

# CLASSROOM MANAGEMENT OF EARLY CHILDHOOD EDUCATION AND PUPILS' OUTCOMES: BASIS FOR CHILD-FRIENDLY ENVIRONMENT

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## Abstract

This research titled, *Classroom Management of Early Childhood Education and Pupils' Outcomes: Basis For Child-Friendly Environment*, explores the classroom management practices of kindergarten teachers and their influence on the learning outcomes of young learners. It aims to provide a foundation for establishing a more child-friendly and developmentally supportive classroom environment. The study focuses on four major aspects of classroom management—motivation, teaching methods, instruction, and evaluation—and assessed their relationship with pupils' performance in fine motor, gross motor, expressive language, and social interaction skills.

Using a descriptive-correlational research design, the study involves 86 Kindergarten parents from Doña Aurora Elementary School during the academic year 2024–2025. Data are collected through a validated researcher-made questionnaire, and statistical tools such as frequency, arithmetic mean and Pearson correlation are used to analyze the results.

Findings indicate that parents had positive perceptions on the Kindergarten teachers' classroom management practices, particularly in the areas of motivation and teaching methods. Parents also perceive that their children demonstrated strong developmental outcomes, especially in fine motor skills and social interaction. Importantly, the study finds a significant relationship between certain classroom management practices and pupils' outcomes, highlighting the impact of teacher motivation techniques and instructional approaches on pupils' overall development.

The study concludes that a well-structured, engaging, and supportive classroom management significantly contributes to better learning outcomes in early childhood education. These findings can inform teaching practices and school policies aimed at enhancing early learners' experiences and promoting a safe, inclusive, and effective learning environment.

*Keywords: classroom management, kindergarten education, child-friendly environment, early learning outcomes, motivation, instructional strategies*

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## 1. Introduction

Early childhood education is crucial for a child's overall development—physically, socially, emotionally, and mentally. This importance is reflected in laws like the "Kindergarten Education Act of 2012" (Republic Act No. 10157) and the "Enhanced Basic Education Act of 2013" (Republic Act No. 10533), which made kindergarten free and required for all five-year-old children in the Philippines. These laws recognize that young children learn quickly and that this stage lays the foundation for future success in school and life.

Despite these efforts, early childhood education in schools still faces challenges. These include large class sizes, a lack of learning materials, limited teacher training, and teaching practices that may not meet the needs of young learners. These issues can affect how well children learn and grow during this important stage.

Like a car engine that needs all its parts to work well together, early childhood education depends on many elements—such as emotional growth, thinking skills, and physical development—working in harmony. If one part is lacking, it can affect a child's overall development. Global organizations like the OECD and UNESCO also stress that strong early education helps not just children, but the whole country's future progress.

In the classroom, good management helps address these issues. This means organizing space, materials, and routines in ways that support learning and good behavior. A well-managed classroom encourages children to explore, solve problems, work with others, and express themselves.

According to the Early Childhood Care and Development (ECCD) assessment, all kindergarten pupils are within the average range of development, but none reached an advanced level. This suggests a need to improve how classrooms are managed and how children are supported to reach their full potential.

This study looked into how kindergarten parents view the way teachers manage their classrooms. Just as a car's performance depends on how well it's managed, a child's learning depends on how well the classroom is run. Understanding parents' perspectives can help improve classroom practices and create better learning environments for young children.

### *1.1 Background of the Study*

In a typical kindergarten classroom, a group of young children gathers at the start of the day. Some sit quietly, others chat with friends, and a few explore the room out of curiosity. The teacher begins with a morning routine—maybe a song or a visual schedule—to get everyone focused and ready. This simple routine helps bring order to the busy classroom and shows how important it is to set clear expectations and rules for young learners.

Classroom management plays a big role in creating a safe and structured learning environment. When teachers set clear guidelines and use consistent routines, students are more likely to behave well and feel comfortable. This kind of environment helps children grow not just academically, but also emotionally and socially.

Good classroom management doesn't just help children learn better—it also helps them interact more positively with others. It reduces misbehavior and creates a more peaceful and productive space. However, managing a classroom is not always easy. Some teachers face challenges depending on their experience, school setting, or the needs of their students. According to the American Psychological Association (2019), as cited by Stueber (2019), classroom management can lead to better learning and behavior, but it doesn't always work the same way in every situation.

This study aims to look at how kindergarten teachers manage their classrooms, especially in areas like motivation, teaching methods, instruction, and assessment. It also explores how classroom management affects children's development in areas such as gross motor skills, fine motor skills, expressive language, and social interaction. The goal is to give teachers helpful ideas on how to build a more child-friendly classroom that supports both learning and positive behavior.

### *1.2 Statement of the Problem*

This study attempted to determine the classroom management practices of early childhood education and pupils' outcomes as basis for child-friendly environment.

Specifically, it aimed to answer the following questions:

1. What is the profile of the parents - respondents as to:
  - 1.1 educational attainment,
  - 1.2 occupation,
  - 1.3 monthly income, and
  - 1.4 no. of children?
2. How do parents perceive classroom management practices of kindergarten teacher in terms of:
  - 2.1 motivation,
  - 2.2 teaching methods,
  - 2.3 instruction, and

- 2.4 evaluation?
3. How do parents perceive pupils' outcomes in terms of the following skills:
  - 3.1 fine Motor,
  - 3.2 gross Motor,
  - 3.3 social Interaction, and
  - 3.4 expressive Language?
4. Is there a significant relationship between classroom management practices of kindergarten teachers and the pupils' outcomes?

### *1.3 Scope and Limitations of the Study*

The purpose of this study was to look into how a teacher's classroom management affects the learning outcomes of his/her pupils. The respondents of this study involved 86 kindergarten pupils from Mauban, Division of Quezon of S.Y 2024-2025. The researcher-made survey questionnaire served as the primary instrument in collecting the data needed in the study.

## **1. LITERATURE REVIEW**

### **Classroom Management**

The study "Classroom Management of Early Education and Pupil's Outcomes: Basis for Child-Friendly Environment" explores how classroom management techniques affect early education students' motivation and academic performance. Since motivation influences student behavior and performance, it is essential to this study. Brown (2000, as referenced in Hoggren, 2017) asserts that motivation entails the will to seek objectives and the work required to accomplish them, which is consistent with this concept. Motivation has a direct effect on students' academic performance in the early education setting, influencing how they participate in class activities. From their willingness to participate to their capacity to meet academic milestones, children's motivation affects how they approach learning. In order to create a supportive and effective learning environment, teachers need to be aware of the impact that motivation plays.

Building on this, Guay et al. (2010) emphasize how motivation affects individual actions, especially during early life, and how this influences behavior. This is pertinent to early education since children's actions are frequently motivated by either internal or external factors, both of which can be fostered in the classroom. The study "Classroom Management of Early Education and Pupil's Outcomes" examines how good classroom management may foster and maintain certain types of motivation.

According to Blog (2019), encouraging communication, making learning fun, establishing connections, and providing feedback are all ways to develop positive student motivation. Since the establishment of a communicative, stimulating, and encouraging environment is necessary for good classroom management in early education, these practices are relevant to the current study. Teachers can employ tactics that increase student engagement and produce better results by understanding the motivational factors influencing student behavior. This supports the claim made by Connex Education Partnership (2024) that teachers may improve motivation by getting to know their students, establishing realistic goals, and creating a supportive, engaging learning environment.

### **Early Childhood Education**

Active engagement and intrinsic motivation are emphasized in the several teaching styles described for kindergarten teachers. According to Kindergarten-lessons.com (2024), it's critical to maintain intrinsic motivation, encourage curiosity, and provide chances for kids to share and express what they've learned. This method directly relates to the objectives of establishing a kid-friendly setting that promotes self-expression and active learning, both of which are essential for a successful early childhood education program and a happy classroom experience. Teachers are contributing to the development of students' social and intellectual success by encouraging a spirit of self-expression and curiosity.

Furthermore, selecting the appropriate teaching strategy is essential to accomplishing learning objectives, according to Djamarah (2010, as cited in Munawaroh, 2017). This could involve employing strategies in early childhood education that encourage active participation, experiential learning, and inquiry. The main goal should be to establish a supportive and non-competitive environment where kids may freely explore, make mistakes, and learn. This strategy relates to the study's emphasis on kid-friendly

settings since it emphasizes how important it is to customize instruction to each child's requirements, which improves student outcomes.

### Pupils' Outcomes

The present study highlights several critical points about students' teaching evaluations and their limitations in truly reflecting teaching effectiveness. Wang and Guan (2017) and Zhou and Qin (2018) note that students' evaluations are often subjective and can be influenced by various factors, including unclear understanding of the evaluation process or even personal biases. This aligns with the concern that students may give negative or random evaluations, which can skew the results and fail to provide an accurate assessment of teaching practices.

Pyle and DeLuca (2013) emphasize the critical role of understanding how young children engage with assessment practices in their study on kindergarten classroom assessments. They discovered that teachers frequently adjust their assessment methods to ensure that children grasp the expectations and instructions provided. This finding aligns with the notion that effective assessments in early childhood education depend not only on teachers giving clear instructions but also on children's ability to understand and follow those instructions.

## 2. RESULT AND DISCUSSION

**Table 1.** *Profile of the Respondents in terms of Educational Attainment*

| Educational Attainment | Number of Responses (Father) | Percentage | Number of Responses (Mother) | Percentage |
|------------------------|------------------------------|------------|------------------------------|------------|
| Elementary Graduates   | 5                            | 5.81%      | 4                            | 4.65%      |
| High School Graduates  | 56                           | 65.12%     | 49                           | 56.98%     |
| College Graduates      | 25                           | 29.07%     | 33                           | 38.37%     |
| Total                  | 86                           | 100%       | 86                           | 100%       |

The data in Table 1 show the educational background of the parents of kindergarten pupils. For fathers, majority or 65.12% are **high school graduates**, 29.07% reached **college graduates**, and only 5.81% are **elementary graduates**.

