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School Readiness of Kindergarten Learners and Teaching Strategies of Teachers in New Paradigm Glazer Academy: Basis for Proposed Interventions

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Abstract:

This study assessed the school readiness of Kindergarten learners and the teaching strategies of Kindergarten teachers at New Paradigm Glazer Academy during school year 2024-2025, as a basis for proposed interventions. It used a quantitative-descriptive design. The Kindergarten teachers served as respondents and provided teacher evaluations for 23 Kindergarten learners as subjects, using items drawn from the Philippine Early Childhood Development (PhilECD) Checklist across seven domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional. A researcher-constructed questionnaire also measured the frequency of 14 teaching strategies and the seriousness of 15 problems encountered by teachers. Frequency and percentage described learner readiness; weighted means described strategies and problems. Results showed a generally favourable but uneven readiness profile. Most learners were rated Normal in gross motor (60.87%), fine motor (65.22%), expressive language (60.88%), cognitive (60.87%), and social-emotional (60.87%) domains. In contrast, the modal rating was Slightly Delayed in self-help (43.48%) and receptive language (43.47%). Across all domains, 8.70% to 13.04% were Very Much Delayed, indicating a minority needing closer monitoring and targeted support. Teachers most often used counting physical objects (weighted mean = 3.83), play-based instruction (3.83), and coloring/drawing (3.56), interpreted as Always, while the overall strategy use was Frequently (2.52). Puppet shows (1.17) and sharing of individual projects (1.44) were Never used. Problems were overall Moderately Serious (3.32), but six were Very Serious: environmental stress (4.44), maturation (4.33), retaining learners' attention (4.11), physical misbehavior (3.72), parental involvement (3.67), and developing positive relationships (3.56). Interventions were therefore proposed around early literacy, numeracy, science through observation, creativity and art, integrated technology, cooperative learning, play-based and multi-sensory learning, positive reinforcement, social-emotional learning, differentiated instruction, hands-on experience, and collaborative learning. The study concludes that readiness is not a single score but a profile, and that the weakest domains, self-help and receptive language, should drive the next cycle of classroom and home support.

Keywords: school readiness, kindergarten, Early Childhood Development, teaching strategies, play-based instruction, teacher problems

Introduction:

The first years of schooling shape how children learn to learn. Kindergarten is not merely a waiting room for Grade 1; it is the period when children acquire the motor control, language, self-care, thinking, and social-emotional routines that make formal instruction possible. When children enter school at different levels of readiness, teachers must simultaneously teach content, build independence, and create a safe and predictable classroom climate. This study examines that reality in one school, New Paradigm Glazer Academy, during school year 2024-2025, by describing Kindergarten learners across the seven domains of Early Childhood Development (ECD), documenting the strategies teachers actually use, and identifying the problems teachers experience and how serious those problems are. The findings are then used to propose interventions that are concrete enough to implement.

Globally, school readiness has gained currency as a strategy for closing learning gaps and improving equity. It considers all children, especially those who are vulnerable and disadvantaged, including girls, children with disabilities, ethnic minorities, and children in rural areas (Lagat & Madarang, 2023). School readiness has been linked with positive social and behavioral competencies in adulthood as well as improved academic outcomes in primary and

secondary school. It has also attracted attention as a strategy for economic development because human capital formation begins in the early years (UNICEF, 2022). The United Nations Children's Fund (UNICEF, 2022) frames readiness as a shared responsibility: children who are ready for school can focus on learning and development; schools that are ready provide optimum conditions for learning; and ready families and immediate environments support early learning and development.

In the Philippines, Kindergarten is the first stage of basic education. Under Republic Act No. 10157, the Kindergarten Education Act, Kindergarten is mandatory and compulsory for five-year-old learners and is a requirement for entrance to Grade 1. Republic Act No. 8980, the Early Childhood Care and Development (ECCD) Act, likewise recognizes the value of preschool education and the role of parents as the leading providers of care and education. The 1987 Philippine Constitution, Article XIV, mandates the State to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all. Within the K to 12 curriculum, Kindergarten has no formal subjects; instead, it is organized around developmental domains, including character and values development, physical health and motor development, social and emotional development, cognitive and intellectual development, creative and aesthetic development, and language, literacy, and communication.

Despite this clear mandate, readiness is uneven in practice. Children arrive with different home experiences, exposure to print and conversation, opportunities for play, and levels of maturation. Some children have had rich preschool experiences; others are encountering classroom rules, routines, group tasks, and separation from family for the first time. Families are expected to help children adapt, because school phobia and difficult adjustment can undermine academic achievement. Teachers, for their part, are expected to understand readiness in its social, emotional, and academic dimensions, to observe each child carefully, and to adapt instruction without hurrying development. Doctor and Macalisang (2024) emphasize that Kindergarten provides varied educational opportunities and experiences matched to individual requirements, interests, and capabilities, and that collaboration among educators and the community is essential for lessons that build self-confidence and lay a foundation for future academic, physical, and social development.

This study therefore asked four questions. First, how may the Kindergarten learners be described in terms of gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional domains? Second, what teaching strategies do teachers use? Third, what problems do teachers encounter and how serious are they? Fourth, what interventions can be proposed to enhance teaching strategies? The study was premised on the assumptions that most learners would show some delay in ECD domains, that teachers employ varied strategies, that serious problems exist, and that proposed interventions can enhance teaching. Its significance lies in giving school administrators, teachers, parents, learners, the researcher, and future researchers a local, evidence-based picture of readiness and a practical starting point for improvement, rather than a generic claim that readiness matters.

Literature Review:

School Readiness as a Holistic and Shared Responsibility

School readiness is best understood as a profile, not a single test score. It refers to children's level of ease and sufficiency in learning without overwhelming emotional difficulty, and it includes the prior knowledge, skills, and experiences children need to begin school, as well as the readiness of families, immediate environments, and schools to support adaptation. Abriol et al. (2022) found that Kindergarten education helps improve young learners' language proficiency and numeracy skills and helps them acquire values at a young age, preparing them for formal schooling, while the people around them, including immediate family members and teachers, play a crucial role in instilling the fundamentals of learning and helping children adapt to school systems, culture, and a new environment. This holistic view matters because a child can be strong in motor skills yet delayed in self-help, or fluent in expressive language yet weak in receptive language, and each pattern calls for a different instructional response.
Three theories anchor this study. Friedrich Froebel, founder of the first kindergarten, described the kindergarten as a children's garden and labelled his approach self-activity, in which the child is led by his own interests and freely explores them while the teacher serves as a guide rather than a lecturer. For Froebel, learning begins when consciousness erupts, so education must also begin early, in a loving, supportive, garden-like classroom. Albert Bandura's Social Learning Theory adds that behavior is learned from the environment through observational learning:

children attend to models such as parents, peers, characters in media, and teachers; encode their behavior; and later imitate it, especially when imitation is reinforced or when they observe vicarious reinforcement.
The implication is that the teacher's language, routines, emotional regulation, and classroom modeling are curriculum, not background. Jean Piaget's Theory of Cognitive Development adds that children construct a mental model of the world through biological maturation and environmental experience, passing through universal stages in the same order, though at different rates. Two implications follow for young children: cognitive growth in each stage depends on activity appropriate to that stage, and stages cannot be accelerated by special training or instruction. Together, the three theories justify play, modeling, hands-on activity, and developmentally appropriate pacing, and they warn against hurrying children into tasks for which they are not yet ready.

