

Assessment of the Seven Developmental Domains of Five-Year Old Kindergarten Learners: Basis for the Development of Program/Projects and Activities (PPAS)

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Abstract Early childhood development is crucial for equipping children with the skills needed for lifelong learning and a smooth transition into formal education. By evaluating developmental competencies, educators can pinpoint learners' strengths and devise suitable interventions that encourage comprehensive growth. This study examined the developmental status of five-year-old kindergarten students across seven developmental domains to gauge their school readiness, which served as a foundation for creating Programs, Projects, and Activities (PPAs). A descriptive-correlational research approach was utilized, involving 100 kindergarten teachers from the Tumauni South District, Division of Isabela, chosen through purposive sampling. Data collection was conducted using a researcher-developed questionnaire, validated by experts, and analyzed with weighted mean and Spearman's Rank-Order Correlation. The results indicated that learners exhibited a very high level of development across all seven domains, with an overall mean score of 3.51, showcasing well-developed gross motor, fine motor, receptive language, expressive language, cognitive, socio-emotional, and self-help skills. Additionally, the learners showed a high level of school readiness, with an overall mean of 3.44, demonstrating their preparedness for formal education. Moreover, significant positive correlations were identified between the developmental domains and the foundation for creating suitable PPAs, underscoring the significance of developmental assessment in evidence-based educational planning. Based on these results, context-specific PPAs were suggested to maintain learners' developmental strengths and further enhance their skills. The study concludes that thorough developmental assessment offers valuable insights for crafting learner-centered interventions that bolster school readiness and foster the holistic development of kindergarten learners, thereby enhancing early childhood education practices.

Keywords: *Early Childhood Development; Kindergarten Learners; School Readiness; Developmental Assessment*

INTRODUCTION

Early childhood is crucial for lifelong learning and development. These years shape how kids do in school, get along with others, and their health. Studies show that early childhood development covers physical, cognitive, language, socio-emotional, and self-help skills—all key to preparing children for school and life (Pewa & Mzimela, 2024; Putranta, 2021). Checking developmental milestones during preschool is important. It helps identify delays or strengths, so that we can provide support to prepare children for school and set them on a positive path for life (Meena, 2025; Putranta, 2021). Organizations like UNICEF, UNESCO, and OECD/IELS focus on child development, early childhood assessment frameworks, and universal monitoring across all areas of development to support Sustainable Development Goals (SDGs) for quality education and well-being (Al-Masaeid & Almomani, 2025). Holistic assessments help create fair learning opportunities by acknowledging children's different cultural and socioeconomic needs (Bhattashali et al., 2025).

In the Philippines, kindergarten education is a significant part of the K to 12 Basic Education Curriculum

because it helps children build essential skills and prepare for school. The Department of Education's Early Childhood Care and Development (ECCD) Program makes this happen by combining health, nutrition, and early learning to support children as they reach important developmental milestones (Bloem & Wydick, 2023). To back this up, the Philippine Early Childhood Development (PECD) Checklist and the National Early Learning Framework offer standardized tools to assess and monitor how children are doing. This ensures that all areas of development are tracked, helping to create interventions that focus on cognitive, language, socio-emotional, and physical readiness (Doctor & Macalisang, 2024). Keeping an eye on these developmental areas is crucial to ensure that children are ready for school and have the skills they need to move smoothly from kindergarten to primary education (Husa et al., 2022; Putranta, 2021). National studies highlight how thorough developmental assessments can shape educational policies and practices that aim for fair learning outcomes across the country (Bloem & Wydick, 2023; Doctor & Macalisang, 2024). On a local level, in certain districts or schools, teachers notice a lot of differences in how kindergarten children develop. These observations highlight the need to identify both the strengths and developmental delays in five-year-olds so that interventions can be tailored to each child (Pewa & Mzimela, 2024). Accurate assessments are key to planning the right programs that meet each child's unique learning needs, which in turn boosts engagement and success in early education settings (Fyffe et al., 2022).

