

Developing Socio-Emotional Domain of Kindergarten Pupils Using Aesthetic/Creative Activities

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Abstract

The study focused on the status of the development of the socio-emotional domain of kindergarten pupils using aesthetic / creative activities. A mixed qualitative and quantitative study with pre-evaluation and post-evaluation design was employed in this study conducted in Vegaflor Elementary School, Lopez East District in the DepEd Division of Quezon that involved 22 kindergarten pupils' and their parents with the head teacher and a psychologist. This study revealed that majority of the respondents were primarily males with two (2) siblings. The pupils' socio-emotional development increased from pre-test after the implementation of the aesthetic/creative activities in the post test using the pupils' actual scores. Their socio-emotional skills development were primarily *always observed* by the parents, head teacher, and psychologist. There was a significant difference in the pre and post evaluation scores of the pupils in the implementation of aesthetic/creative activities; while there was no significant difference in socio-emotional skills development of the kindergarten pupils as observed by parents; head teacher; and psychologist. The kindergarten pupils became active learners in their socio-emotional learning domain with the use of the aesthetic/creative activities, hence a policy proposal based on this study is needed to be centered in sustaining the significant effect of aesthetic/creative activities and help pupils demonstrate their socio-emotional development skills. On the basis of the conclusions, it is recommended that schools may utilize this study's output, the proposed policy for the implementation of the aesthetic/creative activities for the socio-emotional development of the kindergarten pupils.

Keywords: Kindergarten, Socio-emotional Development, Aesthetic/Creative Activities, Policy Proposal

Introduction

Kindergarten pupils' socio-emotional development serves as the basis for learning and acquisition in other domains. However, it is challenged by developmental variables in its nurturing by the techniques, strategies, and interventions of teachers and parents to accomplish the desired and holistic kindergarten learner. The new generation of learners, which includes early kindergarten pupils, that have altered and made their learning methods varied are now missing the benefits of being in the company of other children while also being unable to bear their own easily shifting emotions.

It is critical for teachers to understand their students' socio-emotional characteristics in early childhood and at other levels in order to identify further their learning needs, strengths, and weaknesses (Mendelson, 2015), and for teachers to understand the sequences in which children acquire specific concepts, skills, and abilities in order to plan intentionally for optimum development and learning beginning with the social and emotional dimensions (Neighwood, 2011).

It is understood that kindergarten serves as a bridge between early childhood education and elementary

school, as well as a basis for the development of social and intellectual skills. It is also the time at which their self-esteem, worldview, and moral underpinnings are built, and their mind's absorptive ability for learning is at its peak. As such, kindergarten instructors must understand who they are, what their position is, and what their program's goals are to be able to facilitate the cognitive, physical, emotional and social development of the kindergarten learners.

In the Philippines, the Department of Education (DepEd) considers kindergarten to be the transition stage from informal to formal literacy (Grades 1–12), recognizing that age five (5) is within the key years in which good experiences must always be developed to ensure school preparedness. As a result, Republic Act 10157, or "The Kindergarten Education Act," was passed, which was backed by DepEd Order No. 32, s. 2012, also known as the "Implementing Rules and Regulations of the Republic Act." No. 10157," which made Kindergarten both compulsory and necessary for admission into basic education. Section 2 of this Act states that all five (5)-year-old children must be provided with equal opportunity for Kindergarten Education in order to successfully support their physical, social, emotional, and intellectual development, as well as value formation, so that they are ready for school (K-12 Kindergarten Curriculum

Guide, 2016).

Furthermore, it institutionalizes Kindergarten Education programs such as inclusive kindergarten education for the gifted, the disabled, the Muslim, and the indigenous learners; and the catch-up program for children in particularly difficult circumstances taught in the most preferred medium of instruction and best instructional support with kindergarten summer program and bridging programs.

Thus, these are the reasons why the department and administration continue to look for ways to enhance the learning processes of learners from an early age, all via the efforts of classroom instructors who attend trainings and seminars to refine their enabling abilities in the areas of kindergarten learning in which social and emotional dimensions are part (Luisa, 2014).

Similarly, it states that everyone involved in the child's development should be guided to facilitate young learners' explorations in an engaging, creative, and child-centered curriculum that is developmentally appropriate and immerses them in meaningful experiences with aesthetic and creative activities. These activities lead to their becoming emergent literates and assist children in organically acquiring the competences required for holistic development. They can grasp the world by investigating their surroundings since they are encouraged to create and explore. This gradually leads to their becoming risk takers, ready to manage formal academics with confidence, to interact with other youngsters, and to step beyond of their comfort zone in creative activities free of personal constraints.

Teachers in Region IV-A thought that the children need to be fostered in a decent and loving environment that promotes healthy and trustworthy individual qualities, as well as interactions with other children and more significant people to monitor the behavior as frequently as feasible (Villaverde, 2013). Every child's learning and development entail a series of complicated and dynamic processes that are best addressed in a more positive and responsive manner. A child must be encouraged to aim above one's own level of achievements and conduct, which frequently causes the child to be constantly creative and love their learning task, as well as to exercise newly learned competencies whose values and traits are core. Every child is a thinking, moving, feeling, and interactive human being capable of actively participating in one's own learning and development in the context of one's family and community, including cultural and religious beliefs that mold characteristics rooted in

social and emotional development.

These issues, on the other hand, are mitigated when students are allowed to express themselves via creative activities such as sketching, gaming, play, and other expressive techniques. Thus, more than a teacher's teaching abilities, the socio-emotional development of children is dependent on the teacher's ability to engage students in learning activities through creative activities and facilitation; thus, the teacher must have a personality that one can easily be attracted to and involved with, as well as engaging activities, to always see the desired behavior (Gregory, 2014). The instructor may even begin by asking simple questions to engage pupils in classroom discussion, assigning and grading assignments or engaging them in conversations.

Pupils in the Quezon Division, particularly in the Lopez District, are viewed as dynamic and socially and emotionally charged youngsters who can be controlled by a teacher who can manage authority and a democratic approach with learner's flexibility to work on creative things that they like. One pupil can be seen readily relating to the problems and sentiments of those around them as they expressed themselves, and as a consequence, learners were able to govern themselves while demonstrating empathy, inhibition, self-control, self-confidence, and support for others. On the other side, some learners have excessive needs attention and guidance since developmental pace vary in each.

In a nutshell, the researcher, as a Kindergarten teacher, would want to assist Kindergarten instructors and parents by measuring the socio-emotional qualities of kindergarten learners, which impact other domains. This is for the above-mentioned parties to have a formal foundation to determine if the kindergarten learners are meeting the end-goal of attending the blocks of time set by the instructors. Another rationale for focusing this study article on the socio-emotional domain of learning is to guarantee that the skills are satisfied and, if not, to give intervention that will assist teachers and parents in impacting their learners' academic progress.

Research Questions

This study aimed to develop the socio-emotional domain of the kindergarten pupils using aesthetic/creative activities. Specifically, it sought to answer the following questions:

1. Is there a significant difference on the pupils' pre and post evaluation scores in the implementation of

aesthetic/creative activities?

2. What significant difference exists in the socio-emotional skills development of the kindergarten pupils as observed by parents, head teachers, and psychologist?

3. What are the significant effects of the aesthetic/creative activities to the socio-emotional domain of pupils?

Literature Review

Kindergarten Pupils' Profile

In recent years, the number of female newborns recorded in the Philippine Statistics has outnumbered the number of male livebirths in the CALABARZON, which is in Region IV-A. In 2019, more boys (871,750, or 52.1 percent) were born than females (802,173, or 47.9%), resulting in a 109 males per 100 females sex ratio at birth (Mapa, 2021). However, the yearly report in 2019 from the National Center for Education Statistics (NCES) revealed that Asian children's outcomes were not significantly different from those of Black children (87 percent). With such statistics, black children had a greater enrolment rate among 5-year-olds than children of two or more races (87 vs. 84 percent). In 2019, enrolment rates for 3- to 4-year-olds (49 percent each for boys and girls) and 5-year-olds did not differ significantly by gender (86 percent each for males and females). However, the 2021 enrollment revealed that 3.4 million kindergarten students were enrolled in 2020, with female enrolment outnumbering male enrollment in some nations.

