

Development of a Guidance Model on Personal and Social Competence for Kindergarten Pupils

Leonora L. Varela^{*1}
varela.lp@pnu.edu.ph

Zenaida Q. Reyes
Teresita T. Rungduin

Philippine Normal Univesrity

ABSTRACT Early childhood years serve as a prime time for learning and growth into a responsible individual. In cognizance of this fact, one research highlighted that children who lack personal/social skills can display a variety of problems. A workable framework anchored on the competencies identified by the Department of Education (DepEd) and the American School Counselor Association (ASCA) was used in this study to explore and underscore personal and social competencies as output of the Kindergarten Model. The case study using observations of and in-depth interviews with 10 kindergarten teachers was utilized. Structured and unstructured interviews were conducted through one-on-one interviews and focus-group discussion (FGD), which led to the emergence of six themes and 18 codes as empirical data. These themes were centralized on self; structuring relationships; diverse difficulties; influential issues; acquiring self-knowledge; and constellation of relationships. The study puts forward that a counseling approach can be integrated in teaching kindergarten pupils to help them become well-rounded individuals and that the need to develop their personal and social competence can be addressed through the MC FISCs Model—modeling, child-friendly environment, familial atmosphere, insightful dialogue, social play, cooperative behavior, and self-advancement.

Keywords: Guidance model, personal competence, social competence, kindergarten pupils, MC FISC Model

Introduction

Early childhood years are said to be critical; they are considered the prime time for learning. Thus, children need all the help they can get to learn and be equipped with the right knowledge, skills, values, and competencies for them to grow into responsible individuals.

Herbert (1997) indicated that children who lack personal/social skills can display a variety of problems ranging from social withdrawal, shyness, and isolation to aggression and anti-social behavior. Deficiencies in social skills have been shown to be an effective predictor of poor academic performance as well as social maladjustment and peer-rejection in adolescence and adulthood (Rivera & Rogers-Adkinson, 1997). It is imperative then that kindergarten pupils have the necessary social and personal skills to be successful as they enter kindergarten and progress through schooling. Their readiness should not only be measured in terms of awareness of numbers, letters of the alphabet, colors, and shapes but also in terms of personal and social readiness which are as much important in augmenting the academic readiness of the child. Kindergarten pupils who begin kindergarten successfully tend to maintain success as they progress through school (Allan, 2004). Similarly, Rivera and Rogers-Adkinson (1997) revealed that social skills are essential for school and employment success, and peer acceptance.

In 2004, the American School Counselor Association (ASCA) shared the same sentiment with other professional school counselors everywhere on the same simple vision – to prepare today’s students to become tomorrow’s adults. The

ASCA National Standards for Students was established to help school counselors in dealing with students. This study focused on the third target, ***Personal/Social Development*** of students, which refers to acquiring the knowledge, attitudes, and interpersonal skills to help students understand and respect self and others, make decisions, set goals and take necessary action to achieve goals, and understand safety and survival skills.

In the Philippines, the Kindergarten Curriculum Framework was conceived as a developmentally appropriate curriculum that is age-appropriate, individually appropriate, and socio-culturally appropriate (NAEYC, 2009). Kindergarteners are constantly developing in the different domains (cognitive, language, physical, creative and aesthetic, socio-emotional and values and character) set in the National Early Learning Framework (NELF) formulated by the Early Childhood Care Development (ECCD) Council. The Department of Education (DepEd) (2012, p.3) pointed out that as an important asset of the nation, the Filipino child is “a human being who loves God, parents, and country; is proud to be a Filipino; honors the customs, traditions, and good values of the people; knows his/her basic rights; respects other cultures; and is able to live in peace and harmony with all.” Indeed, the famous line provides a vivid representation of the personal and social attributes that every pupil should acquire.

The DepEd also affirms that kindergarten is a transition stage between informal and formal literacy. Children at this phase should be immersed in activities, games, and play to naturally acquire the skills/competencies necessary for their holistic development as emergent literates and be ready for formal school. In this transition, children are bombarded with changes occurring around them. Thus, interventions to address the kindergartens’ needs must be in place, and the kindergarten teachers are in the best

position to effect changes and apply the needed guidance and corrective measures on areas needing attention.

