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Implementation of Early Childhood Education and Management Strategy Towards Learning Engagement of Kindergarten Pupils

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ABSTRACT

This quantitative research examines the application and effects of Early Childhood Education (ECE) on student participation in public kindergartens in the Philippines. Based on confirmed developmental principles and Department of Education (DepEd) policies, the study discusses the efficiency of curriculum, instruction, assessment, learning environment, and teacher development. Using a standardized questionnaire and purposive sampling, 96 public kindergarten teachers from six municipalities in Laguna were involved in the study. Findings indicate that the core ECE components of curriculum, assessment, and teacher professional development are completely implemented, whereas aspects such as instructional delivery and learning space are moderately applied. Students exhibited high participation, especially in social, behavioral, and cognitive aspects, with adequate motor and socio-emotional skills. Statistical analysis indicated a strong positive relationship between the use of ECE components and student participation and between management practice and student achievement. Results emphasize the necessity for better instructional support, more effective teacher training, and greater parental participation. The study points to the essential function of organized, accessible, and developmentally responsive early learning environments in supporting total child development and academic achievement.

Keywords: *Early childhood education, Learner engagement, Kindergarten, Teacher involvement, DepEd policy, Philippine education*

INTRODUCTION

Every society's fundamental building component is education. It is the single finest investment a nation can make to create affluent, wholesome, and just communities. Under the 1948 Universal Declaration of Human Rights, "Everyone has the right to education," according to Article 26. Education is more than just right; it is a passport to human development, opening doors and expanding opportunities and freedoms. Formal, informal, and non-formal education all contribute to the fundamental shaping of the intellect.

Early childhood education (ECE) is an important stage in human development that builds the groundwork for future cognitive, emotional, and social growth. The first years of a child's life are crucial for human development, as the human brain grows rapidly during this period, providing an ideal stage for skill improvement. Every child's intellectual and moral foundations must be built during their early years. During this period, children learn by investigating and discovering themselves, their families, their communities, and the world around them. Early childhood education is a vehicle for delivering the basic framework for formation and development, establishing the basis of knowledge and attitudes. Mukminin (2017) describes children's abilities and skills. Children acquire important social and emotional skills during this period, and a partnership is formed between the student, their parents, and the teacher. Early childhood education entails participating in experiences and activities designed to influence children's developmental changes before they enter elementary school.

A lot of Filipinos have done research and made laws to make schools better for the future of the pupils. Congressman Florante L. Aquino the author of House Bill No. 882, 8th Congress of the Republic, an act creating a childcare center in every barangay, implementing a total development and protection of children program, authorizing funds for it, and for other reasons.

Angara is one of the authors of the Universal Kindergarten Education Act (RA 10157), which grants all Filipino children equal opportunities to avail of mandatory and compulsory kindergarten education. Filipino children's academic and technical development greatly benefits from kindergarten education, as it is a crucial period when their growing minds are most receptive to absorbing information. Furthermore, the state aims to use appropriate languages for instruction and education to foster a learner-centered educational approach sensitive to the different needs, cognitive and cultural capacities, situations, and a range of students, schools, and communities.

According to DepEd Order No.47, s. 2016, known as the Omnibus Policy on Kindergarten Education, which provides general standards for implementing kindergarten across both private and public schools, the government has emphasized high-quality early childhood education programs as the basis of lifelong learning. Such elements include curriculum, instruction, assessment, learning resources, classroom environment, and service monitoring.

Additionally, the policy highlights equal educational opportunities even for learners with special needs, thus promoting inclusion and diversity in the early childhood education sector (Miftahurrohmah et al., 2021).

Even though the importance of ECE has been recognized, different challenges are observed throughout the country. The Edcom2 report has also highlighted system-level issues, including poor resources, small training avenues for educators, and poor early childhood education opportunities for children, especially in rural areas (Khanam, 2023). Many families worsen these challenges, and parents' socioeconomic status determines their capability to register their young children in ECE programs due to the high cost of the programs and quality issues in early educational institutions (Khanam, 2023).

The research work advances recognition, partly because of the findings in DepEd and EdCom2 reports, and the learning difficulties currently observed in research. Immediate and effective solutions are needed to convert early childhood education into a wanted and needed system for the country's children to succeed in their education journey in the coming years. Furthermore, DepEd Order no. 16s,2012, requires children in kindergarten and grades 1-3 to use their native languages as the medium of instruction to help them better understand the lesson and help in class as EDCOM 2 evaluates the curriculum and instruction in basic education, including the proposal to suspend the mother tongue as the primary medium of instruction in early-grade education. A similar proposal was presented in House Bill No. 6717 of the House of Representatives in February 2023, seeking to suspend the use of the mother tongue as the primary medium of instruction in early-grade education. The rationale behind this is that using Filipino and English as mediums of instruction aligns with the Constitution and is more practical and inclusive, especially in a multilingual and diverse nation like the Philippines.

Furthermore, challenges like the necessity of choosing the kind of approaches for educating kindergarten pupils, including the play-based education method, have been revealed as significant in increasing students' interest in learning (Nofianti et al., 2021). Studies show that children in high-quality early childhood education programs are likely to go through higher grades and years displaying good academic and social skills, suggesting that these learning challenges should be tackled to enhance early learning (Neuman & Powers, 2021).

Statement of the Problem

The study was intended to investigate the implementation of early childhood education (ECE) in the learning engagement of kindergarten pupils.

Specifically, the investigation sought to answer the following questions:

1. To what extent is Early Childhood Education implemented in school as to:

1.1 curriculum;

1.2 instruction;

1.3 assessment;

1.4 learning resources;

1.5 learning space;

1.6 monitoring and evaluation; and

1.7 professional development?

2. How are the management strategies observed in ECE classrooms as to:

2.1 competency-based;

2.2 skilled based?

3. How is the Learning Engagement of the pupils be described as to:

3.1 social;

3.2 behavior; and

3.3 cognitive?

4. How is the Learning Outcome as the domain be described as to:

4.1 gross motor;

4.2 fine motor;

4.3 self-help;

4.4 cognitive;

4.5 social-Emotional;

4.6 receptive; and

4.7 expressive?

5. Is there a significant relationship between the perceived implementation level of Early Childhood Education and Learning Performance?