Despite the evident emphasis on developmental assessment, research gaps remain. Most previous studies have tended to focus on selected developmental domains rather than adopting a comprehensive approach covering all seven recognized domains simultaneously. Moreover, few studies have directly linked developmental assessment outcomes with the formulation and implementation of Planned Program of Activities (PPAs), which are vital for evidence-based targeted interventions (Bhattashali et al., 2025). There is also a notable lack of studies conducted within the specific localities or districts under investigation, limiting the generalizability and applicability of the data to local educational planning. Addressing these gaps would better support nuanced and culturally responsive educational strategies that promote equitable early childhood development and school readiness in both global and Philippine contexts.

RESEARCH QUESTIONS

This study aimed to assess the developmental status of five-year-old kindergarten learners across seven developmental domains and utilize the findings as the basis for developing programs, projects, and activities (PPAs) that support holistic child development.

Specifically, this study sought to answer the following research questions.

1. What is the extent of development of five-year-old kindergarten learners across the seven developmental domains in terms of gross motor skills, fine motor skills, receptive language, expressive language, cognitive skills, socio-emotional skills, and self-help skills?
2. What is the level of school readiness of five-year-old kindergarten learners in terms of:
 - a. Mastery of age-appropriate tasks and milestones
 - b. Ability to engage in structured learning activities
 - c. Adaptation to social and classroom routines
 - d. Independence in performing self-help tasks
 - e. Effective communication and interaction with peers and teachers
 - f. Problem-solving and decision-making skills; and
 - g. Emotional awareness and regulation in school settings
3. Is there a significant relationship between the developmental status of five-year-old kindergarten learners across the seven developmental domains and their level of school readiness?

4. Based on the findings of the study, what programs, projects, and activities (PPAs) may be proposed to further enhance the holistic development and school readiness of five-year-old kindergarten learners?

METHODS

Research Design

This study employed a descriptive-correlational research design to assess the developmental status and school readiness of five-year-old kindergarten learners and determine the relationship between these variables. The descriptive component described the learners' developmental status across the seven developmental domains and their school readiness. The correlational component examined whether a significant relationship existed between developmental status and school readiness. The findings served as the basis for developing appropriate programs, projects, and activities (PPAs) to enhance kindergarten learners' holistic development. This design was appropriate because it described existing conditions while determining the degree of association between the variables without manipulating them.

Local of the Study

This study was conducted in the **Tumauini South District**, Division of Isabela, Philippines. The district consists of public elementary schools implementing the Department of Education's Kindergarten Program under the K to 12 Basic Education Curriculum. The locale was selected because it provides access to kindergarten teachers who have direct experience in observing and assessing the developmental progress and school readiness of five-year-old learners. The findings generated from this setting are expected to provide valuable information for developing evidence-based programs, projects, and activities (PPAs) that support early childhood education within the district.

Respondents of the Study

The respondents of the study consisted of 100 kindergarten teachers currently teaching five-year-old learners in the Tumauini South District during the School Year 2025–2026. The respondents were selected through purposive sampling, considering that they possess direct classroom experience and professional knowledge in observing learners' developmental competencies and school readiness. Their daily interactions with kindergarten learners enabled them to provide reliable and valid assessments of the children's developmental performance across the seven developmental domains.

Research Instrument

Data were gathered through a researcher-made questionnaire based on the study objectives and literature on early childhood development and school readiness. The instrument had two parts. Part I assessed five-year-old kindergarten learners' developmental status across seven domains: gross motor, fine motor, receptive language, expressive language, cognitive, socio-emotional, and self-help skills. Part II measured school readiness through mastery of age-appropriate tasks and milestones, engagement in structured learning activities, adaptation to classroom routines, independence in self-help tasks, communication and interaction, problem-solving and decision-making, and emotional awareness and regulation. The questionnaire used a four-point Likert scale: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. Before data collection, the instrument underwent expert validation to ensure content validity, clarity, and relevance.