The Seven ECD Domains and What They Reveal

The Philippine Early Childhood Development (PhilECD) Checklist is designed for service providers such as teachers, rural health midwives, child development and day care workers, parents, and caregivers who can administer it after brief training, so that they can determine whether a child is developing adequately or is at risk for developmental delay. Gross motor development involves the large muscles of the body in crawling, walking, running, skipping, jumping, and climbing, and it underpins play and everyday activity. Fine motor development involves precise control of the small muscles of the hands, including hand-eye coordination in coloring, writing, cutting with scissors, using tweezers, and tearing paper. Self-help involves dressing, feeding, toileting, brushing teeth, bathing, and tying shoes, all of which build independence. Receptive language involves understanding language, including hearing and understanding sounds, listening comprehension, recognizing and discriminating environmental sounds, completing sound patterns, shifting auditory attention, and redirecting attention. Expressive language involves using words, sentences, gestures, and writing to convey meaning, express wants and needs, argue a point of view, and engage in successful interaction. The cognitive domain includes cause-and-effect, reasoning, and early mathematics, including counting and patterning. The social-emotional domain involves experiencing, expressing, and managing emotions and establishing positive and rewarding relationships with others, including manners, kind words, turn-taking, and respect for elders. The present study uses these domains because they are observable, teachable, and directly linked to classroom functioning.

Kindergarten teachers perform multiple functions that are reflected in pedagogical and professional standards: content knowledge and pedagogy, diversity of learners, learning environment, curriculum and planning, and assessment and reporting (Cadampog & Cabanero, 2021). Gallego and Caingoy (2020) similarly argue that early childhood education requires a holistic approach that develops not only early literacy but also good values and positive character.

In practice, this means teachers must choose strategies that match children's developmental levels and interests. Play-based instruction, in which children reflect on situations through dramatization of their own invention, is appropriate in Kindergarten to increase oral language use and to practice verbal and narrative skills that matter for reading comprehension. Counting physical objects, such as colored tiles, helps learners relate concrete quantities to written numbers.

Reading aloud, big books, hands-on approaches, and individualized instruction each serve different purposes: read-alouds build concepts about print, vocabulary, and motivation to read; big books allow a whole group to share print and illustrations, for example through finger-point reading; hands-on learning encourages learning by doing and by example; and individualized instruction provides one-on-one support, often for struggling learners who need focused attention to catch up. Conversely, strategies that are never used, such as puppet shows and sharing of individual projects, represent missed opportunities for expressive language, confidence, and social learning, especially when they are low-cost and developmentally appropriate.

Problems in Kindergarten Teaching and the Philippine Context

Teaching Kindergarten is demanding because classrooms contain children with different behaviors, interests, and levels of maturity. Retaining attention is difficult when some children find discussions engaging and others do not, and when a large class multiplies distraction. Physical misbehavior can arise when limited understanding and limited ability to express needs lead to conflict. Developing positive relationships requires daily attention to what children

care about, because children do not care what the teacher knows until they know that the teacher cares. Parental involvement is also complex: teachers must manage requests, questions, and complaints at drop-off and pick-up, while parents need guidance to take a personalized approach and to support home-based learning before and alongside schooling. Environmental stress and maturation are structural rather than merely behavioral: readiness is not something a child is simply trained for, but an understanding of the child's unique developmental pattern and of which activities will enhance natural development in motor, visual processing, auditory processing, numerical, conceptual, and social-emotional areas. Lagat and Madarang (2023) and Panes (2024) highlight the broader policy context: the Department of Education seeks to raise quality through curriculum enhancement and expansion of the basic education cycle, and Kindergarten teachers' pedagogical and professional practices affect learners' assessment readiness. Domingo (2024) and Doctor and Macalisang (2024) likewise treat school readiness as a basis for curriculum enhancement and policy recommendations, while Coban (2023), in a meta-analysis, supports the effectiveness of school readiness for preschool children. The gap this study addresses is local and practical: what does readiness look like in one school, what strategies are actually used there, and what problems are most serious there?

Synthesis and Research Gap

Taken together, the literature supports three conclusions that frame the present study. First, readiness is multidimensional, and a child who is Normal in one domain may be delayed in another. Second, teaching strategies should be varied, play-based, concrete, and individualized, with special attention to language and self-help when those domains lag. Third, teacher problems are not only about materials or paperwork; the most serious problems are often relational and developmental, such as attention, behavior, maturation, and environmental stress. The present study contributes a single-school, teacher-reported profile using the PhilECD Checklist domains, a documented inventory of strategy use, and a rated inventory of problems, followed by interventions that respond directly to the weakest domains and the most serious problems, rather than to readiness in the abstract.

Methodology:

This section describes the research design, participants, instrument, data collection, data analysis, and ethical considerations. It is written so that another teacher-researcher in a similar school could replicate the procedure.

Research Design

This study used a quantitative-descriptive design. The design was chosen because the purpose was to describe, not to manipulate or to test an intervention: to describe Kindergarten learners as evaluated by teachers across the seven ECD domains, to describe the frequency of teaching strategies, and to describe the seriousness of problems encountered. Based on the findings, interventions were proposed to enhance teaching strategies. The study therefore has a descriptive core and a developmental output; it does not claim causal effects, and it does not test whether the proposed interventions work, because they were not yet implemented or evaluated in this study.

Research Locale and Participants

The study was conducted at New Paradigm Glazer Academy during school year 2024-2025. The Kindergarten teachers of the school served as respondents. They provided the information needed to answer the research questions, particularly the evaluation of Kindergarten learners based on the ECD domains. The subjects of the evaluation were 23 Kindergarten learners. The study used total enumeration of the available Kindergarten class or classes in the school for that school year, rather than random sampling, because the aim was a complete classroom profile for local decision-making. Because the sample is small and drawn from one private school in one school year, findings should be read as a school profile, not as a regional or national estimate.

Research Instrument

The main data-gathering instrument was a researcher-constructed questionnaire with three parts. Part I dealt with the evaluation of Kindergarten learners based on the Early Childhood Development Checklist. Teachers marked YES or NO for observable behaviors in each domain, including gross motor behaviors such as walking backwards, running

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without tripping, walking up and down stairs, jumping, throwing a ball overhead, hopping, and joining group movement activities; fine motor behaviors such as picking up objects with thumb and index finger, holding a crayon, scribbling, drawing a circle, drawing a human figure, and drawing a house using geometric forms; self-help behaviors such as feeding, drinking, dressing, toileting, washing, and bathing; receptive language behaviors such as pointing to family members, body parts, and named pictured objects and following one-step and two-step instructions; expressive language behaviors such as using recognizable words and pronouns, naming objects in pictures, asking what, who, and why questions, and giving an account of recent experiences; cognitive behaviors such as matching, sorting, naming colors, copying shapes, assembling simple puzzles, and demonstrating understanding of opposites; and social-emotional behaviors such as sharing toys, imitating adult activities, identifying feelings in others, using cultural gestures of greeting, waiting for a turn, and cooperating in group situations. Part II focused on teaching strategies and listed 14 strategies: reading aloud, demonstration, show and tell, sharing of individual project, coloring/drawing, flashcards, counting physical objects, puppet shows, big books, tape recordings, hands-on approach, observation, play-based instruction, and individualized instruction. Part III listed 15 problems: retaining the attention of learners, physical misbehavior of learners, availability of materials and facilities, teacher planning time constraint, lots of paperwork, establishing routines, developing positive relationships with learners, parental involvement, lack of development opportunities, readiness for Kindergarten (reported under environmental stress and maturation items), environmental stress, maturation, relevance of materials and interests, family income, and learners' health. Upon completion, the questionnaire was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument. No separate pilot reliability coefficient was reported in the source manuscript, which is noted as a limitation.

Data Collection Procedure

The researcher personally administered the questionnaire to facilitate easy retrieval and to clarify items when needed. Teachers completed the ECD Checklist portion based on their observation and records of the 23 learners, and rated Parts II and III based on their teaching experience. Data were then organized by research question, checked for completeness, and prepared for statistical treatment. The conceptual flow is summarized in Figure 1, which presents the Input-Process-Output model: inputs were the learner profile, teaching strategies, and problems; the process was checklist scoring and descriptive analysis; and the output was the proposed interventions.