5.1 Learning Engagement

5.2 Learning Outcomes

6. Do the management observe strategies related to student performance as to

6.1 Learning engagement

6.2 Learning outcomes

METHODOLOGY

Research Design

This study employed a quantitative method to gain a deeper understanding of the effects of early childhood education on learning engagement among learners in kindergarten. Quantitative research is done with the help of quantitative questions to solicit quantitative data relating to different aspects of learning interference, such as teaching-learning strategies, assessment techniques, and learning environments. The researcher deemed this method applicable in the study as it takes researchers deeper into numerical responses accurately to the study's objectives and provides a comprehensive analysis that ensures all research findings are tested. This approach helped statistically establish trends and patterns, giving a clear map of how ECE practices influence the pupils' engagement.

Respondents of the Study

The study's respondents were the public elementary school teachers of Cluster 2 in the Division of Laguna. Specifically, it includes ninety-six (96) public elementary kindergarten teachers in different public schools, namely Sta. Cruz, Magdalena, Majayjay, Liliw, Nagcarlan, and Rizal in the Division of Laguna S.Y. 2024-2025. Kindergarten teachers with three years or more of experience in the service, to ensure that a particular number of kindergarten teachers are identified on design.

Research Instrument

The quantitative main data collection tool used for generating data is a questionnaire purposely developed to respond to research questions posed in the present research. The questionnaire, utilizing a Likert scale embedded in quantitative responses, was sectioned into different parts. The sections included: (1) Demographic Information: This section captured data about age, gender, number of years teaching in ECE, and educational background (2.) ECE Components Implementation: This domain evaluates the implementation level of ECE components by measuring teachers' execution of core educational elements using a 5-point scale. (1 = Not Implemented, 2 = Minimally Implemented, 3 = Moderately Implemented, 4 = Mostly Implemented, 5 = Fully Implemented) (3.) Management Strategies: This domain evaluates teaching approaches through competency and skill-based strategies. (1-Not Observed, 2-Seldom Observed, 3-Occasionally Observed, 4-Observed, 5-Highly Observed) (4.) This domain evaluates student engagement patterns through observable indicators. (1-Not Engaged, 2-Slightly Engaged, 3-Moderately Engaged, 4-Engaged, 5-Highly Engaged) (5.) This domain evaluates developmental progress across seven key domains. (1 Not all,2-Slightly Developed, 3-Moderately Developed, 4-Developed, 5-Highly Developed)

The details of the questionnaire were pilot-tested with a few educators to ensure a high level of clarity and reliability before administration.

Research Procedure

The researcher sought authorization from the Division Office of Laguna to conduct a study in each of the districts and schools that are part of the study. After obtaining approval from the division office, permission was sought from the six districts. Once approval was obtained, assistance and permission were requested from the principals of each school to ensure the success of the distribution of the research instrument.

The research instruments were reviewed and approved by the expert. It went through internal validation by specialists and external validation, where 10 teachers from the elementary school, along with the principal, validated it before obtaining approval for its distribution. Pilot testing was conducted with chosen public school teachers to identify any concerns, and the full survey deployment is designed to check its reliability and precision. The participants provided their responses, and the researcher collected data through both online and in-person distribution and collection of the defined instrument to analyze the information, grasp the data acquired, evaluate hypotheses, and aid in decision-making.

A study was conducted, each school in the six districts was visited one by one to have the kindergarten teachers complete the research instrument. After completing the questionnaire, the data were collected one-by-one through face-to-face and online surveys.

Statistical Treatment of Data

To determine the extent, management strategies and learning engagement mean and standard deviation were employed. Frequency and percentage are used to assess kindergarten students' learning outcomes.

Likewise, to test the relationship between management and implementation, the Pearson Product-Moment Correlation Coefficient was employed.

Results and Discussion

Table 1

Respondents Perception on Early Childhood Education Implemented in school as to Curriculum

Indicators As a teacher	Mean	SD	Interpretation
1. I align daily learning activities with prescribed curriculum standards.	4.77	.446	FI
2. I modify curriculum content to meet diverse learning needs.	4.57	.557	FI
3. I integrate play-based learning approaches in curriculum delivery.	4.62	.528	FI
4. I incorporate local cultural elements into curriculum activities.	4.39	.623	MSI
5. I sequence learning activities based on children's developmental stages.	4.61	.530	FI
Overall	**4.59**	**.537**	**FI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49- Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows that the respondents perception on Early Childhood Education as to curriculum is fully implemented. As the Division of Laguna organizes seminars for teachers before the adoption of the curriculum, it aims to prepare teachers to be more ready and effective in the field before its complete implementation. The seminar includes an analysis of the curriculum so that teachers can fully understand it, so that when they arrive in the field where they teach, they can implement it well with children. This also includes providing teachers with a guide on how to teach children, as well as the materials to be used. Among the indicators suggest incorporating local cultural elements is mostly implemented. The fact that almost all teachers align learning activities, modify curriculum to meet diverse learning needs, sequence learning activities, and agreed that play-based learning that was put into practice is impressive since that method is considered to be the most natural and beneficial for children to acquire and develop competencies along with other indicators as fully implemented.

Yet, local cultural content was only mostly implemented, revealing an area for growth that could potentially establish a culturally responsive and inclusive learning environment (Pai, 2025).

Table 2

Respondents Perception on Early Childhood Education Implemented in schools to Instructions

Indicators As a teacher	Mean	SD	Interpretation
1. I use varied teaching strategies to engage different learning styles	4.69	.483	FI
2. I provide individualized support during learning activities	4.52	.597	FI
3. I facilitate interactive and collaborative learning experiences	4.64	.502	FI
4. I use age-appropriate teaching materials and resources	4.77	.446	FI
5. I implement developmentally appropriate teaching methods	3.00	.572	MDI
Overall	**4.32**	**.539**	**MSI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49- Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows that the respondents perception on Early Childhood Education as instruction indicates that the most instructional practices are fully implemented, with overall interpretation as mostly implemented. In specific seminars or classes conducted in the district, instruction is one of the most significant themes that is always addressed and, sharing knowledge and concepts, collaboration of the best practices, as well as a systematic style of teaching that leads to better outcomes for the students. Teachers highly indicate the use of varied teaching strategies to attract different learning styles, provide individualized support, and incorporate interactive and collaborative learning experiences, as well as age-appropriate teaching materials and resources. However, applicants for developmentally appropriate teaching methods rate this only to moderately implemented, suggesting that it must be an area for improvement.