Among the learners, it was noticed that on average, boys and girls differ in ways that correspond to traditional gender stereotypes, and that these differences impact how the sexes interact at school and in class. Physical habits, social interaction styles, academic motives, actions, and choices are among the variations. Boys are physically more active than females, but they are also more restless when forced to sit for lengthy periods of time. When guys are irritated, they are also more likely than girls to resort to physical aggression. When it comes to socializing, guys are more likely to congregate in big groups. Boys' social groupings tend to take up a lot of space, whether on the playground, in a school corridor, or on the street, and frequently contain a lot of roughhousing as well as structured and "semi-organized" competitive activities or sports. Girls, on average, are more driven to do well in school than males, at least in elementary school. By the time they enter high school, however, some females may strive to minimize their intellectual

abilities in order to appeal to both sexes (Seifert & Sutton, 2012). All these are reflective of the varying characteristics of learners in relation to their emotional and social status.

The resource dilution concept was examined by Bagger et al. (2013), who said that family contains a variety of resources such as parental time spent with children, cultural possibilities, intellectual stimulation, and even human capital. That if all of these things are supplied to the children, their growth and learning will be at their best, but that if these resources are not provided, the children and their families would be severely disadvantaged.

UNICEF (2021) also emphasized the need of each country focusing on meeting the educational requirements of children whose parents are unable to meet owing to unsustainable sources of income. The fact that students and pupils in various grade levels suffer from family disadvantage was brought up during the conversation, as individuals who are born into a large family but have a poor income cannot provide their children with their basic necessities and hence end up living in poverty. If not treated, these youngsters have the greatest likelihood of becoming a community issue. The number of children in a family should be limited based on the parents' and relatives' ability to nurture, lead, provide for, and protect its members.

Conducting Pre-Evaluation and Post Evaluation of Activities

The conventional learning system has evolved into a more scientific technique that employs a variety of tactics and approaches, as well as activities that are all coordinated. This makes use of pre- and post-assessment of learning to determine the efficacy of an activity, program, project, or anything else related to learning. Under the umbrella of school programs, these give numerical ways to determine the compatibility of educational objectives with educational processes and suitable instructional instruments. All, on the other hand, can be exposed to pre- and post-evaluation. Brophy (2020) stated in his presentation that well-done pre- and post-testing can give significant data for teachers. The procedure begins with the administration of a test of the information and/or abilities to be taught/refined at the commencement of a sequence of training with these. The procedure continues with the administration of the same exam at the conclusion of a series of lessons and concludes with a comparison of the student's test scores or performance at these two points in time. The purpose of pre- and post-testing,

according to the discussion, is to identify the degree to which students have learnt the topic or skill area of interest. The difference in student performance between two points in time can be used to indicate student learning. The amount (minutes, days) and quality of instruction between the two periods in time in which the tools are mostly or often generated by the teachers themselves that must be verified determines how much learning may be quantified. However, the majority of the scenarios evaluated reveal that post-testing produces much better outcomes than pre-testing. Students' or pupils' conduct frequently changes as a result of new tactics or changes in the environment.

Similarly, Kuehn (2021) said in their review that students are expected to answer fewer questions on the pre-test or evaluation, but students are expected to answer more questions on the post-test. This demonstrates the efficacy of the materials or technique employed. The extremely weak kids in the class are recognized, as are the strongest, as are the topics that the students already know and do not know, have not learned and have learned, so that the instructional intervention may be done alongside the previously taken instructions.

Characteristics of Kindergarten Pupils along the Socio-Emotional Domains

It is the teacher's responsibility to create the classroom tone, but it is the parents' responsibility to support that tone by recognizing their children's unique traits. According to NJDE – New Jersey (2011), a teacher who is comfortable, pleasant, and talks gently is more likely to elicit the same responses from students as their parents. Positive reinforcement is preferable to concentrating on misbehavior. Specific actions should be noted and commented on by the parent and instructor, who should reply with encouragement rather than praise. These students would want to discuss a topic relevant to their families, themselves, their bodies, infants, pets, school, and nature in order to understand new values. Parents and instructors may offer encouragement or praise to students at this time.

In addition, kindergarteners gain proficiency in physical abilities such as balance and eye-hand coordination at home, which they bring to school. As seen by home play and routine duties, many kindergarteners first struggle with fine motor activities such as writing, drawing, and precision cutting. Painting, working with clay, creating with blocks, stringing beads, zipping, buttoning, using scissors, and pouring juice at snack time are all activities that help

five and six-year-olds. They're also improving their gross motor abilities, and by the end of kindergarten, they can skip, jump, and climb with ease, according to the NCES Blog (2015).

Similarly, kindergarten students are still developing left-to-right visual tracking skills, which cause them to adapt to the objects around them at home and apply these skills at school, causing them to focus on one word at a time when reading (Ritchie & Gutman, 2014); they frequently need to use a pointer or their finger to keep their place. They continue to struggle with copying from the board. Teachers can aid by accepting these reversals without remark rather than correcting kids when they reverse letters and numerals (either switching locations, as in writing, or drawing the letters themselves backwards). The students are ready for an introduction to manuscript printing; they can't keep inside lines, and spacing letters, numerals, and words is difficult; using a finger as a separator helps.

In addition, kindergarten exhibit more flexibility in their thinking than younger children, as well as more progress in reasoning and problem solving (NAEYC 2009), which is why parents are curious. When concepts are given in circumstances that are important to them, they are more likely to remember them. As a result, while active, experience-based learning is beneficial to people of all ages, it is especially important at this stage of development. Thus, interest centers or work areas should be clearly defined to achieve this type of learning. It is important to structure the centers so that activities don't conflict with one another. Needed to be considered when planning activity areas are the following: if feasible, the art area is located near the sink to facilitate cleanup. Loud and quiet places (i.e., blocks away from the reading area.) are separated; zones are located, and furnishings arranged to allow for simple visual surveillance.

At the kindergarten age, students are sometimes too lazy to understand what is going on around them and are only interested in the play benefits, but they gradually become aware of the good and bad things that have to do with nature and the things around them, while being explorative at first due to curiosity and inventiveness. Pupils should conduct companion reading at this age, with peers assisting each other through known texts. There should be short chapter books read to them. Theme stories may be written for them with turn into books, their reading knowledge strengthened by learning predictable books (books with few words, a lot of repetition, and a lot of

pictures); phonics learned in small groups with children of similar skill levels; signs, posters, and charts identifying familiar objects in the area are read and labeled.

In addition, pupils can label paintings with beginning consonants or vowels to represent one aspect in the drawing; and narrate stories using only one or two words and a single drawing. When it comes to spelling, it should primarily be pre-phonemic or early-phonemic, which means beginning to use initial consonants and occasionally stringing those initial letters together in sentences like ISTBFL, which stands for I see the butterfly, I am writing themes, family trips, fairy tales, tales of good and evil, stories about pets, stories about themselves, and stories about best friends.

When handwriting, students employ a three-finger pencil grip; they tend to write only uppercase letters; and as their mastery of spelling improves, they utilize irregular spacing between sentences. They also began conversing in order to be accepted by their peers and to attract attention. By speaking, writing, or drawing, each kid contributes a work time concept. They organize ahead of time and get right to work; youngsters are free to walk about during the work hour.

Teachers, on the other hand, must foster children's trust, security, and social development through warmth, caring, and responsiveness to individual children's interests and feelings; teachers recognize that academic learning occurs in a social context; and teachers use space and materials, encouragement for socio-dramatic play, cooperative work experiences, problem-solving activities, conversations, and group discussions as ongoing opportunities, according to parents. Instructors emphasize children's prosocial behaviors while actively supporting self-regulation and learning; and teachers construct schedules, activities, and classroom space to enhance good conduct and social connections.

In a broader sense, the kindergarten pupils enjoy helping others, cooperating, following rules, and being good; seek adult approval; requires routines, as well as consistent rules and discipline; respond well to clear and simple expectations; are reliant on authority, but have difficulty seeing things from another's perspective; require verbal permission from adults; will ask, "Can I?" before doing something; exhibits animistic traits (inanimate objects have life and movement); prefer to learn via play and self-action; and do not yet think rationally.

Because children are pushing limits more frequently in kindergarten, severe discipline may be disastrous; they react better to regular reminders and redirection; and teachers' use of frequent questioning and redirection works better. At this age, students are expected to control their own emotions and actions, such as adhering to limits and expectations, and taking care of their own needs while forming and maintaining strong peer connections and making friends. Similarly, during the initial months of kindergarten, the pedagogical focus is on developing a habit of functioning within a group as a constructive participant. Learning this pattern provides the kid a set of group work abilities such as autonomous decision making, independent problem solving, and responsible group membership conduct, according to Mahatmya et al. (2012).

These abilities are applied to other big or small group or individual learning environments, laying the groundwork for future education. As a result, Hamre and Pianta (2010) emphasize the need of giving each kid time to develop and practice.