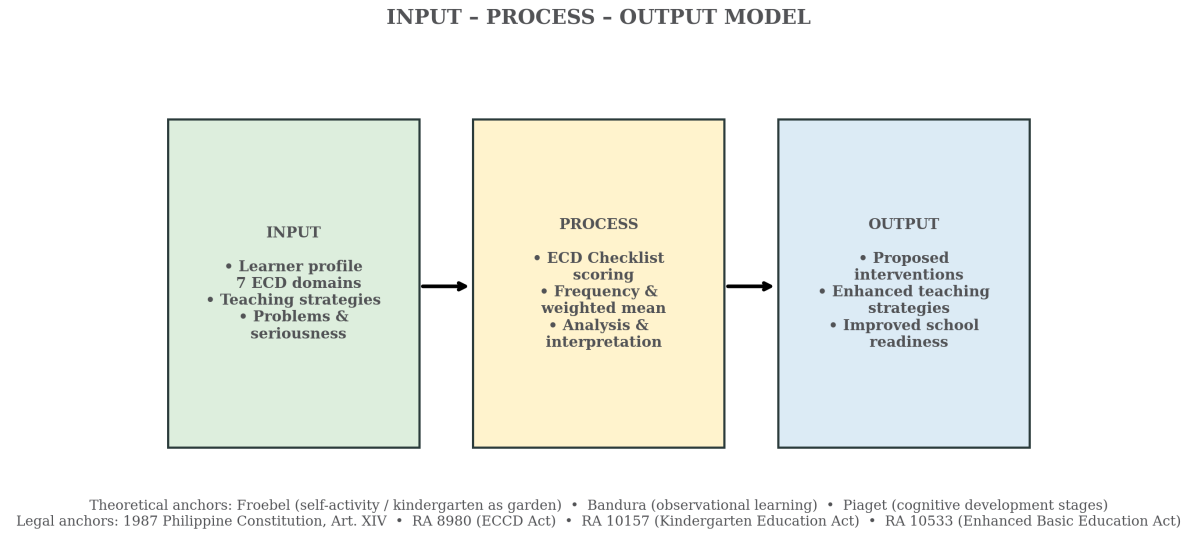


Figure 1. Conceptual framework of the study in Input-Process-Output form.

Data Analysis

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Three statistical tools were used. Frequency and percentage answered the first research question on learner readiness. The formula is P = (f / N) x 100, where P is percentage, f is frequency, and N is the number of learners. Weighted mean answered the second and third questions on strategies and problems. The formula is WM = sum(fx) / N, where fx is the sum of the products of frequencies and scale values and N is the number of respondents. For the ECD Checklist, the numbers of items with YES answers were counted to determine raw scores. Using the Scaled Scores Equivalent of Raw Scores Tables, raw scores were converted to scaled scores appropriate to the age of the child. Total scaled scores across domains were then converted to standard scores derived from the Standard Score Equivalent of Sums of Scaled Scores Table. Interpretation followed the PhilECD bands: 69 and below, Very Much Delayed, overall development to be monitored after 3 months; 70 to 79, Slightly Delayed, to be monitored after 6 months; 80 to 119, Normal, average overall development; 120 to 129, Slightly Advanced; and 130 and above, Highly Advanced. For teaching strategies, the scale was 4 = 3.50 to 4.00, Always; 3 = 2.50 to 3.49, Frequently; 2 = 1.50 to 2.49, Sometimes; and 1 = 1.00 to 1.49, Never. For problems, the scale was 5 = 4.50 to 5.00, Highly Serious; 4 = 3.50 to 4.49, Very Serious; 3 = 2.50 to 3.49, Moderately Serious; 2 = 1.50 to 2.49, Slightly Serious; and 1 = 1.00 to 1.49, Not a Problem. The overall weighted means for strategies and problems were computed as the mean of item weighted means.

Table 1. Interpretation of ECD standard scores.

Standard score	Interpretation	Verbal description
69 and below	Overall development must be monitored after 3 months	Very Much Delayed
70-79	Overall development must be monitored after 6 months	Slightly Delayed
80-119	Average overall development	Normal
120-129	Suggest slightly advanced development	Slightly Advanced
130 and above	Highly advanced overall development	Highly Advanced

Ethical Considerations and Limitations

Participation was voluntary, and responses were treated with confidentiality; learner names were not reported, and results were presented only as group frequencies and percentages. The study's limitations should be kept in view when reading the results. First, the sample is small (N = 23) and from one school and one school year, so percentages move by about 4.35 percentage points for every single child, and generalization is limited. Second, readiness ratings are teacher-reported checklist evaluations, not independent clinical assessments, so they reflect teacher observation and familiarity with the checklist. Third, the number of teacher-respondents is not stated in the source manuscript, and no reliability or validity coefficients are reported for the constructed questionnaire, so weighted means should be read as descriptive teacher reports rather than precise population estimates. Fourth, the design is cross-sectional and descriptive; it cannot establish why delays occurred or whether the proposed interventions will improve readiness. These limits do not invalidate the school profile, but they mean the interventions should be treated as a proposed, monitored plan rather than a proven treatment.

Results and Discussion:

This section presents the results in the order of the research questions: learner readiness by ECD domain, teaching strategies, problems encountered, and proposed interventions. Each table is followed by interpretation and discussion that connects the numbers to classroom practice and to the literature. A reader who wants the headline first can read the synthesis at the end of each subsection; a reader who wants the evidence can read the tables and figures. Throughout, percentages are based on N = 23 learners for readiness, and weighted means are teacher ratings for strategies and problems.

Gross Motor Domain

Table. Gross Motor Domain (N = 23).

Descriptor	f	%

Slightly Advanced	2	8.70
Normal	14	60.87
Slightly Delayed	4	17.39
Very Much Delayed	3	13.04
Total	23	100.00

Gross motor development includes learning to use all of the big muscles of the body. Crawling, walking, running, skipping, jumping, and climbing are examples of gross motor activity, and these skills are essential in play and everyday activities. In this study, most Kindergarten learners were rated Normal (14 or 60.87%), while 2 or 8.70% were Slightly Advanced, 4 or 17.39% were Slightly Delayed, and 3 or 13.04% were Very Much Delayed. Combined, 7 learners or 30.43% showed some degree of delay in gross motor development, which is a substantial minority in a class of 23.

The practical reading is encouraging but not complacent. A majority who are Normal suggests that most children can participate in whole-group movement, outdoor play, and classroom transitions that require balance, coordination, and stamina. At the same time, nearly one in three learners needs closer observation. A child who is Slightly Delayed may still participate but tire more quickly, trip more often, or avoid climbing and jumping games, and avoidance can be mistaken for shyness or lack of interest. A child who is Very Much Delayed needs monitoring after three months under the PhilECD interpretation, and, in a school setting, that means documented observation, communication with parents, and referral or support as available, not simply waiting.

Instructionally, the gross motor result supports daily, structured movement that is inclusive rather than competitive. Short movement breaks, dancing patterns, group movement activities, hopping and jumping games, throwing a ball overhead with direction, and stair and balance practice can be embedded in transitions rather than treated as separate physical education. From Froebel's perspective, the classroom as a garden implies space to move, explore, and play; from Bandura's perspective, children learn movement patterns by watching the teacher and peers model them, and they repeat patterns that are praised and that feel successful. Teachers should therefore model movements, break them into small steps, praise effort and progress, and provide alternatives so that delayed learners can succeed at a simpler version of the same game. The goal is not to rank children by athletic skill but to build the stamina, coordination, and confidence that support attention and participation in the rest of the school day.

Fine Motor Domain

Table. Fine Motor Domain (N = 23).

Descriptor	f	%
Slightly Advanced	2	8.70
Normal	15	65.22
Slightly Delayed	3	13.04
Very Much Delayed	3	13.04
Total	23	100.00

Fine motor development involves hand-eye coordination and precise control of the small muscles of the hands. Coloring, writing, cutting with scissors, using tweezers, and tearing paper all help build fine motor skills. In this study, fine motor was the strongest motor domain: 15 learners or 65.22% were Normal, 2 or 8.70% were Slightly Advanced, 3 or 13.04% were Slightly Delayed, and 3 or 13.04% were Very Much Delayed. Combined, 6 learners or 26.08% showed some delay, which is slightly lower than the gross motor delay rate.