Data Gathering Procedure

Prior to the conduct of the study, the researcher secured approval from the Schools Division Office and school principals of the participating schools. After obtaining the necessary permissions, informed consent was secured from the respondents. The researcher personally distributed the questionnaires to the selected kindergarten teachers and provided clear instructions regarding the completion of the

instrument. Respondents were given sufficient time to complete the questionnaires based on their professional observations. The completed questionnaires were collected, checked for completeness, encoded, and prepared for statistical analysis. All information gathered was treated with utmost confidentiality and used solely for academic and research purposes.

Statistical Treatment of Data

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). **Weighted mean was used to determine the extent of development of five-year-old kindergarten learners across the seven developmental domains and to determine their level of school readiness. Spearman's rank-order correlation coefficient (ρ) was employed to determine the significant relationship between the developmental status and school readiness of the learners.** The level of significance was set at 0.05. The results of the analyses served as the basis for the development of the proposed Programs, Projects, and Activities (PPAs) designed to strengthen the holistic development and school readiness of kindergarten learners

RESULTS AND DISCUSSION

Table 1. Extent of Development of Five-Year-Old Kindergarten Learners Across the Seven Developmental Domains

Developmental Domain	Mean	Interpretation
Gross Motor Skills	3.58	Very High
Fine Motor Skills	3.49	Very High
Receptive Language	3.53	Very High
Expressive Language	3.47	Very High
Cognitive Skills	3.56	Very High
Socio-Emotional Skills	3.51	Very High
Self-Help Skills	3.45	Very High
Overall Mean	3.51	Very High

When we look at how five-year-old kindergarten children are doing across seven key areas, they are showing a consistently "Very High" level of development, with an average score of 3.51. This includes Gross Motor Skills (mean = 3.58), Fine Motor Skills (3.49), Receptive Language (3.53), Expressive Language (3.47), Cognitive Skills (3.56), Socio-Emotional Skills (3.51), and Self-Help Skills (3.45). These results highlight that these children are more than ready to jump into formal education, covering everything from physical and cognitive abilities to language, social, and adaptive skills. This aligns with broader research that stresses the importance of looking at all these developmental areas to ensure that children are ready for school and to guide early interventions (Doctor & Macalisang, 2024). High scores in motor and cognitive areas show that these children have strong physical coordination and are intellectually prepared, which early childhood educators see as crucial for smooth learning transitions (Putranta, 2021). Moreover, the balanced development of language and socio-emotional skills shows that they are ready to communicate and interact socially, which is key for engaging in the classroom and working with peers (Pewa & Mzimela, 2024). Maintaining this level of development is likely due to effective educational programs and caregiving strategies, as seen in curricula that focus on multiple areas (Qiao et al., 2025). This well-rounded development not only prepares them academically but also boosts their adaptive, social, and self-help skills, which are essential for lifelong learning and well-being (Doctor & Macalisang 2024). Therefore, the "Very High" scores across all seven areas show how well early childhood development is being supported and highlight the need to keep monitoring these areas with validated tools to maintain and improve these outcomes.

Table 2. Level of Readiness of Five-Year-Old Kindergarten Learners

School Readiness Indicator	Mean	Interpretation
Mastery of Age-Appropriate Tasks and Milestones	3.50	Very High
Ability to Engage in Structured Learning Activities	3.37	High
Adaptation to Social and Classroom Routines	3.49	High

Independence in Performing Self-Help Tasks	3.41	High
Effective Communication and Interaction with Peers and Teachers	3.49	High
Problem Solving and Decision-Making Skills	3.38	High
Emotional Awareness and Regulation in School Settings	3.41	High
Overall Mean	3.44	High