Also, children's relationship with their family, particularly with their parents or guardian, has a significant impact on the development of their personal and social skills. Connell and Prinz (2002) as well as Armbruste, Lehr, and Osborn (2006) explain that children's behavior towards other people is highly influenced by the kind of family they have. In a complex life, helping children develop their personal and social competence is essential to enable them to live a happy, well-adjusted, and fulfilling life. Hence, in addressing all the issues on children's ability to learn, home and school partnership plays a vital role. Parental involvement and reinforcement at home is necessary. These concepts should be one of the salient features of a guidance model for it to have a lifelong impact on kindergarten pupils.

This study envisioned the use of a guidance model that can improve the awareness of educators (kindergarten teachers) and enlighten them about the importance of personal and social competence of younger children, especially kindergarten pupils who belong to formal education. It is hoped that the use of the model will help schools, particularly the public school system, in providing guidance services not only in grade school but also to kindergarten pupils who are in their formative years.

There is a strong stance to develop a guidance model to enhance the personal and social competence of kindergarten pupils particularly those in public schools. It was just recently that kindergarten became a part of the basic education in the country by virtue of RA 10157 (Institutionalizing the Kindergarten Education). DepEd has been generous in providing for the needs of the teachers even before their assignment to their respective schools through conducts of series of free seminars and workshops. Also,

a well-written curriculum guide developed by experts in the field was distributed to schools to serve as a guide for teachers in their teaching. However, behavioral problems still arise despite the provision of materials and training. Having a big number of students inside the classroom and handling two sessions a day seem to be exhausting for the teachers, and observations showed that their practical knowledge and teaching practices appear to be insufficient to completely support and improve the competencies of every pupil.

Although updates were made about K to 12 and its impact, there were no documents on a K-12 guidance model that not only meet the standard competencies set by DepEd but also that of the ASCA National Standards for Personal and Social Development. This model could have served as a guide for the counseling programs of schools in providing the foundations for personal and social growth of pupils as they progress through day-to-day activities, leading them towards becoming competitive students and career-established adults. Thus, to fill the lack of a guidance model on the development and enhancement of kindergarten pupils' personal and social competencies, this study proposed a model of this kind.

Purpose of the Research

The intent of this study was to understand the meaning of experience, to discover and describe the structure and essence of the competencies exhibited by the kindergarten pupils, and to contribute to the body of knowledge in the field of guidance and counseling. Specifically, this study aimed to: (1) identify and describe the personal and social competencies of kindergarten pupils; (2) develop a guidance model to enhance the personal and social competencies of kindergarten pupils with difficulties; and (3) try out and validate the acceptability of the newly developed model.

Conceptual Framework

According to Damon and Hart (1991), self-concept is the accumulation of knowledge about the self such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles. Beginning from infancy, children acquire and organize information between self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence stage, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or schemas, which direct the processing of self-relevant information.

Personology of Self Leading to the Concept of Personal and Social Competencies

Undoubtedly, the most significant proponent of self-concept theory was Carl Rogers in 1947 (UNICEF Philippines, 2003), who announced an entire system of aiding built around the importance of the self. He believes that self-concept has three components: *the view one has about self (self-image), the value one places on self (self-esteem), and the desire of one's really likes (ideal self)*. Self-concept (or *my beliefs about me*) is described by Fromm (1956) as "life being aware of itself." Self-concept is simply what one understands about himself. It differs from self-image because it involves one's social abilities and character, physical

appearance and body image, and thinking. Moreover, self-image is the mental picture of how one sees self. An online article written by Berones (2011) highlighted the contribution of Kuhn (1906) regarding the tendency to be judgmental of self-image which includes the following: how one sees self physically (body image), what others think of self or what one perceives them to think of, and what one thinks about one's personality, status, and the kind of person thinks toward other individuals. On the other hand, self-esteem has to be developed during the early years by way of positive reinforcement and praise. As with self-concept and self-image, self-esteem is greatly influenced by others' opinions (Arseneau, 2013). Brown, Duane, and Trusty (2005) talked about the search for an understanding of self as the center of human development. Ego development is the understanding of self. Full ego development means having an autonomous self, which points to a self-reliant person who accepts himself/herself and others as multifaceted and unique. Guided by the behavioral and personology theories, the researchers created a framework based on the competencies identified by DepEd and ASCA.