Similarly, the highest number of mothers (56.98%) are **high school graduates**, 38.37% have reached **college graduates** and only 4.65% are **elementary graduates**. Most of the parents, both fathers and mothers, **attained at least a high school education**, with a significant number also **college graduate**. This could reflect the value placed by families on education, which may influence the academic motivation and performance of the children

**Table 2.** *Profile of the Respondents in terms of Occupation*

| Occupation of Parents      | Number of Responses | Percentage |
|----------------------------|---------------------|------------|
| Farmer, Fisherman, Laborer | 10                  | 11.63%     |
| Housewife                  | 11                  | 12.79%     |
| Private Employee           | 40                  | 46.51%     |
| Government Employee        | 25                  | 29.07%     |
| Others                     | 0                   | 0%         |
| Total                      | 86                  | 100%       |

This table presents the occupational profile of the respondents. **Majority (46.51%) are private employees**, indicating that many of the parents are engaged in work in the private sector—possibly in offices, businesses, or service industries. Twenty-nine and seven hundredths percent (**29.07%**) are **government employees**, suggesting a strong representation from public sector workers. A smaller portion are **housewives (12.79%)**, showing that some mothers (or possibly guardians) are full-time at home. Eleven and sixty-three hundredths percent (**11.63%**) **work as farmers, fishermen, or laborers**, reflecting a segment of respondents from rural or labor-intensive backgrounds. **No responses were recorded under "Others,"** which means the occupations of all parents fell within the categories provided. The data suggest

that most families in the study come from working-class or middle-income backgrounds. This occupational diversity may have an influence on the academic support, time availability, and resources accessible to the learners at home. The notable number of housewives may also indicate a presence of direct parental involvement in students' day-to-day education.

Table 3. *Profile of the Respondents in terms of Monthly Income*

| Monthly Income of Parents | Number of Responses | Percentage |
|---------------------------|---------------------|------------|
| P5,000 – P9,500           | 15                  | 17.44%     |
| P10,000 – P19,500         | 26                  | 30.23%     |
| P20,000 – P29,500         | 38                  | 44.19%     |
| P30,000 – P39,500         | 7                   | 8.14%      |
| P40,000 – P49,500         | 0                   | 0%         |
| P50,000 and Above         | 0                   | 0%         |
| Total                     | 86                  | 100%       |

It presents the monthly income distribution of the respondents. Majority of the respondents, **44.19%**, have a monthly income between **P20,000 to P29,500**. **30.23%** fall under the **P10,000 to P19,500** income range. Seventeen and forty-four hundredths percent (**17.44%**) earn between **P5,000 to P9,500**, indicating some families may be experiencing financial limitations. Only **8.14%** of the respondents belong to families earning between **P30,000 to P39,500**. No respondents reported a monthly income of **P40,000 and above**.

The data suggest that **most families fall within the lower-middle-income bracket**, with monthly earnings between **P10,000 to P29,500**. The absence of respondents in the higher income brackets (P40,000 and above) implies that the population involved in the study may come from **modest to average-income households**. This economic background may influence factors such as students' access to learning materials, gadgets, internet connectivity, and other educational resources.

Table 4. *Profile of the Respondents in terms of Number of Children*

| Number of Children | Number of Responses | Percentage |
|--------------------|---------------------|------------|
| 1 - 2              | 39                  | 45.35%     |
| 3 - 4              | 32                  | 37.21%     |
| 5 - 7              | 15                  | 17.44%     |
| 8 - 10             | 0                   | 0%         |
| Above 10           | 0                   | 0%         |
| Total              | 86                  | 100%       |

Table 7 shows the distribution of respondents based on the number of their children. The largest portion of respondents, **45.35%**, have **only two children**. **37.21%** have **3 to 4 children**, which is also within the average Filipino family size. Only **17.44%** come from **larger families with 5 to 7 children**. No respondents reported having **8 or more children**, indicating that **very large families are not represented** in this particular sample.

The data reflect a **modern trend toward smaller family sizes**, possibly influenced by economic factors, educational awareness, or urban living conditions. Most respondents are from **families with manageable household sizes**, which may suggest that **parental attention and resources are more focused per child**, potentially impacting their educational support and performance. The absence of respondents with more than 6 siblings could also indicate that the study was conducted in a setting (urban or semi-urban) where **smaller family norms** are more common.

Table 5. *Perception of Parents on Classroom Management Practices of Kindergarten Teacher in terms of Motivation*

| Indicators                                                                                                               | Mean | SD   | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------------------|------|------|-----------------------|
| 1. <b>Teachers make the classroom colorful and welcoming to make kids excited to learn.</b>                              | 4.01 | 0.74 | Practiced             |
| 2. <b>Teachers praise children for their efforts, helping them feel good about trying their best.</b>                    | 4.09 | 0.81 | Practiced             |
| 3. <b>Teachers create a fun and comfortable space in the classroom so that kids enjoy spending time there.</b>           | 4.23 | 0.76 | Practiced             |
| 4. Teachers balance rewards like stickers and praise with activities that spark curiosity to keep kids motivated.        | 4.38 | 0.71 | Practiced             |
| 5. <b>Teachers help kids stay motivated by connecting lessons to things they can relate to in their everyday lives.</b>  | 4.58 | 0.62 | Highly Practiced      |
| 6. <b>Teachers build strong relationships with students, making them feel safe and excited to participate in class.</b>  | 4.50 | 0.63 | Highly Practiced      |
| 7. <b>Teachers set clear goals and celebrate small successes, so kids feel proud and motivated to keep learning.</b>     | 4.41 | 0.74 | Practiced             |
| 8. Teachers create group activities where kids can learn together, making the classroom a fun place to be.               | 4.37 | 0.83 | Practiced             |
| 9. <b>Teachers organize the classroom to reduce distractions, helping kids focus better on learning.</b>                 | 4.53 | 0.70 | Highly Practiced      |
| 10. <b>Teachers give positive feedback to children, which helps them stay confident and motivated to try new things.</b> | 4.55 | 0.70 | Highly Practiced      |
| Overall                                                                                                                  | 4.37 | 0.27 | Practiced             |

*Legend: 4.50-5.00 (Highly Practiced); 3.50-4.49 (Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Not at all Practiced)*

In a kindergarten classroom, the teacher's classroom management practices play a significant role in influencing student motivation. According to the findings in Table 8, parents perceive teachers as effective motivators, as reflected in the overall mean score of 4.37. This positive perception is attributed to specific classroom management practices that foster motivation. The data suggest that respondents believe kindergarten teachers implement these practices effectively.

One highly-rated teaching practice is: "Teachers help kids stay motivated by connecting lessons to things they can relate to in their everyday lives," with a mean score of 4.58. This indicates that teachers always link academic content to students' personal experiences, fostering a deeper connection to the material and enhancing both motivation and learning outcomes. Kindergarten teachers use to have a school trip to make the pupils familiar with the different people and places in the school. This approach aligns with the concept of authentic learning, which emphasizes connecting academic content to real-world issues and problems. According to the Technology Integration Matrix, authentic learning involves using technology to place learning into a meaningful context, increasing its relevance to the learner and tapping into students' intrinsic motivation. Similarly, the Teaching & Learning Resource Hub notes that authentic learning provides an authentic context that reflects the way knowledge will be used in real life, includes authentic activities, and offers opportunities for student reflection.

The statement "Teachers give positive feedback to children, which helps them stay confident and motivated to try new things," with a mean score of 4.55, indicates that teacher always reinforces pupils' confidence and willingness to engage. Teachers thoughtfully incorporating smiley stamps into classroom routines. Using emoticons or smiley stamps on students' hands as a form of positive reinforcement can be



an effective strategy to enhance motivation and engagement. These visual cues serve as immediate, tangible rewards that acknowledge a child's effort or correct response, reinforcing desired behaviors and learning outcomes. This suggests that the teacher's positive reinforcement not only boosts students' self-confidence but also encourages them to take on new challenges, fostering a growth mindset. This aligns with Guay et al. (2010), who note that both intrinsic and extrinsic motivations are crucial in early childhood education, with feedback playing a key role in supporting intrinsic motivation.

The respondents also perceive that teachers always practice this indicator, "Teachers organize the classroom to reduce distractions, helping kids focus better on learning," which received a mean score of 4.53. This indicates that the teacher effectively minimizes environmental distractions always, thereby enhancing students' concentration and engagement during lessons. Teachers always reduce visual noise by limiting the number of decorations and materials displayed and opt for neutral-colored curtains or panels to cover shelves and storage areas, which helps in minimizing visual clutter and allows students to concentrate better on learning materials. Teachers also arrange desks in straight rows or U-shaped formations to minimize distractions. This setup ensures that all students face the front, reducing the temptation to engage in off-task behaviors and helping them focus on the lesson.

This aligns with Stueber's (2019) assertion that a structured classroom environment plays a crucial role in reducing distractions and enhancing student focus. By thoughtfully organizing the classroom environment, the teacher not only reduces distractions but also fosters a conducive atmosphere for learning, allowing students to concentrate better and engage more effectively with the instructional content.

The respondents perceive also that kindergarten teachers always practice this indicator, "Teachers build strong relationships with students, making them feel safe and excited to participate in class," which received a mean score of 4.50. This indicates that kindergarten teachers always foster a supportive and trusting environment, encouraging students to engage actively in learning. They always treated their pupils as if they are their children and establish a classroom culture where students feel safe to express themselves and take risks in their learning. This finding aligns with research by Aasheim et al. (2019), who emphasize that teachers' emotional connections with students are crucial for enhancing intrinsic motivation and academic achievement in early childhood education. Furthermore, theories such as Self-Determination Theory (SDT) support the importance of relatedness in educational settings. According to SDT, fulfilling students' need for relatedness through positive teacher-student relationships enhances their motivation and engagement in learning activities. Therefore, the respondents' strong agreement with the statement reflects the teacher's effective use of emotional connections to create a positive and motivating learning environment.

The respondents' agreement with the following statements underscores the effective integration of both intrinsic and extrinsic motivational strategies employed by teachers to foster a positive and engaging learning environment:

**"Teachers set clear goals and celebrate small successes, so kids feel proud and motivated to keep learning.", with a mean of 4.41** indicates that teachers often establish clear objectives and acknowledge incremental achievements, providing direction and building students' confidence and motivation.

**"Teachers balance rewards like stickers and praise with activities that spark curiosity to keep kids motivated.", with a mean of 4.38** suggests that teachers often combine tangible rewards with curiosity-driven activities, creating a dynamic learning environment that encourages both external validation and intrinsic interest.

**"Teachers create group activities where kids can learn together, making the classroom a fun place to be.", with a mean of 4.37** indicates that teachers often use group activities to promote teamwork and social interaction, transforming the classroom into a space where students can learn from one another, enhancing engagement and motivation.

**"Teachers create a fun and comfortable space in the classroom so that kids enjoy spending time there.", with a mean of 4.23** shows that teachers often design a welcoming and enjoyable classroom environment, making learning an enjoyable experience and encouraging students to look forward to attending class and participating actively.

**"Teachers praise children for their efforts, helping them feel good about trying their best.", with a mean of 4.09** indicates that teachers often focus on recognizing students' efforts, reinforcing the value of hard work and perseverance, fostering a growth mindset and motivating students to continue striving for improvement.

