

# Enabling ECCD-Based Activities for Kindergarten Learners

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## **Abstract:**

This study assessed the readiness skills of kindergarten learners in the West 2 District of Mandaue City Division for the school year 2024-2025 as a basis for crafting interactive learning activities. Findings revealed that learners exhibited "High Readiness" in gross motor, fine motor, self-help/adaptive, social/emotional, receptive and expressive language, and cognitive skills. Strong motor skills, social interactions, and language development indicated preparedness for formal schooling. Among the profile variables analyzed, parental education and family income significantly influenced school readiness, with children from financially stable and well-educated households demonstrating superior preparedness. In contrast, birth order and the number of siblings showed no notable effect, emphasizing the more significant impact of external factors such as parental involvement and teaching methodologies. Given these findings, the study recommends integrating interactive learning materials to enhance skill development and address disparities among learners. Hands-on activities, digital resources, and play-based learning strategies can support children from diverse socioeconomic backgrounds, fostering inclusive and equitable early education.

**Keywords:** Administration and Supervision, level of technology integration, Descriptive Method, Mandaue City, Philippines.

## **CHAPTER 1**

### **THE PROBLEM AND ITS SCOPE**

#### **INTRODUCTION**

##### **Rationale of the Study**

Acknowledging pivotal developmental years has increased interest and backing for early childhood education programs. It addresses the heightened demand for Kindergarten educational services,

underscoring the significance of experiences in the formative years of life. Early childhood experiences significantly impact children's subsequent academic performance and lifelong development.

Establishing positive and trusting relationships in early childhood is essential. These are essential for cognitive and emotional growth and social connectivity. Enhanced physical activity can confer motor advantages during childhood and adolescence (UNICEF, 2017); early childhood represents the most critical and accelerated period for comprehensive and healthy cognitive development in human life (UNICEF, 2017). Fisher et al. (2021). Consequently, a more comprehensive understanding of the impact of physical activity on enhancing motor skills, cognitive abilities, and emotional competencies in young children is essential. The domain of early childhood education has evolved considerably in recent years, reaffirming certain longstanding principles of effective practice while contesting others. Consequently, the proliferation of early childhood programs increases in response to the escalating demand for out-of-home child care. It also recognizes the significance of educational experiences.

Early childhood education is crucial in influencing the foundational development of young learners worldwide. Recent research highlights the importance of evaluating kindergarten readiness to guarantee that children are adequately prepared for formal education. The Early Childhood Care and Development (ECCD) Checklist is a prominent instrument that assesses essential developmental domains, encompassing cognitive, socio-emotional, motor, and linguistic abilities. This checklist lets teachers discern individual strengths and areas requiring assistance, facilitating customized interventions that foster comprehensive development. Monitoring, recording, and evaluating each child's development and learning are crucial for teachers and programs to strategize, execute, and assess the efficacy of the experiences offered to children.

Incorporating interactive and engaging methodologies has become paramount in the modern educational environment. The notion of "edutainment," which integrates education and entertainment, has effectively engaged young audiences. Edutainment utilizes interactive components, including educational video games, practical activities, and storytelling, to harness children's inherent curiosity and enjoyment of play, fostering an environment conducive to active participation in their learning process. This method not only boosts motivation but also fosters the development of cognitive and social abilities.

By integrating the ECCD Checklist with interactive activities, teachers can create significant and developmentally suitable experiences that cater to individual needs, thus promoting a dynamic and engaging learning environment.

Early childhood education is acknowledged as an essential basis for lifelong learning and development in the Philippines. Implementing Republic Act No. 10410, the "Early Years Act of 2013," highlights the government's dedication to enhancing the Early Childhood Care and Development (ECCD) system. This legislation recognizes the age range of zero to eight years as a critical phase of educational development. It requires creating a comprehensive and integrated national system for early childhood care. The ECCD system includes various services, such as health, nutrition, early education, and social development programs designed to foster the comprehensive development of young children.

The ECCD Council is responsible for establishing national standards and formulating policies and programs to ensure the quality of early childhood education and effectively implement the ECCD system. An essential element of this initiative is the employment of assessment instruments, such as the School Readiness Year-End Assessment (SReYA), which offers teachers vital insights into children's developmental advancement. These evaluations provide Grade 1 teachers with insights into each child's readiness profile, allowing them to address individual learning requirements

effectively. Moreover, the evaluations assist kindergarten teachers in enhancing their pedagogical approaches to more effectively facilitate children's learning pathways.

Numerous reports suggest that participation in high-quality early education programs yields long-term advantages for children from low-income backgrounds, as evidenced by the expansion of Head Start and public school kindergarten. Numerous decades of research indicate that high-quality, developmentally appropriate early childhood services significantly influence children's cognitive abilities in the short and long term.

Preschool teachers are instrumental in cultivating responsible individuals. They cultivate skills in children during their formative years that will significantly aid them as they enter primary school. Consequently, nursery teachers must endeavor to meet the needs of the children in their care. A preliminary analysis indicates that numerous preschools designed to address the growing demand for early childhood education exhibit various curricular programs. This institution prioritized academics over the child's needs and holistic development. Moreover, the school's resource capacity to deliver the program is limited, diminishing the quality of early education and hindering the child's comprehensive development, thereby impeding preparation for lifelong learning through engaging and meaningful experiences.

Consequently, it is essential to evaluate each child in the class to identify their strengths and weaknesses in different areas of child development, thereby facilitating the application of an approach grounded in a comprehensive analysis of the most effective teaching methodologies. Infant assessment is a crucial and expanding component of high-quality early childhood care. The premise prompted the execution of this study. The researchers employed the Early Childhood Care and Growth Checklist to evaluate the readiness of kindergarten students.

### Theoretical/ Conceptual Background

Arnold Gesell's Maturation Theory asserted that child development adhered to a predetermined, biologically driven sequence, highlighting that

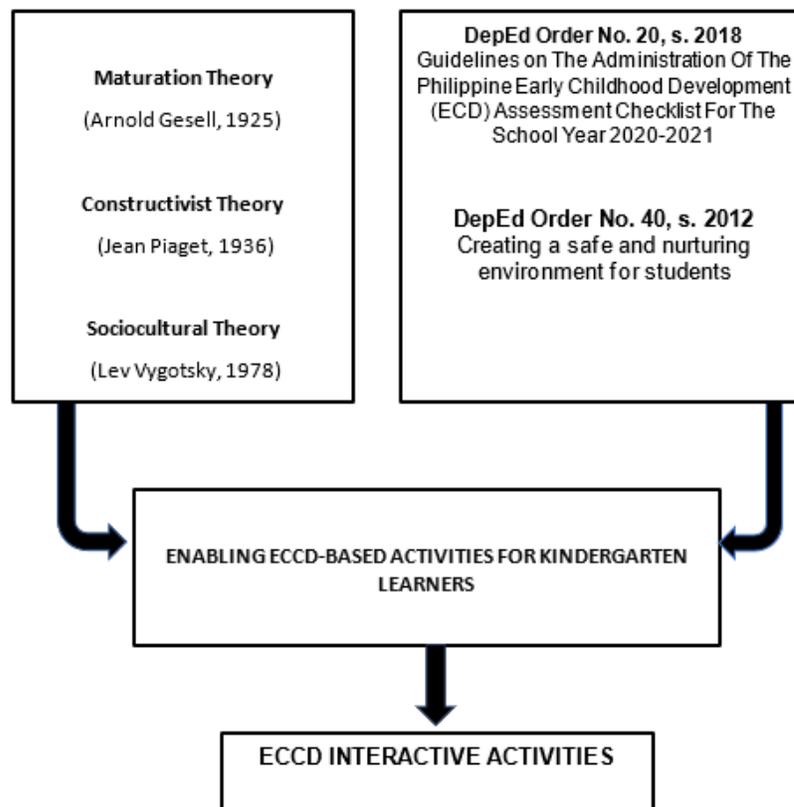


Figure 1. Theoretical Framework of the Study

children advanced through comparable and predictable stages at unique rates. This viewpoint profoundly impacted kindergarten education by emphasizing the necessity of aligning teaching methods with children's developmental preparedness. Teachers were urged to evaluate and monitor each child's developmental stage, ensuring that learning activities aligned with their maturation level. This method cultivated an atmosphere where children could flourish without the burden of externally imposed academic standards.

Following Gesell's principles, teachers acknowledged that attempting to expedite a child's development beyond their inherent pace might result in frustration and impede growth. Introducing complex tasks before a child's developmental readiness could induce anxiety and foster a reluctance to participate in learning activities. In contrast, when instruction aligned with a child's developmental stage, it fostered confidence, competence, and a favorable disposition toward learning. This tailored methodology acknowledged each child's developmental trajectory, fostering their holistic well-being and academic achievement. Gesell's Maturation Theory resulted in adopting developmentally appropriate practices in educational environments. Kindergarten programs progressively embraced curricula prioritizing play-based and experiential learning, acknowledging these approaches as essential for children's social, emotional, and cognitive growth.

Schools established nurturing learning environments that honored individual growth trajectories by concentrating on activities corresponding to children's inherent developmental stages. This method improved academic performance and fostered young students' passion for learning.

Recent literature persistently examined and critiqued Arnold Gesell's Maturation Theory, highlighting its fundamental significance in comprehending child development. Gesell posited that development progressed in a fixed sequence, predominantly influenced by genetic factors, with limited environmental impact. This viewpoint significantly influenced early childhood education, especially in acknowledging the necessity of developmental readiness before introducing new skills or concepts. Teachers employed Gesell's developmental schedules to informally evaluate children's progress and formulate curricula corresponding to their maturational stages. Contemporary research questioned the universality of developmental milestones, indicating that cultural and environmental factors might have had a more substantial influence than Gesell initially recognized.

Gesell's theory contended that it might have excessively prioritized biological determinism, potentially undervaluing the influence of learning and experience on child development. Recent studies emphasized the malleability of the developing brain, indicating that enriched environments and specific interventions could substantially affect developmental pathways. Research on early childhood education programs demonstrated that high-quality, responsive interactions enhanced cognitive and social-emotional development, contesting the idea of a fixed, biologically predetermined sequence. Furthermore, Gesell's initial research predominantly focused on children from uniform, middle-class backgrounds, prompting questions regarding the generalizability of his conclusions to varied populations. Consequently, although Gesell's Maturation Theory offered a significant framework, modern scholars promoted a more integrative approach that acknowledged the dynamic interaction between biology and environment in influencing child development.

Piaget's Constructivist Theory asserted that children actively build knowledge through engagement with their surroundings. He delineated the stages of cognitive development that children traverse while exploring and interacting with their environment. This theory emphasizes the significance of interactive learning activities, which cultivate curiosity and active engagement, which are crucial for cognitive development.

Constructivist theory, based on the contributions of Jean Piaget and Lev Vygotsky, asserted that learners actively build knowledge through engagement with their environment and social contexts. This theory implemented child-centered methodologies emphasizing experiential learning in kindergarten education. Educators created activities that promoted exploration, problem-solving,

and collaboration, enabling children to develop understanding through direct experiences. This approach adhered to constructivist principles, promoting enhanced engagement and significant learning in young students.

The influence of constructivist methodologies on learners' development was substantial. Children cultivated critical thinking and problem-solving abilities by participating in activities that necessitated engagement. For example, when kindergarteners were prompted to investigate and handle materials, they created mental representations and schemas that facilitated cognitive development. This process facilitated knowledge retention while fostering autonomy and confidence in learning. Moreover, social interactions during collaborative tasks enhance communication and interpersonal skills, vital for comprehensive development.