As can be gleaned in Figure 1, the paradigm shows the DepEd competencies and ASCA competencies as bases for the development of the Guidance Model for Kindergarten Pupils.

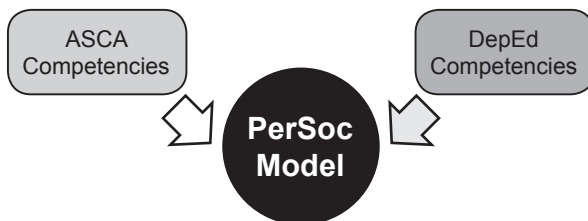


Figure 1. Paradigm of the Study

Local Bases for Establishing Personal and Social Competencies

In 2004, ASCA indicated the following personal and social competencies: (1) develop positive attitudes toward self; (2) identify values, attitudes, and beliefs; (3) learn the goal-setting process; (4) understand change; (5) identify and express feelings; (6) distinguish between appropriate and inappropriate behavior; (7) recognize personal boundaries, rights, and privacy needs; (8) understand the need for self-control; (9) demonstrate cooperative behavior in groups; (10) identify personal strengths and assets; (11) identify and discuss changing roles; (12) identify and recognize changing family roles; (13) recognize that everyone has rights and responsibilities; (14) recognize, accept, respect, and appreciate individual differences; (15) recognize, accept, and appreciate ethnic and cultural diversity; (16) recognize and respect differences in various family configurations; (17) use effective communication skills; (18) know that communication involves speaking, listening, and nonverbal behavior; (19) learn how to make and keep friends; (20) understand consequences of decisions and choices; (21) develop effective coping skills; (22) demonstrate respect and appreciation for individual and cultural differences; (23) demonstrate knowledge of personal information; (24) learn about the differences between appropriate and inappropriate physical contact; and (25) identify resource people in the school and community, and know how to seek their help.

Similarly, the study on the Regulations and Guidelines for K-12 Guidance Programs (DepEd, 2013) reiterates the importance of a guidance program from Kindergarten through Grade 12 in the State of Delaware. Included in the regulations are a set of guidelines intended to be a model to assist local districts in implementing the regulations. A philosophy statement notes that the counseling and guidance services

and programs are based on the assumptions that each student is a unique individual capable of achieving self-sufficiency in problem solving and decision making; that each student has the right to a nurturing environment which provides an opportunity for personal/social development within the school community; and that each student has the potential to develop a sense of self-worth through the enhancement of self-esteem. The K-12 guidance and counseling program is described as developmental, preventive, and remedial, and as revolving around the domains of Personal/Social Development, Academic Development, and Career/Life Planning. Following a description of the regulations, guidelines are offered for implementing regulations in the three domains at the elementary, middle school/junior high school, and high school levels. The document concludes with a set of suggested procedures for coordination of services between the school and community and a set of suggested procedures for information services.

In spite of the established attributes, the teachers still find the program vague, and based on the interview the researchers had conducted, it was found out that teachers also find it difficult to implement. These competencies were considered in the construction of a guidance model on personal and social competencies for kindergarten pupils.

Development of Filipino School Counseling Model

Clemeña (2013) believed in the implementation of a Filipino model for school counseling. Adapting the ASCA National Model and its competence, she highlighted students as the focus of the school counseling program. Her dissertation's main points included the following: (1) the counselor works with other stakeholders (faculty, administrators, parents, and the community) to assist each student; (2) the model covers four areas identified by ASCA:

foundation, delivery system, management system, and accountability system; and (3) the outer edge of the model shows leadership, advocacy, collaboration, and systemic change as the driving forces for the model. Guided by the national standard for school counseling programs in the Philippines, Clemeña (2013) emphasized that guidance counselors, teachers, parents, and other stakeholders must join hands to achieve the common goal.