**"Teachers make the classroom colorful and welcoming to make kids excited to learn.", with a lowest mean score of 4.01** indicates that teachers often create a visually appealing classroom setting, stimulating students' interest and enthusiasm for learning, and creating an environment that is both engaging and conducive to educational success. The findings align with existing literature, confirming that

effective classroom management in early childhood education should balance emotional support, structured learning, and student involvement to foster motivation. These practices not only encourage student engagement but also contribute to a positive classroom environment that enhances motivation and academic success.

Table 6. *Perception of Parents on Classroom Management Practices of Kindergarten Teacher in terms of Teaching Methods*

| Indicators                                                | Mean        | SD          | Verbal Interpretation |
|-----------------------------------------------------------|-------------|-------------|-----------------------|
| 1. The teacher uses cooperative learning                  | 4.51        | 0.70        | Highly Practiced      |
| 2. The teacher uses hands on approach.                    | 4.51        | 0.72        | Highly Practiced      |
| 3. The teacher uses technology in teaching.               | 4.58        | 0.62        | Highly Practiced      |
| 4. The teacher incorporates play-based learning.          | 4.38        | 0.69        | Practiced             |
| 5. The teacher encourages creative expression.            | 4.52        | 0.59        | Highly Practiced      |
| 6. The teacher uses Project-Based Learning.               | 4.47        | 0.65        | Practiced             |
| 7. The teacher uses experiential learning.                | 4.44        | 0.68        | Practiced             |
| 8. The teacher creates a welcoming environment.           | 4.20        | 0.85        | Practiced             |
| 9. The teacher establishes routines and expectations.     | 4.52        | 0.57        | Highly Practiced      |
| 10. The teacher fosters social and emotional development. | 4.56        | 0.66        | Highly Practiced      |
| <b>Overall</b>                                            | <b>4.47</b> | <b>0.24</b> | <b>Practiced</b>      |

*Legend: 4.50-5.00 (Highly Practiced); 3.50-4.49 (Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Not at all Practiced)*

The data from Table 9 indicate that kindergarten parents generally hold a positive perception of the classroom management practices employed by kindergarten teachers, particularly in the area of teaching methods. The overall mean score of 4.47, which falls under the category of "Practiced," suggests that parents value and appreciate the instructional strategies utilized by the teachers.

Among the practices, "The teacher uses technology in teaching" received the highest mean score of 4.58, falling under the "Highly Practice" category. This suggests that kindergarten teacher always incorporate technology, such as LED TVs, into their learning experiences that makes pupils find lessons more engaging and enjoyable.

Additionally, the statement "The teacher fosters social and emotional development" received a mean score of 4.56, indicating that parents perceive that kindergarten teachers always use group activity to encourage cooperation and communication. Similarly, "The teacher encourages creative expression" and "The teacher establishes routines and expectations," each with a mean score of 4.52 with a verbal interpretation of "Highly Practiced", highlighting the importance of structured environments and opportunities for creativity in early childhood education. The teacher always uses picture charts to illustrate the daily schedule, helping children understand and anticipate activities, use the same phrases and cues for transitions to build familiarity and allow children to participate in setting up routines, such as choosing the day's helper or selecting songs for transitions.

Other practices, such as "The teacher uses cooperative learning" and "The teacher uses a hands-on approach," both with mean scores of 4.51, were also rated "Highly Practiced", indicating that parents perceive that kindergarten teachers always use interactive and collaborative learning experiences.

On the other hand, parents perceived that kindergarten teachers practiced the following indicators: "The teacher uses Project-Based Learning," with a mean of 4.47; "The teacher uses experiential learning," with a mean of 4.44; "The teacher incorporates play-based learning," with a mean of 4.38; and "The teacher creates a welcoming environment," with a mean of 4.20.

Kindergarten parents respond favorably to teaching methods that are interactive, structured, and foster creativity. The high ratings for technology use and creative expression indicate that pupils are engaged and motivated when they can utilize modern tools and express themselves in various ways. The



establishment of routines and expectations provides a sense of security and clarity, which is crucial for young learners. Furthermore, the positive reception of play-based and project-based learning underscores the effectiveness of hands-on, experiential learning in promoting deeper understanding and skill development.

The findings show that kindergarten teachers have created a fun and supportive classroom environment that helps children learn effectively. This supports the main goals of early childhood education, which focus on helping children grow emotionally, socially, and academically in a safe and enjoyable space.

Parents responded positively to teaching methods that encourage creativity, emotional growth, and active participation. This agrees with what experts like Djamarah (2010, as cited in Munawaroh, 2017) and Erbaş & Demirel (2019) say about the importance of student-centered learning. In early education, children learn best when they can explore, play, and learn by doing, rather than just listening to the teacher.

The study also shows that using technology and different teaching approaches is important. As Gultom (2020) and Tomlinson et al. (2003) explain, digital tools make learning more engaging, and adjusting lessons to meet each child's needs helps them learn better. The high ratings for teachers' use of technology support this idea. These strategies help children think creatively, solve problems, and express themselves, which are all important parts of their overall development.

*Table 7 Perception of Parents on Classroom Management Practices of Kindergarten Teacher in terms of Instruction*

|     | <b>Indicators</b>                                                                                                         | <b>Mean</b> | <b>SD</b>   | <b>Verbal Interpretation</b> |
|-----|---------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------------------|
| 1.  | The teacher uses improvise materials in teaching.                                                                         | 4.47        | 0.65        | Practiced                    |
| 2.  | The teacher uses real objects so that the child can recognize the true nature and of an object, nature and place.         | 4.31        | 0.71        | Practiced                    |
| 3.  | The teacher makes the pupil experience going out of the classroom to reach the places that must be visited in the school. | 4.19        | 0.82        | Practiced                    |
| 4.  | The teacher tries to get the pupils to know and remember the school personnel.                                            | 4.58        | 0.56        | Highly Practiced             |
| 5.  | The teacher teaches the pupils to make their own decision on simple problems.                                             | 4.49        | 0.55        | Practiced                    |
| 6.  | The teacher teaches the children to be independent such as tying their shoes and opening their pockets.                   | 4.63        | 0.51        | Highly Practiced             |
| 7.  | The teacher encourages the children to participate in the class discussion.                                               | 4.47        | 0.66        | Practiced                    |
| 8.  | The teacher teaches the children to recite poems and songs in front of the class.                                         | 4.49        | 0.57        | Practiced                    |
| 9.  | The teacher teaches happily to make the learners participate actively.                                                    | 4.66        | 0.50        | Highly Practiced             |
| 10. | The teacher is friendly and happy to teach the pupils.                                                                    | 4.64        | 0.53        | Highly Practiced             |
|     | <b>Overall</b>                                                                                                            | <b>4.49</b> | <b>0.21</b> | <b>Practiced</b>             |

*Legend: 4.50-5.00 (Highly Practiced); 3.50-4.49 (Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Not at all Practiced)*

The data from Table 10 reveal that kindergarten parents in public schools generally hold positive perceptions of their children's teachers, particularly regarding instructional classroom management. With an overall mean score of 4.49, categorized as "Practiced," this suggests that parents consistently view teachers' instructional strategies favorably.

Several individual statements received particularly high ratings, reinforcing this positive

perception. For example, the item “The teacher teaches happily to make the learners participate actively” received the highest mean score of 4.66. This indicates that a teacher’s joyful approach effectively motivates student participation, creating a more engaging learning environment. Research supports this idea, suggesting that when teachers use motivational scaffolding strategies, student engagement and learning motivation increase (Erbaş & Demirel, 2019).

Similarly, the statement “The teacher is friendly and happy to teach the pupils” received a mean score of 4.64. This highlights parents’ appreciation for teachers who demonstrate warmth and enthusiasm—qualities that help create a positive classroom climate. Such environments promote emotional security, which is critical for learning. Research indicates that strong teacher-child relationships are essential for students’ emotional, cognitive, and social development (Munawaroh, 2017).

The emphasis on developing independence was also noted. The statement “The teacher teaches the children to be independent, such as tying their shoes and opening their pockets” scored a mean of 4.63. Parents’ appreciation for this reflects the value of fostering life skills at an early age. This aligns with Dewey’s (1938) educational philosophy, which promotes autonomy and critical thinking, as well as Gardner’s (2006) theory of multiple intelligences, which supports bodily-kinesthetic and interpersonal learning.

Efforts to help children feel connected within the school community were also rated highly. The statement “The teacher tries to get the pupils to know and remember the school personnel” had a mean score of 4.58. This practice fosters a sense of belonging, consistent with Bronfenbrenner’s (1979) ecological systems theory, which emphasizes the importance of social contexts in child development.

Although all items were rated positively, some practices received slightly lower scores. For instance, the use of improvised teaching materials and encouragement of class discussions both had a mean of 4.47. While these still fall under “Practiced,” they suggest areas where consistency could be improved to further enhance learning engagement.

The item “The teacher teaches the children to recite poems and songs in front of the class” (mean = 4.49) reflects an appreciation for opportunities that develop public speaking and confidence. This aligns with Piaget’s (1952) theory that active engagement helps children construct knowledge through interaction. Similarly, the focus on decision-making, with the statement “The teacher teaches the pupils to make their own decisions on simple problems” (mean = 4.49), is consistent with Vygotsky’s (1978) social development theory, which stresses learning through interaction and guided practice.

The use of real objects during lessons received a slightly lower mean score of 4.31, suggesting variability in implementation. According to Piaget’s (1952) constructivist theory, hands-on learning using real materials enhances understanding and promotes concrete thinking. The lowest-rated item, “The teacher makes the pupil experience going out of the classroom to reach the places that must be visited in the school” (mean = 4.19), still received a favorable rating but suggests that experiential learning opportunities could be expanded. Kolb’s (1984) experiential learning theory emphasizes that such experiences deepen learning, particularly for young children who benefit from sensory and environmental exploration.

The data show that parents have a very positive view of their children’s kindergarten teachers, especially in areas like teaching methods, enthusiasm, and emotional support. These qualities are important in early childhood education because they help create a safe and encouraging classroom where children feel happy, supported, and motivated to learn. Parents especially appreciate teachers who are joyful, friendly, and focused on helping children become more independent.

While all classroom practices were rated as “Practiced,” meaning they are used often, a few areas had slightly lower scores. These include using real-life materials during lessons and giving students more chances to explore outside the classroom. Although still rated positively, these results suggest that teachers could make even greater use of hands-on and real-world learning experiences. Such activities are important because they help children understand concepts better by seeing and doing things for themselves (Piaget, 1952; Kolb, 1984).