The application of constructivist principles in educational environments revolutionized teaching methodologies. Classrooms evolved into dynamic settings where teachers were facilitators, directing students through inquiry-based learning. This transition from conventional rote memorization to active exploration corresponded with modern educational objectives prioritizing critical thinking and adaptability. Institutions implementing constructivist approaches frequently observed heightened student engagement and motivation as learners perceived personal significance in their educational encounters. This approach facilitated differentiated instruction, catering to various learning styles and speeds, thus fostering inclusivity and equity in education.

Recent studies examined the implementation of constructivist theory in kindergarten environments, emphasizing its potential advantages and obstacles. A 2021 study by Mohammad Khaleel Al-Zboon investigated constructivist learning practices among kindergarten teachers in Jordan. The research indicated that although teachers acknowledged the significance of constructivist methodologies, their application fluctuated, exhibiting practices from moderate to low levels. The research highlighted the necessity for professional development to improve educators' comprehension and implementation of constructivist approaches in early childhood education.

In another study, Rheta DeVries and Constance Kamii investigated the implementation of constructivist principles in early childhood education. They underscored the significance of permitting young learners to select activities from various games and experiments, promoting autonomy and active participation. Their research emphasized the importance of teachers in creating environments that enable children to build knowledge through exploration and social interaction.

These studies highlighted the importance of constructivist methodologies in early childhood education. They emphasized the necessity of continuous professional development to assist teachers in effectively applying these methodologies, guaranteeing that young learners thrived in environments that fostered active, experiential learning.

Constructivism advocated for active child engagement through inquiry, research, and the integration of prior knowledge. Students participated in problem-solving, inquiry-based projects, and practical experiments rather than passively absorbing information. This active participation in learning fostered improved comprehension and retention of concepts. Constructivism asserted that learning was most efficacious when purposeful and pertinent to students' daily experiences. Teachers designed learning experiences that amalgamated new information with prior knowledge and experiences to improve students' conceptual comprehension. This approach increased students' motivation to interact with the content by aiding them in acknowledging its significance to their education.

Constructivism emphasizes the importance of social interaction in education. Student collaboration was a common element of classroom activities, in which students jointly addressed problems, exchanged ideas, and built knowledge. Collaborative learning environments expose students to varied perspectives and concepts, enhancing their communication skills, critical thinking, and teamwork capabilities. Offering students adequate support and direction during challenging

assignments was crucial in constructivist education. Teachers enhanced learning by deconstructing intricate concepts into manageable elements and providing support as needed. This method, guided by an informed teacher or peer, permitted students to function within their zone of proximal development, thereby fostering self-challenge.

This research utilized constructivist theory in conjunction with goal-setting theory. Researcher Edwin Locke's theory posited that individuals who set specific, challenging goals demonstrated enhanced performance compared to those who established vague, simplistic goals. Locke's theory outlined five essential principles of goal setting: clarity, challenge, commitment, feedback, and task complexity (Locke & Latham, 2021).

This study sought to aid teachers in providing effective instruction across multiple domains, functioning as a guide to ensure a coherent progression from lower to higher levels. Psychologist Edwin Locke's goal-setting theory asserted that performance was enhanced when specific, challenging objectives were set instead of vague, simplistic ones. This theory improved student motivation, performance, and overall learning results, suggesting substantial implications for the classroom setting.

Establishing attainable yet challenging goals augmented learners' motivation. Learners were likelier to participate actively in class activities and persevere through difficulties when they had clearly defined objectives. Learners with goals exhibited a clear sense of direction and purpose, motivating them to invest more effort and show heightened commitment to their academic pursuits. Establishing objectives motivated learners to uphold high standards and strive to attain them. Learners were more inclined to demonstrate enhanced academic performance when their objectives were linked to grades, test scores, or content mastery. Increased levels of achievement arose from their intensified focus and motivation to excel academically.

Lev Vygotsky's sociocultural theory emphasized the fundamental role of social interaction and cultural context in cognitive development. In kindergarten education, this theory led to the adoption of collaborative learning environments where children engaged in shared activities, facilitating the internalization of knowledge through social engagement. Teachers implemented strategies such as group projects and peer learning to harness the benefits of social interactions, thereby enhancing cognitive growth.

Extending basic education from 10 to 13 years, combining one year of kindergarten, six years of elementary education, and six years of secondary education (four years of junior high and two years of senior high school), Republic Act No. 10533, sometimes known as the Enhanced Basic Education Act of 2013, changed the Philippine education system. The law sought to generate graduates with critical thinking, lifetime learning abilities, and global competitiveness—qualities that would equip them. Its effects include a more globally aligned curriculum, better student readiness for employment and higher education, and the creation of a more qualified Filipino workforce.

The application of sociocultural theory in kindergarten significantly affected learners' development. Children developed critical thinking and problem-solving skills through socially interactive learning experiences. For example, when children collaborated on a task, they were exposed to diverse perspectives, which led to a deeper understanding of the subject matter. Additionally, these interactions promoted language development and social competence as children learned to communicate effectively and navigate social dynamics. Research indicated that such collaborative learning experiences fostered cognitive and social development in early childhood.

Designed by the Philippine Department of Social Welfare and Development (DSWD), the Early Childhood Care and Development (ECCD) Checklist is a tool meant to track children's development from birth until below six years old. It assesses seven developmental areas: gross motor, fine motor,

self-help, receptive language, expressive language, cognitive, and sociopolitic skills. +1 DSW Knowledge Management Portal

Although the ECCD Checklist does not explicitly list items under "numeracy" or "literacy," pertinent skills are evaluated within the current domains. Emergent literacy skills, for example, are assessed under the receptive and expressive language domains, which gauge a child's capacity to understand language and express herself clearly. Development in later reading and writing depends critically on these fundamental abilities. teacher PH

Focusing on a child's capacity to understand and process information, including basic concepts of numbers and problem-solving skills, numeracy-related abilities are mainly assessed within the cognitive domain. Mathematical knowledge in later educational phases depends on the early development of these cognitive abilities.

The ECCD Checklist offers a complete picture of a child's developmental progress by combining early literacy and numeracy skills assessments within these areas. This allows caregivers and teachers to customize treatments that support whole development.

Implementing sociocultural theory in schools necessitated a shift in instructional practices. Teachers adopted the role of facilitators, guiding learners through collaborative learning processes rather than delivering direct instruction. This involved creating a classroom environment that encouraged exploration, dialogue and shared problem-solving. Challenges arose, such as managing group dynamics and ensuring equitable participation; however, the benefits of fostering a socially rich learning environment were well-documented. Teachers were encouraged to design curricula that integrated social interactions and cultural tools, thereby supporting the holistic development of young learners.

## **THE PROBLEM**

### **Statement of the Problem**

This research determined the readiness level skills of kindergarten learners of West 2 District of Mandaue City Division for the school year 2024-2025 as basis for crafting an ECCD interactive activities.

This study specifically sought to answer the following questions:

1. What is the relevant information of the respondents, as to:
  - 1.1 kindergarten teacher's
    - 1.1.1 age and gender,
    - 1.1.2 civil status
    - 1.1.3 educational attainment,
    - 1.1.4 length of service,
    - 1.1.5 seminars attended on ECCD instruction, and
  - 1.2 learners
    - 1.2.1 number of siblings,
    - 1.2.2 monthly family income,
    - 1.2.3 birth order, and
    - 1.2.4 parents' educational attainment?
2. What is the level of readiness of kindergarten learners based on ECCD results as to:

- 2.1 gross motor skills,
  - 2.2 fine motor skills,
  - 2.3 self-help adaptive,
  - 2.4 social/emotional skills,
  - 2.5 receptive language,
  - 2.6 expressive language, and
  - 2.7 cognitive skills?
3. Is there a significant association between the readiness level skills of kindergarten learners across their profile variables?
  4. Based on the findings of the study, what ECCD interactive activities can be developed to enhance the readiness levels of kindergarten learners?

### **Null Hypothesis**

H<sub>0</sub>: There is no significant association between the readiness level skills of kindergarten learners across their profile variables.

### **Significance of the Study**

This study was beneficial to the following:

**School Heads/Principals:** This study provided a framework for making informed decisions regarding curriculum and instructional strategies, thereby improving overall school management and student outcomes.

**Teachers:** It emphasized effective strategies for teachers to apply developmentally appropriate practices in the classroom, ensuring the learning needs of young children were addressed.

**Learners:** This study highlighted the significance of a supportive and stimulating environment for learners. This environment fostered their cognitive, social, and emotional growth, ultimately enhancing educational outcomes.

**Parents:** The findings offered parents essential insights into engaging in and supporting their child's early education.

**Stakeholders:** This study assisted stakeholders in identifying investment opportunities and support for initiatives emphasizing high-quality early childhood education, thereby contributing to the future workforce.

**Researchers:** It provided new opportunities to investigate the effects of particular teaching methods on child development in early education environments.

**Future Researchers:** This study provided new researchers with a fundamental comprehension of early childhood education, which could guide their future endeavors and inspire further investigation into effective pedagogical strategies for young children.

### **Research Methodology**

This section contained the research methodology, which included the method used, the flow of the study, the research environment, research respondents, research instruments, data-gathering procedures, statistical treatment of data, scoring procedures, and definitions of terms.

### **Design**

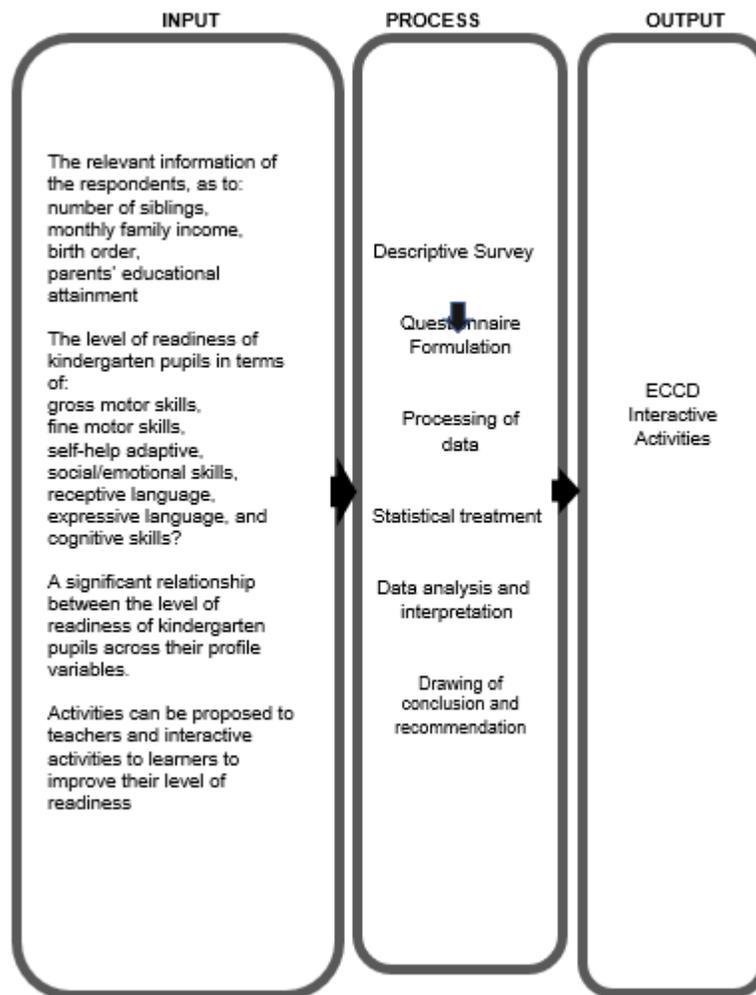
This study applied the descriptive-correlation analysis method, which was the most effective approach to addressing the issues identified. According to Weirsma (2000), descriptive analysis

involves locating, documenting, evaluating, and interpreting the system's core elements. This study examined the kindergarten pupils' profiles and the relationship between their profile characteristics and their preparedness level.

The descriptive approach was employed to assess and evaluate the readiness of kindergarten learners in the West 2 District Division of Mandaue City. The statistical study's results informed future educational practices and policies, generating inferences, conclusions, and guidelines.