The incongruence implies that teachers have a variety of teaching strategies, yet there is further need for training or resources so that their teaching procedures match what is supposed to look like development stages of children's development, essential aspect of a highly effective early childhood education (Malik & Marwaha, 2022).

Table 3

Respondents Perception on Early Childhood Education Implemented in school as to Assessment

Indicators **As a teacher**	**Mean**	**SD**	**VI**
1. I conduct regular developmental progress assessments	4.60	.532	FI
2. I use multiple assessment methods to evaluate learning outcomes	4.41	.609	MSI
3. I document children's learning through portfolios and observations	4.63	.545	FI
4. I provide timely feedback to parents about their child's progress	4.61	.550	FI
5. I use assessment results to adjust teaching strategies	4.47	.615	MSI
Overall	**4.55**	**.570**	**FI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49- Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows that the respondents' perception of Early Childhood Education as to assessment is fully implemented. Assessment as an important part of learning is carried out to measure the knowledge and skills within the seven domains that students should learn. Assessment in kindergarten is done daily by observing children as they enter school every day through teacher observation and recording. In addition, we also use an early childhood development checklist that is proven and tested in measuring children's knowledge and skills and to find out what else children need to learn and develop.

Used assessment methods include multi-assessment approaches and modifications in teaching approach based on assessment results, mostly implemented only which shows how well personalization learning is well proposed and focusing only on part of the available best practices converges into an assessment that delivers full ECE coverage concerning human factors for a holistic development of children and responsive learning environments.

High teacher reports on instrument usages such as regular assessments of developmental progress, children's portfolios, and observational documents and timely feedback to parents show that these practices are essential in monitoring child development, coupled with responsive teaching strategies not only with regard to their school learning but also bringing it down to the roots of research that an early childhood education embraces more varied and continuous assessment methods (Lambert et al., 2013).

Table 4

Respondents Perception on Early Childhood Education Implemented in school as to Learning Resources

Indicators **As a teacher**	**Mean**	**SD**	**Interpretation**
1. I ensure learning materials are developmentally appropriate and aligned with curriculum objectives	4.64	.502	FI
2. I utilize both commercial and teacher-made materials to support diverse learning needs	4.51	.598	FI
3. I regularly evaluate and update learning resources based on children's interests and progress	4.48	.598	MSI
4. I maintain an organized system for storing and accessing educational materials	4.41	.643	MSI
5. I incorporate multimedia and technological resources appropriate for early learners	4.58	.592	FI
Overall	**4.52**	**.586**	**FI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49 Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows respondents' perception on ECE implemented in school, as to Learning Resources is fully implemented. Learning materials are offered for pupils to utilize as their worksheets. Teachers modify learning resources to suit the needs of the pupils and abilities, teacher also often searches for additional activities for children to consider individual growth as young learners. Evaluation and update schedule for learning resources, as well as an

organized system for storing and accessing materials, which again indicates a focus on the relevance and accessibility of resources with overall interpretation as mostly implemented. In sum, these findings strike a comprehensive approach to the application of learning resources within ECE, which is fundamental toward creating a stimulating and effective learning environment.

Developmentally appropriate and curriculum objectives aligned learning materials, teacher and commercially prepared and the use of multimedia and technology resources were self-reported as high in implementation towards the attainment of diverse learning needs and enhanced learning experience for young children, as researchers use in strong hands-on materials and technology in early childhood education (Sun et al., 2023).

Table 5

Respondents Perception on Early Childhood Education Implemented in school as to Learning Space

Indicators As a teacher	**Mean**	**SD**	**Interpretation**
1. I organize learning centers to promote independent exploration	4.37	.684	MSI
2. I maintain a safe and inclusive physical environment	4.65	.595	FI
3. I display children's work and learning materials at eye level	4.43	.708	MSI
4. I arrange furniture to facilitate both group and individual activities	4.42	.691	MSI
5. I ensure learning materials are accessible to all children	4.51	.598	FI
Overall	**4.48**	**.655**	**MSI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49 Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows that the teachers perceived Early Childhood Education as to learning space as mostly implemented. There are schools in different districts where the classrooms do not fit the standard size of a classroom for the pupils, as the school only relies on projects from NGOs' budget from the MOOE. Due to lack of or insufficient space, the implementation of lessons and activities for children's learning is hindered or not very feasible. As teachers state, fully implemented, occur in keeping the physical environment safe and inclusive, and learning materials accessible to all children.

These practices are crucial for establishing a supportive and nurturing environment for children's well-being and engagement, as reiterated by research emphasizing the physical aspect of the learning environment's role in motivating and interacting with children (Della Porta et al., 2022).

Table 6

Respondents Perception on Early Childhood Education Implemented in school as to Monitoring and Evaluation

Indicators As a teacher	**Mean**	**SD**	**Interpretation**
1. I regularly review and document program effectiveness	4.54	.596	FI
2. I track children's attendance and participation patterns	4.69	.525	FI
3. I evaluate the impact of teaching strategies on learning outcomes	4.60	.512	FI
4. I maintain detailed records of children's developmental progress	4.57	.537	FI
5. I assess the effectiveness of parent engagement activities	4.46	.614	MSI
Overall	**4.48**	**.655**	**MSI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50- 4.49- Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The table shows the monitoring-and-evaluation components in early childhood education (ECE) implemented in school, based on the perception of the respondents, indicating that teachers, on the whole, tend to rate them as being mostly implemented. For monitoring and evaluation in kindergarten, apart from recording, it is often done through teachers' observation of their pupils. Kindergarten teachers have the gift and talent to observe pupils better, especially those who have been in service for a long time as kindergarten teachers. Parents are teachers' partners in identifying and shaping children performance, so if parents do not participate and do not follow up on the child's learning and progress, it has a significant impact on the performance and development of a student, so it is important for teachers to have the cooperation of parents, especially for children in kindergarten. In terms of regularly reviewing and recording program effectiveness, tracking attendance and participation patterns of children, evaluating teaching strategies on learning outcomes, and keeping detailed documentation on children's developmental progress as fully implemented. However, mostly implemented in the effectiveness of parent engagement activities, a leaning towards the primary concern of engaging parents in the educational process, matters a lot regarding whole child development.