Indeed, both personal and social skills, when fully developed, can help in enhancing the self. Thus, if the personal self of the pupil is processed and developed well, the pupil's personal character and competencies will create positive character strengths. Negative character traits can still be changed or reformed. In terms of the social self, it should be addressed to ensure enhancement of social skills, which can kindle cooperative and believable link of self to others. The core of the framework is that the pupil's self should be fully developed holistically sound, socially and personally confident, highly motivated to do the right thing, responsible, and aware of his/her every word and action.

The proposed Personal and Social Competence Guidance Model (PerSoc Model) aims to help children (pupils) become more competent in terms of personal and social skills through the mediation of their teachers. The Model is a culmination of the competencies as provided by the key person—the kindergarten teachers.

Methodology

The researchers made use of the qualitative approach employing case study in developing a guidance model based on classroom observations and in-depth interviews with the participants. Bogdan and Bicklen (1996, p.145) defined qualitative analysis as “working with data, organizing it,

breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you tell others.” Data gathered through in-depth interviews and participants’ narrative reports were carefully analyzed using a specialized technique known as ‘**synectic**’ that brings different things like negative descriptions and comments into real connection (Thomas, 2002). Thus, the researchers included an interview taken from ancillary reports of the kindergarten coordinator.

In developing the Personal and Social (PerSoc) Competence Guidance Model, structured and unstructured interviews were conducted with the kindergarten teachers from the identified two public elementary schools. The results gathered from the one-on-one interviews and focus group discussion (FGD) were utilized as bases in developing the Guidance (PerSoc) Model, which supports the needs of the children in accordance with the competencies prescribed for Kindergarten in the K to 12 Curriculum by the DepEd and ASCA.

Participants of the Study

The study involved public school teachers from two purposely identified public elementary schools in Malabon City, which are mandated and supervised by DepEd. The identified schools are the biggest handlers of kindergarten pupils in Malabon (Malabon City District Office, 2014).

All kindergarten teachers were handling two sessions every day with a maximum number of 30 pupils in a class. The two identified public elementary schools have a total number of 576 kindergarten pupils for the school year 2014-2015.

Instrument

The researchers conducted structured and unstructured interviews in an open-ended and receptive approach that invited the participants to express their experiences as kindergarten teachers. The interview guide was validated by experts in the field of guidance and counseling and developmental studies. The interviews were utilized to solicit answers for the first objective of the study. Questions included were about the teachers' ideas about personal and social competence of their pupils, the difficulties encountered, factors affecting the competencies, their strategies/techniques as well as their willingness to have a guidance model to be used to target the needs for personal and social competence of the kindergarten pupils. In addition, FGD was also conducted to gather more data on the personal and social competence of the kindergarten pupils. In this technique, the participants were given the chance to openly discuss their experience and beliefs without feeling targeted, which can occur in a one-on-one interview. By doing so, the researcher gained insights into the complex issues, which guided her in the development of the Personal and Social Competence Guidance Model.

Data Collection

The researchers intended to extract the data from the kindergarten students. A letter was sent to the principal of the identified schools, the content of which discusses thoroughly the purpose of the study. To ensure reliability and validity of data, the observation checklist was also administered to identify pupils with deficiency in personal and social competence, the target subjects of the guidance model that was developed (Phase 1). For Phase 2, the construction of interview questionnaire (structured and unstructured interviews) to be used for the one-on-one interview (using audio recording) was done. This was followed by conduct