**Flow of the Study**

The study's input provided the essential information for the research. The questionnaires sought to collect data on four principal domains addressed by learners. The respondents' relevant information included the number of siblings, monthly family income, birth order, and parents' educational attainment. It also included the level of readiness of kindergarten pupils in terms of gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills, as well as the significant relationship between the level of readiness of kindergarten pupils and their profile variables.



**Figure 2. Flow of the Study**

The study used the descriptive-correlation method of research to establish whether there was a relationship between the independent and dependent variables.

The output of the study was the interactive activities that could be crafted.

## Environment

The research was conducted in the schools under West 2 District of Mandaue City Division namely: Don Calixto C. Yongco Sr. Elementary School, Canduman Elementary School, Cubacub Elementary School, Casili Elementary School, Mandaue City School for the Arts, and Pagsabungan Elementary School.

**Don Calixto C. Yongco Elementary School.** Don Calixto C. Yongco Elementary School is at 18 Paseo Toby Ronald Street, Tawason, Mandaue City. It is a DepEd-managed monograde kindergarten and Public Elementary School in Mandaue. The school was formerly known as Tawason Elementary School, which started in June 2002. The school is 800m away via H. Abellana Street, where Canduman Elementary School is located. Recently, it has a total population of 535 pupils from kindergarten to grade six. It has 19 teachers, composed of two Master Teachers, thirteen Teacher III, and four Teacher I, and is managed by a school principal.

**Canduman Elementary School.** Canduman Elementary School is the largest school in terms of pupil population and land area in the West II district. It is situated in an 823 sq. meter lot along Jacinto Mayol Street in Barangay Canduman. It has a population of three thousand one hundred eighty-two (3201) school



**Figure 3. Location Map of the Research Environment**

children from Kindergarten to Grade Six, with ninety-seven (97) competent and committed teachers, who are composed of three (3) Master Teacher II, five (5) Master Teacher I, sixty-seven (67) Teacher III, two (2) Teacher II and twenty-six (26) Teacher I. It also has one (1) School Administrator and three (3) non-teaching

personnel. Though teaching forces are classified according to their plantilla positions in the actual setting, they exist as co-equal and work collaboratively to propel and realize the DepEd goals. The

school is in dire need of more classrooms to accommodate the learner population. The school still needs 32 classrooms to meet the ideal classroom-pupil ratio. The school also caters to learners from within the community's walls and neighboring barangays like Cubacub, Casili, Pagsabungan, and Tawason.

**Cubacub Elementary School.** Cubacub Elementary School is .5km away and 5 minutes from Canduman Elementary School. It also belongs to the West II District of Mandaue City Division. It is situated in Cubacub, Mandaue City. Years back, the school was a satellite school of Canduman Elementary. Cubacub Primary then started School Year 2012-2013; it became an independent school and has become one of the schools in the division. It has a population of seven hundred eighty (780) learners from kindergarten to grade six. It has 25 teachers, which are composed of one (2) Master Teacher I, thirteen (13) Teacher III, and eleven (11) Teacher I, and a school principal manages them. The school was also experiencing a shortage of classrooms and was able to address it by dividing the regular classrooms into two to accommodate the 24 classes. Despite that, the school was able to produce quality graduates.

These three schools were adapted schools of Sacred Heart School-Ateneo de Cebu Jesuit. They had the SLP program to help the school's learners, especially in English and Math, but this program is limited only to graduating learners. Because of that, the school needs to find other stakeholders to help other learners from other grade levels.

**Mandaue City School for the Arts** is an educational innovation that opens up the world of the arts to those who cannot afford private specialized instruction. It was located at Capasanan, Casili, Mandaue City. Opened in July 1998 with a two classroom building donated by the Mandaue (Host) Lions Club represented by its president, Mr. Stanley T. Ong. Five years later, four buildings came, another two-story four classroom building that serves as a Dance Studio and Visual Arts Room. The other two buildings, one of which was donated by Mr. & Mrs. Simon Chuahe, Filipino Chinese Chamber of Commerce & Industry which serves as academic classrooms.

The school is mandated to implement the prescribed general elementary and secondary programs with special focus on the arts, such as piano, violin, choir, rondalla, ukelele, dance, visual arts, theater arts and creative writing both in English and Filipino. The school's mission is to develop highly talented and gifted children through a special education curriculum geared to the arts and designed to form artists who are socially responsible, with high standards of excellence and dedicated to the preservation, enhancement and promotion of Filipino culture.

**Pagsabungan Elementary School** is situated in Z. Estreras St. Sector 7, Pagsabungan, Mandaue City. The area of the school site is 2, 427 sq. meters and it was donated by late barangay captain Sergio B. Toling. According to the locals, the barangay got its name from the word "sabong" (cockfighting) which the folks love to do in their leisure time. The school was established in 1972. It started with only one building called the "MARCOS BUILDING" which catered the Grades One and Two. Mrs. Benilda P. Lapa was the first and lone teacher. She created the school organ named 'the light-bringer'. The school was supervised by the school principal of Basak Elementary School, Mrs. Jacinta Sanchez. As years go by, enrollment continues to rise. Numerous renovations and innovations were made. There are a lot of developments in the school like the presence of Aboitiz building that housed the five sections in Grade Six and one section in Grade V, the creation of an E-classroom, and the school library, with 1293 population, 37 teachers and a school principal.

**Casili Elementary School** was initiated last 1971 under the initiative of

Barangay Officials spearheaded by Barangay Captain Martin Inoc through the Community Development Fund given by former President Ferdinand Marcos amounting to P2000.00. To materialized the proposal they asked for donations from private individuals to be able to come up with a certain amount that will able to purchase a lot. The first lot area was 666 square meters purchased from Damasu Tigie at P2.00 per square meter in the year 1971. The first classroom was

made up of a dilapidated structure such as plywood and 3 blocks of hollow blocks from the flooring which opens in the school year 1972. The first school year was in 1971-1972 were only catered Grade 1 with 1 teacher in the name of Mr. Generoso Tantan. Since the first room was established, Barangay Officials alongside the presence of Mr. Pater Cabatingan continuously solicited money for the development of a building structure in the school. Over the years, Casili Elementary School is composed of 2366 square meters of land area with 988 learners, 29 teachers and 1 school principal.

### Respondents

The study's respondents were the kindergarten learners of West 2 District of Mandaue City Division. This study utilized random sampling since the respondents were chosen from a target population. The table below showed the number of teachers who make up the population.

**Table 1. Respondents**

	<b>Population Teachers (N)</b>	<b>Population Learners (N)</b>	<b>Percentage (%)</b>
Don Calixto Yongco Elem	10	30	16.67
Canduman Elem	10	30	16.67
Cubacub Elem	10	30	16.67
Casili Elem	10	30	16.67
MCSFA Elem	10	30	16.67
Pagsabungan Elem	10	30	16.67
<b>Total</b>	<b>60</b>	<b>180</b>	<b>100</b>

### Instrument

The research's structural framework comprised two sections related to the variable, which the researcher presented to teachers at the assigned year level and school. In the first stage, respondents were asked for personal and background information. A documentary study was used to determine the target of assessing kindergarten learners' readiness levels using the ECCD checklist. The researcher obtained the parents' profiles from the school record administrator at the District Supervisor's office to address Problem No. 1. The findings on the level of preparedness of kindergarten learners, based on the ECCD checklist, were gathered to answer Problem No. 2.

### Data Gathering Procedure

Before the data collection procedure, the researcher sought permission from the Dean of Graduate Studies through a formal approval letter. Similarly, approval was requested from the Division Office of Mandaue City to conduct the study. The researcher also sought approval from school principals to conduct the study and validate the questionnaire instruments. Once the necessary approvals were granted, the data-gathering procedure was initiated.

With the District Supervisor's approval, the researcher obtained the required data from the district's school record administrators. The data included the ECCD checklist results and the profile information of the learners' parents. All information gathered was treated with strict confidentiality to ensure the objectivity and security of the records. The researcher ensured that the number of survey copies prepared matched the predetermined target sample size and oversaw the proper collection of completed questionnaires for analysis.

### Treatment of Data

Subsequent methodological approaches were utilized to address the study's specific issues. Frequency counts and percentages were employed to evaluate the kindergarten profile, which

encompassed the number of siblings, monthly family income, birth order, and parental educational attainment.

The school record coordinator obtained the readiness assessment results of kindergarten learners, utilizing the ECCD checklist, and stored them in the office of the District Supervisor to evaluate their readiness levels.

The subsequent legend delineated the scaled scores indicative of the readiness levels of kindergarten learners.

### Scoring Procedure

The following are the legends of the scaled scores of the kindergarten learners' readiness level.

Weight	Rating Scale	Interpretation	Transmuted Rating
5	4.21-5.00	Suggest highly advanced development	Highly Ready
4	3.41-4.20	Suggest advance development	Ready
3	2.61-3.40	Average development	Moderately Ready
2	1.81-2.60	Suggest slight delay in development	Slightly Ready
1	1.00-1.80	Suggest significant delay in development	Not Ready

### DEFINITION OF TERMS

The following concepts were defined abstractly and functionally to promote understanding, guarantee clarity, and create a shared understanding.

**Birth Order.** Birth order may influence a child's personality, behavior, and preparedness for school. Firstborns frequently receive greater parental attention, potentially resulting in enhanced readiness for kindergarten. Junior siblings may enhance their social competencies through observation and interaction with their senior siblings.

**Cognitive Skills.** Cognitive skills involved thinking, problem-solving, and memory functions. These skills were fundamental for learning numbers, shapes, and patterns. Strong cognitive skills help children adapt to academic challenges and enhance learning capabilities.

**Expressive Language.** Expressive language encompasses the capacity to convey thoughts, ideas, and emotions through verbal communication. Children possessing robust, expressive language abilities can effectively communicate their needs and engage actively in classroom discussions. Enhancing these skills improved social interactions and educational results.

**Fine Motor Skills.** Fine motor skills necessitate the control of small muscles, exemplified by activities such as grasping a pencil or cutting paper. These competencies are crucial for writing, drawing, and various classroom activities. Robust fine motor skills enhance academic achievement and foster independence.

**Gross Motor Skills:** These encompass substantial muscular actions, including running, jumping, and balancing. A child's capacity to regulate bodily movements was essential for physical play and coordination in educational environments. Enhancing gross motor skills improves overall physical fitness and classroom engagement.

**Level of Readiness of Kindergarten Pupils.** The readiness of kindergarten students denotes their developmental preparedness for formal education. It includes a range of skills and competencies, such as cognitive, social, emotional, physical, and linguistic abilities, which are crucial for learning and adapting to classroom routines. Evaluating readiness levels enables teachers to customize instructional methods to address the varied requirements of young learners, facilitating a seamless transition into formal education.

**Monthly Family Income.** The family's financial resources influence access to educational materials and resources. Increased income frequently correlates with enhanced educational opportunities and environments conducive to early development. In contrast, lower-income households may encounter constraints in offering educational assistance.

**Number of Siblings.** A child's number of siblings may impact their social development and domestic learning environment. Children from more prominent families frequently cultivate enhanced social skills through regular sibling interactions. Conversely, the distribution of resources, such as parental attention, may be shared among more children, potentially impacting academic preparedness.

**Parents' Educational Attainment.** Parental educational background significantly influences a child's learning environment. Parents with elevated educational qualifications are typically better prepared to offer academic assistance and foster intellectually enriching environments. They are also more inclined to appreciate and prioritize their child's education.

**Receptive Language.** Receptive language denotes the capacity to comprehend spoken words and directives. This skill is essential for adhering to instructions and participating in classroom discussions. Robust receptive language abilities establish the groundwork for efficient learning.