The finding aligns with the strategy results reported later: coloring/drawing was one of the three strategies teachers Always used (weighted mean = 3.56). Regular coloring, drawing, and related table work gives children repeated practice in holding a crayon, controlling pressure, staying within lines, and coordinating eyes and hands. It is plausible that this practice contributed to the relatively strong fine motor profile, although the descriptive design cannot prove causation. The result also suggests that fine motor practice is already embedded in the classroom routine, which is an asset to preserve while expanding the range of fine motor tasks.

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For the 6 learners with delay, the implication is targeted, playful practice rather than more worksheets alone. Activities such as picking up small objects with thumb and index finger, putting small objects in and out of containers, unscrewing lids, scribbling vertical and horizontal lines, drawing circles purposely, drawing a human figure, and drawing a house using geometric forms can be offered in learning centers with manipulatives, beads, tweezers, playdough, and scissors with supervision. Teachers should watch for grip, hand preference, fatigue, and frustration, and should differentiate: a child who is still scribbling spontaneously needs different support from a child who can draw a circle but not yet a human figure. Short, successful, daily practice with feedback is more developmentally appropriate than long, pressured writing drills, consistent with Piaget's point that stages cannot be accelerated by special training.

Self-Help Domain

Table. Self-Help Domain (N = 23).

Descriptor	f	%
Slightly Advanced	2	8.70
Normal	8	34.78
Slightly Delayed	10	43.48
Very Much Delayed	3	13.04
Total	23	100.00

Self-help is the domain where the class profile changes most sharply. Only 8 learners or 34.78% were Normal, while 2 or 8.70% were Slightly Advanced, 10 or 43.48% were Slightly Delayed, and 3 or 13.04% were Very Much Delayed. Combined, 13 learners or 56.52% showed some delay in self-help, which is the highest delay rate among the seven domains, tied in practical importance with receptive language. This is the first of two domains where the modal rating is Slightly Delayed rather than Normal, and it is therefore a priority for intervention.

Self-help activities include learning to dress oneself, feed oneself, use the toilet, brush teeth, bathe, and tie shoes, and everything a child needs to know to start being more independent. In a Kindergarten classroom, self-help is not a side skill; it determines how much instructional time is available. When many children still need help with feeding, drinking, dressing, toileting, washing hands, and cleaning up, teachers spend more time on care routines and less time on teaching, and transitions become longer and more stressful. The delay may reflect several factors that the descriptive data cannot separate: age and maturation differences within the class, limited practice at home because adults do tasks for children to save time, limited opportunities in school to practice routines independently, or a combination of these. The point is not to blame families; it is to recognize that independence is taught, practiced, and reinforced, not simply expected.

The intervention logic follows directly. Teachers should make self-help visible, sequenced, and practiced: visual routine charts with pictures for handwashing, toileting, eating, dressing, and clean-up; songs and chants that cue each step; peer modeling in which a child who can do a step shows a classmate; and praise for effort and for completing one step independently. Parents should be invited as partners with the same steps at home, so that school and home do not send different messages. For example, if the school teaches children to pour from a pitcher, wash and dry hands without help, and dress without assistance except for buttons and tying, the home routine can practice the same steps with the same language. Monitoring should be concrete: which steps can the child do alone, with a reminder, or with full help, and how does that change over weeks? This turns a broad label of delay into a teachable sequence.

Receptive Language Domain

Table. Receptive Language Domain (N = 23).

Descriptor	f	%
Slightly Advanced	2	8.70
Normal	9	39.13
Slightly Delayed	10	43.47

Very Much Delayed	2	8.70
Total	23	100.00

Receptive language refers to how well children understand language, including hearing and understanding sounds, listening comprehension, recognizing and discriminating environmental sounds, completing sound patterns, shifting auditory attention, and redirecting attention. In this study, 9 learners or 39.13% were Normal, 2 or 8.70% were Slightly Advanced, 10 or 43.47% were Slightly Delayed, and 2 or 8.70% were Very Much Delayed. Combined, 12 learners or 52.17% showed some delay, making receptive language the second priority domain alongside self-help. It is striking that receptive language is weaker than expressive language in this class, because teachers and parents often notice expressive speech more readily than comprehension.

A child who is delayed in receptive language may appear inattentive, slow to follow routines, or uninterested, when in fact the child has not understood the instruction. For example, following one-step instructions that include simple prepositions such as in, on, and under, and following two-step instructions that include simple prepositions, are checklist behaviors that require listening, vocabulary, and working memory. If a child cannot point to five body parts, five named pictured objects, or a family member when asked, the classroom consequence is not only a language score but a daily experience of confusion during lessons, transitions, and group activities. This helps explain why retaining the attention of learners was rated Very Serious by teachers: attention and comprehension are intertwined, and a child who does not understand is less likely to attend.

The instructional response should be language-rich, concrete, and redundant in the best sense: short instructions, one step at a time, paired with gestures, pictures, real objects, and demonstration; repetition of key vocabulary in meaningful contexts; and checking for understanding by asking the child to show, point, or do, not only to say. Interactive read-alouds, big books with finger-point reading, songs and rhymes that complete sound patterns, and games that require listening and moving to a named location all build receptive language without reducing it to drill. Teachers should also reduce competing noise, face children when giving instructions, and allow processing time. The goal is to make language comprehensible and predictable, so that children can participate before they are expected to produce complex language.

Expressive Language Domain

Table. Expressive Language Domain (N = 23).

Descriptor	f	%
Slightly Advanced	3	13.04
Normal	14	60.88
Slightly Delayed	3	13.04
Very Much Delayed	3	13.04
Total	23	100.00

Expressive language is the use of words, sentences, gestures, and writing to convey meaning and messages to others. It enables children to express wants and needs, thoughts and ideas, argue a point of view, develop their use of language in writing, and engage in successful interactions. In this study, expressive language was relatively strong: 14 learners or 60.88% were Normal, 3 or 13.04% were Slightly Advanced, 3 or 13.04% were Slightly Delayed, and 3 or 13.04% were Very Much Delayed. Combined, 6 learners or 26.08% showed some delay, the same combined rate as fine motor. Expressive language also had the highest Slightly Advanced share (13.04%, or 3 learners), suggesting that a small group is already using language with confidence.

The contrast between expressive and receptive language is instructionally important. Children in this class are, on average, better at producing language than at understanding it, at least as measured by the checklist. This pattern can occur when children learn phrases, songs, and routine language by imitation and repetition, which Bandura's theory would predict, while still needing support to comprehend new vocabulary, multi-step instructions, and unfamiliar contexts. It also means teachers should not assume that a talkative child has understood a lesson, or that a quiet child has nothing to say. Both need structured opportunities to talk and to listen.

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Classroom strategies should therefore create authentic reasons to talk: show and tell, sharing of individual projects, puppet shows, role-play, and cooperative tasks that require asking, explaining, and negotiating. These are precisely the strategies that were underused in this study, as shown later, which makes the expressive language result both an asset and an opportunity. If teachers revive puppet shows and project sharing, they can build on the existing expressive strength while also supporting receptive language through listening to peers, following the flow of a story, and responding to questions. For the 6 learners with delay, individualized support should focus on vocabulary in context, two- to three-word verb-noun combinations, naming objects in pictures, asking what, who, and why questions, and giving an account of recent experiences with prompting, using past tense, in order of occurrence. Progress should be documented as longer, clearer, and more independent utterances in real classroom talk, not only as checklist ticks.

Cognitive Domain

Table. Cognitive Domain (N = 23).