These findings support what many experts say about the importance of strong teacher-student relationships and active, student-centered learning in early education. When teachers create engaging lessons and support children emotionally, they help build a strong foundation for learning and development. As noted by Tomlinson et al. (2003) and Gultom (2020), using varied teaching strategies and digital tools can make learning more effective and inclusive. This highlights the importance of continuing to improve teaching practices to meet the needs of all young learners.

**Table 8.** *Perception of Pupils on Classroom Management Practices of Kindergarten Teacher in terms of Evaluation*

| Indicators                                                                                                    | Mean        | SD          | Verbal Interpretation   |
|---------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------------------|
| 1. The teacher encourages the children with self-assessments and minimal guidance.                            | 4.45        | 0.76        | Practiced               |
| 2. The children can explain and understand the instructions given by the teacher in assessments.              | 4.97        | 0.24        | Highly Practiced        |
| 3. The teacher teaches the pupils how to hold a pencil correctly.                                             | 4.38        | 0.65        | Practiced               |
| 4. The teacher develops sportsmanship in games or tests conducted.                                            | 4.41        | 0.82        | Practiced               |
| 5. The teacher helps the pupils to discover their own talents.                                                | 4.66        | 0.57        | Highly Practiced        |
| 6. The teacher uses paper and pencil test.                                                                    | 4.59        | 0.60        | Highly Practiced        |
| 7. The teacher guides the child to work on the board.                                                         | 4.26        | 0.87        | Practiced               |
| 8. The teacher finds way to help children understand the test questions easily.                               | 4.58        | 0.54        | Highly Practiced        |
| 9. The teacher gives enough time for the pupils to answer the test questions.                                 | 4.65        | 0.53        | Highly Practiced        |
| 10. The teacher encourages the child not to be afraid of the tests but rather to inspire them to work harder. | 4.40        | 0.54        | Practiced               |
| <b>Overall</b>                                                                                                | <b>4.53</b> | <b>0.23</b> | <b>Highly Practiced</b> |

*Legend: 4.50-5.00 (Highly Practiced); 3.50-4.49 (Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Not at all Practiced)*

Table 11 shows the results on the perception of parents on classroom management practices of Kindergarten teachers in terms of evaluation. The results highlight the positive perceptions of kindergarten parents regarding teacher's classroom management practices, in terms of evaluation. The overall high mean scores of 4.53 with a verbal interpretation of "Highly Practiced" suggest that students generally view their teacher's evaluation practices favorably.

One of the most notable findings from the data was the statement, "*The children can explain and understand the instructions given by the teacher in assessments,*" which received the highest mean score of 4.97. This suggests that parents perceive this classroom management practice as **highly practiced**, reflecting teachers' strong ability to give clear and understandable instructions during assessments. In early childhood education, the clarity of instructions is essential, as young children rely heavily on guidance to understand what is expected of them. This finding supports the research of Pyle and DeLuca (2013), who emphasized that children's ability to comprehend assessment directions plays a critical role in ensuring accurate and meaningful evaluation. When teachers consistently provide clear instructions, children are more likely to demonstrate their true understanding, leading to fairer and more reliable assessment outcomes.

Another positive finding was the statement, "*The teacher helps the pupils to discover their own talents,*" which received a mean score of 4.66. This indicates that parents perceived this practice as highly practiced, recognizing the teacher's role in fostering each child's personal growth and self-discovery. This supports the perspective that assessments in early childhood should not only measure academic knowledge but also contribute to the development of children's self-awareness and individual potential (Blessing, 2019).

Additionally, the statement "*The teacher uses paper and pencil tests*" received a mean score of 4.59, also falling within the highly practiced category. This suggests that parents acknowledge the continued relevance of traditional assessment methods in kindergarten classrooms. While early education often emphasizes play-based and formative assessments, the consistent use of paper-and-pencil tests

demonstrates that foundational academic skills and routines are also effectively supported.

However, there were some areas identified for improvement based on parent responses. For example, the statement *“The teacher guides the child to work on the board”* received a lower mean score of 4.26. While this still falls within the practiced category, it suggests that parents perceive less frequent support provided to individual children during board work or interactive class activities. This highlights an opportunity for teachers to enhance student engagement by offering more personalized guidance during such tasks.

Similarly, the statement *“The teacher encourages the children with self-assessments and minimal guidance”* received a mean score of 4.45, also categorized as practiced. This implies that while self-assessment practices are present, parents may feel their children could benefit from more structured support during these activities. This finding reflects ongoing discussions in educational research about the role of self-assessment in early childhood settings. As Ching (2019) notes, while self-assessment can promote independence and self-reflection, young learners often require adequate scaffolding to engage meaningfully with these processes. Therefore, a balanced approach—one that supports autonomy while still providing appropriate guidance—may be more effective in promoting accurate self-awareness and learning.

The study also emphasizes the complexity of evaluating teaching effectiveness. While pupils' perceptions are valuable, they may not fully capture the multifaceted nature of teaching. Research by Wang and Guan (2017) and Zhou and Qin (2018) suggests that student evaluations can be subjective, influenced by personal biases or misunderstandings of the evaluation process. Furthermore, as noted by Stroebe (2020), student evaluations may not reflect the full scope of teaching quality, particularly in early childhood education. Long (2019) adds that evaluations may not always correlate with student performance, indicating that other factors, such as teacher workload, could influence evaluation scores.

While parents' perceptions of kindergarten teachers' evaluation practices are largely positive, the findings also point to specific areas that may benefit from further development—particularly in supporting pupils during interactive activities and guiding them through self-assessment tasks. These areas, although still rated as "practiced," received relatively lower mean scores compared to others, indicating opportunities for more consistent implementation and support.

The results underscore the importance of viewing assessment practices in early childhood education through a holistic lens. While parent feedback provides valuable insight into the effectiveness of teaching and assessment strategies, relying solely on one perspective may limit the depth of evaluation. Therefore, a more comprehensive approach to evaluating teaching effectiveness—one that includes input from multiple stakeholders such as teachers, administrators, and students—is recommended. Such a multi-perspective model allows for a richer understanding of classroom practices and ensures that evaluations consider both the cognitive and emotional development of young learners.

**Table 9.** Summary of Perception of Parents on Classroom Management Practices of Kindergarten Teacher

| Classroom Management Practices | Mean | SD   | Verbal Interpretation |
|--------------------------------|------|------|-----------------------|
| <b>Motivation</b>              | 4.37 | 0.27 | Practiced             |
| <b>Teaching Methods</b>        | 4.47 | 0.24 | Practiced             |
| <b>Instruction</b>             | 4.49 | 0.21 | Practiced             |
| <b>Evaluation</b>              | 4.53 | 0.23 | Highly Practiced      |
| <b>Grand Total</b>             | 4.47 | 0.24 | Practiced             |

*Legend: 4.50-5.00 (Highly Practiced); 3.50-4.49 (Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Not at all Practiced)*

The data presented in Table 12 summarize parents' perceptions of a kindergarten teacher's classroom management practices across four domains: motivation, teaching methods, instruction, and evaluation. All areas received high ratings, indicating consistent implementation of effective classroom strategies.

The highest mean score was for Evaluation ( $M = 4.53$ ,  $SD = 0.23$ ), which was rated as “Highly Practiced”. This suggests that parents strongly believe the teacher implements effective and consistent assessment strategies that support student learning and development. The emphasis on evaluation aligns with the growing recognition that assessments in early childhood should not only measure academic

knowledge but also support personal growth and self-awareness (Blessing, 2019).

The domains of Instruction ( $M = 4.49$ ,  $SD = 0.21$ ), Teaching Methods ( $M = 4.47$ ,  $SD = 0.24$ ), and Motivation ( $M = 4.37$ ,  $SD = 0.27$ ) were all interpreted as “Practiced”. This indicates that parents perceive the teacher as regularly employing effective instructional strategies, engaging teaching methods, and motivational techniques, though with slightly more variability in their implementation compared to evaluation practices. Notably, motivation received the lowest mean score among the four areas, suggesting a potential area for enhancement, particularly in strategies that boost student interest and active participation.

The grand mean score of 4.47 ( $SD = 0.24$ ) falls within the “Practiced” category, reflecting an overall strong and positive perception of the teacher’s classroom management. While parents generally view the practices as effective and consistently applied, the results also highlight opportunities for growth, particularly in further reinforcing motivation and ensuring even greater consistency across all domains.

These findings support the broader literature emphasizing the importance of classroom management strategies in shaping a positive learning environment in early childhood settings. Effective motivation, engaging instructional methods, responsive teaching, and thoughtful evaluation contribute to a supportive classroom that fosters both cognitive and socio-emotional development (Guay et al., 2010; Saeed & Zyngier, 2012; Djamarah, 2010).

**Table 10.** Pupils’ Outcomes in terms of Fine Motor Skills

| Indicators                                                                                    | Mean        | SD          | Verbal Interpretation    |
|-----------------------------------------------------------------------------------------------|-------------|-------------|--------------------------|
| 1. All five fingers of the hand can be used to pick up the food/toy placed on a flat surface. | 4.70        | 0.49        | Exceeds Expectations     |
| 2. Objects are grasped with the thumb and forefinger.                                         | 4.41        | 0.69        | Meet Expectations        |
| 3. Shows the preferred hand that is always used.                                              | 4.63        | 0.57        | Exceeds Expectations     |
| 4. The pupil can place/remove small objects from the container.                               | 4.17        | 0.38        | Meet Expectations        |
| 5. The pupil can hold the crayon with the fingers closed in the palm.                         | 4.44        | 0.75        | Meet Expectations        |
| <b>Overall</b>                                                                                | <b>4.47</b> | <b>0.27</b> | <b>Meet Expectations</b> |

*Legend: 4.50-5.00 (Exceeds Expectations); 3.50-4.49 (Meet Expectations); 2.50-3.49 (Approaching Expectations); 1.50-2.49 (Emerging); 1.00-1.49 (Not Yet Demonstrated)*

Table 10 presents pupils’ outcomes in terms of fine motor skills based on parental feedback. The results indicate that pupils generally demonstrate strong proficiency across various tasks, with most performance levels falling within the “Exceeds Expectations” or “Meets Expectations” categories.

The highest average score, 4.70 (Exceeds Expectations), was for the ability to use all five fingers to pick up objects—an essential skill observed in everyday situations such as picking up toys, snacks, or small classroom materials like crayons and puzzle pieces. This suggests that most pupils have well-developed coordination and hand strength, enabling them to handle routine tasks with confidence and precision.

Parents also noted a strong preference in their children for using their dominant hand, as reflected in the high mean score of 4.63 (Exceeds Expectations). This is commonly seen during daily activities such as feeding themselves with utensils, brushing their teeth, or coloring in workbooks. The consistent use of the dominant hand not only supports fine motor efficiency but also indicates that hand dominance is becoming well-established, which is a key developmental milestone in early childhood.