**Self-Help Adaptive Skills.** These skills enable children to perform daily tasks independently, such as dressing, eating, and toileting. Autonomy in self-care activities fosters confidence and preparedness for academic routines. Children possessing robust self-help skills frequently adapt more effectively to the kindergarten setting.

**Significant Relationship Between Readiness and Profile Variables.** Determining whether a substantial relationship exists between kindergarten pupils' readiness and their profile variables helps identify patterns and influential factors. Family background, birth order, and parental education may significantly affect a child's developmental and academic readiness. Understanding these relationships guides educators in creating tailored interventions to support each child's learning needs.

**Social/Emotional Skills.** Social and emotional competencies encompass the capacity to engage constructively with peers and regulate emotions. These competencies are vital for collaborative learning and conflict resolution. Robust social and emotional skills enhance the classroom experience positively.

## CHAPTER 2

### PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

Data presentation, analysis, and interpretation are provided in Chapter 3. It provides answers to the problem's questions. There were three (3) sections to this investigation. The study's first section focused on the age and gender profiles of teachers, their civil status, the highest level of education, the number of years of service, and seminars attended on ECCD instruction and learners data like number of siblings, monthly family income, birth order, and parents' educational attainment. The level of readiness of kindergarten pupils in terms of gross motor skills, fine motor skills, self-help adaptive, social/emotional skills, receptive language, expressive language, and cognitive skills. The third section examines whether a significant relationship between the readiness level skills of kindergarten learners across their profile variables.

### RELEVANT INFORMATION

The first section of the study dealt with relevant information about schoolteachers' age and gender, their civil status, the highest level of education, the number of years of service, and seminars attended on ECCD instruction and learners data like number of siblings, monthly family income, birth order, and parents' educational attainment.

## Teachers' Profile

The characteristics of the teachers are covered in this section, including their age, gender, their civil status, the highest level of education, the number of years of service, and seminars attended on ECCD instruction.

**Age.** Age is an essential demographic characteristic that needs to be assessed. Age determines the maturity and experiences of the respondents in the profession. Table 2 shows the age characteristics of the respondents.

**Table 2. Age**

Age	Teachers	Percentage
56-60	4	6.67
51-55	6	10.00
46-50	15	25.00
41-45	13	21.67
36-40	18	30.00
31-35	2	3.33
26-30	2	3.33
<b>Total</b>	<b>60</b>	<b>100.00</b>
<b>Average</b>	<b>42.37</b>	
<b>SD</b>	<b>7.00</b>	

The age distribution of teachers, with a mean of 42.37 years and a standard deviation of 7.00, suggests that most teachers are between 36 and 50 years old. This indicates a workforce that harmonizes experience with adaptability, essential for executing Early Childhood Care and Development (ECCD)-focused activities for tailored instruction in kindergarten. Research indicates that mid-career teachers (generally aged 36–50) possess both proficiency and receptiveness to instructional innovations (Smith & Brown, 2021). Their professional maturity allows them to incorporate child-centered methodologies while utilizing their practical expertise to customize instruction according to individual learners' requirements.

The diminished representation of younger teachers (26–35) and those approaching retirement (51–60) may adversely affect sustainability and innovation in ECCD-oriented tailored instruction. Williams et al. (2023) assert that younger educators are more inclined to adopt technology-driven strategies, thereby improving differentiated learning experiences in kindergarten. Older teachers (51+) offer mentorship and insight but may encounter difficulties adapting to swiftly changing educational technologies and methodologies. The inclusion of seasoned teachers in the study sample is advantageous for the effective execution of ECCD activities; however, a more varied age distribution could cultivate a dynamic environment where expertise and innovation converge.

**Gender.** Another essential demographic characteristic is gender. Gender determines the sexes of the respondents, whether they are males or females. Discussing gender is essential to determining the dominant gender in the teaching profession. Table 3 shows the gender profile of the respondents.

**Table 3. Gender**

Gender	Frequency	Percentage
Male	4	6.67
Female	56	93.33
<b>Total</b>	<b>60</b>	<b>100.00</b>

The data indicates a pronounced gender imbalance among teachers, with 93.33% identified as female and merely 6.67% as male. This corresponds with overarching trends in early childhood

education, where instruction is conventionally female-dominated due to societal norms and perceptions regarding caregiving roles (Johnson & Miller, 2021). The significant prevalence of female teachers indicates that kindergarten education is primarily a female-dominated field, potentially influencing teaching methodologies, classroom interactions, and role modeling for early learners.

This gender disparity has numerous ramifications. Studies indicate that male teachers can offer varied viewpoints and act as significant role models for young children, especially in promoting gender-inclusive settings (Smith et al., 2022). The scarcity of male teachers may restrict children's exposure to varied pedagogical approaches and perpetuate conventional gender stereotypes regarding caregiving and education. To remedy this, initiatives like targeted recruitment strategies and professional development opportunities for male teachers could enhance gender diversity in early childhood education, resulting in a more balanced and enriched learning environment.

**Civil Status.** Another crucial demographic characteristic is civil status. Civil status assesses whether the person is single, married, or widower. Awareness of civil status assesses the ability to cope with difficult or complex situations, especially for married who have a support system. Table 4 shows the civil status of the respondents.

**Table 4. Civil Status**

<b>Civil Status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	35	58.33
Single	25	41.67
<b>Total</b>	<b>60</b>	<b>100.00</b>

Table 4 shows that most teachers (58.33%) are married, whereas a substantial proportion (41.67%) are single. This distribution indicates diverse teachers with differing personal obligations and commitments beyond their professional duties. Garcia and Lopez (2021) assert that civil status can affect teaching efficacy, work-life equilibrium, and professional involvement. Married teachers may contribute stability and maturity to their positions, drawing on personal experiences in child-rearing that complement kindergarten instruction. Conversely, single teachers may possess enhanced flexibility to allocate time for professional development and innovation in early childhood education.

The ramifications of this distribution are significant regarding workload management and teacher retention. Research indicates that married teachers may encounter difficulties reconciling familial obligations with the exigencies of teaching, potentially impacting their stress levels and job satisfaction (Anderson et al., 2022). Conversely, unmarried teachers may possess more excellent prospects for participating in prolonged training and professional development. School administrators might contemplate adopting flexible policies that promote work-life balance, guaranteeing that all educators, irrespective of civil status, possess equitable opportunities for advancement while safeguarding their well-being in a challenging early childhood education setting.

**Highest Educational Attainment.** Another crucial demographic characteristic is the highest educational attainment. Knowing one's highest educational attainment paves the way for knowing one's level of attainment in one's ability to make sound decisions and handle difficult or complex situations. Table 5 shows the respondents' highest educational attainment.

**Table 5. Highest Educational Attainment**

<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
With units in Doctorate Degree	3	8.50
With Master's Degree	8	4.50

With units in master's degree	39	66.00
Bachelors Degree	10	21.30
<b>Total</b>	<b>60</b>	<b>100.00</b>

The data indicates that most teachers (66.00%) have obtained credits towards a master's degree, whereas a mere fraction (8.50%) are engaged in doctoral studies. A significant percentage (21.30%) possess solely a bachelor's degree, while a lesser proportion (4.50%) have attained a master's degree. This distribution indicates that although numerous teachers pursue further education, only a minority have attained advanced degrees. The significant proportion of teachers engaged in continuous graduate studies demonstrates a dedication to professional development, which is essential for improving instructional methodologies, especially in early childhood education (Santos & Rivera, 2021).

The findings underscore the necessity for institutional support to motivate teachers to attain their graduate degrees. Studies indicate that elevated educational qualifications are associated with enhanced instructional quality, especially in early childhood education, where specialized training in child development and ECCD-oriented activities is crucial (Martinez et al., 2022). Educational institutions and policymakers should contemplate offering incentives, such as scholarships, to help teachers attain their master's and doctoral degrees. By promoting continuous learning, teachers can improve their capacity to create and execute personalized instruction suited to the varied needs of kindergarten students.

**Length of Service.** The length of service is an essential demographic characteristic in determining the length of service of the respondents. Assessing the number of years in service determines their contentment and satisfaction with the benefits and privileges offered to employees. Table 6 reveals the length of service of the teacher respondents.

**Table 6. Length of Service**

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage</b>
More than 20 years	5	8.33
16-20 years	14	23.33
11-15 years	18	30.00
6-10 years	14	23.33
Less than 5 years	9	15.00
<b>TOTAL</b>	<b>60</b>	<b>100</b>
<b>SD</b>	<b>12.83</b>	
<b>Average</b>	<b>4.96</b>	

The data regarding length of service indicates that the majority of teachers (30.00%) possess 11-15 years of experience, with substantial proportions having 16-20 years (23.33%) and 6-10 years (23.33%). Merely 8.33% have served for over 20 years, whereas 15.00% are comparatively inexperienced, possessing less than five years of service. The standard deviation of 12.83 and a mean of 4.96 signify considerable variability in service years, illustrating a heterogeneous blend of experienced and novice teachers. This distribution indicates that the teaching workforce comprises seasoned teachers who provide stability and expertise. In contrast, few novice teachers may offer new perspectives and innovative pedagogical approaches (Delgado & Reyes, 2021).

The ramifications of this distribution are substantial for professional advancement and guidance. Veteran teachers can mentor novice teachers, promoting knowledge exchange and enhancing instructional quality in early childhood education. The limited percentage of teachers with over 20 years of experience raises apprehensions regarding long-term retention and succession planning (Gonzalez et al., 2022). Educational institutions and policymakers ought to implement strategies that facilitate the support of novice teachers via mentorship initiatives and ongoing professional

development while ensuring that experienced teachers remain involved and responsive to changing educational paradigms. This equilibrium is crucial for maintaining high-quality, tailored instruction for kindergarten students.

### Seminars Attended on ECCD Instruction

It is essential to know the relevant seminars/trainings/workshops attended since they contribute to professional growth and development. The management supports teachers attending more trainings, seminars, and workshops. Table 8 shows the results of the seminars attended on ECCD instruction.

**Table 7. Seminars Attended on ECCD Instruction**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
16 times and above	21	35.00
11 to 15 times	27	45.00
6 to 10 times	8	13.33
5 times and less	4	6.67
<b>Total</b>	<b>60</b>	<b>100.00</b>
<b>SD</b>	<b>12.43</b>	
<b>Average</b>	<b>4.05</b>	

The data regarding Early Childhood Care and Development (ECCD) instruction reveals that most teachers (45.00%) have attended seminars between 11 and 15 times, whereas 35.00% have participated 16 times or more. A lesser proportion (13.33%) have participated 6 to 10 times, while 6.67% have attended five times or fewer. The elevated attendance rates indicate that most teachers actively participate in professional development, enhancing their knowledge and skills in providing ECCD-based instruction. The standard deviation of 12.43 and an average of 4.05 indicate considerable variability in seminar participation, reflecting inequalities in teachers' access to training opportunities (Lopez & Rivera, 2021).

The ramifications of these findings underscore the significance of ongoing professional development in early childhood education. Teachers regularly participating in seminars are more likely to remain informed about innovative and effective ECCD strategies, improving their capacity to tailor instruction for kindergarten students (Garcia et al., 2022). The evident disparity in participation indicates that certain teachers may have restricted access to training owing to factors such as workload, financial limitations, or insufficient institutional backing. School administrators and policymakers must guarantee equitable access to professional development opportunities through sponsorships, flexible schedules, and localized training sessions. This strategy would facilitate the closure of disparities, guaranteeing that all teachers, irrespective of their experience or background, obtain sufficient training to execute ECCD-based tailored instruction effectively.

### Learners Data

Learners' data refers to any information collected about students that can be used to understand, track, and improve their learning experiences such as number of siblings, monthly family income, birth order, and parents' educational attainment.

### Number of Siblings

Number of Siblings refers to the count of brothers and sisters a learner has. This data point is often collected in educational research or student profiling to analyze its potential impact on various aspects of learning.