of the FGD which aimed to give clarity and common understanding among the ten (10) kindergarten teachers about the construct of personal and social competencies of their pupils. Similarly, the FGD served as a validation of the concepts gathered from the participants through the interviews that lasted for about 60 to 90 minutes. It verified the elements identified by the participants and gave clarity to their descriptions as a group. Phase 3 was the stage of analyzing the descriptions. From the individualized and group descriptions merging, codes and themes were established. Afterwards, the direct quotes from the participants were highlighted as 'raw data' to point out the codes and themes. In 1997, Hill, Thompson and Williams mentioned that the disparity within samples should be identified in accordance to the suggestions done by the participants' descriptions. This means that the general concepts that are greater than five (>5) are denoted as typical while those that are less than five (<5) are denoted as variant (Yang, 2008). Derived from the data, the Personal and Social Competence Guidance Model was developed. Then, Phase 4 served as the try-out stage of the essential elements of the Model. The Model was introduced to the participants (kindergarten teachers) through classroom application as delivered by the researcher. Lastly, Phase 5 served as the evaluation of the Model by putting in plain words the comprehensibility and applicability of the modules developed by the researcher as rated by the participants (kindergarten teachers) in terms of acceptability.

Data Analysis

The data analysis implemented started with the review of competencies and direct observation by the kindergarten teachers of the pupils within the school premises. Qualitative analysis using in-depth interviews and FGD was utilized to identify and describe the personal and social competence of kindergarten pupils based on teachers' knowledge,

observation, and experience. The statements in the one-on-one interviews and focus group discussion transcripts were coded through the methods suggested by Miles and Hubberman (1994) wherein all the transcripts are read and coded by hand to identify the themes that emerged from the data, which answer the questions of the specific areas of inquiry. Immediately after the collection and analysis of the data, the Personal and Social Competence Guidance Model was developed which focused on resolving the difficulties experienced by the teachers concerning the personal and social competence of their pupils.

In this study, the researchers were experts in Counseling and Educational Psychology Research as well as in Childhood Education and Philippine Studies. This entailed a process of both working separately and consensually in order to come to agreements about the codes and the respective themes.

Results and Discussion

This qualitative study identified and described the structure and essence of the competencies exhibited by the kindergarten pupils that can be contributed as facts in the field of guidance and counseling. It purposely sought to: (1) identify and describe the personal and social competencies suited to kindergarten pupils; (2) develop a guidance model to enhance the personal and social competence of kindergarten pupils with difficulties; and (3) try out and validate the acceptability of the newly developed MC FISCs Model. The **MC FISCs** acronym stands for **M** – Modeling, **C** – Child-Friendly Environment, **F** - Familial Atmosphere, **I** – Insightful Dialogue, **S**- Social Play, **C**- Cooperative Behavior in Groups, and **S** – Self-advancement. Hence, the researcher extracted the ideographic concepts of the

qualitative concepts and gave their essence, which produced six themes. These include:

Theme 1 – Centralizing on Self

Table 1. Theme 1 – Centralizing on self: Codes, Themes, and Descriptions

<i>Theme 1 – Centralizing on self</i>	
	It focuses on one's personalities, capabilities, talents, and skills. Focusing on the strength of an individual makes a child feel good about him/herself. Developing and understanding one's self is important in order to be able to learn, accept, and understand other people.
Code 1 <i>Self-awareness</i>	having a clear perception of one's personality which encompasses one's capabilities, talents, interests, and behavior and recognizing individual differences, that is, the self is a unique individual which is different from other individuals.
Code 2 <i>Self-enhancement</i>	continuously developing self-respect and incessantly improving positive attitude towards self, specifically being able to do the right thing with consideration of others 'welfare; being able to work alone thus improving self-confidence; and agreeing to be left in school which develops trust in other people.

Theme 1 was derived from the ideas elicited from the kindergarten teachers. It focused on one's personalities, capabilities, talents, and skills. Focusing on his/her strengths makes a child feel good about them. In addition, it includes the importance of developing and understanding one's self in order to learn, accept, and understand other people. It was divided into two: self-awareness and self-enhancement. Self-awareness as a clear perception of personal competence is based on the views of the participants (kindergarten teachers). Thus, self-awareness allows pupils to have a clear perception of their personality which encompasses their capabilities, talents, interests, and behavior, and to recognize individual differences and emotions, that is, one's self is a unique individual which is different from other individuals. On the other hand, self-enhancement serves as the benchmark to personal competence. Self-enhancement is also very

important in developing personal competence. It expounds the continuously developing self-respect and incessantly improving positive attitude towards self. Specifically, it is being able to do the right thing with consideration of others' welfare; being able to work alone, thus improving self-confidence; and agreeing to be left in school, or readiness, which develops trust in other people.