With that, these findings may overall imply a strong commitment in the area of monitoring and evaluation of ECE, which is important in creating a dynamic and effective learning environment for children's growth and development (Oranga et al., 2023).

Table 7

Respondents Perception on Early Childhood Education Implemented in school as to Professional Development

Indicators **As a teacher**	**Mean**	**SD**	**Interpretation**
1. I participate in relevant training and workshops	4.59	.572	FI
2. I collaborate with colleagues to share best practices	4.64	.597	FI
3. I seek mentorship opportunities for professional growth	4.55	.595	FI
4. I implement new teaching strategies learned from training	4.54	.578	FI
5. I maintain a professional development portfolio	4.500	.598	FI
Overall	**4.56**	**.588**	**FI**

Legend: 1.0-1.49 -Not Implemented (NI); 1.50-2.49 -Minimally Implemented (MI); 2.50-3.49 -Moderately Implemented (MDI); 3.50-4.49 Mostly Implemented (MSI); 4.50- 5.00- Fully Implemented (FI)

The respondent's perception in this table on Early Childhood Education implemented in school as to professional development is fully implemented. Apart from having seminars, trainings and workshops where you can learn new knowledge, you can also gain various knowledge and experiences from fellow teachers for the further development of one another. But because not everyone is given a chance to join or attend training and seminars, teachers also strive to study and develop their skills to continually discover ways to become more effective teachers for the pupils they teach. Continuous research and searching for things that can help develop one's own abilities, especially now with the help of social media, it is so easy to find things that can help with one's own development, which is not just about teaching, but skills such as technical skills, soft skills and leadership skills.

Teachers had relevant training and workshops, collaborated with colleagues to share best practices, sought out mentorship opportunities, implemented new teaching strategies gleaned from training, and maintained a professional development portfolio. This indicates a lot of commitment to continuous professional growth and development, which is very important in enhancing the quality and effectiveness of ECE teaching.

According to research by Mgaiwa and Milinga (2024) on the efficacy of professional developments in teacher competencies, it would further improve student outcomes. With development of such professionalism practices in terms of professional development, the conclusion may be drawn as teachers being invested into management of skills and knowledge

Table 8

Respondents Perception on Management Strategies observed Early Childhood Education classrooms as to Competency-Based Strategies

Indicators **As a teacher**	**Mean**	**SD**	**Interpretation**
1. I design activities that develop specific core competencies identified in the curriculum	4.79	.561	HO
2. I create learning experiences that allow children to demonstrate mastery at their own pace	4.60	.512	HO
3. I provide opportunities for children to apply learned competencies in real-life situations	4.51	.580	HO
4. I implement differentiated instruction based on individual competency levels	4.52	.597	HO
5. I use performance-based assessments to measure competency achievement	4.44	.540	O
Overall	**4.51**	**.558**	**HO**

Legend: 1.0-1.49 -Not Observed (NO); 1.50-2.49 -Seldom Observed (SO); 2.50-3.49- Occasionally Observed (OO); 3.50-4.49- Observed (O); 4.50-5.00- Highly Observed (HO)

The table shows respondent's perception on management strategies competency-based for early childhood education (ECE) classrooms have been found to be highly observed by teachers. Teachers provide adequate instructions and assign activities that are appropriate for students, allowing them to achieve mastery of the topic at hand more rapidly. Teachers particularly claim to design activities that aim at the development of specific core competencies in the curriculum, create learning environments where children can master at their own time, and help children apply learned competencies to real-life

situations. Differentiated instruction, considering individual competency levels and the administration of performance-based assessments largely emphasize.

Given the above observations, the high observation of competency-based strategies puts much emphasis on creating a learning environment that nurtures the individual growth and development of children as a vital aspect of quality early childhood education (Onyishi & Sefotho, 2020).

Table 9

Respondents Perception on Management Strategies observed in Early Childhood Education classrooms as to Skilled-based Strategies

Indicators As a teacher	**Mean**	**SD**	**Interpretation**
1. I break down complex skills into manageable, sequential learning steps	4.37	.602	O
2. I model specific skills before expecting children to perform them independently	4.48	.561	O
3. I provide guided practice opportunities for developing new skills	4.55	.540	HO
4. I incorporate multi-sensory approaches to support skill development	4.48	.598	O
5. I create opportunities for skill reinforcement through various activities and contexts	4.48	.542	O
Overall	**4.51**	**.558**	**HO**

Legend: 1.0-1.49 -Not Observed (NO); 1.50-2.49 -Seldom Observed (SO); 2.50-3.49-Occasionally Observed (OO); 3.50- 4.49- Observed (O); 4.50-5.00- Highly Observed (HO)

The table shows respondents' perception on management strategies skilled based for early childhood education (ECE) classrooms, which are found to be highly observed by teachers. That data can be found based on skill-based management strategies and early childhood education classrooms. The teachers, who say they observe the implementation of breaking complex skills into small steps, modeling specific skills before expecting a student to perform independently, and providing guided practice opportunities for skill development, indicate those practices as frequent. All the above-mentioned practices are consistent with available research, which highlights the importance of hands-on learning and multi-sensory approaches in promoting children's cognitive and skill acquisition. The incorporation of multi-sensory approaches and creating opportunities for skill reinforcement through various activities further highlight a focus on active and experiential learning, which is critical for very young learners.

All in all, such high observation in the use of skill-based strategies reflects a strong orientation towards maximising practical skill development and engagement, which is necessary for early childhood education (Fan et al., 2024)

Table 10

Respondents Perception on Learning Engagement of the pupils be described as Social Engagement.