The data regarding the number of siblings among kindergarten students indicates that the most substantial groups consist of 3-4 siblings (30.00%) or 1-2 siblings (30.00%), while 25.00% have 5-6

siblings. A lesser proportion (15.00%) originates from families with seven or more children. The data indicates an average

**Table 8. Number of Siblings**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
7 or more	27	15.00
5-6	45	25.00
3-4	54	30.00
1-2	54	30.00
<b>Total</b>	<b>180</b>	<b>100</b>
<b>SD</b>	<b>2.10</b>	
<b>Average</b>	<b>3.77</b>	

of 3.77 and a standard deviation of 2.10, suggesting that although many learners originate from smaller to mid-sized families, a considerable proportion still belongs to larger households. The variation in family size can affect a child's early learning experience, especially regarding parental attention, resource availability, and socialization skills (Garcia & Santos, 2022).

The findings underscore the necessity for varied instructional methods in kindergarten. Children from smaller families may obtain greater individualized attention and resources at home, potentially enhancing their early literacy and cognitive development. In contrast, individuals from more prominent families may cultivate enhanced social and cooperative abilities, yet they may encounter difficulties obtaining individualized academic assistance from caregivers (Lopez et al., 2023). Teachers must consider these dynamics when developing ECCD-based activities, ensuring that instruction caters to diverse levels of prior knowledge, social readiness, and parental engagement. Educational institutions can involve families in early learning initiatives to close disparities and cultivate a nurturing home-learning atmosphere for all students, irrespective of family size.

### **Monthly Family Income**

Monthly Family Income refers to the total earnings of all working members of a learner's household within a month. It is often categorized into income brackets to analyze its influence on various educational and social factors.

**Table 9. Monthly Family Income**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
above Php 30,000	30	16.67
Php 20001- Php 30000	52	28.89
Php 10001- Php 20000	38	21.11
below Php 10000	60	33.33
<b>Total</b>	<b>180</b>	<b>100</b>
<b>SD</b>	<b>8988.88</b>	
<b>Average</b>	<b>16400.00</b>	

Data on family income distribution among kindergarten learners indicates that a substantial proportion (33.33%) originate from households earning below Php 10,000 monthly, whereas 21.11% fall within the Php 10,001–Php 20,000 bracket. A minority (28.89%) earn between Php 20,001 and Php 30,000, while merely 16.67% reside in households with incomes exceeding Php 30,000. The average income is Php 16,400, with a standard deviation of 8,988.88, indicating significant economic disparity among learners' families. This disparity in socioeconomic status can directly affect access to educational resources, early learning opportunities, and overall academic preparedness (Garcia & Santos, 2022).

The ramifications of these findings are substantial for ECCD-oriented tailored instruction. Students from low-income households may experience restricted access to educational resources, technology, and early childhood enrichment programs, potentially affecting their foundational skills and preparedness for school (Lopez et al., 2023). Teachers should implement differentiated instructional strategies that accommodate various socioeconomic backgrounds, guaranteeing equitable learning opportunities for all children. Moreover, educational institutions and policymakers should contemplate interventions like subsidies for learning materials, parental education initiatives, and community collaborations to assist families facing financial limitations. By addressing these disparities, teachers can foster an inclusive and supportive learning environment that promotes literacy and cognitive development in kindergarten learners.

### **Birth Order**

Birth order refers to a learner's position among siblings. It is often studied about personality traits, academic performance, and social behavior.

**Table 10. Birth Order**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Eldest	45	25.00
Middle	52	28.89
Youngest	46	25.56
Only child	37	20.56
<b>Total</b>	<b>180</b>	<b>100</b>

The data on birth order distribution among kindergarten students reveals that the predominant group consists of middle children (28.89%), followed by the youngest (25.56%) and eldest (25.00%), with only children comprising 20.56%. This relatively uniform distribution indicates that learners originate from varied family structures, which may affect their socialization, autonomy, and learning behaviors. Studies indicate that birth order influences personality traits and academic achievement, with eldest children frequently exhibiting leadership qualities, middle children cultivating robust peer relationships, youngest children tending to be more dependent or attention-seeking, and only children receiving heightened parental attention but potentially missing early sibling interactions (Garcia & Santos, 2022).

The ramifications for ECCD-based tailored instruction are substantial. Teachers must acknowledge that birth order can influence students' confidence, interaction patterns, and receptiveness to instruction. Eldest children may exhibit greater responsibility but experience performance pressure, whereas youngest children may necessitate additional encouragement to cultivate independence. Middle children, familiar with sharing attention, may thrive in group activities, whereas only children might require additional opportunities for collaborative learning. Teachers ought to implement diverse pedagogical strategies that address these distinctions, including leadership roles for eldest children, collaborative activities for middle children, confidence-enhancing tasks for youngest learners, and peer engagement opportunities for only children. Comprehending birth order dynamics can facilitate establishing a more inclusive and adaptive kindergarten learning environment (Lopez et al., 2023).

### **Parent's Educational Attainment**

Parent's Educational Attainment refers to the highest level of education completed by a learner's parents (e.g., elementary, high school, college, or postgraduate). This factor is often studied in relation to a child's academic performance, learning motivation, and overall educational opportunities.

**Table 11. Highest Educational Attainment of Parents**

<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
With Master's Degree	6	3.33
With units in master's degree	24	13.33
Bachelor	70	38.89
High School Graduate	52	28.89
Elementary Graduate	28	15.56
<b>Total</b>	<b>180</b>	<b>100.00</b>

The data regarding parents' highest educational attainment reveals that the predominant level is a bachelor's degree (38.89%), succeeded by high school graduates (28.89%) and elementary graduates (15.56%). A minority (13.33%) have undertaken coursework in a master's program, whereas merely 3.33% have attained a master's degree. This indicates that although many parents have achieved higher education, a significant fraction have only completed secondary or elementary education. Studies indicate that parental educational attainment significantly impacts children's academic development by affecting their capacity to offer learning support at home and participate in their child's early education (Garcia & Santos, 2022).

The complications for ECCD-based tailored instruction underscore the necessity for enhanced parental engagement, especially among individuals with limited educational attainment. Parents with advanced educational qualifications may be better prepared to facilitate school-related activities, whereas those with minimal education may require further assistance supporting their child's learning. Educational institutions can address this disparity by providing parental education initiatives, workshops focused on literacy and numeracy assistance, and supplementary learning resources for home use that enable parents to bolster classroom instruction. By promoting robust collaboration between schools and homes, teachers can guarantee that all kindergarten students, irrespective of their parents' educational background, obtain sufficient academic and emotional support for their early development (Lopez et al., 2023).

**READINESS OF KINDERGARTEN LEARNERS**

The level of readiness of kindergarten pupils refers to their preparedness for formal schooling, encompassing various developmental domains. Readiness is typically assessed in the following areas: gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills.

**Gross Motor Skills**

Gross motor skills involve using large muscle groups for movements like running, jumping, and balancing. They are essential for physical development, coordination, and overall school readiness.

**Table 12. Gross Motor Skills**

<b>Indicators</b>	<b>Teachers</b>		
	<b>WM</b>	<b>I</b>	<b>SD</b>
Climbs on chair or other elevated piece of furniture like a bed without help	4.25	HR	0.31
Walks backwards	4.52	HR	0.20
Runs without tripping or falling	4.31	HR	0.50
Walks down stairs, 2 feet on each step, with one hand held	4.51	HR	0.82
Walks up stairs holding handrail, 2 feet on each step	4.25	HR	0.86
Walks upstairs with alternate feet without holding handrail	4.22	HR	0.78
Walks downstairs with alternate feet without holding handrail	4.22	HR	0.45
Moves body part as directed	4.26	HR	0.45

Jumps up	4.56	HR	0.56
Throws ball overhead with Direction	4.50	HR	0.67
Hops 1 to 3 steps on preferred foot	4.21	HR	0.78
Jumps and turns	4.35	HR	0.78
Dances patterns / joins group movement activities	4.23	HR	0.67
<b>Over-all Mean</b>	<b>4.34</b>	<b>Highly Ready</b>	<b>0.60</b>

Legend:

4.21-5.00 Highly Ready      3.41-4.20 Ready      2.61-3.40 Moderately Ready  
1.81-2.60 Slightly Ready      1.00-1.80 Not Ready

The gross motor skills development data in kindergarten learners reveals an overall weighted mean (WM) of 4.34, signifying that they are Highly Ready (HR) in this area. A standard deviation (SD) of 0.60 indicates a moderate degree of variability in performance. This elevated readiness indicates that most learners possess advanced physical coordination and movement skills, which are crucial for active engagement in ECCD-based learning activities. Research indicates that robust gross motor skills facilitate cognitive, social, and emotional development by allowing children to participate in play-based and interactive learning experiences (Garcia & Santos, 2022).

Concentrating on the extreme indicators, the skill with the highest weighted mean is "Jumps up" (WM = 4.56, SD = 0.56), signifying that most children possess proficient jumping abilities. This may result from regular participation in play activities that include jumping, such as outdoor games and organized movement exercises. Conversely, the skill with the lowest rating is "Hops 1 to 3 steps on preferred foot" (WM = 4.21, SD = 0.78), indicating that hopping on one foot may pose more incredible difficulty for specific learners, potentially attributable to variations in the development of balance and coordination.

These findings underscore the necessity for ongoing reinforcement of hopping and balance-related activities in ECCD-based instruction. Teachers should incorporate structured movement activities, including hopping games, obstacle courses, and rhythmic exercises, to enhance students' coordination and lower-body strength. Moreover, as gross motor skills are essential for developing fine motor skills (which affect handwriting and other academic activities), implementing a comprehensive movement curriculum will facilitate physical and cognitive advancement in young learners (Lopez et al., 2023).

### Fine Motor Skills

Fine motor skills involve the coordination of small muscles in the hands and fingers. They are essential for tasks like writing, buttoning clothes, and using utensils. These skills are crucial in early learning, especially in literacy and self-care.

**Table13. Fine Motor Skills**

Indicators	Teachers		
	WM	I	SD
Uses all 5 fingers to get food/toys placed on flat surface	4.25	HR	0.67
Picks up objects with thumb and index finger	4.21	HR	0.65
Displays a definite hand preference	4.15	R	0.63
Puts small objects in/out of containers	4.35	HR	0.54
Holds crayon with all the fingers of his hand making a fist (I.e., palmar grasp)	4.32	HR	0.65
Unscrews lid of container or unwraps food	4.28	HR	0.67
Scribbles spontaneously	4.56	HR	0.67
Scribbles vertical and horizontal lines	4.58	HR	0.63

Draws circle purposely	4.45	HR	0.64
Draws a human figure (head, eyes, trunk, arms, hands/fingers)	4.25	HR	0.59
Draws a house using geometric forms	4.20	R	0.63
<b>Over-all Mean</b>	<b>4.33</b>	<b>Highly Ready</b>	<b>0.63</b>

The data on fine motor skills in kindergarten learners shows an overall weighted mean (WM) of 4.33, signifying that children are Highly Ready (HR) in this domain. A standard deviation (SD) of 0.63 indicates moderate variability in skill proficiency. Fine motor skills are essential for early childhood development, facilitating writing, drawing, self-care, and various academic and daily tasks. Studies demonstrate that robust fine motor skills facilitate early literacy and numeracy by improving children's capacity to grasp a pencil, manipulate objects, and participate in organized learning activities (Garcia & Santos, 2022).

The top-rated indicators are "Scribbles vertical and horizontal lines" (WM = 4.58, SD = 0.63) and "Scribbles spontaneously" (WM = 4.56, SD = 0.67), suggesting that children exhibit early writing readiness and enthusiasm for drawing activities. This indicates that preschool activities proficiently foster pre-writing skills via engagement in imaginative play and organized tasks.