However, there are some pattern routines that can be used to fit many of the learning situations provided in a typical kindergarten day, such as choosing a job and working appropriately at it, working for a reasonable amount of time, cleaning up when work is finished, and choosing another job and going to work.

Also, creating routines, rules, and expectations begins on the first day of school, and the materials teachers have on hand will have an impact on their ability to teach these components. They may start by putting out toys that are familiar and easy to clean up. They may then gradually introduce new materials and/or work areas and their use the teacher believes the children display comprehension of proper classroom behaviors; and they employ shorter blocks of time for the components of the day at first. Transitioning from one job to the next will take some time. Time for redoing or changing practice and a quick evaluation must be allowed. After the whole-group review, a tale may be read and a few songs sang before returning the children to their work.

According to Park and Islam (2016), a kindergarten student needs lots of physical activity, including free play. They have better control of running, jumping, and other large movements but are still awkward with writing, handcrafts, and other small movements. They pace themselves well, resting before they become exhausted; and frequently fall out of chair sideways. The pupils require a lot of vigorous outdoor and indoor physical activities, where planned play may sound

good coupled with relaxed free play because their attention isn't always concentrated and they fatigue easily, demanding shorter work periods than when they were five. Pupils are excessively active and show off on a physical level. They like demonstrating traveling skills, balancing skills, and manipulating items in their environment with their hands, writing, and sketching.

In addition, the room's physical layout should allow youngsters to see and move freely through all sections. Equipment and supplies should be easily available, properly labeled, and in a specific position so that children know where to acquire them and where to put them away. All kindergarten classes will feature the following sections (labeled): Home (yellow), Art (red), Toys (green), Games (blue), Blocks (green). Other areas may be added, such as Reading/Library (purple) and Writing (blue) (orange). To encourage discovery and creativity, materials and activities should be varied and open-ended. Items that represent the group's cultural variety should be provided.

New experiences should be introduced throughout the year by changing equipment and materials. There must be enough supplies to accommodate all of the youngsters.

Furthermore, kindergartens' language and vocabulary skills differ greatly (Wu, et al., 2010). Kindergartens can often respond to open-ended inquiries, speak in somewhat complex phrases, repeat stories or communicate facts about an experience or event, and engage effectively in conversations. Their vocabularies are rapidly expanding, yet they continue to make inaccurate generalizations and grammatical blunders when speaking.

Similarly, kindergarten pupils like copying and repeating activities. They frequently see just one way to accomplish things and they are cognitively restricted by their senses. They are not equipped to appreciate abstract ideas like fairness. They also learn best through repetition because they enjoy repeating stories, poems, songs, and games, sometimes with minor variations; they enjoy similar math and science tasks; they require predictable daily schedules; and some become stuck in repetitive behavior (i.e., endless rainbows and flowers) for fear of making a mistake when trying something new. The pupils earn the most by actively exploring physical items like as blocks, manipulatives, paint, arts and crafts, sand, and water. They are seldom able to perceive things from another's perspective; and they think aloud; for example, they will exclaim, "I'm going to move the truck!" (Tough,

2012).

Additionally, kindergarten students like colors and express their creativity in a variety of ways, including painting, singing, dancing, playing, pretending, role playing, acting, and reciting, among others. The kindergarten's creativity is unpredictably unexpected, and all that is required is encouragement in allowing them to progressively choose their own craft. They also print less neatly and with more reversals than earlier in the year, grip pencils tightly; placing pencil grips on their pencils encourages relaxation, and reverse letters and numbers with increasing frequency; and may find reading and writing activities extremely frustrating if they are not closely related to their interests. Children operate on their own initiative by selecting things and individuals with whom to work, and they are free to develop activities and creatively employ items (Stone et al, 2015).

As a result, kindergarten students are encouraged to be literal, using and understanding terms in their most fundamental or common sense: for example, "We're late—we've got to fly!" They express themselves in few words; "play" and "good" are favorites; they seldom talk about school events at home, communicate fantasies more by actions than words than at four; and think aloud—that is, they talk their ideas.

Kindergarten pupils also count and sort, build sets, do simple addition and subtraction with actual materials, create graphs, practice writing numbers, solve simple equations, and continue their hands-on investigation of size, shape, length, and volume at this age. Kindergarten pupils are interested and motivated, adaptable and eager to solve challenges while competing or playing cooperatively in the classroom. They can compare, quantify, and demonstrate patterns by classifying and connecting events.

According to Wigfield and Cambria (2010), classroom arrangement should reflect the requirements of the five-year-old and a best-practice teaching style. The classroom is built up to accommodate big groups, small groups, and individuals. The space is set up so that children may choose their own materials, organize their own activities, and work independently.

Similarly, these students still use language to initiate action (I'm going to pet the dog); they need many avenues to express what they know, such as building with blocks, painting, working with clay, and more; they need time to try their own ways of doing things, even if they don't work; and they crave constant validation of their initiative (McClelland, 2011).

Furthermore, according to Tawnya (2017), aesthetics, or a set of values connected to nature and the love of beauty, should be introduced into early childhood development. Young children will understand the link and value of music, visual arts, and pretend play in their schooling as a result of this. It will aid in the development of proper interpersonal skills and motivation. Teachers have to nurture aesthetic development in their pupils via carefully prepared activities, investigation, and the use of manipulatives.

Similarly, Evans claims that aesthetic activities aid youngsters in their exploration of the environment through trial and error. Children who participate in artistic or aesthetic activities are continually exposed to a learning curve that promotes resilience, critical thinking, observation, problem-solving, appreciation, interpersonal skills, and self-expression. Children who create art are continually examining and providing positive comments on the work of other children, allowing for interaction and understanding of other styles and points of view. It also provides more possibilities for self-expression than any other activity, allowing children to demonstrate their ability and be acknowledged for their accomplishments at home and at school, boosting their confidence and self-esteem in social situations. It also fosters relationships and allows for the development of skills.

Children also learn to share, communicate with others, be responsible for cleanliness, and put items away while they work together in the aesthetic area. These are significant and favorable improvements in social learning. Children may also be able to convey experiences that they are unable to explain via creative art. They may exaggerate things that are significant to them by drawing drawings out of proportion. When teacher's praise children's creativity, they are assisting them in feeling valued as individuals, so increasing their self-esteem. Different aesthetic activities also allow youngsters to investigate materials and how they interact with one another. They develop a passion for creative movement as a means of self-expression (Munday, 2017).

Children can also gain crucial skills by listening to and playing music, singing a song, and dancing. Music's patterns and rhythms help with spatial understanding. Rhymes and repetitions improve memory and promote language and literacy development. Exploration of music may help teach children about culture and history. Through chances for self-expression, aesthetic activities boost self-esteem and confidence. Allows for creativity and imagination in the creation of art via the use of various mediums and materials.

Furthermore, cultural beliefs integrated into art or aesthetic activities often create an openness to consciously and intentionally exploring socio-emotional development in ways that are not as accessible in other subject areas create an openness to consciously and intentionally explore socio-emotional development in ways that are not as accessible in other subject areas. Art education processes provide a wealth of opportunities for social-emotional learning, whether the link is between specific art practices and socio-emotional competencies in the interpersonal domain of self-management and self-discipline, the interpersonal domain of social and relationship skill, or the domain of self-expression and identity. However, it also indicated that aesthetic activities in arts education do not always contribute to healthy socio-emotional development. Negative experiences in the art education process might teach harmful social-emotional lessons if they are not productively addressed by arts instructors. Students who have a terrible experience in a live presentation may develop more acute anxiety concerning interpersonal or other communications, rather than acquiring grit or exercising endurance.

Without the supporting culture that arts instructors strive to build, pupils whose artwork is misinterpreted may develop a lower feeling of self-worth rather than a more integrated identity.

Thus, adequate support from the instructor is required in all activities put out—art, music, dance/movement, creative role plays, and literature—to develop a child's creative and aesthetic side. The youngsters are allowed to express their innermost feelings or personal opinions through them (Learning Street Education Centre, 2021).

Characteristics of Kindergarten Pupils along the Domains of Early Childhood Development as Perceived by Teachers

Kindergarten is a bridge between early childhood education and elementary school, as well as a basis for the development of social and intellectual skills (National Association for the Education of Young Children - NAEYC, 2011). Kindergarten instructors must understand who they are, what their position is, and what their program's objectives are. Furthermore, it is acceptable to anticipate kindergarten to be about fun learning and meaningful play, as well as intellectual socialization and social academics.