Indicators The child	**Mean**	**SD**	**Interpretation**
1. actively participates in collaborative learning activities with peers	4.53	.579	HE
2. demonstrates positive interactions during group work	4.47	.561	E
3. shows willingness to help and support classmates	4.58	.536	HE
4. effectively communicates ideas and feelings with teachers and peers	4.42	.628	E
5. demonstrates age-appropriate social skills during play and learning	4.47	.580	E
Overall	**4.5**	**.577**	**HE**

Legend: 1.0-1.49-Not Engaged (NE); 1.50-2.49-Slightly Engaged (SE); 2.50-3.49- Moderately Engaged (ME); 3.50-4.49 -Engaged (E);4.50-5.00- Highly Engaged (HE)

The table shows respondents' perceptions of pupil learning engagement, which is often described as social engagement, are highly engaged. As they usually say, kindergarten is about socializing, so let them walk and interact with their friends. Children today are communicative; they explain what they need and want, and are not afraid to speak their opinions on issues. Among the indicators demonstrate positive interactions, communicates ideas and

feelings and demonstrates social skills during play and learning are engaged. Children actively collaborate in various learning activities and demonstrate positive interactions during group work while helping and supporting their classmates. However, not all children are expressive; some children need motivation and guidance from teachers to develop their social engagement with the help of teachers and parents.

This indicates a learning environment that nurtures the social skills and cooperative behavior necessary for children's social-emotional growth and engagement in learning (Li et al., 2023). Moreover, the children express their thoughts and feelings to teachers and classmates while demonstrating appropriate social skills for their age during play and learning.

Table 11

Respondents Perception on Learning Engagement of the pupils be described Behavioral Engagement

Indicators The child	**Mean**	**SD**	**Interpretation**
1. follows classroom rules and routines consistently	4.33	.574	E
2. maintains focus during learning activities	4.18	.620	E
3. shows initiative in completing assigned tasks	4.28	.593	E
4. demonstrates positive conduct during transitions	4.27	.606	E
5. exhibits persistence when facing challenges	4.26	.684	E
Overall	**4.26**	**.615**	**E**

Legend: 1.0-1.49-Not Engaged (NE); 1.50-2.49-Slightly Engaged (SE); 2.50-3.49-Moderately Engaged (ME); 3.50-4.49-Engaged(E);4.50-5.00-Highly Engaged (HE)

According to respondents' perceptions, as described in behavioral engagement data are engaged. As the teachers continue to observe and record the behavioral growth of their pupils, feedback from parents and teachers is needed for the continued development of pupils' behavioral engagement. Children spend a significant amount of time learning and participating in activities in the early childhood education (ECE) classroom. Children behave as expected by adhering to classroom norms and routines, focusing on learning activities, and completing any assigned task properly, as engaged. Kindergarten pupils at the age of five to six years old still have a lot to learn and develop on their own with the help of their teachers. The positive behavior of children while transitioning from one activity to another, along with persistence when challenged, is representative of resilience and adaptability in a child. The fact that these behaviors are frequently observed shows that the environment is conducive to the child's behavioral growth into responsibility and engagement in learning.

This correlates with studies that mainly focus on behavioral engagement with supporting strong academic success and positive classroom climate (Allen et al., 2015).

Table 12

Respondents Perception on Learning Engagement of the pupils be described Cognitive Engagement

Indicators The child	**Mean**	**SD**	**Interpretation**
1. shows curiosity and asks questions during learning activities	4.44	.595	E
2. applies previously learned concepts to new situations	4.34	.612	E
3. demonstrates problem-solving skills during activities	4.26	.619	E
4. shows creative thinking in approaching tasks	4.35	.597	E
5. exhibits self-directed learning behaviors	4.25	.648	E
Overall	**4.26**	**.615**	**E**

Legend: 1.0-1.49-Not Engaged (NE); 1.50-2.49-Slightly Engaged (SE); 2.50-3.49-Moderately Engaged (ME); 3.50-4.49-Engaged(E);4.50-5.00-Highly Engaged (HE)

The table shows that the teacher perceived Learning Engagement as to cognitive engagement as engaged. To develop cognitive engagement in children, it is also necessary to develop their focus and it is important to motivate them. Nowadays, most children have short attention spans. It was difficult to get their attention, especially on things that weren't at the level of they were interested in. The teacher's long-term patience with children for their learning is a big aspect that will help children learn and develop interest. Schools and teachers continued to implement activities and create materials that would help capture students' attention for rapid learning and develop children's different abilities. These findings suggest that early childhood education promotes cognitive development by encouraging cognitive involvement in thinking, problem-solving, and creative endeavors. In most learning contexts, children

displayed their curiosity, asked questions, and applied previously taught concepts to new situations. Pupils approached challenges with problem-solving and creative thinking skills.

Their self-directed learning style was also highlighted. Cankaya et al. (2023) support that cognitive development in early childhood is fostered through tasks involving thinking, typically with the manipulation of apparatuses involving puzzles, storytelling, and experiments.

Table 13

Respondents Perception on Learning Outcome as the following domain be described as to Gross Motor Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1.	demonstrates balance and coordination during physical activities	4.56	.519	HD
2.	shows proper body control during movement exercises	4.50	.561	HD
3.	participates effectively in games requiring large muscle movements	4.58	.574	HD
4.	maintains appropriate posture during different activities	4.41	.643	D
5.	performs age-appropriate locomotor skills (running, jumping, hopping)	4.65	.499	HD
Overall		**4.54**	**.559**	**HD**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the teacher perceived Learning Outcome as to gross motor domain as highly developed. Indoor and outdoor activities are included in kindergarten blocks of time that is included in everyday school activities which help children develop their gross motor abilities. Gross motor tasks are one of the easiest for children to observe and learn because young children are naturally active in physical activities. Among the indicators maintains appropriate posture during different activities is developed. While individual indicators also revealed high levels of development. Pupils demonstrated balance and coordination during physical activities, as well as adequate body control when executing movement exercises. They also participated in major muscle-movement games they can easily engage in age-appropriate locomotor activities like running, jumping, and hopping. These findings confirm the benefits of activities like movement coordination for child development.

But then they improve motor functioning importance of movement coordination activities in children's development, as Hatton- Esen et al. (2023) have classified movement coordination activities as especially important in kids' development, as they also enhance motor and cognitive functioning among young kids.