Descriptor	f	%
Slightly Advanced	2	8.70
Normal	14	60.87
Slightly Delayed	4	17.39
Very Much Delayed	3	13.04
Total	23	100.00

The cognitive domain includes cause-and-effect, reasoning, and early mathematics, including counting and patterning. In this study, 14 learners or 60.87% were Normal, 2 or 8.70% were Slightly Advanced, 4 or 17.39% were Slightly Delayed, and 3 or 13.04% were Very Much Delayed. Combined, 7 learners or 30.43% showed some delay, the same combined rate as gross motor. The cognitive profile is therefore similar to the motor profiles: a solid majority Normal, a small advanced group, and a substantial minority needing support.

Cognitive behaviors in the checklist include looking at the direction of fallen objects, imitating behavior seen a few minutes earlier, looking for a completely hidden object, exhibiting simple pretend play, matching objects and pictures, sorting based on shapes and on two attributes such as size and color, arranging objects according to size from smallest to biggest, naming four to six colors, copying shapes, naming three animals or vegetables, stating what common household items are used for, assembling simple puzzles, demonstrating understanding of opposites, pointing to left and right sides of the body, stating what is silly or wrong with pictures, and matching upper and lower case letters. These behaviors are not abstract intelligence; they are the thinking routines that make Kindergarten lessons work. A child who cannot yet sort by two attributes or arrange objects by size will struggle with early mathematics, not because the child is not trying, but because the underlying classification and seriation skills are still developing.

The strategy data again help explain the result: counting physical objects was Always used (weighted mean = 3.83), and play-based instruction was Always used (3.83), both of which support early mathematics and reasoning when they involve manipulating, sorting, classifying, and predicting. Teachers should continue this concrete, manipulative approach and extend it to science through observation: describing properties of events and objects, classifying objects according to physical attributes, and testing hypotheses by experimenting. From Piaget's perspective, children need activity appropriate to their stage, and they construct understanding through experience, not through being told. That means puzzles, blocks, sorting trays, pattern cards, and simple experiments are not extras; they are the cognitive curriculum. For delayed learners, tasks should be broken into one attribute at a time, with concrete materials and immediate feedback, before moving to two attributes or to symbolic representation.

Social-Emotional Domain

Table. Social-Emotional Domain (N = 23).

Descriptor	f	%
Slightly Advanced	2	8.70
Normal	14	60.87
Slightly Delayed	4	17.39

Very Much Delayed	3	13.04
Total	23	100.00

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. It encompasses both intra- and interpersonal processes. In this study, the social-emotional profile was identical in counts to gross motor and cognitive: 14 learners or 60.87% Normal, 2 or 8.70% Slightly Advanced, 4 or 17.39% Slightly Delayed, and 3 or 13.04% Very Much Delayed. Combined, 7 learners or 30.43% showed some delay. The identical counts do not mean the same children are delayed in each domain, because the study did not report child-level cross-domain patterns, but the parallel totals suggest that about one in three learners needs social-emotional support alongside academic support.

Social-emotional behaviors in the checklist include enjoying watching activities of nearby people or animals, being friendly with strangers but initially showing slight anxiety or shyness, playing alone but liking to be near familiar adults or siblings, laughing or squealing aloud in play, playing peek-a-boo, rolling a ball interactively, hugging or cuddling toys, demonstrating respect for elders using terms like po and opo, sharing toys, imitating adult activities, identifying feelings in others, appropriately using cultural gestures of greeting such as mano or bless, comforting playmates or siblings in distress, persisting when faced with a problem, helping with family chores, waiting for a turn, asking permission to play with a toy being used by another, defending possessions with determination, playing organized group games fairly, talking about difficult feelings such as anger, sadness, and worry, honoring a simple bargain, watching responsibly over younger siblings, and cooperating with adults and peers to minimize quarrels and conflicts. These are the behaviors that make group learning possible.

The social-emotional result should be read together with the problem results: developing positive relationships (weighted mean = 3.56, Very Serious) and physical misbehavior (3.72, Very Serious) are among the most serious problems teachers face. When a child cannot yet identify feelings in others, wait for a turn, ask permission, or talk about difficult feelings, conflict is more likely, and teachers must spend more time managing behavior and less time teaching. The response is not punishment alone but teaching: explicit social-emotional learning through activities and discussions that teach social skills, conflict resolution, and emotional regulation; modeling of kind words and manners; cooperative learning structures; and positive reinforcement that acknowledges effort and progress to build confidence and motivation. Teachers should also create predictable routines, because predictability reduces anxiety and frees children to practice social skills. For the 3 learners who are Very Much Delayed, closer monitoring, parent conferences, and individualized social-emotional goals are warranted, with attention to strengths as well as needs.

Cross-Domain Synthesis

Figure 2 summarizes the readiness profile across domains. Five domains have a Normal majority, while self-help and receptive language have a Slightly Delayed plurality. The Very Much Delayed share is present in every domain, ranging from 8.70% (2 learners) in receptive language to 13.04% (3 learners) in the other six domains. In practical terms, this means that in a class of 23, two to three children in each domain need monitoring after three months, and a larger group needs monitoring after six months or targeted classroom support. The pattern also suggests that the class does not have a single, global delay; it has specific vulnerabilities. The two weakest domains are both foundational for classroom independence and comprehension, which is why they should drive the intervention plan, even though the other domains also deserve continued support.

A second synthesis point is that strengths should be used to support weaknesses. Fine motor and expressive language are relative strengths, so art, drawing, journals, storytelling, and project sharing can be used as vehicles for self-help and receptive language practice. For example, a journal activity in which children draw and then tell the teacher what they drew practices fine motor control, expressive language, and listening, while a clean-up routine after art practices self-help. Cognitive strength in counting physical objects can be paired with self-help routines that involve counting plates, cups, or materials. Social-emotional strength in most children can be used through peer modeling, buddy systems, and cooperative tasks, so that children who are delayed are supported by classmates, not isolated from them.

A third synthesis point is caution about interpretation. Because the study reports domain-level frequencies, not child-level profiles, it cannot say whether the same children are delayed across domains or whether different children are

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delayed in different domains. Both patterns would produce similar domain totals but would require different grouping strategies. Future data collection should therefore record child-level domain profiles, with anonymized codes, so that teachers can see whether a child needs broad support or domain-specific support. Similarly, the study does not report age in months, sex, prior preschool experience, or home language, all of which could help explain variation. The present profile is therefore a starting point for differentiated planning, not a diagnosis of individual children.

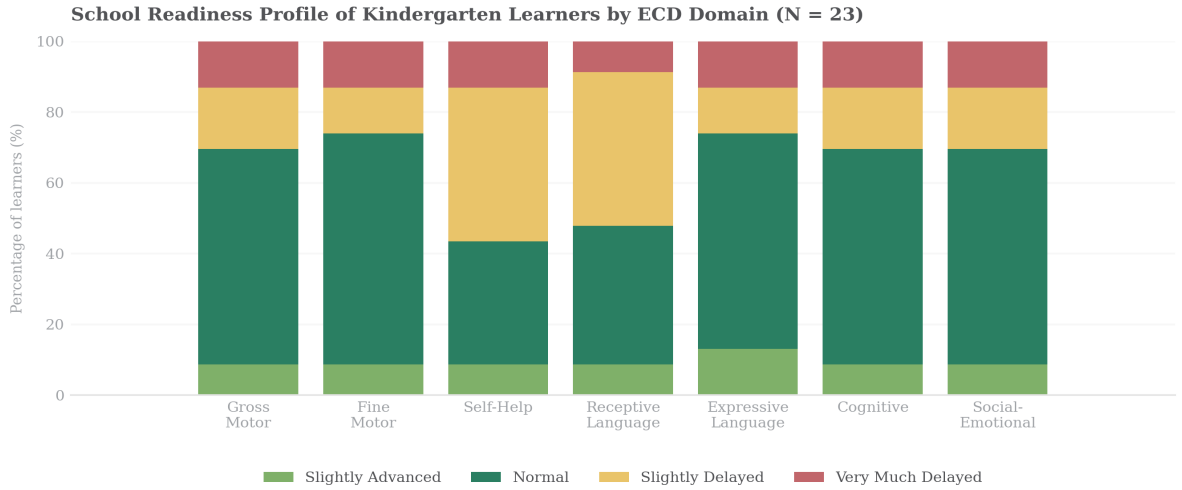


Figure 2. School readiness profile by ECD domain (N = 23). Each bar totals 100%.