Parents and teachers alike think that youngsters actively develop their understanding of the world via

constant contact with their surroundings. Kindergarteners are eager to discover ideas, seek for patterns and correlations, and create generalizations. They learn best when given adequate opportunity to investigate, practice, apply, and expand the concepts offered in the classroom. Children learn through spontaneous activities, play, well prepared resources, and guided experiences.

Furthermore, they feel that the kindergarten program should be centered on the kids. Each kid brings to the classroom their own set of experiences, expectations, emotions, attitudes, and talents. Acceptance, understanding, and nurturing of each child's unique features is critical. They think that the kindergarten setting should encourage experimentation, exploration, discovery, challenge, and interaction (NAEYC, 2011). In this most essential school experience, the kindergarten kid should be surrounded by an atmosphere of understanding, care, and compassion. Kindergarten should also provide a secure, supportive atmosphere that fosters good self-esteem and assists children in developing and maintaining the skills and attitudes required for personal achievement. One of the key goals of the kindergarten year is to foster autonomous, self-assured learners who enjoy the excitement and challenge of learning throughout their school careers and life.

Likewise, the kindergarten pupils are expected to be accepting guidance and limits, asking for help, communicating needs and wants, controlling feelings of frustration, copying or writing own name, disposing of bodily wastes, following paradigms basic health and safety rules, following classroom routines, following different rules/routines, and following simple classroom rules, giving name, age, and gender, listening to gather information, recognize colors, and isolation of prints, and resolves conflicts, sees a simple task through to completion, remains on an adult-directed task for 10 minutes or more, attends to toileting needs, understands and follows directions, and uses comprehensible speech in interaction or socializing (NAEYC, 2011).

With this, the Department of Education highlights the need of considering and observing developmental domains in kindergarten education in the K to 12 Basic Education Curriculum. According to Hughes et al. (2011), the developmental domain relates to certain characteristics of child growth and change. These are illustrated as ellipses to demonstrate connection in children's holistic development. Learning expectations establish the contents of each developmental domain.

The first domain is the Socio-Emotional Development (Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamahay). Children are supposed to acquire emotional skills, fundamental conceptions about herself/himself, how to connect successfully with others in his/her local surroundings, display knowledge of one's social identity, and embrace cultural variety within the school, community, and other people (Hughes, et al., 2011; Department of Education, 2012).

Second domain is Values Development (Kagandahang Asal) in which children are required to demonstrate good attitudes, self-concept, respect, care for self and others, acceptable behavior in varied situations and settings, and love of God, nation, and fellowmen (Department of Education, 2012; Brophy et al.).

Third is the domain of Physical Health and Motor Development (Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor). In this domain, children are required to acquire both fine and gross motor abilities in order to be efficient and effective movers when participating in healthy physical and health activities (Abbot et al., 2014). They are also required to learn about good health practices and to become more aware of the significance of safety and how to avoid risk at home, school, and in public areas (DepEd, 2012).

In the fourth domain which is Aesthetic/Creative Development (Sining), children are intended to develop their aesthetic sense and creative expression via drawing, painting, and manipulating activities in. Aesthetic development entails the appreciation and pursuit of beauty in art, music, and movement, as well as the creation of possibilities for the creative expression of emotions, thoughts, sentiments, and ideas (Diosanta, 2015; DepEd, 2012).

In the fifth domain that is Mathematics, children are expected to understand and demonstrate knowledge, thinking skills, and insights into mathematical patterns, concepts of numbers, length, capacity, mass, and time using concrete objects or materials, and to apply these meaningfully in their daily experiences (Burchinal, 2012). Children are given a variety of manipulative tasks to help them see mathematical linkages and interconnections and to enable them to engage with mathematical ideas and concepts in a flexible manner (DepEd, 2012).

Sixth domain is Awareness of the Physical and Natural Surroundings. Here, students are expected to display a fundamental understanding of principles relevant to living and nonliving objects, including weather, and to use this knowledge in classifying items in his/her

environment. According to DepEd (2012) and Stipek (2010), they are also expected to acquire the necessary skills and maintain their natural curiosity in their immediate environment through exploration, discovery, observation, and relating their everyday experiences using their senses (touch, sight, smell, taste, and hearing).

Finally, in Language, Literacy, and Communication domain, children are given chances for early literacy development in order to express themselves via language in their mother tongue or first language. Children are expected to improve their communication abilities in their native language. They are also encouraged to acquire more favorable attitudes toward reading and writing, as well as to see themselves as good language users and learners (DepEd, 2012; ECCD, 2011).

These are the developmental domains in kindergarten so that students can spirally acclimatize to Grade 1 topics in Araling Panlipunan, Edukasyon sa Pagpapakatao, Music, Arts, Physical Education and Health (MAPEH), Mathematics, Filipino and Mother Tongue. (Laksamana, 2011).

Furthermore, emotional support provided by instructors to children, according to Jacobs and Crowley (2014), offers a firm basis for building the motivation and cognitive abilities necessary for favorable long-term academic success.

Relationships between teachers and children that are of high quality promote social development. Self-control, emotional management, getting along with classmates, and love of school are all indicators of social adjustment in school settings.

It is critical for a young child's development to form and maintain interactions with adults and other children. According to research, children who do not learn basic social skills and are neglected or rejected by their classmates are more likely to have subsequent consequences such as school dropout, criminality, and mental health difficulties (Dusenbery et al., 2014). In general, incoming kindergartens differ in their capacity to self-regulate by consciously managing their emotions, behaviors, and thoughts (Tomlinson in Copple & Bredekamp, 2010). It is critical for their teachers to reduce causes of dissatisfaction, overstimulation, and stress in the surroundings that may be too much for young children.

Significant Difference in the Belief of Parents and Teachers

Most of the time, parents and teachers agree on the traits displayed by students in school. According to Price and Mitchell (2011), when parents are told by teachers about the traits of their children at school, they agree with what the instructors observe. Teachers have therefore succeeded in working with parents on how to adapt education in their classrooms since parents provide adequate support on the children's flaws and deficiencies.

Copple et al.(2012), on the other hand, highlighted that some parents are not on good terms with the instructors and frequently disagree with the diverse points of view they have. Teachers claim that kids in their classrooms are not who their parents describe them to be. The compassion, respect, and stillness displayed by the students at home contrast sharply with what they represent at school. According to Andrade (2012), this occurs because the suppressed qualities that the pupils have in their home are displayed in school, which serves as an avenue of expression. Parents then complain about why their children perform or behave poorly since their perception of their children differs from what the students demonstrate in school.

As a result, parents and instructors frequently fail to reach an agreement and fail to intervene with the situation. Some kids, on the other hand, have a tendency to perform differently in every scenario, becoming both reliant and autonomous, making them unpredictable. Teachers find it quite difficult to organize the learning process in the most beneficial way for the students. They must consider each pupil's parent, community, and school traits.

Aesthetic/Creative Activities for Kindergarten Pupils

It is not only necessary for toddlers to be able to convey social-emotional learning visually or via movement, music, and speech, but it can also be a lot of fun (Munday, 2017). It was added to the page that instructors must always offer dedicated creative areas in their classrooms that inspire children to activate their imaginations, develop their lifelong curiosity, and express themselves. These sorts of experiences can aid in the development of meaningful connections in their growing minds as they move, touch, manipulate, and experiment with various materials.

Preschool creative expression exercises are an excellent approach to foster imagination and curiosity. Children should be given a variety of materials to work with (thread, paper plates, Popsicle sticks,

construction paper, etc.), allowing them to make innovative projects using the materials they pick rather than anything pre-selected for them. This sort of exercise allows youngsters to investigate materials and how they interact with one another while also allowing them to develop a story about what they have produced. Everyone should have access to a free sketching space; they should be able to play and move like animals in their schools or activities, let them sing and dance, and build different instruments. The Singapore Ministry of Education (2013) described esthetics as "the passion and pursuit of beauty as found in art, music, and movement," and it "creates opportunity for the creative expression of emotions and ideas." Art, in which children experiment with colors, lines, shapes, and textures as they explore how to express themselves creatively through different art media and techniques; music, in which children explore dynamics, rhythm, pitch, and tempo as they listen to a variety of music, sing songs of different genres, and play musical instruments are some examples of activities in the learning area of aesthetics and creative expression.

Children express their ideas and feelings about the music they hear and the songs they sing by talking about it, dramatizing it, or through drawing, painting, and movement; and creative movement, in which children explore movement and space as they dramatize the songs and rhymes, sing, or move freely with their bodies in response to the music they hear. Art, music, and movement promote the whole development of the child, including cognitive, physical, social-emotional, and creative domains. Children are inspired to share ideas from their imagination, thoughts, and feelings as they listen and respond via creative expression and movement. As a result, youngsters should be given a variety of opportunities.