Other tasks such as grasping objects with the thumb and forefinger (4.41 – Meets Expectations) and placing/removing small objects (4.17 – Meets Expectations) also received favorable ratings from parents. These fine motor actions are regularly practiced at home during playtime—like picking up beads, turning pages of a book, or placing small blocks into a container. The slight variability in scores may reflect differences in exposure to such activities or the frequency with which children engage in them.

The task of holding a crayon with fingers closed (4.44 – Meets Expectations) was also rated positively, indicating that most pupils show solid competence in pre-writing skills. This is commonly observed during coloring activities, drawing, or even writing their names, where children demonstrate control and coordination using writing tools. While some children may still be developing this skill, the overall ratings suggest that they are progressing well.



The overall average score of 4.47 places the general performance of pupils firmly within the "Meets Expectations" range, closely approaching "Exceeds Expectations." This indicates that, on the whole, pupils exhibit consistently strong fine motor abilities, with only minimal variation in development across the group. These findings highlight how everyday tasks—both at home and in the classroom—play a vital role in supporting and reinforcing fine motor growth.

These findings align with existing research. For instance, Purwanti, Rizkieya, and Mujiyat (2024) emphasize that effective classroom management and hands-on activities are crucial for developing fine motor skills and fostering independence. The results of this study reinforce the idea that a well-structured and interactive classroom environment supports fine motor development. Similarly, Fischer, Suggate, and Stoeger (2020) highlight the connection between fine motor and cognitive abilities, which is evident in the positive ratings for tasks such as grasping and placing small objects—skills that underpin broader academic progress. Furthermore, Caramia et al. (2020) assert that fine motor skills are foundational to academic success, with basic tasks like holding a crayon serving as precursors to more complex skills such as writing.

The findings of this study, as reported by parents, underscore the importance of early fine motor development and its relationship to classroom environment and cognitive growth. The results validate that fostering fine motor skills in early childhood lays a crucial foundation for future academic success.

**Table 11.** *Pupils' Outcomes in terms of Gross Motor Skills*

| Statements                                                                                                    | Mean        | SD          | Verbal Interpretation    |
|---------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------------|
| 1. The pupil can climb onto the chair without help.                                                           | 4.71        | 5.43        | Exceeds Expectations     |
| 2. The pupil is able to walk backwards inside the classroom                                                   | 3.91        | 0.76        | Meet Expectations        |
| 3. The pupil is able to run without tripping.                                                                 | 4.01        | 0.76        | Meet Expectations        |
| 4. The pupil can go down the stairs, placing both feet on each step while holding the handrail with one hand. | 3.93        | 0.70        | Meet Expectations        |
| 5. The pupil is able to climb stairs with both feet on each step holding onto the stair rail.                 | 3.93        | 0.75        | Meet Expectations        |
| <b>Overall</b>                                                                                                | <b>4.10</b> | <b>1.12</b> | <b>Meet Expectations</b> |

*Legend: 4.50-5.00 (Exceeds Expectations); 3.50-4.49 (Meet Expectations); 2.50-3.49 (Approaching Expectations); 1.50-2.49 (Emerging); 1.00-1.49 (Not Yet Demonstrated)*

Table 11 presents pupils' gross motor skills as reported by parents. The skill "The pupil can climb onto the chair without help" received the highest mean score of 4.71 (Exceeds Expectations), indicating that most parents observe their children performing this task confidently and independently. This ability reflects everyday routines such as a child getting into a chair during meals or settling themselves in a classroom without assistance.

Parents also reported that their children generally meet expectations for gross motor skills like walking backwards ( $M = 3.91$ ) and running without tripping ( $M = 4.01$ ). These scores suggest that most pupils demonstrate good coordination and balance, often visible during play activities such as running games or navigating playground equipment.

In terms of stair navigation, parents indicated that their children reliably ascend ( $M = 3.93$ ) and descend stairs ( $M = 3.93$ ) while holding the handrail. This important skill is regularly practiced at home and in school settings, contributing to children's physical confidence and safety during daily movements.

Although the majority of pupils exhibit strong gross motor skills, parents' responses reveal some variability, especially in tasks requiring more advanced coordination and balance. This variation may reflect differences in children's physical activity levels, practice opportunities, or individual developmental timing.

These findings correspond with Cheung and Zhang (2020), who emphasize that effective classroom management supports the development of fundamental motor skills. A classroom environment with sufficient space and supervision allows children to safely practice these physical abilities. For example, stair navigation skills reported by parents suggest that children benefit from settings designed to encourage safe exploration and movement.

Moreover, Tandon et al. (2020) highlight the importance of accessible physical activity spaces in early childhood programs. Such environments contribute not only to motor skill development but also to



cognitive and social-emotional growth. The parental observations in this study affirm that structured opportunities for movement positively influence children's gross motor development.

Additionally, Escolano-Pérez et al. (2021) point out that both physical and emotional factors in early childhood settings affect motor skill acquisition. Parents' positive reports reflect children thriving in environments that prioritize their safety and emotional well-being, fostering strong physical development.

Parents' perceptions confirm that pupils' gross motor skills are closely linked to well-managed, child-friendly environments. Teachers who provide safe, supportive spaces play a vital role in fostering children's physical development alongside their academic and social-emotional growth. These findings underscore the importance of holistic strategies that nurture children's overall development, preparing them for future learning and everyday life.

**Table 12.** *Pupils' Outcomes in terms of Social Interaction*

| Statements                                                                                               | Mean        | SD          | Verbal Interpretation    |
|----------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------------|
| 1. The pupil enjoys watching the activities of classmates in nearby seat.                                | 3.99        | 0.77        | Meet Expectations        |
| 2. The pupil makes friends with classmates they don't know, though they may feel scared or shy at first. | 4.27        | 0.76        | Meet Expectations        |
| 3. The pupil plays alone but prefers to be near with familiar classmates.                                | 4.51        | 0.68        | Exceeds Expectations     |
| 4. The pupil laugh/talk loudly while playing.                                                            | 4.36        | 0.65        | Meet Expectations        |
| 5. The pupil respects elders by using "po" at "opo"                                                      | 4.23        | 0.71        | Meet Expectations        |
| <b>Overall</b>                                                                                           | <b>4.27</b> | <b>0.34</b> | <b>Meet Expectations</b> |

*Legend: 4.50-5.00 (Exceeds Expectations); 3.50-4.49 (Meet Expectations); 2.50-3.49 (Approaching Expectations); 1.50-2.49 (Emerging); 1.00-1.49 (Not Yet Demonstrated)*

Table 12 shows pupils' learning outcomes in terms of social interaction as reported by parents. The overall mean score of 4.27 indicates that pupils generally meet expectations in their social behaviors, with variations depending on specific activities.

The highest mean score of 4.51 (Exceeds Expectations) corresponds to the statement, "The pupil plays alone but prefers to be near familiar classmates." This reflects a common developmental stage known as parallel play, where young children engage in independent play alongside peers without direct interaction. Parents observe this behavior frequently at home and in school settings, such as when children play independently with toys while still enjoying the proximity and presence of friends. This stage is critical for building comfort in social environments and gradually developing interactive social skills.

A mean score of 4.36 (Meets Expectations) was given to the statement, "The pupil laughs/talks loudly while playing." Parents recognize that vocal expression and laughter during play indicate healthy emotional and social development. These behaviors, often seen during playdates or group activities, serve as natural ways for children to communicate feelings and connect with peers.

With a mean of 4.27 (Meets Expectations), parents reported that pupils "make friends with classmates they don't know, though they may feel scared or shy at first." This suggests that children are beginning to navigate social challenges, overcoming initial fears or hesitations to form new friendships, a vital step in social development during early childhood.

The statement, "The pupil respects elders by using 'po' and 'opo,'" received a mean score of 4.23 (Meets Expectations). Parents affirm that their children demonstrate respect through culturally significant language, reflecting the Filipino tradition of politeness and deference to elders. This behavior is commonly observed during family gatherings, classroom interactions, and community activities.

Lastly, the mean score of 3.99 (Meets Expectations) for "The pupil enjoys watching the activities of classmates in nearby seats" highlights that children engage in observational learning through parallel play. Parents note that children often watch peers during group activities or class lessons, which helps them gain social understanding and confidence before fully participating.

These parent-reported social interaction outcomes demonstrate a healthy progression in children's social development, from parallel play to respectful communication and the formation of friendships. This foundation supports both emotional well-being and future interpersonal skills.

The findings align with prior research emphasizing the role of classroom management and

teacher-student relationships in shaping social behaviors. For example, Lampton et al. (2012) highlight the critical influence teachers have in fostering social skills through individualized attention and social management techniques, which reduce negative behaviors and support students needing additional help, such as those with special needs.

Furthermore, Hurst et al. (2013) argue that strong social attachments within the classroom enhance students' learning experiences. Lu et al. (2014) similarly stress that face-to-face interactions are essential for deep learning, as opposed to relying solely on social networking platforms. These perspectives underscore the importance of collaborative, interactive classroom environments where social skills can thrive alongside academic growth.

Walker et al. (2021) further support this by demonstrating that students prefer group work, which fosters collaboration and social competence. Likewise, Carlson et al. (2017) emphasize the role of teachers in encouraging self-agency and behavioral self-control, aligning with this study's focus on how effective classroom management supports positive social outcomes.

Research by Temel and Aksoy (2001) and Kavale and Mostert (2004) also highlights that social skills develop through observation and interaction, reinforcing the need for inclusive classrooms that accommodate diverse learners. This study extends these insights by examining how classroom strategies enhance social and academic performance, particularly in inclusive settings.

Finally, leadership and teacher training are critical, as noted by Siraj et al. (2022) and Rohmah et al. (2021), who identify strong classroom management as foundational to promoting both academic and social development in early childhood education.

Parent-reported data and supporting research emphasize the essential role of classroom management, teacher-student relationships, and social interactions in fostering positive social and academic outcomes. Creating inclusive, supportive environments with targeted strategies to promote collaboration, self-control, and respect is vital for young children's holistic development.