The indicators with the lowest ratings are "Displays a definite hand preference" (WM = 4.15, SD = 0.63) and "Draws a house using geometric forms" (WM = 4.20, SD = 0.63). This indicates that certain children are still developing hand dominance, which may impact their accuracy in writing and drawing. Furthermore, geometric drawing tasks may present increased difficulty, likely owing to their demand for spatial awareness and precise motor control.

The results underscore the necessity of enhancing organized fine motor activities to facilitate ongoing skill advancement. As hand dominance is still maturing in specific learners, teachers should offer activities that promote the utilization of both hands while progressively assisting children in identifying a preferred hand for writing. Furthermore, incorporating drawing exercises centered on shapes and structured figures into daily lessons enhances spatial coordination and geometric awareness. Educational institutions can improve ECCD-oriented tailored instruction by integrating sensory play, manipulative activities (such as puzzles and bead threading), and structured tracing exercises, thereby facilitating the development of essential fine motor skills for future academic achievement (Lopez et al., 2023).

### Self-Help Adaptive

Self-help and adaptive skills refer to a child's ability to care for their needs, follow routines, and adapt to new environments. These skills are essential for fostering independence, confidence, and readiness for school life. Table 15 shows the results of self-help adaptive.

**Table 14. Self-Help Adaptive**

Indicators	Teachers		
	WM	I	SD
Feeds self with finger food (e.g. biscuits, bread) using fingers	4.35	HR	0.67
Feeds self using spoon with spillage	4.32	HR	0.65
Eats without need for spoon feeding during any meal	4.24	HR	0.57
Helps hold cup for drinking	4.34	HR	0.67
Drinks from cup with spillage	4.31	HR	0.65
Drinks from cup unassisted	4.36	HR	0.62
Gets drink for self unassisted	4.35	HR	0.56
Pours from pitcher without spillage	4.21	HR	0.45
Prepares own food/snack	4.15	R	0.80
Prepares meals for younger siblings/family members when no adult is	4.05	R	0.65

around			
Participates when being dressed (e.g. raises arms or lifts leg)	4.14	R	0.78
Pulls down gartered short pants	4.24	HR	0.56
Removes sand	4.35	HR	0.67
Dresses without assistance except for buttons and tying	4.46	HR	0.87
Dresses without assistance including buttons and tying	4.32	HR	0.65
Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	4.32	HR	0.46
Informs adult of need to urinate (pee) or move bowels (poohpooh) so he can be brought to a designated place (e.g. comfort room)	4.24	HR	0.56
Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	4.25	HR	0.65
Goes to the designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants anymore	4.24	HR	0.56
Wipes/Cleans self after a bowel movement (pooh)	4.21	HR	0.56
<b>BATHING SUB-DOMAIN</b>			
Participates when bathing (e.g. rubbing arms with soap)	4.32	HR	0.76
Washes and dries hands without any help	4.35	HR	0.67
Washes face without any help	4.35	HR	0.65
Bathes without any help	4.22	HR	0.54
<b>Over-all Mean</b>	<b>4.28</b>	<b>Highly Ready</b>	<b>0.63</b>

The data regarding self-help adaptive skills in kindergarten learners reveals an overall weighted mean (WM) of 4.28, signifying that children are Highly Ready (HR) in this area. A standard deviation (SD) of 0.63 indicates moderate variability in performance among various self-help skills. The skills encompassing eating, dressing, toileting, and hygiene are crucial for promoting independence and equipping children for more formal educational settings. Studies demonstrate that children who cultivate robust self-help skills generally display increased confidence, self-regulation, and preparedness for school (Garcia & Santos, 2022).

The most highly rated skill is "Dressing independently, except buttons and tying" (WM = 4.46, SD = 0.87), suggesting that the majority of children can dress themselves autonomously, aside from tasks necessitating fine motor dexterity (e.g., buttoning and tying shoelaces). This indicates a significant degree of autonomy in self-care. The skills with the lowest ratings are "Prepares meals for younger siblings/family members when no adult is present" (WM = 4.05, SD = 0.65) and "Participates when being dressed" (WM = 4.14, SD = 0.78). These ratings indicate that specific learners depend on adults for intricate self-care and meal preparation. This is anticipated as young children still cultivate the planning, coordination, and problem-solving abilities required for more complex self-help tasks.

The results indicate that kindergarten programs should continue strengthening independent self-care routines while offering supplementary assistance for activities necessitating intricate motor coordination (e.g., buttoning, tying, and meal preparation). Teachers can incorporate organized play-based activities, such as role-playing meal preparation or dressing dolls, to improve children's adaptive skills enjoyably and engagingly. Since self-help skills are intricately associated with emotional development, positive reinforcement, and structured practice can enhance children's self-assurance in executing these tasks autonomously. Moreover, collaborations with parents are essential for maintaining coherence between school and home environments, enabling children to develop and enhance their self-help skills in daily contexts (Lopez et al., 2023).

### Social/Emotional Skills

Social and emotional skills refer to a child's ability to understand emotions, interact with others, and navigate social situations. These skills are crucial for building positive relationships, managing emotions, and adapting to the school environment.

The evaluation of social and emotional competencies in kindergarten students reveals an overall weighted mean (WM) of 4.28, signifying that the children are Highly Ready (HR) in this area. A standard deviation (SD) of 0.61 indicates moderate variability in social-emotional competencies. Social and emotional competencies are crucial for early childhood development, as they affect a child's capacity to form relationships, manage emotions, and participate in collaborative play. Research indicates that robust social-emotional skills enhance school readiness, foster positive peer interactions, and promote academic achievement (Garcia & Santos, 2022).

**Table 15. Social /Emotional Skills**

Indicators	Teachers		
	WM	I	SD
Enjoys watching activities of nearby people or animals	4.53	HR	0.45
Friendly with strangers but initially may show slight anxiety or shyness	4.12	R	0.45
Plays alone but likes to be near familiar adults or brothers and sisters	4.33	HR	0.56
Laughs or squeals aloud in play	4.56	HR	0.55
Plays peek-a-boo (bulaga)	4.23	HR	0.67
Rolls ball interactively with caregiver/ examiner	4.23	HR	0.87
Hugs or cuddles toys	4.35	HR	0.46
Demonstrates respect for elders using terms like “po” and “opo”	4.18	R	0.54
Shares toys with others	4.44	HR	0.67
Imitates adult activities (e.g., cooking, washing)	4.32	HR	0.78
Identifies feelings in others	4.24	HR	0.78
Appropriately uses cultural gestures of greeting without much prompting (e.g., mano, bless, kiss, etc.)	4.21	HR	0.81
Comforts playmates/siblings in distress	4.23	HR	0.54
Persists when faced with a problem or obstacle to his wants	4.24	HR	0.57
Helps with family chores (e.g., wiping tables, watering plants, etc.)	4.23	HR	0.58
Curious about environment but knows when to stop asking questions of adults	4.35	HR	0.62
Waits for turn	4.32	HR	0.65
Asks permission to play with toy being used by another	4.33	HR	0.65
Defends possessions with determination	4.24	HR	0.45
Plays organized group games fairly (e.g., does not cheat in order to win)	4.14	R	0.47
Can talk about difficult feelings (e.g., anger, sadness, worry) he experiences.	4.15	R	0.58
Honors a simple bargain with caregiver (e.g., can play outside only after cleaning / finishing his room)	4.24	HR	0.67
Watches responsibly over younger siblings/family members	4.23	HR	0.68
Cooperates with adults and peers in group situations to minimize quarrels and conflicts	4.25	HR	0.68
<b>Over-all Mean</b>	<b>4.28</b>	<b>Highly Ready</b>	<b>0.61</b>

The skill with the highest rating is "Laughs or squeals aloud in play" (WM = 4.56, SD = 0.55), indicating that most children exhibit joy and enthusiasm during play, a favorable indicator of

emotional well-being and engagement. Likewise, "Enjoys observing the activities of nearby individuals or animals" (WM = 4.53, SD = 0.45) underscores curiosity and social consciousness.

The indicators with the lowest ratings are "Friendly with strangers but initially may exhibit slight anxiety or shyness" (WM = 4.12, SD = 0.45) and "Plays organized group games competently" (WM = 4.14, SD = 0.47). The findings indicate that certain children exhibit initial reluctance in social interactions and may have difficulty with fairness in organized group play, which is anticipated in this developmental phase. Furthermore, the statement "Can talk about difficult feelings (e.g., anger, sadness, worry)" (WM = 4.15, SD = 0.58) indicates that specific learners may require additional support in emotional expression and regulation.

The results underscore the necessity of enhancing emotional regulation and collaborative play in early childhood education. Teachers should incorporate organized social-emotional learning (SEL) activities, including emotional storytelling, role-playing social situations, and collaborative group games, to improve communication and problem-solving abilities. Given that confident children encounter difficulties with fairness and emotional expression, educators and caregivers may employ guided dialogues, emotion charts, and reflective discussions to assist learners in articulating their feelings and resolving conflicts constructively.

Furthermore, peer interaction and teacher-led socialization activities should be promoted to assist shy or reluctant children in cultivating confidence in engaging with unfamiliar individuals. ECCD programs can enhance emotional intelligence and cultural values in young learners by integrating culturally relevant practices, such as teaching respect through gestures like "po" and "mano" (Lopez et al., 2023).

### Receptive Language

Receptive language denotes a child's capacity to comprehend and interpret spoken or written language. It encompasses abilities such as adhering to instructions, understanding inquiries, identifying words and sentences, and deriving meaning from dialogues or narratives. Table 16 shows the results of receptive language.

**Table 16. Receptive Language**

Indicators	Teachers		
	WM	I	SD
Points to family member when asked to do so	4.32	HR	0.45
Points to 5 body parts on himself when asked to do so	4.46	HR	0.43
Points to 5 named pictured objects when asked to do so	4.56	HR	0.46
Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	4.25	HR	0.50
Follows 2-step instructions that include simple prepositions	4.21	HR	0.44
<b>Over-all Mean</b>	<b>4.36</b>	<b>Highly Ready</b>	<b>0.46</b>

The evaluation of receptive language abilities in kindergarten students shows an overall weighted mean (WM) of 4.36, signifying that the children are Highly Ready (HR) in comprehending and processing spoken language. The standard deviation (SD) of 0.46 indicates a relatively uniform performance across various receptive language metrics. The findings indicate that most children can identify familiar individuals and objects, adhere to directives, and understand fundamental language structures, which are crucial for effective communication and early academic achievement (Garcia & Santos, 2022).

The top-rated skill is "Points to 5 named pictured objects when prompted" (WM = 4.56, SD = 0.46), signifying that children exhibit robust word recognition and object identification abilities. This indicates that learners possess a strong proficiency in visual language comprehension.

The least favorable indicator is "Follows 2-step instructions that include simple prepositions" (WM = 4.21, SD = 0.44). This indicates that although children can comprehend and execute instructions, some may require further assistance interpreting multi-step directives. This is characteristic of this developmental phase, as working memory and cognitive sequencing are still evolving.

The results underscore the necessity for organized, language-intensive activities to enhance receptive language skills. Teachers can incorporate storytelling, interactive read-aloud, and experiential activities to enhance comprehension of vocabulary and directives. Since adhering to multi-step instructions poses a minor challenge, progressive scaffolding techniques—such as deconstructing directives into smaller components, utilizing gestures, and offering visual cues—can enhance understanding.

The robust object and body part identification performance indicates that visual aids and interactive learning techniques are efficacious. Teachers should use picture books, flashcards, and practical demonstrations to enhance word association and auditory comprehension. Promoting active listening via activities such as Simon Says, call-and-response exercises, and group discussions will augment receptive language skills, equipping children for more intricate linguistic and cognitive challenges in advanced educational contexts (Lopez et al., 2023).