Educational Policy/Programs for Kindergarten Pupils along the Socio-Emotional Domains of ECD

Intervention programs are collections of activities designed to assist students/pupils with varying levels of performance and individual characteristics in reaching or exceeding the intended or mandated criteria. As a result, intervention varies depending on the requirements of each student.

All of their traits must be assessed holistically. Kindergarten students are colored with various qualities that distinguish them as individuals in the classroom and in learning environments. In general, they focus on a specific learning activity for extended

periods of time, especially if the activity is of personal interest, they listen with attention for brief periods, they persevere at tasks with adult support, they demonstrate social competences that will help the child become involved in collaborative learning activities, and they recall and carry out simple directions, according to Gregory (2014).

Furthermore, kindergarten pupils are said to require assistance from educated people or adults, who act as facilitators of learning. According to Guthrie et al. (2012), with adult support, pupils plan their own participation in concrete, short-term play-and-learning activities, apply familiar behaviors in new situations, and begin to make and follow multi-step plans for completing tasks; with adult support, identifies and tries out different strategies to solve academic and social problems and employs specific techniques to manage personal emotional response to challenging learning circumstances; and be able to resume to learning activities following frustration or dissatisfaction

Thus, it must include the essential characteristics required for the pupils during class interaction, such as he or she is sitting crisscross at the right place, waiting quietly for the teacher to begin, listening and paying attention to the teacher, raising hand to answer, waiting to respond, reading, singing, or counting with everyone, and waiting to be excused.

Kindergarten learns the steps on what to do next, is ready to take a turn, knows what to bring from home, and tries letter sounds, extending words, punctuation, new words, and counting when listening to acquire information. When students follow fundamental classroom rules, they sit comfortably in their chairs, observe and listen to the teacher, respond when the teacher asks for an answer, and keep their hands to themselves. When attempting to learn and follow instructions, kids move to a different location on the carpet, stand in a circle, or sit on chairs as ordered; they listen, stretch, and write the word, then show the teacher. They also turns to a specified age and follows the steps in the instruction, then tips-toes back to the seat upon request. To comply with the teacher's suggestion, they go to a new activity when requested, and sits with hands to self.

According to Viennet and Pont (2017), the Organization for Economic Cooperation and Development, educational policy creation and execution are complicated, dynamic processes that include many stakeholders and can end in failure if not adequately targeted. In fact, a variety of factors can

prevent effective implementation, including a failure to focus on implementation processes when defining policies at the system level; a failure to recognize that the core of change processes requires engaging people; and the fact that implementation processes must be revised to adapt to new complex governance systems. It is consequently critical to comprehend it, define its causes, and investigate methods to make it more transparent and successful. Furthermore, education policy implementation must be seen in its larger context rather than just the formal implementation process.

Education policy implementation is a purposeful and multidirectional change process aimed at putting a specific policy into practice and which may affect an education system. Implementation is purposeful in the sense that the process is intended to change education in accordance with some policy objectives; it is multidirectional in the sense that it can be influenced in both directions, and it is contextualized in the sense that institutions and social shocks and trends – i.e. in culture, demographics, politics, and economics – influence the education system and the manner in which policies are developed and implemented in the education sector. To reach schools, it must have a wise policy design, comprehensive stakeholder participation, a favorable institutional policy and societal framework, and a cohesive implementation approach.

A policy may be proposed to be able to implement aesthetic activities for kindergarten. To be able to do so, observation and documenting of children participating in art, music, and movement activities may be done as these would allow the teacher to build and verbalize impressions of what children are interested in, track their growth, and ensure that each child's needs are satisfied. Working collaboratively on a mural; listening attentively to music; talking about what has been heard as part of a class discussion; illustrating or writing about what has been heard; listening to the responses of others; moving to music; singing a favorite song; playing an instrument; sharing ideas; and selecting and organizing instruments are some of the contexts in which children may be observed working in groups or individually. Children may be attentive to the specifics of the activity, request repeat, or have sustained engagement and interest as a result of these, although few others may be the reverse. Pupils will have a random expression of learning towards social and emotional growth in every activity that differs every teaching day with aesthetic/creative activities.

In Nikkola, Reunamo, and Ruoken's (2020) review and study, it was indicated that creative thinking abilities and children's social orientations were associated. The study's findings revealed that creative/aesthetic ability had statistically significant relationships with participatory and ambiguous responses. The strongest relationships were found between imagination scores and the number of participatory responses ($r = .357$, $p = .0005$, $N = 234$). This suggests that children's capacity to play in highly imaginative roles associated to imagination interacted favorably with children's open and changeable methods of reacting to circumstances, emotions, and feelings related to participation.

Methodology

Research Design

This study utilized a mixed-method research design combining the qualitative and quantitative approaches. Mixed-method combines the characteristics of all studies that give a thorough view of the study both for explaining the phenomena observed and for quantifying the results in different variables (Creswell & Plano-Clark, 2011). Thus, it is deemed the most fitted design in the current study for it provided evidences of different nature that contribute to an in-depth understanding of the specific problems. It also utilized a nonrandomized control group pretest-posttest design that is viewed effective (Dimitrov & Rumrill, 2003) because it deals with intact groups and thus does not disrupt the existing research setting. This reduces the reactive effects of the experimental procedure and, therefore, improves the external validity of the design.

In this study, quantitative approach was suited to have identified the relevant demographic profiles of the kindergarten pupils as to sex and number of siblings; found out the socio-emotional skills of the pupils from the observation of the parent, teachers, and psychologist; computed the significant difference in the pre- and post-evaluation of the students' socio-emotional domains; and established the significant difference in the observations made by the respondents of the pupils. The qualitative approach was found appropriate in determining the significant effects of the aesthetic/creative activities to the socio-emotional skills. The pretest/posttest design was assumed effective in finding out the pre- and post-evaluation development status of the kindergarten pupils in the implementation of the aesthetic/creative activities. Generally, these design and methods are suited in the

creation of a policy for either small or big scales in the educational sector.

Research Locale

This research study was conducted in Lopez East District, Lopez, Quezon. Lopez Municipality is classified as a first class municipality located in the southern part of Quezon with almost 95,167 total number of population based on the 2015 census. It belongs to the fourth congressional district and is composed of 95 barangays with a total area of 137.21 sq. mi. Lopez East District is one of the two districts in Lopez, Quezon where it is composed of 31 elementary schools which offer kindergarten. One of the elementary schools where the study was conducted is Vegaflor Elementary School with seven teachers, one school head, and 22 kindergarten pupils.

The above-mentioned locale of the study was chosen because pupils in the school have shown low socio-emotional skills as observed by the teachers. As such, the result of this study would be deemed more meaningful and helpful since the researcher herself teaches in Vegaflor Elementary School. In addition to the aforementioned reason in choosing the locale of the study is its accessibility which is fitted for a small-scale improvement in a mixed method study.

Research Population and Sample

This study utilized the whole population of the kindergarten pupils to whom the aesthetic creative activities were applied. No sampling technique was used since the whole population was taken purposively due to the small number of kindergarten pupils.

In summary, this research involved the 22 kindergarten pupils' guardians/parents, one head teacher in the school, one psychologist and one kindergarten teacher.

Research Instrument

This research study utilized a researcher-made instrument which was validated by one of the pioneers of Kindergarten Regular Teacher in the Division of Quezon. The suggestions and comments were considered and accepted; thus, the instrument was edited after receiving the copy of the questionnaire given to the validators.

The first part of the instrument dealt with identifying the profile the respondents as to sex, and number of

siblings.

The second part covered the identification of the socio-emotional skills development level of the kindergarten pupils as observed by the parents, the school head, and by the psychologist in the form of pretest and posttest. It further employed a Four-point Likert Scale to rate and describe the level of socio-emotional skills development along the 30 item-statements which were answered by the parents, the head teacher, and the psychologist as follows: 4 – Fully Observed; 3 – Always Observed; 2– Sometimes Observed; 2 and 1 – Least Observed.

The third part of the instrument was taken from the reflective journal of the teacher who conducted the observation during or while implementing the aesthetic creative activities to the kindergarten pupils. Along with this was the open-ended question (written) about the observations after the implementation of the aesthetic-creative activities to the kindergarten pupils.

Data Gathering Procedure

The primary data collection technique employed in this study was a validated descriptive survey questionnaire. These data refer to the original data that has been collected especially as evidence to the problem stated. Survey, using a questionnaire as instrument, is the most commonly used data collection technique in descriptive research method under quantitative and mixed method. Questionnaire in this study was composed of list of statements relevant to the objectives identified.