Theme 2 – Structuring Relationships

On structuring relationships, two concepts of the participants were highlighted, namely interconnections and sensitivity. Interconnections marked social competence. Interconnections refer to the ability of a child to communicate or socialize not only with their fellow children but also with adults. It describes the child who develops good relationship with their family members by being connected with people with ease. Conversely, sensitivity gauges social competence. Sensitivity refers to the ability of a child to bring out or share his own thoughts or feelings.

Table 2. Theme 2 – Structuring Relationship: Summary Codes, Themes, and Descriptions

<i>Theme 2 – Structuring Relationship</i>	
	It is related to the configuration of the relationship of each child with his/her peers, parents, and other significant adults. Developing good relationship with others during early childhood years is vital to be assured of being a well-adjusted individual.
Code 1 <i>Interconnections</i>	Ability of a child to communicate or socialize not only with his/her fellow children but also with adults. A child who develops good relationship with his/her family members can easily connect to other people as well. Therefore, a child who has no problem in dealing with other people demonstrates positive relations and interactions with others.
Code 2 <i>Sensitivity</i>	Ability of children to bring or share own thoughts or feelings. In the same manner, they are receptive to the different emotions of other people around them and show empathy easily.

Theme 3 – Diverse Difficulties

Accordingly, ‘diverse difficulties’ serves as an anchoring theme which provided the essential dimensions of the guidance model for personal competence. This pertains to the problems or challenges observed and encountered by the participants (kindergarten teachers), such as allowing the pupils’ recognition of self, and failure to handle pupils’ behavior and its disruptive impact within the school’s premise.

Table 3. Theme 3 – Diverse Difficulties: Summary Codes, Themes, and Descriptions

<i>Theme 3 – Diverse Difficulties</i>	
This refers to the challenges and problems encountered by the teachers in the development of the personal and social competence of the kindergarten pupils. It focuses on the challenges in the improvement of self-awareness, self-enhancement, interconnections, and sensitivity.	
Code 1 <i>Managing Difficulties in Self-awareness</i>	difficulties encountered by the teachers in helping the children have a clear understanding of one’s personality, and recognizing and appreciating individual differences
Code 2 <i>Managing Difficulties in Self-enhancement</i>	problems that the teachers faced in developing self-respect and improving positive attitude towards self in the children
Code 3 <i>Managing Difficulties in Interconnections</i>	problems that teachers came face to face in teaching the child how to communicate or socialize with his/her fellow children and also with adults
Code 4 <i>Managing Difficulties in Sensitivity</i>	the challenges or difficulties that teachers came upon in guiding the child to bring out or share his/her own thoughts and feelings and in being able to be receptive to the different emotions of other people and to show empathy easily

Theme 4 – Influential issues

Theme 4 describes the issues and reasons that affect the personal and social competence of the pupils.

The influential issues were subdivided into three areas: linkages, milieu, and technology. Parents should not only guide their children at home, but they should also guide them on the things they watch, games they play, and the friends they are with.

Table 4. Theme 4 – Influential Issues: Summary Codes, Themes, and Descriptions

Theme 4 – Influential Issues	
These are the contributing factors that make children vulnerable to become personally and socially incompetent.	
Code 1 <i>Linkages</i>	factors that affect the existence or formation of connections or relationship of a child with all the members of his/her family which directly affect the personal and social competence of the child
Code 2 <i>Milieu</i>	Environment which has a great impact on child's behavior and type of personality. Environment, in this context, consists of what the children see and hear in their surroundings (like things or scenarios that they see and hear in the television, computer, and even from the radio), and people around them – in the community, school, or family. These greatly influence personal and social competence of the children.
Code 3 <i>Technology</i>	refers to television, computer, radio, new technical machines (mobile phones, Ipods, etc) and other forms of media, which have an effect on the personal and social competence of the child.