Teachers' Strategies in Teaching Kindergarten Learners

Table 9. Teachers' strategies in teaching Kindergarten learners.

Teaching strategy	WM	DE
Reading aloud	2.56	Frequently
Demonstration	1.56	Sometimes
Show and tell	2.44	Sometimes
Sharing of individual project	1.44	Never
Coloring/drawing	3.56	Always
Flashcards	2.33	Sometimes
Counting physical objects	3.83	Always
Puppet shows	1.17	Never
Big books	2.67	Frequently
Tape recordings	1.83	Sometimes
Hands-on approach	2.50	Frequently
Observation	2.44	Sometimes
Play-based instruction	3.83	Always
Individualized instruction	3.17	Frequently
Overall weighted mean	2.52	Frequently

Teachers employ varied strategies, but use is uneven. Three strategies were Always used: counting physical objects (weighted mean = 3.83), play-based instruction (3.83), and coloring/drawing (3.56). Four were Frequently used: individualized instruction (3.17), big books (2.67), reading aloud (2.56), and hands-on approach (2.50, at the lower boundary of Frequently). Five were Sometimes used: show and tell (2.44), observation (2.44), flashcards (2.33), tape recordings (1.83), and demonstration (1.56). Two were Never used: sharing of individual project (1.44) and puppet shows (1.17). The overall weighted mean was 2.52, interpreted as Frequently, which means that, on average, the listed strategies are used often but not always, and that the average masks a wide spread from 1.17 to 3.83.

The three Always strategies form a coherent core. Counting physical objects gives children concrete, manipulative experience with number, quantity, and one-to-one correspondence, and it directly supports the cognitive domain, where most children were Normal. Play-based instruction, in which children are encouraged to reflect on situations through dramatization of their own invention, supports oral language, narrative skills, confidence, and social skills, and it is consistent with Froebel's self-activity and with Piaget's emphasis on activity appropriate to the stage. Coloring/drawing supports fine motor control, creativity, and expression, and it aligns with the relatively strong fine motor profile. Together, these three strategies suggest a classroom that is active, concrete, and playful, not a classroom dominated by seatwork and lecture, which would be developmentally inappropriate for five-year-olds.

The Frequently used strategies add important depth. Individualized instruction (3.17) is the highest of the Frequently group and is especially valuable in a class where about one in three children shows delay in several domains. Individualized instruction, or one-on-one instruction, allows teachers to meet children at different academic levels, to give focused attention to struggling learners, and to challenge learners who excel. Big books (2.67) offer an oversized storybook that allows a whole group to share print and illustrations, for example through finger-point reading, in which the teacher points to words in sequence while children recite them in time. Reading aloud (2.56) helps with reading comprehension, letter recognition, and print awareness, and interactive storybook reading can develop concepts about print, including terms such as word and letter, and children's appreciation of text and motivation to learn to read. Hands-on approach (2.50) encourages learning by doing and by example, using props to help learners understand abstract concepts, develop critical thinking, and solve problems. The fact that hands-on approach sits exactly at the Frequently threshold suggests it is used, but could be strengthened and made more systematic.

The Sometimes and Never strategies reveal the clearest opportunities. Demonstration (1.56) is surprisingly low, because young children learn powerfully by watching a teacher model a task, from holding a crayon to washing hands to sorting objects, and Bandura's theory predicts that modeling is central. If demonstration is low, children may be asked to do tasks they have not seen performed step by step, which can increase confusion and misbehavior. Show and tell (2.44) and observation (2.44) are also only Sometimes used, although they are natural vehicles for expressive and receptive language. Flashcards (2.33) and tape recordings (1.83) are Sometimes used, which is not necessarily a problem, because flashcards can become drill-like if overused, and tape recordings may be outdated or unavailable. The two Never strategies deserve deliberate revival: sharing of individual project (1.44) gives children a reason to speak, listen, and take pride in work, and puppet shows (1.17) give children a playful, low-threat way to practice dialogue, storytelling, and social-emotional expression. Both are low-cost, and both directly address the expressive and receptive language needs identified in the readiness profile.

The overall picture is therefore not that teachers lack strategies, but that the strategy mix is tilted toward a few familiar, Always routines and away from performative, expressive, and modeling strategies that build language and independence. The intervention plan should preserve the Always core, strengthen hands-on and individualized work, and deliberately reintroduce demonstration, show and tell, project sharing, and puppet shows, with a schedule and materials so that they do not depend on extra time or improvisation. Teachers should also be supported to see these strategies not as additional subjects but as methods for teaching the same curriculum: a self-help lesson can be a demonstration, a language lesson can be a puppet show, and a mathematics lesson can be counting physical objects in a game.

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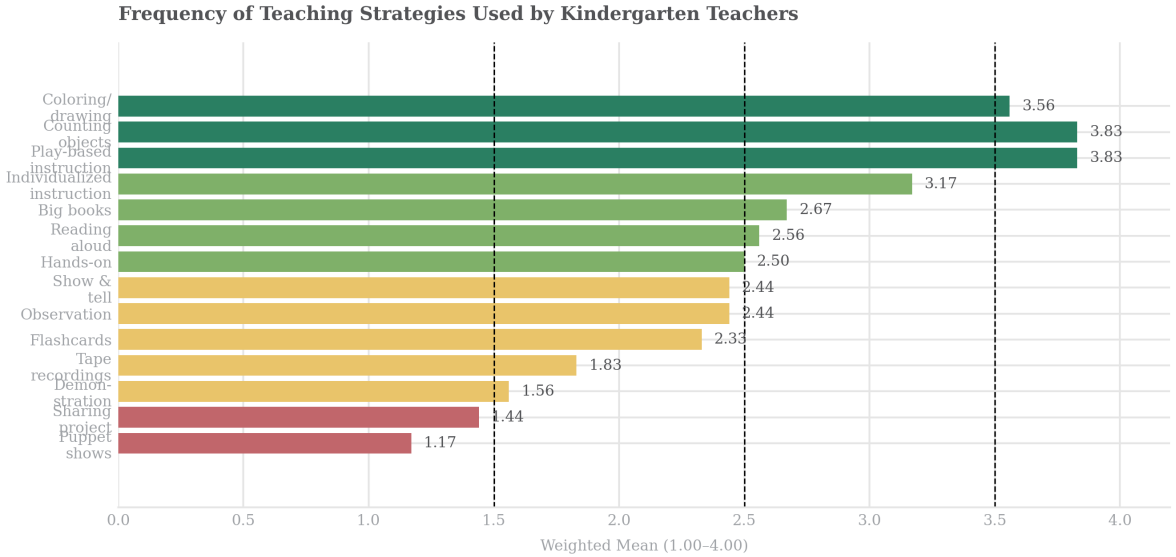


Figure 3. Frequency of teaching strategies (weighted mean, 1.00-4.00). Dashed lines mark the Always (3.50), Frequently (2.50), and Sometimes (1.50) thresholds.

Problems Encountered by Kindergarten Teachers

Table 10. Problems encountered by Kindergarten teachers.