Prior to the data gathering, the research instruments used were constructed. Afterwards, these researcher-made instruments were validated by three experts in the field of education and research. After the validation process, the researcher made some revisions in accordance with the suggestions and comments of the validators as well as by the researcher's panel and statistician after the consultations.

When the research adviser approved the instruments, permission was sought from the Schools Division Superintendent, Schools District Supervisor of Lopez East District, designated Head Teacher of Vegaflor Elementary school, and from the parents as well. After being granted the permissions needed in conducting the study, the aesthetic creative activities aligned with the daily lesson log of the kindergarten curriculum framework were utilized. Aside from the written journal of observation and videos and documentation taken by the researcher for a month of using aesthetic/creative activities, a survey questionnaire was



provided to parents. To gather the data using the survey questionnaire, meeting with the parents was done to explain to them what to do and afterwards, the questionnaire was administered. The data gathered were tallied, statistically treated, and were graphed and/or tabulated for the analysis and interpretation.

Results and Discussion

Significant Difference in the Pre and Post Evaluation Scores of the Pupils in the Implementation of Aesthetic/Creative Activities

Table 1. Test on the Significant Difference in the Pre and Post Evaluation Scores of the Pupils in the Implementation of Aesthetic/Creative Activities

Chi-Square Test				Total: Before the Treatment * After the Treatment Crosstabulation				
Value	Df	Asymptotic Significance (2-sided)	Count	Average Development	Slightly Advance	Suggest Significant Delay	Suggest Slightly Delay	Total
				2	16	3	1	22
Pearson Chi-Square	18.263 ^a	.006	% Before the Treatment	9.1%	72.7%	13.6%	4.5%	100.0%
Likelihood Ratio	17.612	.007	% Within After the Treatment	100.0%	100.0%	100.0%	100.0%	100.0%
Not Valid Cases	22	Reject H ₀						

Table 1 presents the test on the significant difference in the pre and post evaluation scores of the pupils in the implementation of aesthetic/creative activities using Chi-Square. The table shows that since the computed Pearson Chi-Square has asymptotic significance of .006 and Likelihood Ratio has asymptotic significance of .007 that is lower or smaller as compared against the Df the researcher rejects of 6 along the Pearson Chi-Square value of 18.263^a and Likelihood Ratio of 17.612, the null hypothesis which means that there is a significant difference in the results of the respondents' evaluation before the implementation of the aesthetic/creative activities and their evaluation after the implementation of the aesthetic/creative activities has the greatest percentage in the socio-emotional development status. Also, it could be analyzed from the data findings that there was a big difference in the development level of the pupils before and after the treatment. Learning may have been very successful and supported by the aesthetic-creative activities. Socio-emotional development must have been suited with the aesthetic-creative activities. The likelihood of the response/learning may happen in all learning areas and grade level or quarter if policies were implemented with high accuracy after further policy evaluation and

acceptability before the approval and implementation.

In reference to Brophy (2020) and Kuehn (2021) stating that an intervention or strategy in education was made well with planning and tools, people around would notice the same results of behavioral changes and learners would perform almost likely the same in two measurements. With these, there would be no or very little difference pre and post assessment of the generic effects of the independent variable that is the aesthetic/creative activities to the socio-emotional domains of the kindergarten pupils from the pre and post evaluation.

These findings imply that since no significant difference was established between the pre-evaluation and post-evaluation of the kindergarten pupils' socio-emotional development status, the results of pre-evaluation is different from the results of the post-evaluation and so the intervention used, that refers to the implementation of the aesthetic/creative activities, are deemed effective. With this, aesthetic/creative activities might have brought the significant effects and changes in the pupils' behavior and increased in the socio-emotional skills development level. Likewise, the intervention activities may be put in a plan or program for further development and utilization.

Significant Difference in Socio-Emotional Skills Development of the Kindergarten Pupils as Observed by Parents; Head Teacher; and Psychologist

Presented in table 2 (*Please see appendix 1*) is the test of significant difference in socio-emotional skills development of the kindergarten pupils as observed by the parents, head teacher, and psychologist. It shows that with the degree of freedom of 2 and 63 with total of 65 under the significance level of 0.05, majority of the socio-emotional skills development statements has accepted the null hypothesis that there is no significant difference in the observations provided by the three groups (parents, head teacher, and psychologist) except for statement no. 24, "demonstrate self-evaluation" which shows there is a significant difference in the observations provided by the three groups.

Going through the details, since the computed F values are less than the critical value (3.14) statements no. 1 with .318 computed value was .728 significant, no. 2 with .022 was .979 significant, no. 3 with .023 was .977 significant, no. 4 with .178 was .837 significant, no. 5 with 1.309 was .277 significant, no. 6 with .600

was .552 significant, no. 7 with 1.385 was .258 significant, no. 8 with .166 was .847 significant, no. 9 with .360 was .699 significant, no. 10 with .077 was .926 significant, no. 11 with .133 was .875 significant, no. 12 with .077 was .926 significant, no. 13 with 1.413 was .251 significant, no. 14 with 0.18 was .983 significant, no. 15 with .206 was .814 significant, no. 16 with .508 was .604 significant, no. 17 with .335 was .717 significant, no. 18 with .803 was .453 significant, no. 19 with .444 was .643 significant, no. 20 with 1.445 was .243 significant, no. 21 with 1.346 was .268 significant, no. 22 with 2.593 was .083 significant, no. 23 with 1.345 was .268 significant, no. 24 with computed value of 7.087 was .002 not significant, no. 25 with 1.423 was .249 significant, no. 26 with .955 was .390 significant, no. 27 with .022 was .979 significant, no. 28 with 1.531 was .224 significant, no. 29 with 2.076 was .134 significant, and no. 30 with .728 computed value was .462 significant against 3.14 critical value. This generally concludes that almost all of the statements, except for 1, are significant and there is no significant difference in the observations provided by the three groups of respondents. This implies similarities in their answers, and observations during the implementation of the aesthetic creative activities. It could be analyzed from these that with the statistical treatment, the evidence was established that a significant difference was not observed. Statistically, the parents, the head teacher, and the psychologist have independent observations. Their observations shows that learning behaviors of the students were noticed in different context by each observer, as they saw the pupil's behavior in different lenses.

The findings agreed to the studies of Sharp (2012) stating that there was no significant difference in the observations done by the parents and teachers or other involved stakeholders. That what one sees in the practice of teaching, from the behaviors shown by the pupils in the classroom and in the house are related and has no or very little difference (Trawick-Smith, 2014). With this, pupils do benefit from aesthetic/creative activities as everyone observed (Dere, 2019 & Rebecca, 2011).

The results in this study implies that all the observers including the parents, head teacher, and psychologist have the same view of the effects of the aesthetic creative activities to the socio-emotional domain of the kindergarten pupils. Thus, each view supports the others' view of the pupils' behavior. It could further be assumed that the socio-emotional skill development statements could be fully or always observed among the kindergarten pupils and that they are completely

ready and skilled to ask others' help, express their happiness in class works, work with small and big groups, play with everyone, appreciate others and their works, introduce their own, believe in their selves, express likes and dislikes, and be humble in their achievements. Likewise, the kindergarten pupils as observed are always capable to control their feelings, empathize and sympathize, tell something about others, their like and dislikes, be responsible, make friends, appreciate cultural differences, share toys and stories, tell what should be done and should not be done, show kindness and clarity of thinking, respect others' beliefs, help others, show appropriate behavior, care, lead, and accept individual physical differences. Further, it could be put forward that the kindergarten students became ready and capable because of the aesthetic/creative activities that were implemented. Also, it generally implied that the kindergarten pupils can perform well in the school or house and learn well with everyone while being disciplined in works and sociable in educative processes if there are aesthetic/creative nature of activities.

Significant Effects of the Aesthetic/Creative Activities to the Socio-Emotional Domain of Pupils

Observation Findings and Notes during the Implementation of the Aesthetic/Creative Activities

Day 1 (Flower Pattern)

- Showed Excitement in showing their materials (scissors, papers)
- Most students attentively listened to the instructions
- All students worked in pair and were able to accomplish the task
- No sign/s of being aloof or unsociable was observed.

Day 2 (Round Song- Bahay Kubo)

- Boys were playful while the girls were bit shy.
- The boys who complained was pinched or (kinurot) remained in good mood particularly with his partner
- Boy and girl pair did not show any awkwardness

Day 3 (Wind Catcher)

- Everyone was cooperative with their partner
- Boys seemed to do more while girls patiently watched until the task was completed.
- Students showed signs of being proud and happy with their wind catcher.