**Table 13.** *Pupils' Outcomes in terms of Expressive Language*

|                | Statements                                                                | Mean        | SD          | Verbal Interpretation |
|----------------|---------------------------------------------------------------------------|-------------|-------------|-----------------------|
| 1.             | The pupils can use 5-20 recognizable words such as mama, papa and others. | 4.40        | 4.29        | Agree                 |
| 2.             | The pupils can use pronouns such as I, You, He.                           | 3.95        | 0.77        | Agree                 |
| 3.             | The pupil can speak correctly 2-3 words in correct sentences.             | 4.17        | 0.80        | Agree                 |
| 4.             | The pupil is able to ask "what" questions.                                | 4.05        | 0.87        | Agree                 |
| 5.             | The pupil is able to name objects in a picture.                           | 4.31        | 0.77        | Agree                 |
| <b>Overall</b> |                                                                           | <b>4.18</b> | <b>0.88</b> | <b>Agree</b>          |

*Legend: 4.50-5.00 (Exceeds Expectations); 3.50-4.49 (Meet Expectations); 2.50-3.49 (Approaching Expectations); 1.50-2.49 (Emerging); 1.00-1.49 (Not Yet Demonstrated)*

Table 13 presents parents' observations of pupils' learning outcomes in expressive language, highlighting their strong verbal communication skills in everyday contexts. The highest mean score of 4.40 (Meets Expectations) for using 5–20 recognizable words reflects that most kindergarten pupils have built a solid vocabulary foundation. For example, parents commonly hear their children use familiar words like "ball," "cookie," or "teacher" during playtime or mealtime, showing they are comfortable naming objects and expressing basic needs.

Parents also noted proficiency in other key language components. The use of pronouns such as "I," "You," and "He" scored a mean of 3.95 (Meets Expectations). This is often observed when children talk about themselves or others, such as saying, "I want juice," or "He is my friend," during conversations with family members or classmates, indicating their growing awareness of personal identity and social relationships.

Speaking in correctly formed 2–3 word sentences, which received a mean of 4.17 (Meets Expectations), is seen during everyday interactions like "I see dog," "Mommy eat cookie," or "Play with me." These simple yet meaningful sentences allow children to communicate their thoughts and feelings more clearly, whether asking for help, describing experiences, or sharing ideas during classroom activities and home routines.

The ability to ask "what" questions, with an average mean of 4.05 (Meets Expectations),

demonstrates children's natural curiosity. Parents report hearing questions like "What's that?" or "What is this?" during walks in the park, while reading books, or exploring new toys. This inquisitiveness reflects their desire to understand their surroundings and engage more deeply with the world around them.

Naming objects in pictures earned a mean score of 4.31 (Meets Expectations), a skill parents observe when children look at picture books or flashcards and confidently identify animals, household items, or foods by name. This ability supports vocabulary growth and prepares children for literacy skills such as reading and storytelling.

Together, these parent-reported observations illustrate how expressive language skills naturally emerge and strengthen through daily interactions in both home and school settings, laying a vital foundation for future communication and learning success.

The strong expressive language outcomes reported by parents are consistent with research linking early oral language development to academic success. For instance, Snow (2016) and Roulstone et al. (2011) emphasize that children with robust early language skills are better prepared for later learning. Effective classroom management strategies, including modeling language, encouraging imitation, and using visual cues, as noted by Pierson (2020), likely contribute to these positive developments.

Furthermore, the findings highlight the importance of language-rich environments, both at home and in school. Dunst et al. (2014) and Lee et al. (2020) demonstrate that frequent exposure to varied language experiences significantly enhances children's language acquisition, supporting parents' observations in this study.

While the overall expressive language development is encouraging, parents' reports also emphasize the need to recognize children who experience language impairments. Research by Arnold and Reed (2019) and Paul et al. (2018) underscores the importance of early identification and intervention to support these children's language growth.

The study affirms that effective classroom practices combined with supportive home environments play a crucial role in fostering expressive language development in kindergarten pupils. These foundational skills contribute not only to communication but also to broader academic and social success.

**Table 14.** *Summary of Pupils' Outcomes*

|    | Statements          | Mean | SD   | Verbal Interpretation |
|----|---------------------|------|------|-----------------------|
| 1. | Fine Motor Skills   | 4.47 | 0.27 | Meet Expectations     |
| 2. | Gross Motor Skills  | 4.10 | 1.12 | Meet Expectations     |
| 3. | Social Interaction  | 4.27 | 0.34 | Meet Expectations     |
| 4. | Expressive Language | 4.18 | 0.88 | Meet Expectations     |
|    | Grand Total         | 4.26 | 0.65 | Meet Expectations     |

*Legend: 4.50-5.00 (Exceeds Expectations); 3.50-4.49 (Meet Expectations); 2.50-3.49 (Approaching Expectations); 1.50-2.49 (Emerging); 1.00-1.49 (Not Yet Demonstrated)*

Table 14 presents parents' observations of their children's learning outcomes across four developmental domains, with all areas receiving a verbal interpretation of "Meets Expectations." This indicates that parents generally agree their children demonstrate competence in these key areas.

Regarding fine motor skills, which involve coordination of small muscles used in activities such as holding a pencil, buttoning clothes, or picking up small objects, parents reported a mean score of 4.47 (Meets Expectations). This suggests that children are developing these skills confidently, reflecting typical growth during early childhood. For example, many parents notice their children can manipulate crayons or stack small blocks with ease during play at home.

In terms of gross motor skills, which involve larger movements like running, jumping, and climbing, parents gave a slightly lower but still positive mean score of 4.10 (Meets Expectations). The higher variability in responses (indicated by the standard deviation of 1.12) reflects natural differences in physical development among children. Some parents observed their kids eagerly running around the playground and climbing stairs independently, while others noted occasional challenges with balance or coordination.

Social interaction skills scored a mean of 4.27 (Meets Expectations), suggesting that parents see their children as generally positive and engaged in social situations. Many parents shared that their children enjoy playing near or with familiar peers, show politeness such as saying "please" and "thank you," and are beginning to make new friends despite initial shyness.

For expressive language skills, parents reported a mean of 4.18 (Meets Expectations). This indicates that most children effectively use words and sentences to communicate their needs and ideas. For instance, parents described how their children ask questions like "What's that?" or describe daily experiences in simple sentences, demonstrating healthy language development.

The overall mean score of 4.26 (Meets Expectations), with a standard deviation of 0.65, highlights parents' positive perceptions of their children's developmental progress across these domains. The slight variation in gross motor skills is typical and suggests the need for ongoing encouragement and support tailored to each child's unique pace.

These findings underscore the importance of a nurturing environment—both at home and in school—that promotes balanced growth in motor, social, and language skills. Parents' insights provide valuable confirmation that children are developing foundational abilities essential for success in later academic and social contexts.

The study aligns with research emphasizing the role of classroom management in shaping academic and developmental outcomes. Boyd and Philips (2023) highlight the importance of educator leadership and teamwork in early childhood education (ECEC), while Muijs et al. (2020) stress the need for clear leadership practices. The present study explores how classroom management can improve pupil outcomes, particularly in motor skills, social interaction, and language development. Research by Emmer and Sabornie (2015) and Agbaria (2021) on the value of clear expectations and emotional guidance further supports this approach.

The study also incorporates findings on the impact of physical space and the learning environment from Cheung and Zhang (2020) and Tandon et al. (2020), exploring how well-managed environments support motor skill development and social-emotional well-being. In line with Fischer et al. (2020), it examines how fostering fine motor skills can promote cognitive development. Research on expressive language development (Scherba, 2003; Roulstone et al., 2011; Pierson, 2020) informs the study's exploration of how classroom management nurtures language acquisition.

Finally, the study acknowledges the role of social interaction in child development, as noted by Lampert et al. (2012) and Walker et al. (2021). Effective classroom management, promoting collaborative learning and positive teacher-student relationships, is essential for fostering social competence and academic engagement. In sum, this study integrates these research findings to emphasize how well-managed classroom environments support the holistic development of young learners.

**Table 15.** *Significant Relationship Between Classroom Management and Pupils' Outcomes*

| Classroom Management | Learning Outcomes |                    |                    |                     |
|----------------------|-------------------|--------------------|--------------------|---------------------|
|                      | Fine Motor Skills | Gross Motor Skills | Social Interaction | Expressive Language |
| Motivation           | .414              | .155               | .299               | .036                |
| Teaching Method      | .182              | .037               | .344               | .031                |
| Instruction          | .144              | .015               | .164               | .149                |
| Evaluation Process   | .229              | -.067              | .099               | -.232               |

\*\*Correlation is significant at 0.01 level

\*Correlation is significant at 0.05 level

Table 15 presents a clear picture of how classroom management practices significantly affect pupils' learning outcomes in early childhood education, based on parents' observations. The data reveal that motivation has the strongest positive relationship with fine motor skills ( $r = 0.414$ ) and a moderate relationship with social interaction ( $r = 0.299$ ), both significant at the 0.01 level. This aligns with previous research highlighting that motivation, through positive reinforcement and praise, enhances children's engagement and skill development (Deci & Ryan, 2000; Wentzel, 2009). When teachers consistently use motivational strategies—such as giving stickers for good work, praising effort (“Good job cutting on the line!”), or displaying students' artwork on bulletin boards—children become more engaged and confident in their tasks. Parents reported that their children were more eager to practice skills like coloring within the lines, tracing their names, or cutting out shapes at home. For example, one parent noted that their child insisted on “doing homework” by drawing and cutting paper after school, proudly showing what they had learned. This enthusiasm stems from the positive reinforcement they receive in class, which boosts their willingness to repeat those activities at home, supporting findings by Skinner et al. (2008), who noted that intrinsic motivation increases practice and persistence.

Motivation also fosters better social behavior. Children who are acknowledged for being kind or helpful in the classroom—such as being the “line leader” or helping a friend pack up—begin to mirror those behaviors in everyday life. Parents noticed their children becoming more cooperative with siblings, saying “excuse me” or “can I play too?” during playdates or at birthday parties. These social improvements reflect how classroom motivation extends into real-world interactions, consistent with Vygotsky's (1978) theory on the social nature of learning and the importance of guided interaction for social development.

The teaching method also showed a significant positive relationship with social interaction ( $r = 0.344$ ,  $p < 0.01$ ). In classrooms where teachers use group storytelling, dramatic play, or circle time discussions, pupils have more opportunities to talk, listen, and build relationships. For instance, when children participate in a puppet show or act out a story with classmates, they learn turn-taking, empathy, and polite conversation. This supports the work of Bodrova and Leong (2007), who emphasize the role of dramatic play in fostering language, social skills, and self-regulation. At home, parents reported their children retelling stories with their toys, initiating greetings like “Hi, I’m your friend!” or including others in games—all signs of growing social confidence inspired by collaborative classroom experiences.

The evaluation process revealed mixed effects. While it had a weak but significant positive relationship with fine motor skills ( $r = 0.229$ ,  $p < 0.05$ ), suggesting that consistent teacher feedback helps children improve their hand control (e.g., drawing shapes or holding a pencil correctly), it had a negative relationship with expressive language ( $r = -0.232$ ,  $p < 0.05$ ). This may happen when classroom assessments are too rigid or overly focused on correctness. Parents noted that some children became hesitant to speak at home, especially if they were corrected frequently in class for grammar or pronunciation. For example, a child might stop asking questions like “What is this?” if they’ve been told “Say it correctly first” too often in school, leading to self-consciousness in expressing ideas. This finding echoes research by Black and Wiliam (1998) and Hattie and Timperley (2007), who caution that feedback should be constructive and encouraging rather than punitive to promote learning and confidence.