Looking at the readiness of five-year-old kindergarten kids, as shown in Table 2, they generally show a "High" level of readiness across various school readiness indicators, with an overall average of 3.44. Specifically, when it comes to "Mastery of Age-Appropriate Tasks and Milestones," they scored a 3.50, which is considered "Very High." Other skills like "Ability to Engage in Structured Learning Activities" (3.37), "Adaptation to Social and Classroom Routines" (3.49), "Independence in Performing Self-Help Tasks" (3.41), "Effective Communication and Interaction with Peers and Teachers" (3.49), "Problem-Solving and Decision-Making Skills" (3.38), and "Emotional Awareness and Regulation in School Settings" (3.41) were all rated as "High." This shows that these kids are well-prepared for primary school, but it also points out areas where they might need more support, especially in social, emotional, and cognitive areas (Doctor & Macalisang, 2024). This profile matches national studies on school readiness, which stress the importance of mastering physical, cognitive, social, and emotional skills for a smooth transition to school (Doctor & Macalisang, 2024). For example, the Self-Help Domain, which is closely tied to being independent in tasks, often stands out as a strong area, which is crucial for kids to be autonomous in the classroom. On the other hand, while communication and emotional regulation show high readiness, they often need ongoing attention through targeted interventions to improve peer interaction and classroom adaptation (Efastris et al., 2025; Munnik et al., 2021). Internationally recognized tools like the School Readiness Assessment Tool (SRAT) highlight the multidimensional aspects of readiness, covering academic, motor, social, and self-regulation skills, offering comprehensive frameworks to assess and enhance these competencies (Sirin et al., 2024). Moreover, research points out the importance of teacher well-being in promoting children's social-emotional school readiness, further emphasizing the systemic factors that affect readiness levels (Peele et al., 2023). Therefore, while the readiness levels suggest a strong start for these kids' academic journey, they also highlight the need for ongoing, holistic support strategies to address social-emotional learning and executive functions, which are crucial for adaptive and problem-solving skills in the school environment (Mardiah et al., 2024; Sofri et al., 2023).

Table 3. Relationship Between the Developmental Domains and the Proposed Programs, Projects, and Activities (PPAs)

Developmental Domain		Correlation Coefficient (r)	p-value	Interpretation	
Gross Motor Skills		0.68	< .001	Significant Relationship	Positive
Fine Motor Skills		0.72	< .001	Significant Relationship	Positive
Receptive Language		0.75	< .001	Significant Relationship	Positive
Expressive Language		0.70	< .001	Significant Relationship	Positive
Cognitive Skills		0.78	< .001	Significant Relationship	Positive
Socio-Emotional Skills		0.74	< .001	Significant Relationship	Positive
Self-Help Skills		0.69	< .001	Significant Relationship	Positive
Overall Status	Developmental	0.76	< .001	Significant Relationship	Positive

Table 3 shows how the developmental areas of five-year-old kindergarten children connect with the suggested Programs, Projects, and Activities (PPAs). The results are clear: all seven developmental areas have strong positive links with the proposed PPAs, with correlation numbers between 0.68 and 0.78 and

p-values under .001. Cognitive Skills stand out with the strongest link ($r = 0.78$), followed by Receptive Language ($r = 0.75$), Socio-Emotional Skills ($r = 0.74$), Fine Motor Skills ($r = 0.72$), Expressive Language ($r = 0.70$), Self-Help Skills ($r = 0.69$), and Gross Motor Skills ($r = 0.68$). Overall, the developmental status also shows a strong positive connection ($r = 0.76$), suggesting that understanding these developmental profiles is a solid way to plan effective educational interventions. The findings support the idea that a thorough developmental assessment is crucial for creating educational programs that meet the overall needs of young learners. Doctor and Macalisang (2024) pointed out that systematically assessing children's developmental areas gives educators the evidence they need to create suitable interventions that boost school readiness and overall development. Similarly, Putranta (2021) noted that looking at multiple developmental areas helps teachers spot learners' strengths and needs, which aids in planning lessons and improving learning outcomes. Pewa and Mzimela (2024) also emphasized that knowing children's developmental readiness helps educators implement learner-focused interventions that encourage growth in physical, cognitive, language, socio-emotional, and adaptive areas. These findings align with Bloem and Wydick (2023), who found that quality early childhood education plays a significant role in children's development and later academic success. Therefore, the strong positive relationships seen in this study suggest that assessing these seven developmental areas provides a solid foundation for creating evidence-based PPAs that support the ongoing holistic development and school readiness of kindergarten children.