Theme 5 – Acquiring Self-Knowledge (Personal Competence)

The strategies were grouped into three areas, namely: (1) *self-advancement* (employed to enhance the abilities or strengths of the children which help them improve their self-concept and develop their critical thinking skills.); (2) *self-centered play* (used in enhancing the children's talents, helping them to know more about themselves, and helping them develop positive attitude towards others and themselves. In addition, it is a way where children play alone and learn to express themselves.); and (3) *insightful dialogue* (technique which enhances self-confidence of children through a proper

way of communicating with them in line with their thinking and understanding.).

Table 5. Theme 5 – Acquiring Self Knowledge: Summary Codes, Themes, and Descriptions

Theme 5 – Acquiring Self Knowledge	
These are the strategies and techniques that the teacher-respondents used in the improvement of the personal competence of kindergarten pupils. It focuses on the enhancement of knowing oneself, understanding who you are and how you react to things, developing positive attitude towards self, and appreciating and recognizing individual differences.	
Code 1 <i>Self-advancement</i>	strategies that were employed to enhance the abilities or strengths of the children which help them improve their self-concept and develop their critical thinking skills
Code 2 <i>Self-centered Play</i>	techniques employed in enhancing the children’s talents, helping them to know more about themselves, and helping them develop positive attitude towards others and themselves. In addition, it is a way where children play alone and learn to express themselves.
Code 3 <i>Insightful Dialogue</i>	techniques which enhance self-confidence of children through a proper way of communicating with them in line with their thinking and understanding.

Theme 6 – Constellation of Relationships

This refers to the strategies and techniques used by the teacher-participants in enhancing the social competence of their pupils. These strategies are grouped into four, specifically: (1) *modeling*; (2) *familial atmosphere*; (3) *cooperative behavior*; and (4) *child-friendly environment*.

Table 6. Theme 6 – Constellation of Relationships: Summary Codes, Themes, and Descriptions

Theme 6 – Constellation of Relationships	
It is a way of helping children to build good relationship and cure unwanted experiences they encounter both inside and outside their home.	
Code 1 <i>Modeling</i>	technique of demonstrating what children needs to be done

Code 2 <i>Familial atmosphere</i>	technique where parents' involvement in the child's education process is the most significant factor in predicting child success in school. Likewise, a pleasant family environment and a good teacher-parent relationship are desirable techniques which enhance the social competence of the child.
Code 3 <i>Cooperative Behavior in groups</i>	techniques to enhance the child's behavior in group and his/her relationship with classmates, peers, and friends
Code 4 <i>Child-friendly Environment</i>	strategies wherein the school should be conducive for learning that also ensures the security and safety of the children

In summary, the personal and social competencies were extracted from Themes 5 and 6, the strategies that the kindergarten teachers employed to resolve the problems they encountered with their pupils. The MC FISCs Model for personal and social competence stands for an easy royal treasure. Children who have established personal and social competencies become a treasure as they are the next leaders of our country. This model ensures the child to become competent, personal and social-skills wise. The gear encapsulated seven core features of the Model. The **MC FISCs** acronym stands for **M** – Modeling, **C** – Child-Friendly Environment, **F** - Familial Atmosphere, **I** – Insightful Dialogue, **S**- Social Play, **C**- Cooperative Behavior in Groups, and **S** – Self-advancement. These core elements will ensure that the Guidance Model will enhance the personal and social competence suited for kindergarten pupils.



Figure 2. Developed Guidance Model on Personal and Social Competence

Conclusion

The study concludes that teachers' perspectives and knowledge about kindergarten personal competencies established self-awareness and self-enhancement, interconnections and sensitivity, and three influential issues - linkages, milieu, and technology - which can hinder the personal and social development of the kindergarten pupils. Obviously, the statement implies the vital roles and importance of personal and social skills in obtaining the holistic development of the pupil. Thus, in molding pupils' holistic learning and development, all of the components present in the MC FISCS Model must be taken into account with intensive collaboration in the classroom and beyond the school premises in order to achieve the desired goals and outcomes related to personal and social competencies.