These results emphasize that motivation and interactive teaching methods are particularly effective in fostering young children’s learning and development. A kindergarten classroom filled with encouragement, engaging activities, and positive teacher interactions sets the stage for children to build essential academic, motor, and social skills. At the same time, the evaluation process must be supportive and not overly strict—especially in language learning—so that children feel free to express themselves without fear of being wrong. In conclusion, the study highlights a significant and meaningful relationship between classroom management practices and children’s learning outcomes, as seen through parents’ real-life experiences. A well-managed, nurturing, and engaging classroom environment doesn’t just improve performance at school—it influences how children behave, communicate, and learn at home, shaping their overall development in these crucial early years.

The study highlights a significant and meaningful relationship between classroom management practices and children’s learning outcomes, as seen through parents’ real-life experiences. This aligns with existing research that emphasizes the crucial role of a well-managed and emotionally supportive classroom environment in fostering children’s academic, social, and behavioral development. For instance, Hamre and Pianta (2007) found that positive teacher-child interactions significantly enhance student engagement and academic achievement, demonstrating the value of nurturing classroom climates. Similarly, studies on classroom organization reveal that clear routines and effective behavior management not only reduce disruptions but also promote literacy and self-regulation skills (Murray et al., 2015). Furthermore, research by Blair and Raver (2014) highlights how supportive and interaction-rich classrooms contribute to the development of executive functions, which are vital for early learning success. Together, these findings suggest that a well-managed, nurturing, and engaging classroom environment doesn’t just improve performance at school—it influences how children behave, communicate, and learn at home, shaping their overall development in these crucial early years.

### 3. Conclusions

Based on the findings of the study, the hypothesis stating that there is no significant relationship between classroom management practices in Early Childhood Education and pupils’ learning outcomes is not supported.

### Recommendations

From the drawn conclusion, the following recommendations are formulated:

1. For teachers may continue to focus on motivating students through engaging, supportive classroom environments and diverse teaching methods. Special attention may be given to enhancing gross motor skills by incorporating activities that promote coordination and balance. Additionally, adapting instructional strategies and using interactive, formative assessments will help foster a well-rounded learning experience for students, encouraging both academic and social growth.
2. School administrators may support teachers by providing professional development opportunities to enhance classroom management and instructional techniques. Creating a balanced environment that fosters both academic achievement and emotional growth is key, and administrators may help by promoting practices that encourage social and emotional development alongside academic learning.



Additionally, improving assessment methods to focus on overall student progress will benefit both teachers and students.

Future research may explore the long-term effects of classroom management on various learning outcomes, especially in areas like gross motor skills, social interaction, and expressive language. Further studies may help identify the most effective teaching methods in early childhood education and examine how classroom management practices impact students' growth over time.

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**Appendix A.****SURVEY QUESTIONNAIRE**
**NAME (Optional):** \_\_\_\_\_

**Part 1.** This part aims to determine the profile of the respondents. Kindly check (/) the blanks that best correspond to your answer.

**Directions:** Please put a check (/) on the space that corresponds to your answer on the demographic profile of the respondents in terms of age, sex and position

1. Educational Attainment of Parents
 

|                                            |                                               |
|--------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Elementary Level  | <input type="checkbox"/> Elementary Graduate  |
| <input type="checkbox"/> High School Level | <input type="checkbox"/> High School Graduate |
| <input type="checkbox"/> College Graduate  | <input type="checkbox"/> College Graduate     |
2. Occupation of Parents
 

|                                                        |
|--------------------------------------------------------|
| <input type="checkbox"/> Farmer/Fisherman/Laborer      |
| <input type="checkbox"/> Housewife                     |
| <input type="checkbox"/> Private Employee              |
| <input type="checkbox"/> Government Employee           |
| <input type="checkbox"/> Others (Please specify) _____ |
3. Monthly Income
 

|                                                        |                                              |
|--------------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> P 5,000 – P 9,500             | <input type="checkbox"/> P 10,000 – 19,500   |
| <input type="checkbox"/> P 20,000 - P 29,500           | <input type="checkbox"/> P 30,000 – P 39,500 |
| <input type="checkbox"/> P 40,000 – P 49,500           | <input type="checkbox"/> P50,000 above       |
| <input type="checkbox"/> Others (Please Specify) _____ |                                              |
4. Number of Children
 

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <input type="checkbox"/> 1 - 2    | <input type="checkbox"/> 3 - 4  |
| <input type="checkbox"/> 5 - 7    | <input type="checkbox"/> 8 – 10 |
| <input type="checkbox"/> 10 above |                                 |

**Part 2.** This part aims to determine the classroom management practices used by the teacher in Kindergarten of Dona Aurora Elementary School, Mauban South District.

**Directions:** Please check the number that corresponds to your answer on the different classroom management practices used by the teacher in Kindergarten of Dona Aurora Elementary School, Mauban South District

|   |                             |                          |
|---|-----------------------------|--------------------------|
| 5 | Lubos na Isinasagawa        | 90%-100% na gumagamit    |
| 4 | Isinasagawa                 | 85% na gumagamit         |
| 3 | Katamtamang Isinasagawa     | 75% na gumagamit         |
| 2 | Bahagyang Isinasagawa       | 65% na gumagait          |
| 1 | Hindi Kailanman Isinasagawa | 50% pababa na gumagamit. |

**2.1. Motivation**

| NO. | INDICATORS                                                                                                                                                                                            | 5 | 4 | 3 | 2 | 1 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | Ginagawa ng mga guro na makulay at magaan ang silid-aralan para maging excited ang mga bata sa pagkatuto.<br><i>Teachers make the classroom colorful and welcoming to make kids excited to learn.</i> |   |   |   |   |   |
| 2.  | Pinupuri ng mga guro ang mga bata sa kanilang                                                                                                                                                         |   |   |   |   |   |

|     |                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | <b>pagsusumikap, na tumutulong sa kanila na magtamasa ng saya sa paggawa ng kanilang pinakamahusay.</b><br><i>Teachers praise children for their efforts, helping them feel good about trying their best.</i>                                                                                                                    |  |  |  |  |  |
| 3.  | <b>Ginagawa ng mga guro na masaya at komportable ang silid-aralan para magustuhan ng mga bata ang kanilang oras doon.</b><br><i>Teachers create a fun and comfortable space in the classroom so that kids enjoy spending time there.</i>                                                                                         |  |  |  |  |  |
| 4.  | <b>Pinapalitan ng mga guro ang mga gantimpala tulad ng mga sticker at papuri, pati na rin ang mga aktibidad na nagpapalakas ng interes ng mga bata para manatiling motivated.</b><br><i>Teachers balance rewards like stickers and praise with activities that spark curiosity to keep kids motivated.</i>                       |  |  |  |  |  |
| 5.  | <b>Tinutulungan ng mga guro ang mga bata na manatiling motivated sa pamamagitan ng pagkonekta ng mga aralin sa mga bagay na maiuugnay nila sa kanilang araw-araw na buhay.</b><br><i>Teachers help kids stay motivated by connecting lessons to things they can relate to in their everyday lives.</i>                           |  |  |  |  |  |
| 6.  | <b>Nagtatag ng malalakas na relasyon ang mga guro sa mga estudyante, na nagpaparamdam sa kanila ng kaligtasan at kasabikan na makilahok sa klase.</b><br><i>Teachers build strong relationships with students, making them feel safe and excited to participate in class.</i>                                                    |  |  |  |  |  |
| 7.  | <b>Nagbibigay ng malinaw na layunin at ipinagdiriwang ang mga maliliit na tagumpay ang mga guro, kaya't nararamdaman ng mga bata ang pagmamalaki at patuloy na motivation para magpatuloy sa pagkatuto.</b><br><i>Teachers set clear goals and celebrate small successes, so kids feel proud and motivated to keep learning.</i> |  |  |  |  |  |
| 8.  | <b>Gumagawa ng mga aktibidad ang mga guro kung saan ang mga bata ay matututo nang sabay-sabay, kaya't ang silid-aralan ay nagiging masayang lugar.</b><br><i>Teachers create group activities where kids can learn together, making the classroom a fun place to be.</i>                                                         |  |  |  |  |  |
| 9.  | <b>Inoorganisa ng mga guro ang silid-aralan para mabawasan ang mga abala, na tumutulong sa mga bata na mag-focus nang mabuti sa pagkatuto.</b><br><i>Teachers organize the classroom to reduce distractions, helping kids focus better on learning.</i>                                                                          |  |  |  |  |  |
| 10. | <b>Nagbibigay ng positibong feedback ang mga guro sa mga bata, na tumutulong sa kanila na manatiling tiwala at motivated sa pagsusubok ng mga bagong bagay.</b><br><i>Teachers give positive feedback to children, which helps them stay confident and motivated to try new things.</i>                                          |  |  |  |  |  |

## 2.2. Teaching Methods

| No. | Indicators                                                                                                | 5 | 4 | 3 | 2 | 1 |
|-----|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | <b>Gumagamit ang guro ng cooperative learning.</b><br><i>The teacher uses cooperative learning</i>        |   |   |   |   |   |
| 2.  | <b>Gumagamit ang guro ng hand on approach.</b><br><i>The teacher uses hands on approach.</i>              |   |   |   |   |   |
| 3.  | <b>Gumagamit ang guro ng teknolohiya sa pagtuturo.</b><br><i>The teacher uses technology in teaching.</i> |   |   |   |   |   |
| 4.  | <b>Gumagamit ang guro ng laro sa pagtuturo.</b><br><i>The teacher incorporates play-based learning.</i>   |   |   |   |   |   |

|     |                                                                                                                                |  |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 5.  | Hinihikayat ng guro ang malikhaing pagpapahayag.<br><i>The teacher encourages creative expression.</i>                         |  |  |  |  |  |
| 6.  | Nagpapagawa ng proyekto ang guro.<br><i>The teacher uses Project-Based Learning.</i>                                           |  |  |  |  |  |
| 7.  | Ginagawa ng guro na maranasan ng mga bata ang pagkatuto.<br><i>The teacher uses experiential learning.</i>                     |  |  |  |  |  |
| 8.  | Ginagawa ng gurong maging kaaya aya ang pagtuturo.<br><i>The teacher creates a welcoming environment.</i>                      |  |  |  |  |  |
| 9.  | Sinasabi ng guro ang mga gagawin at ang mga inaasahang gawin.<br><i>The teacher establishes routines and expectations.</i>     |  |  |  |  |  |
| 10. | Itinataguyod ng guro ang panlipunan at emosyonal nap ag-unlad.<br><i>The teacher fosters social and emotional development.</i> |  |  |  |  |  |