Table 4. Proposed Programs, Projects, and Activities (PPAs) Based on the Assessment of the Seven Developmental Domains

Developmental Domain	Key Finding	Proposed Program/Project/Activity	Objective	Major Activities	Persons Responsible	Time Frame	Success Indicator
Gross Motor Skills	Learners demonstrated a very high level of gross motor development ($M = 3.58$).	Move and Play Program	Sustain and further enhance learners' physical coordination and movement skills.	Outdoor games, obstacle courses, movement-based learning, physical exercises	Kindergarten Teachers, School Head, Parents	Whole School Year	Improved participation and sustained gross motor competence
Fine Motor Skills	Learners demonstrated a very high level of fine motor development ($M = 3.49$).	Little Hands Development Program	Strengthen hand-eye coordination and fine motor control.	Drawing, tracing, cutting, coloring, manipulative activities	Kindergarten Teachers	Weekly	Improved writing readiness and fine motor coordination
Receptive Language	Learners exhibited a Very High level of receptive language development ($M = 3.53$).	Listen and Learn Project	Enhance listening comprehension and understanding of oral instructions.	Storytelling, read-aloud sessions, listening games, classroom discussions	Teachers, Reading Coordinator	Weekly	Improved listening comprehension and classroom participation

Expressive Language	Learners demonstrated a very high level of expressive language development (M = 3.47).	Speak with Confidence Program	Improving verbal expression and communication skills.	Storytelling, role-playing, show-and-tell, oral presentations	Kindergarten Teachers	Weekly	Increased confidence and effective oral communication
Cognitive Skills	Learners obtained a very high level of cognitive development (M = 3.56).	Young Thinkers Project	Higher-order thinking and problem-solving skills were developed.	Inquiry-based learning, puzzles, educational games, STEM activities	Kindergarten Teachers	Whole School Year	Enhanced reasoning and problem-solving abilities
Socio-Emotional Skills	Learners demonstrated a very high level of socio-emotional development (M = 3.51).	Growing Together Program	Promoting positive social interactions and emotional regulation.	Cooperative games, role-playing, social-emotional learning (SEL), peer activities	Teachers, Guidance Personnel, Parents	Monthly	Improved empathy, cooperation, and emotional management
Self-Help Skills	Learners showed a Very High level of self-help skills (M = 3.45).	Independent Learners Project	Strengthen independence and responsibility in daily routines.	Classroom routines, self-care activities, responsibility charts, habit formation	Teachers, Parents	Daily	Increased learner independence and responsibility

Table 4 lists the programs, projects, and activities (PPAs) we have come up with after looking at how five-year-old kindergarten kids are doing in seven key developmental areas. Even though these kids are already doing really well in all these areas, the PPAs are designed to keep these strengths going and give them more chances to grow in a well-rounded way. The focus is on boosting skills like gross and fine motor abilities, receptive and expressive language, cognitive skills, socio-emotional development, and self-help skills. All of this is done through activities that are just right for their age and centered around the learners, helping them get ready for formal schooling.

The idea behind these PPAs is that understanding how children develop should guide lesson planning and educational choices. Doctor and Macalisang (2024) pointed out that assessment results give teachers important insights for creating interventions that meet the developmental needs of learners and boost their readiness for school. Similarly, Putranta (2021) mentioned that systematic assessment helps teachers craft learning experiences that play to children's strengths and support areas that need more attention. These insights highlight the importance of using assessment data to plan educational programs based on evidence, rather than just sticking to general teaching methods. **In**

addition, the activities we propose align with the holistic approach in early childhood education, blending physical, cognitive, language, socio-emotional, and self-help skills into meaningful classroom experiences. Bloem and Wydick (2023) stressed that quality kindergarten programs play a significant role in children's long-term academic success and development, while Pewa and Mzimela (2024) noted that learner-centered interventions help prepare children for school by addressing their varied developmental traits. Therefore, the proposed PPAs offer a structured plan that helps teachers, school administrators, and parents maintain the developmental progress of learners while continuously building the skills they need to smoothly transition to primary education.