Table 14

Respondents Perception on Learning Outcome as the following domain be described as to Fine Motor Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1.	demonstrates proper pencil grip during writing activities	4.43	.594	D
2.	shows control when using scissors and art materials	4.30	.650	D
3.	manipulates small objects with precision	4.50	.598	HD
4.	completes age-appropriate drawing and writing tasks	4.50	.580	HD
5.	shows hand-eye coordination during fine motor activities	4.54	.541	HD
Overall		**4.45**	**.593**	**HD**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the teacher perceived Learning Outcome as to fine motor domain as highly developed. When doing an ECD pre-assessment on children during the first quarter of the school year, the teacher identified those who require assistance in the fine motor domain, teacher began looking for activities and exercises to help develop and improve the skills needed by the children and will observe this until the child learns the skills that need to be developed and learned. While displayed adequate pencil grip during writing exercises, as well as control when using scissors and art materials, these two signs are viewed as developed; however, to those pupils who do not yet grip pencils and scissors correctly, the teacher develops effective methods to fully develop this ability in the child. The students were able to control small items and execute age-appropriate drawing and writing exercises, demonstrated hand-eye coordination while doing fine motor skills. Such findings reinforce the understanding that fine motor skills form a domain of

development pertaining to small body muscles that enable children to perform activities like writing, cutting, and using their hands to pick up small objects.

As Sutapa et al. (2021) put it, gross motor actions of building and using figure and arts also encourage a child's hand coordination and development of strength.

Table 15

Respondents Perception on Learning Outcome as the following domain be described as to Self-Help Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1. demonstrates independence in personal care routines		4.35	.580	D
2. manages own belongings and materials appropriately		4.31	.603	D
3. shows responsibility in cleaning up after activities		4.23	.628	D
4. exhibits age-appropriate self-feeding skills		4.40	.527	D
5. demonstrates proper hygiene practices independently		4.32	.656	D
Overall		**4.32**	**.608**	**D**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the teacher perceived Learning Outcome as to self-help domain as developed. In some reports in the Cluster 2 Division of Laguna, in our Early Childhood Development Checklist (ECD), which is held twice every school year, some of the indicators under the self-help domain are always included in the least learned skills, as teachers take note of this and monitor. Based on observations and surveys in conversations with the parents, most parents today do not let children do things on their own at home so students are expected to work for themselves, just like the training that teachers do for children in school.

. There are many opportunities to change and develop further as children demonstrate independence in personal care activities, such as properly managing their things and supplies, taking responsibility for tidying up after their activities, and demonstrating self-feeding abilities appropriate for their age. Furthermore, children followed proper hygiene procedures on their own.

According to Licardo et al. (2023), if practical life skills form part of the ECE curriculum, it makes it possible for children to learn through imitation in doing things for themselves, which becomes helpful for them when growing up.

Table 16

Respondents Perception on Learning Outcome as the following domain be described as Cognitive Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1. demonstrates age-appropriate problem-solving skills		4.30	.617	D
2. shows an understanding of basic concepts (colors, shapes, numbers)		4.58	.536	HD
3. exhibits memory retention of learned concepts		4.28	.593	D
4. displays logical thinking in daily activities		4.22	.656	D
5. shows ability to follow multi-step instructions		4.27	.606	D
Overall		**4.33**	**.602**	**D**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the respondents perception on learning outcomes as to cognitive domain is developed. Cognitive domain is one of the most difficult to develop for children condidering factors like activities that suit to abilities, the cooperation of parents. Indicators showing an understanding of basic concepts (colors, shapes, numbers) is highly developed. The pupils demonstrated memory retention of learned concepts, logical thinking in daily activities, and the ability to follow multi-step instructions. These findings suggest that cognitive development in the early years is procured by tasks involving thought, along with the use of equipment such as puzzles, storytelling, and experiments.

In consonance, Rakesh et al. (2024) Hold that cognitive development in the early years is promoted through activities that engage the intellect and the use of equipment such as puzzles, storytelling, and experiments.

Table 17

Respondents Perception on Learning Outcome as the following domain be described as to Socio Emotional Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1. expresses emotions appropriately		4.36	.650	D
2. demonstrates empathy toward peers		4.34	.646	D
3. shows self-regulation during challenging situations		4.19	.690	D
4. builds and maintains positive relationships		4.35	.648	D
5. demonstrates age-appropriate emotional independence		4.34	.612	D
Overall		**4.32**	**.649**	**D**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the respondents perception on learning outcomes as to socio-emotional domain is developed. One of the domains in which children must be allowed to express and reveal their feelings is the socio-emotional domain. This allows them to be better understood and identified in order to assess whether or not they require help. Just give them the opportunity to talk and show what they want. When it comes to the social-emotional domain, pupils have different levels of acceptance and use of emotions depending on the situation; some are ready, and some are not, sometimes depending on the environment and how they were taught to deal with different situations in life. It is difficult for a teacher to force a child to do something they should do if they don't want to do it or it is not in the child's best interest to do it. We will give them time when they will be ready.

This is consistent with the work of Chatzipanteli and Adamakis (2022), which points out that early education programs facilitate children's learning of empathy, cooperation, and positive social behaviors through activities like group work, collaborative play, and exercise.

Table 18

Respondents Perception on Learning Outcome as the following domain be described as to Receptive Language Domain

Indicators	**The child**	**Mean**	**SD**	**Interpretation**
1. demonstrates understanding of age-appropriate vocabulary		4.29	.647	D
2. follows verbal instructions accurately		4.31	.603	D
3. responds appropriately to questions and commands		4.25	.560	D
4. shows comprehension of stories and discussions		4.23	.676	D
5. understands and interprets nonverbal communication cues		4.21	.668	D
Overall		**4.26**	**.635**	**D**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the respondents perception on learning outcomes as to receptive language domain is developed. The child's listening and following of instructions is a significant accomplishment because nowadays, children are easily distracted. Therefore, teachers are creating and thinking of ways to easily capture the children's attention and develop their receptive skills. Through play, their receptive language can be quickly developed, playing while learning, where the child doesn't realize that while he is playing, his communication and listening skills are gradually developing. Children understood age-appropriate vocabulary and were able to follow verbal instructions accurately. Students could appropriately respond to questions and commands, show understanding of stories and discussions, and understand and interpret nonverbal cues from others.

These findings are in accordance with Finders et al. (2023, had explain classroom language should be first language of a child for understanding and better learning during early childhood.