Problem	WM	DE
Retaining the attention of learners	4.11	Very Serious
Physical misbehavior of learners	3.72	Very Serious
Availability of materials and facilities	2.56	Moderately Serious
Teacher planning time constraint	1.56	Slightly Serious
Lots of paperwork	2.44	Slightly Serious
Establishing routines	3.44	Moderately Serious
Developing positive relationship with learners	3.56	Very Serious
Parental involvement	3.67	Very Serious
Lack of development opportunities	2.83	Moderately Serious
Readiness of Kindergarten (environmental stress)	4.44	Very Serious
Maturation	4.33	Very Serious
Relevance of materials and interests	3.33	Moderately Serious
Family income	3.11	Moderately Serious
Learners' health	3.44	Moderately Serious
Overall weighted mean	3.32	Moderately Serious

Overall, problems were Moderately Serious (overall weighted mean = 3.32). That average, however, conceals a split: six problems were Very Serious, six were Moderately Serious, and two were Slightly Serious. No problem reached Highly Serious, and no problem was rated Not a Problem. In other words, teachers face a broad set of challenges, with a core set that is urgent and a second set that is persistent but less acute. The pattern is consistent with the readiness results: the most serious problems are developmental and relational, not administrative.

The most serious problem was environmental stress (weighted mean = 4.44), followed by maturation (4.33) and retaining the attention of learners (4.11). Environmental stress, as discussed in the source manuscript, refers to the surroundings and varied activities that shape learning: children learn from seeing, hearing, touching, and experiencing

their environment, and readiness depends on understanding the child's unique developmental pattern and providing activities that enhance natural development in motor, visual processing, auditory processing, numerical, conceptual, and social-emotional areas. When the environment is noisy, crowded, unpredictable, or lacking in play spaces and materials, children are more likely to be stressed, distracted, and dysregulated. Maturation (4.33) refers to the child not yet having reached a sufficient stage of mental and physical development needed to perform school tasks characteristic of the grade level. This is not a defect in the child; it is a developmental reality that Piaget's theory anticipates, and it means that some children need more time, simpler steps, and more practice, not more pressure.

Retaining attention (4.11) is the most classroom-visible of the Very Serious problems. Each young mind has different behavior and interests, and it is not possible for every child in a Kindergarten classroom to be equally attentive to everything the teacher says. Some children find discussions engaging; others do not. In a large class, many learners will be distracted and may distract others. Keeping a child focused on what is being told or on the activity at hand requires varied attention, simple and clear instructions, movement, novelty, and short, predictable segments. The link to receptive language is direct: a child who does not understand an instruction cannot attend to it for long, and a child who is not attending cannot comprehend the next instruction. Breaking this cycle requires shorter instructions, visual supports, movement breaks, and checking for understanding, not longer lectures.

Physical misbehavior (3.72), parental involvement (3.67), and developing positive relationships (3.56) complete the Very Serious set. Physical misbehavior can arise when children have limited understanding and limited ability to express needs, leading to conflict that becomes physical. Teachers must teach good and bad behavior, help children name feelings, and provide alternatives to hitting, pushing, or grabbing, while also protecting safety. Parental involvement (3.67) is Very Serious in a different way: teachers must manage parent requests, questions, and complaints at drop-off and pick-up, while parents need to take a personalized approach, focus on children's potentials and skills, and actively participate in home-based learning. The challenge is to turn brief, rushed contact into partnership, with clear, positive, and specific communication. Developing positive relationships (3.56) requires talking with children, playing with them, and paying attention to what interests them. Children do not care what the teacher knows until they know that the teacher cares, and relationship-building is therefore not extra work; it is the foundation that makes attention, behavior, and learning possible.

The Moderately Serious problems are also important, because they shape daily teaching. Establishing routines (3.44) and learners' health (3.44) are at the top of this group, followed by relevance of materials and interests (3.33), family income (3.11), lack of development opportunities (2.83), and availability of materials and facilities (2.56). Establishing routines matters because routines reduce uncertainty, support self-help, and free attention for learning; when routines are not yet established, transitions are longer and behavior is harder to manage. Learners' health affects attendance, energy, and participation. Relevance of materials and interests affects motivation: if materials do not match children's interests or developmental levels, attention and engagement fall. Family income affects access to materials, nutrition, and home learning support, and it should be addressed with sensitivity and with school-based resources, not with assumptions about families. Lack of development opportunities (2.83) and availability of materials and facilities (2.56) suggest that teachers need more training, mentoring, and materials, but that these are not the most acute barriers; the more acute barriers are developmental and relational.

The two Slightly Serious problems are planning time constraint (1.56) and lots of paperwork (2.44). These are notably lower than the developmental problems, which suggests that administrative burden, while real, is not the main driver of difficulty in this school. This is a useful finding for administrators: reducing paperwork alone will not solve the most serious problems, although protecting planning time can help teachers prepare differentiated, play-based, and language-rich lessons. The priority for administrative support should be to provide time and resources for the interventions that address attention, behavior, relationships, maturation, and environmental stress, such as co-planning, classroom organization, visual supports, and parent partnership activities.

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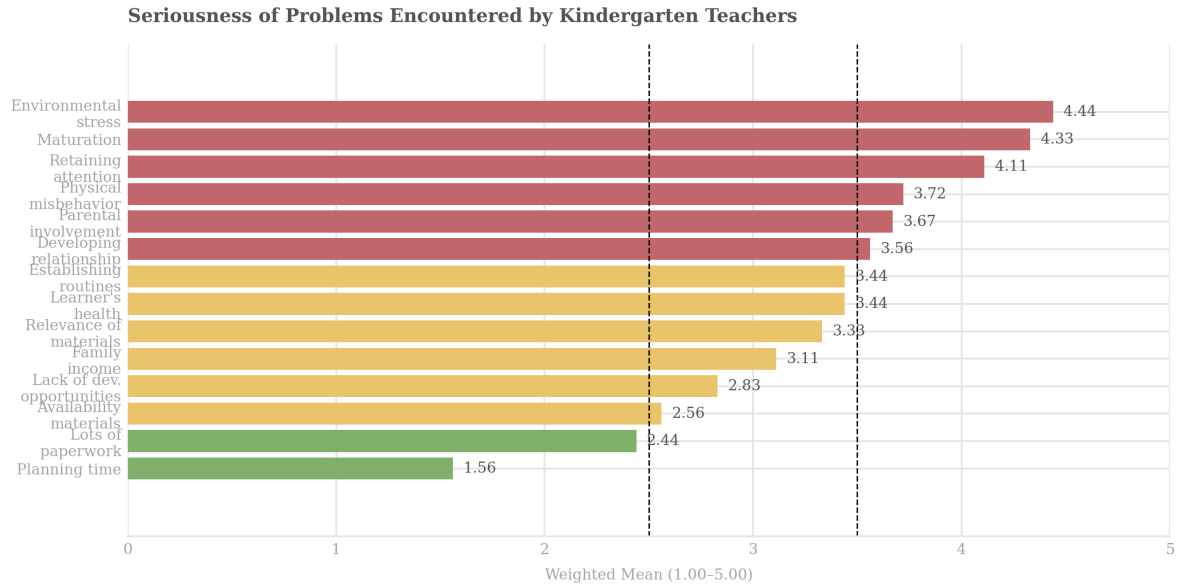


Figure 4. Seriousness of problems encountered (weighted mean, 1.00-5.00). Dashed lines mark the Very Serious (3.50) and Moderately Serious (2.50) thresholds.

Proposed Interventions

The proposed interventions in the source study focused on creating engaging, hands-on learning experiences, fostering social-emotional development, and promoting effective communication. Table 11 reorganizes those interventions into a plan that links each intervention to the specific readiness domain or problem it addresses, with concrete activities that teachers can implement without waiting for major new resources. The plan is proposed, not yet implemented, and should be piloted, monitored, and revised based on classroom data.

Table 11. Proposed interventions to enhance teaching strategies of Kindergarten teachers.