### Expressive Language

Expressive language denotes a child's capacity to utilize words, gestures, and facial expressions to convey thoughts, needs, and emotions. It encompasses vocabulary enhancement, sentence construction, and the capacity to articulate ideas clearly and coherently. Table 17 reveals the results of expressive language.

**Table 17. Expressive Language**

Indicators	Teachers		
	WM	I	SD
Uses 5-20 recognizable words	4.34	HR	0.67
Uses pronouns (e.g. I, me, ako, akin)	4.25	HR	0.66
Uses 2-3 words verb-noun combinations (e.g. hingi gatas)	4.34	HR	0.68
Names objects in pictures	4.25	HR	0.54
Speaks in grammatically correct 2- 3 word sentences	4.23	HR	0.67
Asks "what" questions	4.35	HR	0.68
Uses 5-20 recognizable words	4.35	HR	0.55
Asks "who" and "why" questions	4.36	HR	0.45
Gives account of recent experiences (with prompting) in order of occurrence using past tense	4.23	HR	0.67
<b>Over-all Mean</b>	<b>4.30</b>	<b>Highly Ready</b>	<b>0.62</b>

The evaluation of expressive language abilities in kindergarten students reveals an overall weighted mean (WM) of 4.30, signifying that the children are Highly Ready (HR) in verbal communication. The standard deviation (SD) of 0.62 indicates a degree of variability in the skill levels of learners. The findings indicate that most children can proficiently utilize words, concise sentences, and inquiries to articulate their thoughts, showcasing a fundamental capacity for verbal communication (Lopez & Cruz, 2023).

The skill with the highest rating is "Asks 'who' and 'why' questions" (WM = 4.36, SD = 0.45), indicating that children are actively involved in learning and curiosity-driven dialogues. Their

capacity to pose inquiries demonstrates cognitive development, problem-solving abilities, and an eagerness to comprehend their surroundings.

The indicators with the lowest ratings are "Provides a chronological account of recent experiences using the past tense" (WM = 4.23, SD = 0.67) and "Articulates in grammatically correct 2-3 word sentences" (WM = 4.23, SD = 0.67). This indicates that as children cultivate storytelling and sentence-structuring skills, some may encounter difficulties with appropriate tense application and chronological narration.

The results underscore the necessity for interactive language activities that improve sentence structure, storytelling, and inquiry skills. Teachers should integrate role-playing, show-and-tell, and storytelling activities to enhance expressive language skills. Motivating children to recount personal experiences, depict images, and participate in structured conversations can enhance their verbal skills.

Given that questioning is a strength, teachers can capitalize on this by establishing inquiry-based learning environments that encourage children to explore, inquire, and respond to questions. Nonetheless, constructing sentences and applying past tense necessitate further enhancement via guided dialogues, interactive literature, and the demonstration of grammatically accurate speech. Integrating play-based learning, songs, and verbal expression games enables educators to enhance children's confidence and fluency in expressive language, preparing them for more complex communication in higher education (Garcia & Santos, 2022).

### Cognitive Skill

Cognitive skills denote the fundamental mental faculties that allow individuals to process, comprehend, acquire, and utilize information. These competencies encompass attention, memory, problem-solving, reasoning, perception, and language comprehension. Table 18 reveals the results of cognitive skills.

The findings demonstrate that kindergarten students display a significant degree of readiness in cognitive abilities, with a mean score of 4.40 and a standard deviation of 0.63. The data indicates that children are proficient in fundamental

**Table 18. Cognitive Skills**

Indicators	Teachers		
	WM	I	SD
Looks at direction of fallen object	4.35	HR	0.56
Imitates behavior just seen a few minutes earlier	4.24	HR	0.67
Offers object but will not release it	4.21	HR	0.55
Looks for completely hidden object	4.35	HR	0.45
Exhibits simple pretend play (feed, put doll To sleep)	4.45	HR	0.56
Matches objects	4.46	HR	0.60
Matches 2 – 3 colors	4.58	HR	0.62
Matches pictures	4.58	HR	0.64
Sorts based on shapes	4.43	HR	0.65
Sorts objects based on 2 attributes (e.g., size and color)	4.34	HR	0.68
Arranges objects according to size from smallest to biggest	4.25	HR	0.72
Names 4 – 6 colors	4.35	HR	0.80
Copies shapes	4.35	HR	0.76
Names 3 animals or vegetables when asked	4.54	HR	0.56
States what common household items are used for	4.46	HR	0.75
Can assemble simple puzzles	4.55	HR	0.64

Demonstrates an understanding of opposites by completing a statement (e.g., Ang aso ay malaki, ang daga ay _____ ”)	4.34	HR	0.68
Points to left and right sides of body	4.32	HR	0.75
Can state what is silly or wrong with pictures (e.g. Ano ang mali sa larawang ito?)	4.30	HR	0.45
Matches upper and lower case letters	4.56	HR	0.56
<b>Over-all Mean</b>	<b>4.40</b>	<b>Highly Ready</b>	<b>0.63</b>

cognitive tasks, including object matching (4.46), shape and size sorting (4.43), color identification (4.58), and simple puzzle assembly (4.55). These competencies are essential for early education, as they establish the foundation for logical reasoning, classification, and problem-solving.

Among the top-rated indicators, matching colors (4.58) and images (4.58) indicate that learners possess robust visual discrimination abilities, crucial for literacy and numeracy. The capacity to identify animals and vegetables (4.54) and to match uppercase and lowercase letters (4.56) underscores their expanding vocabulary and pre-literacy competencies. Nonetheless, comparatively lower scores in lateral body orientation (4.32) and error identification in images (4.30) indicate that specific learners may require supplementary assistance in spatial awareness and analytical reasoning.

The results underscore the significance of play-based and experiential learning methodologies in enhancing cognitive development. Teachers should incorporate matching, sorting, and puzzle-oriented activities into daily instruction to augment logical reasoning. Furthermore, storytelling, interactive questioning, and practical problem-solving tasks can enhance learners' critical thinking and verbal articulation. Lower-rated skills can be enhanced through directional games, sequencing exercises, and "spot the mistake" challenges to bolster spatial awareness and analytical abilities. Cultivating these cognitive skills will establish a robust foundation for children's future academic achievement.

### Summary Of Results

Table 19 shows the summary of results for the ECCD checklist.

Particularly in the early childhood setting, the results shown in Table 19 show how ready teachers believe to be their students for different developmental skills. From gross and fine motor skills to cognitive development, all indicators—scored a weighted mean (WM) above 4.28—interpreted as "Highly Ready." This implies that educators think their students are developmental enough to engage in

**Table 19. Summary of Results**

Indicators	Teachers		
	WM	I	SD
Gross motor skills	4.34	HR	0.60
Fine motor skills	4.33	HR	0.63
Self-help Adaptive	4.28	HR	0.63
Social/Emotional skills	4.28	HR	0.61
Receptive Language	4.36	HR	0.46
Expressive Language	4.30	HR	0.62
Cognitive skill	4.40	HR	0.63
<b>Over-all Mean</b>	<b>4.32</b>	<b>Highly Ready</b>	<b>0.60</b>

instructional activities. Cognitive skill (WM = 4.40) was the highest-rated indicator, reflecting a strong belief of children's capacity to think, reason, and solve problems, so supporting recent conclusions that cognitive readiness is crucial in school performance (Espinosa & Soto, 2021). Self-

help adaptive skills (WM = 4.28) was the lowest, although still high; this suggests somewhat more variation in students' daily living capacity and independence.

From a pedagogical standpoint, these great degrees of high readiness across developmental areas can favorably affect classroom management, instructional planning, and differentiated learning strategies. Teachers can use increasingly sophisticated, varied, and interactive learning activities when students show well-developed motor, language, and social-emotional skills. Early readiness supports research by Cruz and Almeda (2022), who underlined that in school environments early readiness corresponds with improved learning engagement and social adaptation. By means of their capacity to build on these strong fundamental skills, teachers can create a more inclusive and responsive classroom where learners' individual potentials are acknowledged and maximized.

The low standard deviations across all domains—from 0.46 to 0.63—indicate minimum variation among the students evaluated and so support the consistency of their readiness. One could consider this homogeneity as helpful since it might enable more simplified teaching strategies. Still, it also calls for vigilance to make sure that particular learning needs are not disregarded in broad trends. Santos and Rivera (2023) claim that equitable learning outcomes depend on appreciating both subtle individual variances and group readiness. Therefore, even if the overall data point to a highly ready group of students, teachers have to remain responsive and flexible to guarantee that none of them falls behind despite the general high degrees of readiness noted.

### TEST OF SIGNIFICANT RELATIONSHIP

This section deals with whether there is a significant association between the readiness level skills of kindergarten pupils across their profile variables. Table 19 shows whether there is an association.

The Chi-Square test results reveal that monthly family income and parents' educational attainment significantly correlate with kindergarten pupils' readiness skills, whereas the number of siblings and birth order do not.

**Table 20. Significant Relationship**

Profile	Chi Square	df	p-value	Interpretation	Remarks
number of siblings,	8.23	180	0.22	No significant relationship	Accept
monthly family income,	12.45	180	0.05	Significant Relationship	Reject
birth order	5.67	180	0.46	No significant relationship	Accept
parents' educational attainment	15.32	180	0.01	Significant Relationship	Reject

The number of siblings ( $p = 0.22$ ) does not significantly affect a child's readiness skills, indicating that more or fewer siblings do not inherently influence their learning preparedness. Likewise, birth order ( $p = 0.46$ ) exhibits no significant correlation, indicating that whether a child is the eldest, middle, youngest, or only child does not influence their preparedness for school. This finding underscores that elements beyond family structure, such as the learning environment and parental support, may significantly impact early childhood development.

Conversely, monthly family income ( $p = 0.05$ ) significantly correlates with kindergarten readiness, suggesting that children from higher-income families may benefit from superior educational resources, enrichment activities, and learning materials, enhancing their preparedness for school. This highlights the significance of financial stability in facilitating early learning opportunities and indicates the necessity for educational programs that assist children from low-income families.

Furthermore, parents' educational attainment ( $p = 0.01$ ) significantly correlates with children's readiness skills. This indicates that parents with elevated educational attainment tend to adopt practices that foster their children's cognitive, social, and linguistic development. Their

understanding of effective learning strategies and focus on education at home may enhance their child's readiness for school.

These findings underscore the pivotal influence of socioeconomic factors on a child's initial learning experiences. Consequently, policymakers and educators ought to contemplate implementing targeted interventions, including parental education initiatives and financial support for low-income families, to guarantee that all children possess equitable opportunities for school readiness, irrespective of their familial circumstances.

## **CHAPTER 3**

### **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

Chapter 3 gives the summary, findings, conclusions, and recommendations.

#### **Summary**

This research determined the readiness level skills of kindergarten learners of West 2 District of Mandaue City Division for the school year 2024-2025 as basis for crafting an ECCD interactive activities. The research's conclusions formed the basis for the creation of a better interactive enrichment to develop the readiness of the children. The study was delimited to the following areas of concern: teacher's age and gender, civil status, number of years in teaching, highest educational attainment, seminars attended on ECCD instruction, and learners data on number of siblings, monthly family income, birth order, and parents' educational attainment; level of readiness of kindergarten pupils in terms of gross motor skills, fine motor skills, self-help adaptive, social/emotional skills, receptive language, expressive language, and cognitive skills; determine there a significant relationship between the readiness level skills of kindergarten pupils across their profile variables.

The researcher made use of the descriptive correlational method of research.

