | Accepted | Accepted |
| Significance Difference | Not Significant | Not Significant | Not Significant | Not Significant |

Table 12 shows that all probability values for the challenge domains were greater than 0.05. The null hypothesis was accepted for internet connectivity, access to appropriate educational content, technical difficulties and equipment limitations, and engagement and interaction. This indicates that no significant difference existed between Labo East and Labo West in the rank orders of challenges. Teachers in both districts therefore encountered comparable barriers in television-supported instruction.

The absence of significant difference suggests that the challenges are systemic rather than isolated. Both districts experience similar concerns related to infrastructure, content, technical reliability, and learner interaction. This finding supports the development of common interventions across the districts. It also suggests that division-level planning may be more efficient than fragmented school-level responses.

The result strengthens the case for shared training programs, content libraries, and technical support systems. If teachers encounter similar challenges, then common solutions can be designed without ignoring local adaptation. For example, a district-wide offline

video repository, content review guide, and technical troubleshooting protocol may benefit teachers across both Labo East and Labo West. Such initiatives can reduce duplication of effort and promote consistency.

However, the lack of significant difference should not be interpreted as absence of difficulty. The weighted means show that challenges are much evident, even though they are similarly experienced. Policy responses must therefore address the intensity of the challenges rather than simply the difference between districts. Equal challenge levels call for equal support and coordinated improvement.

## 4. Conclusions and Implications

### *4.1 Conclusions*

The study concludes that television is much utilized as an instructional tool in kindergarten teaching in Labo East and West Districts. Its overall effectiveness mean of 3.83 indicates that teachers perceive television as a useful medium for supporting early childhood instruction. The highest effectiveness was observed in learners' engagement, showing that television is particularly valuable in stimulating interest, attention, and eagerness to learn. This conclusion reinforces the role of multimedia in making kindergarten instruction more vivid and motivating. However, the findings also show that the use of television must be accompanied by purposeful teacher facilitation.

Television is most effective when used to enhance learner engagement and instructional delivery. The results show that it can increase enthusiasm, foster dynamic participation, and facilitate the communication of educational concepts. These strengths are consistent with the audiovisual nature of television, which helps young children process information through images, sound, motion, and narration. Kindergarten learners benefit from concrete and sensory-rich presentation because they are still developing abstract reasoning. The study therefore concludes that television can be a powerful instructional support when used for carefully planned presentation and motivation.

Guided practice and assessment were also rated as much utilized, but they ranked lower than engagement and instructional delivery. This means that while television is helpful in presenting content, its role in practice and assessment needs further development. Television should not end with viewing because young learners require application, repetition, feedback, and hands-on reinforcement. The findings show that extension activities and diverse assessment modalities need to be strengthened. Thus, the study concludes that television-supported instruction must become more interactive and task-oriented.

There was no significant difference in the rank orders of effectiveness between Labo East and Labo West. The null hypothesis was accepted across learners' engagement, instructional delivery, guided practice, and assessment. This conclusion indicates that teachers from both districts share similar perceptions of the usefulness of television in kindergarten teaching. The similarity of views may be attributed to common curriculum expectations, comparable classroom needs, and similar exposure to instructional technologies. It also supports the feasibility of common intervention strategies across the districts.

The study further concludes that teachers experience much evident challenges in utilizing television for kindergarten instruction. The overall challenge mean of 3.83 shows that implementation barriers are substantial and should not be overlooked. Internet connectivity was the most evident challenge, followed by engagement and interaction, technical difficulties and equipment limitations, and access to appropriate educational content. These findings reveal that television-supported instruction is influenced by both technological and pedagogical conditions. Instructional effectiveness cannot be separated from infrastructure readiness and teacher support.

Internet connectivity emerged as the most pressing challenge. Unreliable connection, limited bandwidth, fluctuating access, and slow internet speeds can interrupt classroom instruction and reduce the reliability of television-based teaching. This conclusion highlights the importance of offline resources, downloaded materials, and contingency activities. Teachers need alternatives when live streaming or online content becomes unavailable. Connectivity planning is therefore an essential component of television-supported kindergarten instruction.