Day 4 (Finger Painting)

- Showed discipline while sharing the paints
- Organized in painting.

- Each pair had their own way of doing the task thus variety of creativity was exhibited.

Day 5 (Free Drawing)

- One girl refused to be paired with a boy, appeared to be more comfortable if paired with a girl.
- Furthermore, the situation did not seem to be adverse or hostile
- Everyone followed as to what they were instructed.

Day 6 (Paper Mosaic)

- Students worked in group of 3 or 4, all were cooperative within the group
- Though group bigger, every student seemed to be mindful and focused to the activity.

Day 7 (Play dough)

- Students were instructed to form a group but with new group mates
- They were still sharing the clay although working with new group
- All were able to accomplish the task.

Day 8 (Collage)

- Working in pair, some students showed signs of leadership and assertiveness
- Everyone cleaned up their tables after the activity.

Day 9 (Song- Chikading)

- Most students sung and danced, one student seemed to be less interested with the activity and distracted by drawings and pictures posted
- They seemed to enjoy the activity

Day 10 (Sand and water Play)

- The girls were more patient waiting for their turn.
- Some boys did not remain on their seats after their turn.

Day 11 (Animal Mask)

- The activity was a bit challenging for the students.
- Not everybody finished their mask immediately, some pupils tend to observe first while others were doing.
- There were students that showed independence in the task.

Day 12 (song- Tatlong Bibe)

- Most of the students actively danced and sung.
- Some were less active but still showed participation.

Day 13 (song- Old Macdonald had a Farm)

- All students actively danced and sung.
- They seemed to enjoy the song

Day 14 (game- Aso't- pusa)

- All of the students were excited, they all remained friendly although everybody wants to be the "aso and pusa."
- They were in a great mood while playing.

Day 15 (game- Animal relay)

- The pupils played actively, no one seemed to be upset/
- They were very happy while playing.

During the implementation of the aesthetic creative activities the kindergarten pupils showed excitement in using their materials and doing their works, became attentive listeners, accomplished the task/s given to them and became sociable and playful. Everyone became cooperative with others and shows pride of their accomplishments, disciplined, organized, focused, and variedly creative, easily facilitated, goal directed, assertive, independent, with leadership, and friendly. Furthermore, one or two pupils show less enthusiasm at the beginning of the activities, upset, and less active and prepared. And with aesthetic/creative activities boys were observed to be more active while girls were more modest in their works while everybody were all happy with dancing and singing while being accomplished.

Narrative Presentation of the Observation Notes in the Implementation of the Aesthetic Creative Activities as Observed by the Respondents

Qualitative Observation by the Parents

The pupils have shown heightened interest to attend class. They were so willing to work with the assignments and project as home and try to recite/rehearse their words during the presentation. They go along well with everyone in the house and were able to share their toys, works, things, and even experiences happily. It was uncommon to see the pupils to show so much confidence in what they were doing in the house. We think, they would do well in the classes. One parent said that,

"Mas masigla ang anak ko na gumawa ng mga gawaing pampaaralan sa bahay. Mas madalas na siya ngayon na kausap ang mga kapatid at kalaro niya lalo pag may hawak siya na Gawain. Hindi na din

masyado palaaway ang bata at mas naging madaldal. Madalas gusto niya may kausap at talagang kompiyansya siya sa mga ginagawa at sinasabi niya.”

(My son has become more active to work with the schoolwork at home. Now, he speaks more with his siblings especially when he holds a school work/project. He lessens a number of fights with the others and has become more talkative. He oftentimes like to have someone to talk with and really showed confidence in what he is doing and saying.)

Qualitative Observation by the Head Teacher

After the implementation of the aesthetic/creative activities, the pupils were seen to be excited in attending the classes. All the students were observed to be always lively and playful. They freely and confidently played with others, asked questions and help from others, expressed oneself with interests, and became showy in telling one's opinions and wants. The pupils showed enthusiasm to work with anyone in a small or big group and were seen to be socializing well with them. Less bullying were observed, and one acted as a buddy/partner to another showing care, humility, leadership, and kindness. One became so free to express likes and dislikes and differences were almost not observed by the pupils. The head teacher cited that,

“Yung mga bata, mas masaya sila na kasama ang lahat kaysa iilan lang sila. Mas aktibo sila pag mas marami, walang away o kaguluhan, at kitang kita mo ang suporta nila sa bawat isa. Nakakatuwang makita na pakiramdam nila malaya silang gawin at sabihin ang gusto nila sa kahit sino sa mga kaklase.”

(The students, they were so happy being with everyone that being with few. They become more active, no fights/quarrel, and one supports another. It was good to see that they feel free to do and express whatever they want with anyone in the class.)

Qualitative Observation by the Psychologist

After the implementation of the aesthetic creative activities the students have shown positive change. The kindergarten pupils showed sustained excitement in using their materials and doing class works. They became good listeners, finished the task/s given to them and became sociable and playful to anyone in the class. Everyone became cooperative and showed confidence. They became disciplined, organized, focused, variedly creative, easily facilitated, goal directed, assertive, independent, with leadership, and

friendly.

“Masayang panoorin ang mga bata sa loob ng klase pag gumagawa sila ng mga artworks at mga gawain na nagtrigger ng creativity nila. Lahat masyadong aktibo at gusto mag-participate. Parang kululangin sa oras kasi lahat gusto ng pagkakataon na magsalita at magshare ng gawa nila. Kitang kita na mas magaling na sila ngayon mag-socialize siguro dahil sa art-related activities at games. Ang taas ng confidence ng lahat pero moderated ang kanilang mga ugali at madaling pasunorin.”

(It was much better to watch for the pupils in the class when they are doing some related to artworks that really triggered their creativity. Everyone was so active and were willing to participate. Seems time would not be enough since everyone would like to participate and share their works. It was so much observable that they are now better in socialization maybe because of art-related activities and games. Everyone showed high confidence but were still moderated in attitude and were easily managed).

These observation findings agreed with the reviews conducted by Munday (2017), Tawnya (2017), NAEYC (2011), and Hughes et al. (2011) showing that aesthetic creative activities are effective means to engage students in every part of the lesson (Singapore's Ministry of Education, 2013) and make them active learners in learning domains and subjects (Mejah, Abu Bakar, & Amat, 2019; Brophy et al., 2020; Abbot et al., 2014; Diosanta, 2014; Burchina, 2012; Stipek, 2010; Laksamana, 2011; and ECCD, 2011). Similarly, pupils would be transformed from passive accommodator of learning to disciplined, organized, and directed pupils to learn every bit of the lesson. However, as ECCD (2011) and Tomlinson in Copple and Bredekamp (2010), and Askeland (2019) reviewed, not all pupils in the class would be 100% prepared for the lesson and cooperate as the others at the beginning, but with due approach of the teacher, pupils might overcome difficulties in learning, reading, playing, cooperation, participation and more (Dusenbery et al., 2014; Price & Mitchell, 2011); or else they would be delinquent in different means (Almon, Carlsson-Paige, & McLaughlin, 2015; Cristovao, Candeias, and Verdasca (2020) ; Muhamad, Razali, & Adnan (2017).

In the study, it is implied that aesthetic creative activities are effective to majority of the students, whether male or female, in the kindergarten class that made them active participants to the teaching learning

processes. However, not all pupils are immediately engaged or prepared due to personal or individual differences. Thus, higher efficiency of the aesthetic creative activities lies in the implementation of the teacher and how the teacher approaches each student, making them do a task individually, by pair, small group, or large group with both or same sexes. From these, it could be assumed that there was a significant beneficial effect of the aesthetic/creative activities to the learning domain of the kindergarten pupils. A teacher must find ways to help the pupils understand the activity, identify the goals, and set instructions while continuously monitoring all students for specific possible intervention or action during the activities and immediate feedback be given relevant to the scenario between and among group members.

Conclusion

Based on the findings presented above, the researcher formulated the conclusions as follows: (1) The respondents of the research were primarily males with two (2) siblings. (2) Pupils' socio-emotional development increased from pre-test after the implementation of the aesthetic/creative activities in the posttest using the pupils' actual scores. (3) The socio-emotional skills development of the kindergarten pupils as observed by the parents, head teacher, and psychologist were primarily always observed. (4) There was a significant difference in the pre and post evaluation scores of the pupils in the implementation of aesthetic/creative activities. Thus, the null hypothesis was rejected. (5) There was no significant difference in socio-emotional skills development of the kindergarten pupils as observed by parents; head teacher; and psychologist. Thus, the null hypothesis was accepted. (6) The kindergarten pupils became active learners in their socio-emotional learning domain with the use of the aesthetic/creative activities. (7) The policy proposal in this study needed to be centered in sustaining the significant effect of aesthetic/creative activities and help pupils demonstrate their socio-emotional development skills.