Table 19

Respondents' Perception Learning Outcome as the following domain be described as as to Expressive Language Domain

Indicators **The child**	**Mean**	**SD**	**Interpretation**
1. uses age-appropriate vocabulary to communicate needs and ideas	4.35	.561	D
2. forms clear and complete sentences when speaking	4.20	.647	D
3. engages in meaningful conversations with peers and teachers	4.34	.558	D
4. expresses thoughts and feelings using appropriate language	4.36	.582	D
5. demonstrates storytelling and descriptive language skills	4.27	.640	D
Overall	**4.30**	**.598**	**D**

Legend: 1.0-1.49-Not at all (NA); 1.50-2.49-Slightly Developed (SD); 2.50-3.49-Moderately Developed (MD); 3.50-4.49-Developed (D);4.50-5.00-Highly Developed (HD)

The table shows that the respondents perception on learning outcomes as to expressive language domain is developed. In a Kindergarten classroom that promotes socialization, we allow children to express their thoughts and feelings. But children are different, we respect that, there are children who are expressive and there are also shy types, as teachers, what we do is help children who need to develop their skills especially expression of themselves. Children used developmentally appropriate vocabulary to express their needs and ideas and were able to speak in clear and complete sentences. The pupils were meaningfully involved in conversations with their peers and teachers, expressing their thoughts and feelings in language appropriate to the matter while demonstrating some skills in storytelling and description.

In ECE, bilingual or multilingual education seems to enhance linguistic skills and cultural comprehension. In turn, this helps nurture an equitable learning environment (Hossain, 2023).

Table 20. *Teacher Early Childhood Development Checklist Pre-Assessment Result*

Developed Level	***Gross motor***	***Fine motor***	***Self-help***	***Cognitive***	***Socio-Emotional***	***Receptive Language***	***Expressive Language***
Significant delay in overall development	*11*	*18*	*238*	*13*	*83*	*4*	*9*
	1.12	*1.83*	*24.19*	*1.32*	*8.43*	*0.41*	*0.91*
Slight delay in overall development	*53*	*47*	*263*	*68*	*111*	*56*	*397*
	5.39	*4.78*	*26.73*	*6.91*	*11.28*	*5.69*	*40.35*
Average development	*920*	*916*	*481*	*871*	*789*	*924*	*578*
	93.50	*93.09*	*48.88*	*88.52*	*80.18*	*93.90*	*58.74*
Slightly advanced development	*0*	*3*	*2*	*32*	*1*	*0*	*0*
	0.00	*0.30*	*0.20*	*3.25*	*0.10*	*0.00*	*0.00*

The table shows results conducted by teachers in Cluster 2 Division of Laguna on their pupils using the early childhood development checklist, which is done twice a year, pre- and post-assessment. This pre-assessment, done by the teachers, shows the seven domains of early childhood development. The results, some children experienced a slight delay in overall development, and significant delays in overall development. The result shows that the percentage is high in the self-help and socio-emotional domain. This domain includes self-care activities and socialization that children sometimes cannot do because they are already dependent on their parents, and they were not trained and taught at home.

The Division of Laguna implemented what we call Individual Monitoring Tool.This is used as a monitoring tool for pupils who fall into significant delay and slight delay categories,it is monitored for 3-6 months.This monitoring tool includes the interventions that the teacher will implement to help the children develop the skills that he or she is not yet able to perform.

Table 21

Significant relationship between the perceived implementation level of Early Childhood Education and Learning Engagement

Early Childhood Education	**Learning Engagement**		
Components	**Social**	**Behavior**	**Cognitive**
Curriculum	**.**588**	.672**	.646**
Instruction	**.**550**	.548**	.551**
Assessment	**.**469**	.471**	.440**
Learning Resources	.639**	.622**	.551**
Learning Space	.627**	.580**	.605**
Monitoring and Evaluation	.600**	.580**	.519**
Professional Development	**.**588**	.534**	.510**

.35 to .35-weak to none

.35 to .65 or -.35 to -.65-moderate

.65 to 1 or -.65 to -1 -strong

**. Correlation is significant at the 0.01 level (2 tailed).

The investigation indicates a meaningful and positive relationship between the expected degrees of implementation of Early Childhood Education with many parameters of learner performance, such as social, behavior, and cognitive development. This, therefore, calls attention to the importance of efficient early childhood education practices in early childhood learning paths. The curriculum, on the other hand, presents a moderately positive correlation with social behavior, strongly positive with learner performance, and moderate high positive with cognitive development. This does indeed concur with the view that a good, organized curriculum stands at the foundation of a child's all-around development, having in mind homicide not only intellectual cognition but also social and emotional enrichment (Mikhail, 2013).

Assessment provides teachers and parents about children’s development showing moderate positive correlations for social, behavior, learner performance. Conducting natural observations recording data, collecting portfolios giving module for activities can be use for evaluating children’s performance.

Instruction also plays an important role in showing moderate positive correlations for social, behavior, learner performance, and cognitive development. Good teaching practices through play-based learning and by employing different instructional strategies help keep children's attention and immersion in the subject (Kanwal et al., 2024).

The study further indicated other elements, such as learning resources and learning spaces, that contribute significantly to learner outcome. Learning resources have shown a very high positive correlation with social, behavior, moderately strong with learner performance, and moderate with cognitive development. Quality, developmentally appropriate materials significantly enhance and engage children's learning experiences (Murkatik, Harapan, and Wardiah, 2020). Similar well-being and excellent design for learning spaces encourage positive social interaction, collaborative work, and exploration, all of which are extremely vital for early childhood (Huang & Lajoie, 2023).

Monitoring and Evaluation tracks the growth and development, identifying areas for improvement, showing moderate positive correlations for social, behavior and cognitive engagement. Anecdotal records, portfolios and observation to helps identify areas for improvement.

Professional Development enhances skills, knowledge and expertise to improve teaching practices, showing moderate positive correlations for social, behavior and cognitive engagement, teachers enrich the capabilities for the benefit of the pupils. Accordingly, focusing on student outcomes plays a significant role in enhancing teachers’ teaching knowledge and skills (Prenger et al., 2017).