Proposed intervention	Proposed activities	Primary target
Promote early literacy	Read books aloud; host puppet shows; create journals (write names/drawings); reading center with picture books	Receptive and expressive language
Introduce numbers and mathematics	Teach shapes and spatial relations; talk about patterns and predictions	Cognitive; numeracy
Teach science through observation	Describe properties of events and objects; classify by physical attributes; test hypotheses by experimenting	Cognitive; observation
Creativity and art	Improve motor skills; creative processes such as drawing, singing, or movement	Fine motor; creativity
Integrated technology	Learn learners' language; be conversant with technology; understand tools; stress internet safety	Teacher capacity; engagement
Cooperative learning structures	Project-based, problem-based, and inquiry-based learning	Social-emotional; cognitive

Design lessons that feel like play; play-based learning	Create lessons with element of play; game-based learning; games, role-play, playful activities	Attention; motivation
Multi-sensory instruction	Visual aids, manipulatives, movement-based activities for different learning styles	Receptive language; attention
Positive reinforcement	Acknowledge and praise efforts and progress to build confidence and motivation	Social-emotional; behavior
Social-emotional learning	Teach social skills, conflict resolution, emotional regulation through activities and discussions	Social-emotional; relationships
Differentiated instruction	Adapt methods and materials to diverse needs of all learners	All domains; maturation
Hands-on experience	Exploration and discovery: building with blocks, painting, science experiments	Cognitive; motor
Collaborative learning	Teamwork and communication through group activities and projects	Social-emotional; language
Technology integration	Educational apps and interactive tools to enhance learning	Engagement; literacy and numeracy

Three design principles should guide implementation. First, target the weakest domains first. Self-help and receptive language should have daily, visible routines: a self-help chart, a morning routine that children can do with decreasing help, a listening game, and a read-aloud with gestures and pictures. These should be measured by simple counts, such as how many steps a child can do alone, and how many one-step and two-step instructions a child can follow, rather than by a single post-test. Second, revive the missing strategies. Puppet shows and sharing of individual projects should be placed on the weekly timetable, with a puppet corner, a project shelf, and a sharing circle, so that they happen even on busy weeks. Demonstration should be made explicit: every new task should be shown, then done together, then done independently, with the same language each time. Third, address the most serious problems through classroom design. Environmental stress can be reduced by a predictable daily schedule, a calm corner, clear visual labels, reduced clutter, and movement breaks. Attention can be supported by short segments, varied activities, and active participation. Relationships can be built by greeting each child by name, noticing interests, and praising effort. Parental involvement can be built by short, positive, specific messages, a home practice card that mirrors school routines, and a parent orientation on readiness that explains maturation and the importance of not hurrying children.

Implementation should also include monitoring. A simple monitoring sheet can track, for each child, the ECD domain steps practiced, the strategy used, and the observed change, without adding heavy paperwork. Teachers can meet briefly each week to review which children are progressing, which strategies are working, and which materials are needed. Administrators can support this by protecting planning time, providing low-cost materials such as picture books, puppets, blocks, sorting trays, and visual charts, and by organizing a short professional development session on play-based, multi-sensory, and differentiated instruction. Parents can be invited to a workshop and to classroom activities, so that home and school use the same language for self-help and listening routines. The interventions should be piloted for one quarter, then reviewed: if self-help and receptive language improve, the plan can be continued and expanded; if not, the plan should be revised, with attention to whether the problem is materials, time, training, or the need for referral and specialist support.

Integration, Limitations, and Implications for Practice

Taken together, the results tell a coherent story. Most children are ready in most domains, but self-help and receptive language lag, and a minority in every domain needs monitoring. Teachers already use a strong core of counting, play, and art, but they underuse demonstration, project sharing, and puppet shows, which are precisely the strategies that could support language and independence. Teachers' most serious problems are not paperwork but attention, behavior, relationships, maturation, and environmental stress, which are the problems that arise when a class has uneven

readiness and when instruction does not yet match that unevenness. The interventions therefore do not ask teachers to do something entirely new; they ask teachers to rebalance the strategy mix, to make routines and language more visible and concrete, and to partner with parents in a structured way.

The limitations noted in Methodology apply to the interpretation. The study is descriptive, single-school, and small, with teacher-reported checklist data and no reported reliability coefficient for the constructed questionnaire. The number of teacher-respondents is not stated, and child-level cross-domain patterns, age in months, prior preschool experience, and home language were not reported. The proposed interventions were not tested in this study, so their effectiveness is a hypothesis to be evaluated, not a finding. Future research should use a larger, multi-school sample, report child-level profiles, include age and background variables, report instrument reliability, and use a quasi-experimental or action research design to test whether the proposed interventions improve self-help and receptive language over one school year. A follow-up study could also collect parent reports and independent observations to triangulate teacher ratings.

For practice, the immediate implication is to act on the profile rather than to wait for a perfect study. Teachers can begin tomorrow with three moves: a visual self-help routine chart, a daily interactive read-aloud with gestures and pictures, and a weekly puppet show and project sharing circle. Administrators can support these moves with time, materials, and recognition, and parents can reinforce the same routines at home. These moves are low-cost, developmentally appropriate, and directly linked to the weakest domains and the most serious problems. If they are monitored and sustained, they are the most plausible path from a descriptive profile to improved school readiness in this school.

Conclusion:

This study assessed the school readiness of Kindergarten learners and the teaching strategies of Kindergarten teachers at New Paradigm Glazer Academy during school year 2024-2025, as a basis for proposed interventions. Using a quantitative-descriptive design, teacher evaluations of 23 learners across seven ECD domains, together with teacher ratings of strategies and problems, produced a clear, local profile that can guide action.

First, most Kindergarten learners were Normal in gross motor (60.87%), fine motor (65.22%), expressive language (60.88%), cognitive (60.87%), and social-emotional (60.87%) domains, but were Slightly Delayed in self-help (43.48%) and receptive language (43.47%). Across all domains, 8.70% to 13.04% were Very Much Delayed. The conclusion is not that the class is unready, but that readiness is uneven, and that self-help and receptive language are the priorities. Independence and comprehension are foundational: without them, children need more help with routines, understand less of what is taught, and are more likely to be seen as inattentive or misbehaving. The proposed interventions should therefore begin with daily, visible, practiced routines for self-help and language-rich, concrete, and predictable instruction for receptive language, with monitoring of small, observable steps.

Second, teachers generally used varied strategies Frequently (overall weighted mean = 2.52), with counting physical objects (3.83), play-based instruction (3.83), and coloring/drawing (3.56) Always used. This core is developmentally appropriate and should be preserved. At the same time, puppet shows (1.17) and sharing of individual projects (1.44) were Never used, and demonstration, show and tell, flashcards, tape recordings, and observation were only Sometimes used. The conclusion is that the strategy mix should be rebalanced: preserve the Always core, strengthen hands-on and individualized instruction, and deliberately reintroduce demonstration, project sharing, and puppet shows as regular, timetabled methods for building language, confidence, and independence.

Third, problems encountered were overall Moderately Serious (3.32), but six were Very Serious: environmental stress (4.44), maturation (4.33), retaining learners' attention (4.11), physical misbehavior (3.72), parental involvement (3.67), and developing positive relationships (3.56). These are developmental and relational problems, not primarily administrative problems, since planning time constraint (1.56) and lots of paperwork (2.44) were only Slightly Serious. The conclusion is that support should focus on classroom environment, predictable routines, short and varied lessons, positive relationships, and parent partnership, rather than on paperwork reduction alone.

Finally, the proposed interventions, organized around early literacy, numeracy, science through observation, creativity and art, integrated technology, cooperative learning, play-based and multi-sensory learning, positive reinforcement, social-emotional learning, differentiated instruction, hands-on experience, and collaborative learning, provide a practical starting point. They should be considered for implementation by school authorities, with parent partnership and with monitoring of learner progress. Parents should be encouraged and motivated to be active partners of the school for the development and growth of their children. Future researchers may conduct a similar study on a wider scope, with a larger sample, child-level profiles, and an evaluation of the interventions, to validate and extend these findings. If the proposed plan is piloted, monitored, and revised, it can turn a descriptive profile into sustained improvement in Kindergarten readiness.

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