The following recommendations were also formulated based on the findings of the study. (1) It shows that most of the kindergarten pupils are male and have 2 siblings it is suggested that the school must find ways to maximize the outcomes of educational endeavors through aesthetic/creative activities behind the demographic differences making education for all to happen. (2) Since there is an increase in the result of pre-evaluation and post-evaluation from average development to slightly advanced development, it is

recommended that the school may continue the use of the aesthetic/creative activities for the socio-emotional development of the kindergarten pupils with increased number of days and additional socio-emotional skills with various activities. (3) Since the socio-emotional skills development of kindergarten pupils fell under always observed, it is suggested that the school may ask other stakeholders for observation as the aesthetic/creative activities are being implemented with comprehensive monitoring tool in the local settings. The observation results may be sustained with school wide implementation of the aesthetic/creative activities. (4) Considering that there were significant difference in the scores of pre and post evaluation of the pupils in the implementation of aesthetic /creative activities it is recommended that the implementation of the enhanced aesthetic/creative activities may be continued for the socio-emotional development of the pupils. Student's development level may be counter checked by the use of other tools for validation.

(5) Since there were no significant difference observed in socio-emotional skills development of kindergarten pupils as observed by the respondents it is suggested that the aesthetic/creative activities may be implemented with more varied activities along student needs and may have a closer observation and interview of the parents for supplemental evidence. (6) It shows that the effect of aesthetic/creative activities to socio-emotional domain of the pupils were positively observed it is suggested that the aesthetic/creative activities may be enhanced in the school implementation with minimized student problems from policy and activity interventions. (7) Since the policy proposal is centered in the sustaining the significant effects of aesthetic/creative activities to help pupils demonstrate their socio-emotional development skills it is recommended that the policy proposal as this study output may be utilized by the school for an improved kindergartens' socio-emotional domain through aesthetic/creative activities. (8) Future researcher may conduct similar study to validate the findings of the present study or may extend the study on the implication of the policy created to see the greater effect of the aesthetic/creative activities in the socio-emotional domain of the kindergarten and also.

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Appendix 1 (Table 2). *Test on the Significant Difference in Socio Emotional Skills Development of the Kindergarten Pupils as Observed by the Parents, Head Teacher, and Psychologist*

Socio-Emotional Skills Statement	Groupings		Sum of Squares	df	Mean Square	F	Sig.	Hypothesis Testing
1. Express happiness in classwork. * Rater	Between Groups	(Combined)	.485	2	.242	.318	.728	Accept Ho
	Within Groups		47.955	63	.761			
	Total		48.439	65				
2. Control their own feelings. * Rater	Between Groups	(Combined)	.030	2	.015	.022	.979	Accept Ho
	Within Groups		44.227	63	.702			
	Total		44.258	65				
3. Show empathy with others * Rater	Between Groups	(Combined)	.030	2	.015	.023	.977	Accept Ho
	Within Groups		41.909	63	.665			
	Total		41.939	65				
4. Project sympathy with classmates. * Rater	Between Groups	(Combined)	.279	2	.140	.178	.837	Accept Ho
	Within Groups		48.582	62	.784			
	Total		48.862	64				
5. Introduce oneself to others. * Rater	Between Groups	(Combined)	1.556	2	.778	1.309	.277	Accept Ho
	Within Groups		36.844	62	.594			
	Total		38.400	64				
6. Work with a small group. * Rater	Between Groups	(Combined)	.939	2	.470	.600	.552	Accept Ho
	Within Groups		49.318	63	.783			
	Total		50.258	65				
7. Work with a big group. * Rater	Between Groups	(Combined)	2.303	2	1.152	1.385	.258	Accept Ho
	Within Groups		52.364	63	.831			
	Total		54.667	65				
8. Tell something about others. * Rater	Between Groups	(Combined)	.213	2	.107	.166	.847	Accept Ho
	Within Groups		39.725	62	.641			
	Total		39.938	64				
9. Tell dislike things to others. * Rater	Between Groups	(Combined)	.412	2	.206	.360	.699	Accept Ho
	Within Groups		35.526	62	.573			
	Total		35.938	64				
10. Demonstrate responsibility towards others. * Rater	Between Groups	(Combined)	.121	2	.061	.077	.926	Accept Ho
	Within Groups		49.636	63	.788			
	Total		49.758	65				
11. Make friends anywhere. * Rater	Between Groups	(Combined)	.207	2	.104	.133	.875	Accept Ho
	Within Groups		48.193	62	.777			
	Total		48.400	64				
12. Appreciate cultural differences. * Rater	Between Groups	(Combined)	.091	2	.045	.077	.926	Accept Ho
	Within Groups		37.000	63	.587			
	Total		37.091	65				
13. Play with anyone. * Rater	Between Groups	(Combined)	1.841	2	.920	1.413	.251	Accept Ho
	Within Groups		40.374	62	.651			
	Total		42.215	64				
14. Share toys to others. * Rater	Between Groups	(Combined)	.030	2	.015	.018	.983	Accept Ho
	Within Groups		54.227	63	.861			
	Total		54.258	65				
15. Share stories to and for others. * Rater	Between Groups	(Combined)	.273	2	.136	.206	.814	Accept Ho
	Within Groups		41.727	63	.662			
	Total							



	Total		42.000	65				
16. Tell what should not be done against others. * Rater	Between Groups	(Combined)	.758	2	.379	.508	.604	Accept Ho
	Within Groups		47.000	63	.746			
	Total		47.758	65				
17. Show kindness to anyone around. * Rater	Between Groups	(Combined)	.485	2	.242	.335	.717	Accept Ho
	Within Groups		45.636	63	.724			
	Total		46.121	65				
18. Show clarity of thinking even with other people. * Rater	Between Groups	(Combined)	.958	2	.479	.803	.453	Accept Ho
	Within Groups		36.981	62	.596			
	Total		37.938	64				
19. Respect others' beliefs. * Rater	Between Groups	(Combined)	.636	2	.318	.444	.643	Accept Ho
	Within Groups		45.136	63	.716			
	Total		45.773	65				
20. Helps others do a work. * Rater	Between Groups	(Combined)	2.212	2	1.106	1.445	.243	Accept Ho
	Within Groups		48.227	63	.766			
	Total		50.439	65				
21. Ask help from others during heavy works. * Rater	Between Groups	(Combined)	1.576	2	.788	1.346	.268	Accept Ho
	Within Groups		36.864	63	.585			
	Total		38.439	65				
Socio-Emotional Skills Statement	Groupings	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis Testing	Socio-Emotional Skills Statement
22. Believe in what he/she can do. * Rater	Between Groups	(Combined)	2.758	2	1.379	2.593	.083	Accept Ho
	Within Groups		33.500	63	.532			
	Total		36.258	65				
23. Express likes and dislikes. * Rater	Between Groups	(Combined)	1.485	2	.742	1.345	.268	Accept Ho
	Within Groups		34.773	63	.552			
	Total		36.258	65				
24. Demonstrate self-evaluation. * Rater	Between Groups	(Combined)	7.394	2	3.697	7.087	.002	Reject Ho
	Within Groups		32.864	63	.522			
	Total		40.258	65				
25. Demonstrate care for others. * Rater	Between Groups	(Combined)	2.030	2	1.015	1.423	.249	Accept Ho
	Within Groups		44.955	63	.714			
	Total		46.985	65				
26. Show appropriate behavior in various situations. * Rater	Between Groups	(Combined)	1.485	2	.742	.955	.390	Accept Ho
	Within Groups		49.000	63	.778			
	Total		50.485	65				
27. Able to accept individual physical differences. * Rater	Between Groups	(Combined)	.029	2	.015	.022	.979	Accept Ho
	Within Groups		41.909	62	.676			
	Total		41.938	64				
28. Provide support to others in class as leader * Rater	Between Groups	(Combined)	2.305	2	1.152	1.531	.224	Accept Ho
	Within Groups		46.680	62	.753			
	Total		48.985	64				
29. Show appreciation towards others' works. * Rater	Between Groups	(Combined)	2.939	2	1.470	2.076	.134	Accept Ho
	Within Groups		44.591	63	.708			
	Total		47.530	65				
30. Act with humility behind achievements. * Rater	Between Groups	(Combined)	1.121	2	.561	.782	.462	Accept Ho
	Within Groups		45.136	63	.716			
	Total		46.258	65				