The challenge of engagement and interaction shows that television can create passive learning tendencies if not carefully mediated. Young learners need active participation, peer interaction, curiosity, movement, and feedback. The study concludes that teachers must deliberately design activities before, during, and after viewing to sustain interaction. Television should be used to initiate learning rather than to replace teacher-led exploration. The quality of interaction determines whether television becomes a meaningful learning tool or merely a visual distraction.

There was no significant difference in the rank orders of challenges between Labo East and Labo West. The null hypothesis was accepted for all challenge domains. This conclusion indicates that both districts face comparable implementation barriers. Such commonality suggests that policy responses should be coordinated at the district or division level. Shared solutions are appropriate because the challenges are systemic rather than isolated.

### *4.2 Implications*

The findings imply that television should be integrated into kindergarten teaching as a complementary instructional medium rather than as a stand-alone method. Teachers should use television to stimulate attention, present concepts, and initiate discussion, but they must also provide hands-on activities and guided interaction. This balanced approach is consistent with developmentally appropriate practice. It allows learners to benefit from audiovisual stimulation without losing opportunities for play, social engagement, and concrete exploration. Schools should therefore promote lesson designs that combine television with active learning.

For teachers, the findings imply the need for professional development on television-supported pedagogy. Training should focus on selecting appropriate content, designing pre-viewing and post-viewing activities, asking higher-order questions, and using

television for formative assessment. Teachers also need strategies for maintaining attention and preventing passive viewing. Professional development should include model lessons and practical activity guides. This will help teachers convert television from a presentation device into a tool for interaction, practice, and assessment.

For school heads, the findings imply the need to ensure resource readiness and technical support. Television sets, speakers, cables, remote controls, backup power, and compatible devices must be functional before instruction. Schools should create simple troubleshooting protocols and assign support personnel when possible. Regular equipment checks can prevent instructional disruption. Administrative support is essential because teachers cannot be expected to manage technical problems alone while teaching young children.

For curriculum writers, the findings imply the need to incorporate curated television-based resources into kindergarten instructional guides. These materials should be aligned with competencies, developmentally appropriate, culturally relevant, and inclusive. Curriculum documents may include suggested viewing materials, activity extensions, assessment prompts, and alternative offline tasks. This will reduce the burden on individual teachers to search and evaluate content independently. It will also help ensure consistency and quality in television-supported instruction.

For DepEd officials and policy makers, the findings imply the need for clear guidelines on the responsible use of television in early childhood education. Policies should address screen time, content standards, teacher mediation, technical requirements, assessment use, and learner interaction. Investments should include infrastructure, offline content repositories, professional development, and school-level technical support. A policy framework should promote the educational benefits of television while guarding against passive and excessive screen exposure. This will help align technology integration with child-centered pedagogy.

For learners, the findings imply that television-supported instruction can make lessons more engaging when it is interactive and well-facilitated. Kindergarten children may become more enthusiastic when lessons include colorful visuals, music, stories, and demonstrations. However, learners also need opportunities to move, speak, draw, manipulate objects, and interact with peers. Television should therefore be paired with activities that allow learners to express and apply understanding. This ensures that engagement becomes learning rather than mere entertainment.

For parents and communities, the findings imply that educational television can support home-school collaboration when content is appropriate and guided. Parents may reinforce lessons at home by discussing what children watched, asking simple questions, and connecting content to daily life. Community stakeholders may support schools through donations, technical assistance, or content localization. This broadens responsibility for early childhood learning beyond the classroom. Television-based instruction can become more effective when families and communities understand how to use media responsibly.

For future researchers, the findings imply the need for further studies that examine actual learner outcomes rather than teacher perception alone. Future inquiry may use classroom observation, experimental designs, learner performance assessments, and parent feedback. Researchers may also investigate the long-term effects of television-supported instruction on language, numeracy, attention, and socio-emotional development. Comparative studies across different districts and resource contexts may deepen understanding of implementation conditions. Such studies can strengthen the evidence base for multimedia use in kindergarten education.

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