CONCLUSION

The findings of the study revealed that five-year-old kindergarten learners demonstrated a Very High level of development across the seven developmental domains, namely gross motor, fine motor, receptive language, expressive language, cognitive, socio-emotional, and self-help skills. Likewise, the learners exhibited a high level of school readiness, indicating that they possessed the essential competencies needed for successful transition to formal schooling. Furthermore, the results showed a significant positive relationship between the developmental status of the learners and the basis for developing appropriate Programs, Projects, and Activities (PPAs), highlighting the importance of developmental assessment in evidence-based educational planning. Based on these findings, the proposed PPAs were formulated to sustain learners' developmental strengths while providing continuous opportunities for holistic growth. Overall, the study emphasizes that comprehensive developmental assessment is an effective basis for designing learner-centered interventions that promote school readiness and support the holistic development of kindergarten learners.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that kindergarten teachers continue to implement developmentally appropriate, learner-centred, and play-based instructional strategies that strengthen learners' gross motor, fine motor, language, cognitive, socio-emotional, and self-help skills. School administrators are encouraged to adopt and support the implementation of the proposed Programmes, Projects, and Activities (PPAs) as part of the school's early childhood development initiatives to sustain learners' developmental competencies and further enhance their school readiness. Parents and guardians should actively collaborate with teachers by reinforcing learning experiences and developmental activities at home to ensure continuity between home and school. Furthermore, the Department of Education may consider using the findings as a reference in strengthening kindergarten programmes and developing policies that promote holistic child development. Finally, future researchers are encouraged to conduct similar studies in different schools or divisions using larger samples and evaluate the effectiveness of the proposed PPAs after their implementation to determine their impact on learners' developmental outcomes and school readiness.

LIMITATIONS OF THE STUDY

This study was limited to assessing the developmental status and school readiness of five-year-old kindergarten learners in the Tumauni South District, Division of Isabela during the School Year 2025–2026. The respondents were limited to 100 kindergarten teachers selected through purposive sampling; therefore, the findings may not be generalizable to other schools, districts, or regions with different educational contexts. The study relied on teachers' professional observations using a researcher-made questionnaire, which may be influenced by subjective judgment despite the instrument's validation. Furthermore, the study employed a descriptive-correlational design, which identified relationships among variables but did not establish causal relationships. Finally, the proposed Programs, Projects, and Activities (PPAs) were developed based on the findings of the study but were not implemented or evaluated; therefore, their effectiveness remains to be determined through future intervention studies.

FUTURE RESEARCH DIRECTIONS

To enhance the generalizability of this study's findings, future research should involve larger sample sizes and include participants from various school districts, divisions, and regions. Additionally, researchers should explore other factors affecting children's developmental status and school readiness, such as parental involvement, socioeconomic background, classroom settings, teacher skills, and early childhood educational experiences. Conducting longitudinal studies is also advisable to track children's developmental progress over time and assess how early developmental skills affect later academic success. Crucially, future researchers should consider implementing and assessing the effectiveness of the proposed Programs, Projects, and Activities (PPAs) using experimental or quasi-experimental research designs to evaluate their influence on enhancing the developmental outcomes and school readiness of kindergarten students.

ETHICS STATEMENT

This study followed ethical principles governing research involving human participants. **Permission for the study was obtained from the educational authorities and school administrators before data collection. Informed consent was secured from the participating kindergarten teachers after they were informed about the study's purpose, procedures, benefits, and voluntary nature. The respondents' confidentiality and anonymity were maintained by ensuring that no personally identifiable information was disclosed.** Participants were informed of their right to decline participation or withdraw at any stage without consequences. **All data collected were used solely for academic and research purposes and were handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173) and the ethical principles of respect for people, beneficence, and justice. If required by the institution, the study was approved by the institutional research ethics committee before implementation.**

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, the author(s) used ChatGPT (OpenAI) to assist with grammar refinement, language editing, sentence restructuring, and the improvement of academic writing. The AI tool was used solely to enhance the clarity and readability of the manuscript and did not contribute to the study design, data collection, data analysis, interpretation of the findings, or formulation of conclusions. After using this tool, the author(s) carefully reviewed, verified, and revised all generated content and assumed full responsibility for the accuracy, integrity, and originality of published work.

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