Recommendations

In view of the findings, the researchers came up with these recommendations: (1) conduct of seminars/workshop for teachers and parents to enhance their knowledge on personal and social competence with special attention on the competencies that should be developed among kindergarten pupils in all developmental domains; (2) inclusion of the modules (MC FISCS Model) for the whole curriculum of Kindergarten; (3) testing the effectiveness of the newly developed guidance model (MC FISCS Model) to establish its validity and reliability; and (4) administration of the same study to be delivered in an array of schools.

The study was conducted only in two elementary schools in Malabon City. This study is limited to the development of a guidance model that aims to enhance the personal and social competence of kindergarten pupils as identified by the 10 public school kindergarten teachers. The researchers embarked on the development of the guidance model for kindergarten pupils to contribute a guidance model that can be used for personal and social enhancement of students by the Guidance Services of the host schools.

Personal and social guidance is the process of helping an individual on how to behave in consideration of other people. However, the present study is limited to identifying the personal and social competencies attributed in terms of types of school the pupils belonged to.

...

References

- Allan, M. R. (2008). Qualitative study of kindergarten school readiness and personal and social development. (Doctoral Thesis, Virginia Polytechnic Institute and State University, Richmond, Virginia). Retrieved from <https://theses.lib.vt.edu/theses/available/etd-09152008-221949/unrestricted/MAllanETV.pdf>.
- American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: Author. Retrieved from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf
- Armbruste, B. B., Lehr, F., & Osborn, J. (2006). A child becomes a reader - proven ideas from research for parents. *RMC Research Corp*.
- Berk, Laura E. (2010). *Infants, children and adolescents (7th Edition)*. Allyn and Bacon Publishing.
- Berones, E. (2011). *Ezinearticles.com*. Retrieved from <http://www.allthingsif.org/archives>: <http://Ezinearticles.com>: <http://www.allthingsif.org/archives>.
- Bogdan, C. & Biklen, S. K. (1996). *Qualitative research for education*. Boston: Allyn & Bacon.
- Brown, D. & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: promoting student competence and meeting students'needs*. USA: Brooks & Cole.
- Copple, C., & Bredecamp, C. (2009). Developmentally appropriate practices in early childhood program: serving children from birth through age eight. *USA: National Association for the Education of the Young (NAEYC)*.
- Fromm, E. (2000). The art of loving. New York: Harper & Row. Retrieved from All Things: <http://www.allthingsif.org/archives>.

- Herbert, M. H. (1997). *Social skills training for children*. ACER Press.
- Malabon City District Office. (2014). *www.malaboncity.gov.ph*. Retrieved from <http://www.malaboncity.gov.ph>: <http://www.malaboncity.gov.ph>.
- McClellan, D., & Kinsey, S. (1999) Children's social behavior in relation to participation in mixed-age or same-age classrooms. *Early Childhood Research & Practice*. Retrieved from <http://files.eric.ed.gov/fulltext/ED428886.pdf>.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Rex, J. (2008). South Carolina comprehensive developmental guidance counseling program model. Columbia, South Carolina.
- Rivera, B. D. & Rogers-Adkinson, D. (1997). Culturally sensitive interventions: social skills training with children and parents from culturally and linguistically diverse backgrounds. *Intervention in Schools and Clinic*, 3, 75-80.
- Self-Esteem Theory. (2011). *Selfesteem2go.com*. Retrieved from <http://www.self-esteem-theory.html>: <http://www.selfesteem2go.com/self-esteem-theory.html>
- Thomas, J. C. (2002). *www.truthtable.com*. Retrieved from www.sociotechnical-patterns.com: <http://www.truthtable.com/Synectics.html>.
- UNICEF Organization-Philippines (2003, retrieved 2012). Children's rights. http://www.unicef.org/philippines/childrensrights_8920.html.
- Yang, P. K. (2008). A phenomenological study of the coming out experiences of gay and lesbian hmong. 166.