Table 22

Significant relationship between the perceived implementation level of Early Childhood Education and Learning Outcomes

Early Childhood Education Components	**Learning Outcome**						
	Gross motor	**Fine motor**	**Self help**	**Cognitive**	**Social emotional**	**Receptive**	**Expressive**
Curriculum	.527**	.439**	.490**	.453**	.477**	.410**	.411**
Instruction	.507**	.460**	.503**	.488**	.521**	.436**	.388**
Assessment	.333**	.285**	.434**	.485**	.411**	.367**	.299**
Learning Resources							
Learning Space	.541**	.538**	.523**	.522**	.600**	.476**	.394**
Monitoring and Evaluation	.543**	.525**	.487**	.499**	.561**	.497**	.474**
Professional Development	.524**	.534**	.480**	.545**	.621**	.558**	.480**
	.450**	.423**	.434**	.493**	.563**	.466**	.363**

35 to .35-weak to none

.35 to .65 or -.35 to -.65-moderate

.65 to 1 or -.65 to -1 -strong

**. Correlation is significant at the 0.01 level (2-tailed).

There seems to be a strong positive relationship between the perceived level of implementation of Early Childhood Education (ECE) components and learning outcomes in numerous developmental areas. This means that the quality of ECE would have tremendous importance to a child's holistic growth. To be more specific, the curriculum showed a few moderate positive correlations with all learning outcomes, such as gross motor, fine motor, self-help, cognitive, social-emotional, receptive, and expressive. These demonstrate the importance of an adequately defined curriculum in instilling children's foundational skills and knowledge across all developmental arenas. Weiland et al. (2021) refer to this as the importance of a well-rounded curriculum concerning a child's overall intellectual, social, and emotional development. Moderately positive correlation coefficients on the other learning outcomes in instruction were also with social-emotional skills. Good instructional practices and a supportive learning environment are key to a child's development across all domains, including ones related to self-expression and understanding of others (Woodcock et al., 2022).

Learning resources and learning space also go a long way in producing outcomes that are outcome determinants. Learning resources as a whole are reasonably to moderately positively related to learning outcomes, with social-emotional skills sharing almost the strongest correlation. The right, appealing, and age-appropriate learning materials can make learning experiences and contribute to children's social and emotional development (Murkatik, Harapan, and Wardiah, 2020). A well-designed learning environment promotes collaboration, communication, and exploration, which are critical to the child's development (Lehrl, Evangelou, and Sammons, 2020; Osher et al., 2021; Vilchez et al., 2021). Monitoring and evaluation, on the other hand, were measured to have a moderate to highly positive correlation with the first cohort, with an even higher one for social-emotional skills , thus proving that monitoring and evaluation practice would be essential for children's social and emotional development. Monteiro et al. (2021) considered it an important factor creating a positive environment where learning is facilitated based on proper instructional practices to improve behavioral engagement in children as well as social skills.

Table 23

Management observed strategies related to learner engagement

	Learning Engagement		
Early Childhood Education Components	**Social**	**Behavior**	**Cognitive**
Competency-based	.692**	.635**	.662**
Skilled based	.582**	.613**	.573**

.35 to .35-weak to none

.35 to .65 or -.35 to -.65-moderate

.65 to 1 or -.65 to -1 -strong

**. Correlation is significant at the 0.01 level (2-tailed).

Data reveals an assessment of the positive correlation of management strategies with learner performance early in childhood education. Competency-based management strategies tend to show a strong positive correlation with social behavior, learner performance, and cognitive development. Similarly, skill-based management strategies indicate a positive correlation but a little less pronounced for social behavior, learner performance, and cognitive development. The pattern aligns with the prevailing discourse in educational research concerning the necessity of structured and effective management methodologies for early childhood programs. Janssens et al. (2023) support the utilization of competency frameworks on the premise that they define in structured ways the processes of early learning and monitoring of children's individual developmental progress as opposed to comparisons with the benchmarks. Skill-based management mirrors theories underscoring dynamic participation and activity-based learning principles which develop motor skills, language, and cognitive functions for young children Zamiri and Esmaeili (2024). The use of competency and skill-based strategies merged, probably in integrated form, will provide an all-round management approach for the early childhood education sector tapping both the particular competence acquisition and general skills development.

Table 24

Management observed strategies related to learning outcomes.

	Learning Outcome						
Management Strategies	**Gross motor**	**Fine motor**	**Self help**	**Cognitive**	**Social emotional**	**Receptive**	**Expressive**
Competency-based	.588**	.585**	.537**	.519**	.567**	.553**	.519**
Skilled-based	.558**	.538**	.474**	.431**	.579**	.395**	.402**

.35 to .35-weak to none

.35 to .65 or -.35 to -.65-moderate

.65 to 1 or -.65 to -1 -strong

**. Correlation is significant at the 0.01 level (2-tailed).

Approaches to management strategies in relation to learning outcomes analysis reflected moderate positive associations across the developmental domains for both competency- and skill-based approaches. In terms of the competency-based strategies, the following domains show moderate correlations: gross motor; fine motor; self-help; cognition, social-emotional, receptive; and expressive. Also, skill-based strategies also reflected moderate positive correlations with gross motor, fine motor, and self-help domains, with a stronger correlation associated with the social-emotional outcome and moderate correlations associated with cognition, receptive language, and expressive language. This suggests that both management strategies positively influence the learning outcomes of children in early childhood education. In contrast to the skill-based strategy, which (Hosokawa et al., 2024) contended places

emphasis on structured learning and progressive skill development, the competency-based strategy constitutes the active participation and experiential learning advocated by Kong (2021). The greater alignment of skill-based strategies with social-emotional outcomes further attests to the importance of experiential and interactive strategies in the development of social and emotional wellbeing, as earlier indicated by Culduz (2023). Successful early childhood education management may require an integration of both strategies to address the wide variability in learning outcomes effectively.

Conclusion

1. It is found that there is a significant relationship between early learning engagement and the level of teacher respondents when it comes to early childhood education. Thus, the null hypothesis posited in the study is not supported.

2. There is a significant relationship between the perception on management strategies and learning engagement; thus, the null is not sustained.

Recommendations

Given the study's significance, further recommendations may be made for improving early childhood education practices:

1. The study proposes that the school administrators may make resources available for ECE programs, as well as may provide developmentally appropriate instructional materials in safe and inclusive learning spaces.

2. Workshops and seminars may be held to encourage parental participation. Parents may be informed on the value of early childhood education and how they may assist their children's learning at home. To completely develop pupils' learning engagement, follow-up at home and feedback from both teachers and parents are required.

3. The curriculum maker or author may analyze its effectiveness before modifying it due to changes in the one who develops or purposes it. The curriculum may be continuously assessed and upgraded to guarantee its relevance in the context of young children's developmental requirements.

4. Next researcher may correlate the variables being used in the study with bigger in scope.

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