#### **FINDINGS**

The following are the essential findings of the study:

Most kindergarten teachers were female and represented various age groups, with a notable concentration in their 30-40 years old. Most teachers were married, indicating a stable workforce with familial obligations. A significant proportion possessed a bachelor's degree in education, while others engaged in graduate studies or completed coursework in a master's program. The duration of service differed, with certain teachers possessing under five years of experience, whereas others had over ten years in the profession. Additionally, involvement in Early Childhood Care and Development (ECCD) instructional seminars was observed, with several teachers participating in multiple trainings, thereby augmenting their understanding and implementation of developmentally appropriate practices.

The data indicated that numerous learners originated from families with two to three siblings, whereas some were only children. The monthly family income fluctuated, with a significant portion residing in the middle to lower-income bracket, potentially affecting their access to educational resources. Regarding birth order, students were categorized as eldest, middle, youngest, or only children, with no notable effect observed on school readiness. Nonetheless, parental educational attainment significantly influenced children's readiness levels across multiple developmental domains, with offspring of parents possessing bachelor's degrees or higher exhibiting superior preparedness.

The findings demonstrated that learners exhibited a "High Readiness" in gross motor skills, fine motor skills, self-help/adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills. Gross motor skills were notably advanced, as learners could walk,

run, jump, and execute coordinated movements effortlessly. Fine motor skills were robust, with children adeptly grasping objects, drawing, and manipulating small items. In self-help and adaptive skills, learners exhibited autonomy in eating, dressing, and hygiene practices. Their social and emotional competencies demonstrated constructive interactions, including sharing, turn-taking, and peer collaboration. The children's receptive and expressive language skills were highly developed, enabling them to follow instructions, pose questions, and participate in basic conversations. Finally, cognitive abilities were demonstrated through their capacity to match, sort, identify objects, and participate in imaginative play, indicating preparedness for more sophisticated learning opportunities. These findings underscore the learners' overall readiness while identifying areas where additional support and intervention may be advantageous.

The study indicated that, among the profile variables analyzed, monthly family income and parental educational attainment significantly correlate with the readiness skill levels of kindergarten students. Children from affluent families demonstrated superior readiness for school, indicating that financial stability is essential for access to quality early educational resources. Parents' educational attainment significantly influences a child's school readiness, suggesting that parents with higher education levels are more inclined to adopt practices that foster early childhood development.

In contrast, the results indicated that the number of siblings and birth order do not significantly influence children's readiness skills. A child's familial background, including family size and birth order, does not inherently dictate their academic readiness. This indicates that external factors, including parental involvement, teaching methodologies, and access to early education programs, may exert a more significant influence on a child's early learning experiences.

The study highlights the significance of socioeconomic factors in influencing early childhood education outcomes. The considerable influence of family income and parental education indicates the necessity for focused interventions, including scholarships, financial assistance, and parental education initiatives, to mitigate disparities for children from underprivileged backgrounds. It is imperative to guarantee that all children, irrespective of their familial circumstances, are afforded equal opportunities for school readiness to foster inclusive and equitable early education.

## **CONCLUSION**

The study found that family income and parents' educational attainment significantly impact kindergarten readiness skills. Children from higher-income families are better prepared for school, suggesting financial stability is crucial. Parents with higher education levels are more likely to support early childhood development. However, the number of siblings and birth order do not significantly affect readiness skills. The study emphasizes the importance of socioeconomic factors in shaping early childhood education outcomes and suggests targeted interventions to bridge the gap for disadvantaged children.

## **RECOMMENDATIONS**

It is advised that kindergarten teachers further their professional development by participating in additional ECCD-related training and seminars to improve their instructional methodologies. Educational institutions and guardians should work together to create nurturing learning environments that enhance fine and gross motor skills, self-sufficiency, social-emotional growth, and language acquisition. Emphasis must be placed on students from economically disadvantaged backgrounds and those with parents possessing lower educational qualifications, guaranteeing they obtain supplementary educational resources and interventions. Finally, additional research may be undertaken to investigate other determinants of school readiness, including nutrition, home literacy practices, and access to early childhood education programs.

## **CHAPTER 4**

### **OUTPUT OF THE STUDY**

This chapter proposes an ECCD interactive activities for kindergarten learners at West II District in Mandaue City Cebu, for the school year 2024-2025.

## **RATIONALE**

Early Childhood Care and Development (ECCD) prioritizes the comprehensive growth of young learners by integrating cognitive, social, emotional, and physical development. Interactive activities for kindergarten students adhere to ECCD principles by offering play-based, experiential learning that cultivates curiosity and engagement. Through developmentally suitable and engaging activities, children cultivate fundamental literacy, numeracy, and socio-emotional skills vital for lifelong learning.

Integrating interactive activities guarantees that children engage actively in their educational process instead of passively absorbing information. Play-based learning, an essential principle in Early Childhood Care and Development (ECCD), enables children to investigate, experiment, and comprehend their environment significantly. Through integrating storytelling, music, movement, and sensory experiences, teachers cultivate an enriching environment that fosters language development, problem-solving, and social interactions. These activities foster self-confidence and autonomy, equipping children with more formal education in subsequent years.

Moreover, interactive learning activities accommodate various learning styles and developmental requirements, promoting inclusivity in early education. Children cultivate fine and gross motor skills via tactile tasks, improve communication competencies through group activities, and fortify emotional resilience through cooperative play. By synchronizing instructional strategies with ECCD frameworks, educators cultivate a child-centered learning environment that promotes creativity, critical thinking, and a passion for learning. Ultimately, interactive activities provide a basis for comprehensive development, equipping kindergarten students with vital skills for future academic achievement.

Incorporating interactive activities in kindergarten, grounded in ECCD principles, markedly improves children's comprehensive development by promoting active participation, critical analysis, and social-emotional advancement. These activities foster a dynamic learning environment where children cultivate essential skills, including communication, problem-solving, and collaboration, through play and experiential learning. By accommodating various learning styles, interactive activities promote inclusivity and individualized learning, aiding children in developing self-confidence and a robust foundation for future academic achievement. Furthermore, these experiences foster a passion for learning, stimulating curiosity and creativity that transcend the classroom and cultivate lifelong learning habits.

## **OBJECTIVES:**

The following are the objectives of the study:

1. To evaluate the effectiveness of interactive activities in enhancing the cognitive, social, and emotional development of kindergarten learners based on ECCD principles.
2. To identify the specific interactive strategies that best support early literacy, numeracy, and motor skills development in young children.
3. To assess the impact of interactive activities on learners' engagement, motivation, and overall readiness for future academic learning.

## **SCHEME OF IMPLEMENTATION**

The execution of interactive activities for kindergarten students will adhere to a structured yet adaptable methodology grounded in ECCD principles. A needs assessment will be performed to ascertain the children's developmental stages and learning preferences. Teachers will subsequently

incorporate age-appropriate interactive activities into the daily curriculum, including storytelling, sensory play, music and movement, and experiential learning tasks. These activities will be conducted using a learner-centered approach, guaranteeing active participation and engagement. Systematic observations and formative evaluations will be performed to monitor progress and implement requisite modifications to enhance learning experiences. Furthermore, collaboration with parents and guardians will be promoted to enhance learning at home. The implementation will undergo ongoing monitoring and evaluation to assess its efficacy in promoting kindergarten students' cognitive, social, and emotional development.

SCHEME OF IMPLEMENTATION									
Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
Needs Assessment	Identify learners' developmental levels and needs	Conduct surveys, observations, and assessments	School Head Parents Teachers Student Stakeholders	7,000	MOOE	June 2025	Understanding of students' strengths and areas for support		
Development of Interactive Learning Materials	Create age-appropriate, engaging resources	Design play-based, hands-on, and sensory activities	Teachers, Curriculum Developers	4,500	MOOE	July 2025	Ready-to-use interactive materials aligned with ECCD principles		
Implementation of Interactive Activities	Enhance cognitive, social, and emotional development	Conduct structured play, music, movement, and storytelling sessions	Teachers, Kindergarten Learners	9,500	MOOE	Sept 2025 - January 2026	Data-driven adjustments for effective learning experiences		
Parent and Community Involvement	Strengthen home-school collaboration for continuous learning	Organize workshops, provide activity guides for home use	Teachers, Parents, Community Leaders	1500	MOOE	Sept 2025 - January 2026	Improved parental involvement in children's learning journey		
Final Evaluation and Reporting	Assess impact and recommend improvements	Analyze assessment results, conduct feedback sessions	Teachers, School Heads, Admin	1500	MOOE	January 2026	Measurable improvements in learner development and engagement		

## ECCD INTERACTIVE ACTIVITIES

### CHERRY ROSE R. SENO

#### Rationale

Interactive activities are essential in early childhood education, especially for promoting holistic development in kindergarten students. These activities offer interactive, practical experiences that promote cognitive, social, emotional, and physical development. Grounded in the tenets of Early Childhood Care and Development (ECCD), interactive learning guarantees that children engage actively in their educational experience rather than passively absorbing information. Through integrating play-based techniques, physical activity, narrative, and sensory investigation, young learners cultivate essential literacy, numeracy, and problem-solving competencies in an engaging and significant manner.

Furthermore, interactive activities accommodate various learning styles, enabling children to articulate themselves and progress at their tempo. Play-based learning fosters collaboration, communication, and creativity, aiding children in developing self-confidence and social competence. Participation in structured and exploratory activities improves their motor skills, critical thinking, and adaptability, which are vital for future academic achievement. These activities

foster a positive and stimulating learning environment that motivates children and encourages them to explore new concepts.

Incorporating interactive activities in kindergarten classrooms cultivates a passion for learning and enhances the relationship between home and school. Active engagement in learning experiences enhances children's retention, concentration, and problem-solving skills. Moreover, engaging parents and the community facilitates ongoing education beyond the classroom. Integrating interactive activities into early childhood education cultivates essential life skills, establishing a robust foundation for future academic and personal development.

## **Interactive Activities for Kindergarten Learners**

### **1. Storytelling with Puppets**

**Objective:** Enhance language development, listening skills, and imagination.

**Materials:** Hand puppets, finger puppets, or sock puppets.

**Procedure:**

1. The teacher narrates a story using puppets to make it more engaging.
2. Children take turns using the puppets to retell or act out parts of the story.
3. Discuss the moral of the story and encourage children to share their thoughts.

**Expected Outcome:** Improved vocabulary, comprehension, and creativity.

### **2. Sensory Play with Sand or Water**

**Objective:** Develop fine motor skills, problem-solving, and exploration.

**Materials:** Sand trays, water tubs, plastic cups, toy animals, and scoops.

**Procedure:**

1. Provide children with different textured materials like sand and water.
2. Encourage them to scoop, pour, and mold shapes.
3. Introduce concepts like floating, sinking, and measuring.

**Expected Outcome:** Enhanced sensory processing, coordination, and early science skills.

### **3. Musical Movement and Freeze Dance**

**Objective:** Improve gross motor skills, rhythm, and listening skills.

**Materials:** Speakers, lively children's songs.

**Procedure:**

1. Play music and have children dance freely.
2. Pause the music randomly, and children must freeze in place.
3. Change movements each round (jumping, twirling, stomping).

**Expected Outcome:** Strengthened motor coordination, balance, and self-control.

### **4. Interactive Math Hunt**

**Objective:** Reinforce number recognition and counting skills.

**Materials:** Number cards, small objects (blocks, beads, buttons).

**Procedure:**

1. Hide number cards around the classroom.
2. Call out a number, and children search for the matching card.
3. Once found, they count out objects to match the number.

**Expected Outcome:** Improved number recognition, counting, and problem-solving skills.

### **5. Role-Playing and Dramatic Play**

**Objective:** Develop social skills, creativity, and self-expression.

**Materials:** Costumes, toy kitchen sets, play money, dolls.

**Procedure:**

1. Set up a pretend play area (e.g., grocery store, doctor's clinic, restaurant).
2. Assign roles to children and allow them to act out different scenarios.
3. Encourage conversation and interaction between peers.

**Expected Outcome:** Enhanced communication skills, social development, and imaginative thinking.

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