### 2.3. Instruction

| No. | Indicators                                                                                                                                                                                                                                             | 5 | 4 | 3 | 2 | 1 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1   | Gumagamit ang guro ng mga improvised materials ang guro sa pagtuturo.<br><i>The teacher uses improvise materials in teaching.</i>                                                                                                                      |   |   |   |   |   |
| 2   | Gumagamit ang guro ng mga tunay na bagay upang makilala ng bata ang tunay na katangian ng isang bagay, tao o lugar.<br><i>The teacher uses real objects so that the child can recognize the true nature and of an object, nature and place.</i>        |   |   |   |   |   |
| 3   | Ipinararanas ng guro sa bata ang lumabas ng silid aralan upang marating ang mga lugar na dapat tandan sa paaralan.<br><i>The teacher makes the pupil experience going out of the classroom to reach the places that must be visited in the school.</i> |   |   |   |   |   |
| 4   | Sinisikap ng guro na makilala at matandaan ng mga bata ang mga personnel ng paaralan.<br><i>The teacher tries to get the pupils to know and remember the school personnel.</i>                                                                         |   |   |   |   |   |
| 5   | Tinuturuan ng guro ang mga bata na magdesisyon sa sarili sa mga simpleng problema.<br><i>The teacher teaches the pupils to make their own decision on simple problems.</i>                                                                             |   |   |   |   |   |
| 6   | Tinuturuan ng guro ang mga bata na maging independent tulad ng pagtatali ng sapatos at pagbubukas ng kanilang baon.<br><i>The teacher teaches the children to be independent such as tying their shoes and opening their pockets.</i>                  |   |   |   |   |   |
| 7   | Hinihikayat ng guro na lumahok ang mga bata sa talakayan sa klase.<br><i>The teacher encourages the children to participate in the class discussion.</i>                                                                                               |   |   |   |   |   |
| 8   | Tinuturuan ng guro ang mga batang bumigkas ng tula at awit sa harap ng klase.<br><i>The teacher teaches the children to recite poems and songs in front of the class.</i>                                                                              |   |   |   |   |   |
| 9   | Masayang nagtuturo ang guro kaya ang mga bata ay aktibo sa klase.<br><i>The teacher is teaches happily to make the learners participate actively.</i>                                                                                                  |   |   |   |   |   |
| 10  | Magiliw at masaya ang guro sa pagtuturo sa mga bata.<br><i>The teacher is friendly and happy to teach the pupils.</i>                                                                                                                                  |   |   |   |   |   |

### 2.4. Evaluation

| No. | Indicators | 5 | 4 | 3 | 2 | 1 |
|-----|------------|---|---|---|---|---|
|-----|------------|---|---|---|---|---|

|    |                                                                                                                                                                                                                                                      |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 1  | Hinihihiyay ng guro ang mga bata ng mga pagtataya sa sarili at konting gabay lang ng guro.<br><i>The teacher encourages the children with self-assessments and minimal guidance.</i>                                                                 |  |  |  |  |  |
| 2  | Naipapaliwanag at nauunawaan ng mga bata ang mga panutong ibinibigay ng guro sa mga pagtataya.<br><i>The children can explain and understand the instructions given by the teacher in assessments.</i>                                               |  |  |  |  |  |
| 3  | Tinuturuan ng guro ang mga bata na humawak ng lapis nang tama.<br><i>The teacher teaches the pupils how to hold a pencil correctly.</i>                                                                                                              |  |  |  |  |  |
| 4  | Dinedebelop ng guro ang pagiging sportsmanship sa mga palaro o pagsusulit na ginagawa.<br><i>The teacher develops sportsmanship in games or tests conducted.</i>                                                                                     |  |  |  |  |  |
| 5  | Tinutulungan ng guro ang bata na madiskubre ang mga talento sa kanilang sarili.<br><i>The teacher helps the pupils to discover their own talents.</i>                                                                                                |  |  |  |  |  |
| 6  | Gumagamit ang guro ng papel at lapis sa pagsusulit.<br><i>The teacher uses paper and pencil test.</i>                                                                                                                                                |  |  |  |  |  |
| 7  | Ginagabayan ng guro ang bata sa paggawa sa pisara.<br><i>The teacher guides the child to work on the board.</i>                                                                                                                                      |  |  |  |  |  |
| 8  | Gumagawa ang guro ng paraan upang madaling maunawaan ng mga bata ang mga tanong sa pagsusulit.<br><i>The teacher finds way to help children understand the test questions easily.</i>                                                                |  |  |  |  |  |
| 9  | Binibigyan ng sapat na oras ng guro ang mga bata upang masagutan ang mga katanungan sa pagsusulit.<br><i>The teacher gives enough time for the pupils to answer the test questions.</i>                                                              |  |  |  |  |  |
| 10 | Hinihihiyay ng guro ang bata na huwag matakot sa mga pagsusulit sa halip ay maging inspirasyon nila ito upang lalong magsumikap.<br><i>The teacher encourages the child not to be afraid of the tests but rather to inspire them to work harder.</i> |  |  |  |  |  |

**Part 3.** This part aims to determine the learning outcomes of Kindergarten of Dona Aurora Elementary School, Mauban South District.

**Directions:** Please check the number that corresponds to your answer on the classroom management practices used by the teacher in Kindergarten of Dona Aurora Elementary School, Mauban South District

- 5 Higit sa Inaasahan  
 4 Inaasahan  
 3 Papalapit sa Inaasahan  
 2 Nagsisimula pa Lamang  
 1 Hindi pa Naipapamalas

### 3.1 Fine Motor

| No. | Indicators                                                                                                | 5 | 4 | 3 | 2 | 1 |
|-----|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | Nagagamit ang lahat ng limang daliri sa kamay upang makuha ang pagkain/laruan na nakalagay sa bag o tray. |   |   |   |   |   |

|    |                                                                                                                                              |  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <i>All five fingers of the hand can be used to pick up the food/toy placed on a flat surface.</i>                                            |  |  |  |  |  |
| 2. | Nakukuha ang mga bagay gamit ang hinlalaki at hintuturo.<br><i>Objects are grasped with the thumb and forefinger.</i>                        |  |  |  |  |  |
| 3. | Naipakikita ang gustong kamay na laging ginagamit sa klase.<br><i>Shows the preferred hand that is always used.</i>                          |  |  |  |  |  |
| 4. | Nalagay/natatanggal ang mga maliliit na bagay mula sa lalagyan<br><i>The pupil can place/remove small objects from the container.</i>        |  |  |  |  |  |
| 5. | Nahahawakan ang krayola nang nakatikom ang mga daliri sa palad,<br><i>The pupil can hold the crayon with the fingers closed in the palm.</i> |  |  |  |  |  |

### 3.2 GROSS MOTOR

| No. | Indicators                                                                                                                                                                                                                      | 5 | 4 | 3 | 2 | 1 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | Ang bata ay akaaakyat sa upuan nang walang tulong.<br><i>The pupil can climb onto the chair without help.</i>                                                                                                                   |   |   |   |   |   |
| 2.  | Ang bata ay nakalalakad nang paatras sa loob ng classroom<br><i>The pupil is able to walk backwards inside the classroom</i>                                                                                                    |   |   |   |   |   |
| 3.  | Ang bata ay nakatatakbo nang hindi nadadapa.<br><i>The pupil is able to run without tripping.</i>                                                                                                                               |   |   |   |   |   |
| 4.  | Nakabababa sa hagdan nang dalawang paa sa bawat hakbang na nakahawak ang isang kamay sa gabay ng hagdanan.<br><i>The pupil can go down the stairs, placing both feet on each step while holding the handrail with one hand.</i> |   |   |   |   |   |
| 5.  | Nakaaakyat sa hagdan nang dalawang paa sa bawat hakbang nakahawak sa gabay ng hagdanan.<br><i>The pupil is able to climb stairs with both feet on each step holding onto the stair rail.</i>                                    |   |   |   |   |   |

### 3.3 SOCIAL INTERACTION

| No. | Indicators                                                                                                                                                                                             | 5 | 4 | 3 | 2 | 1 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | Nasisiyahan ang bata sa panonood sa mga ginagawa ng mga kaklase sa kalapit na upuan.<br><i>The pupil enjoys watching the activities of classmates in nearby seat.</i>                                  |   |   |   |   |   |
| 2.  | Nakikipagkaibigan sa mga kaklase na hindi kilala ngunit sa una ay natatakot o nahihya.<br><i>The pupil makes friends with classmates they don't know, though they may feel scared or shy at first.</i> |   |   |   |   |   |
| 3.  | Naglalaro nang mag-isa ngunit gustong malapit sa kilalang kaklase.<br><i>The pupil plays alone but prefers to be near with familiar classmates.</i>                                                    |   |   |   |   |   |
| 4.  | Natawa/ nagsasalita nang malakas sa paglalaro.<br><i>The pupil laugh/talk loudly while playing.</i>                                                                                                    |   |   |   |   |   |
| 5.  | Naipakikita ang paggalang sa mga nakatatanda sa pamamagitan ng paggamit ng "po" at "opo".<br><i>The pupil respects elders by using "po" at "opo"</i>                                                   |   |   |   |   |   |

### 3.4 EXPRESSIVE LANGUAGE DOMAIN

| No. | Indicators                                                                                                                                                   | 5 | 4 | 3 | 2 | 1 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | Nakagagamit ng 5-20 na nakikilalang salita (halimbawa: mama, papa, etc).<br><i>The pupils can use 5-20 recognizable words such as mama, papa and others.</i> |   |   |   |   |   |
| 2.  | Nakagagamit ng panghalip (hal. ako, ikaw, siya).                                                                                                             |   |   |   |   |   |

|    |                                                                                                                                       |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <i>The pupils can use pronouns such as I, You, He.</i>                                                                                |  |  |  |  |  |
| 3. | Nakapagsasalita nang tama - 2-3 salita sa tamang pangungusap.<br><i>The pupil can speak correctly 2-3 words in correct sentences.</i> |  |  |  |  |  |
| 4. | Nakapagtatanong ng mga “ano” na tanong.<br><i>The pupil is able to ask “what” questions.</i>                                          |  |  |  |  |  |
| 5. | Napapangalanan ang mga bagay sa isang larawan.<br><i>The pupil is able to name objects in a picture.</i>                              |  |  |  |  |  |



