



MOTIVATIONAL PRACTICES IN ENHANCING THE DOMAINS OF THE KINDERGARTEN LEARNERS

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ABSTRACT

This study examined the domains of kindergarten learners as a basis for motivational practices at La Consolacion College, Iriga City, for the School Year 2025–2026. Specifically, it aimed to determine the pretest and post-test status of learners across five domains: cognitive, physical, language, socio-emotional, and moral-spiritual, and to identify motivational practices employed by teacher to enhance these domains. The study also tested whether there was a significant difference between the pretest and post-test results after the implementation of motivational practices. A pre -experimental research design, specifically the one-group pretest–posttest design was utilized. The respondents included twenty-five (25) kindergarten learners and their teacher. Data were gathered using the Philippine Early Learning and Development Standards (ELDS) checklist. Descriptive statistics such as mean and weighted mean were used to describe the data, while the paired sample t-test was employed to determine significant differences between pretest and post-test results. Findings revealed that learners were initially at the Developing level across all domains. After the implementation of motivational practices such as praise, rewards, storytelling, play-based activities, and cooperative learning, learners showed improvement in all areas. The post-test results indicated higher levels of development in cognitive, physical, language, socio-emotional, and moral-spiritual domains. Furthermore, the paired sample t-test showed a significant difference between the pretest and post-test results, leading to the rejection of the null hypothesis. Based on these findings, motivational practices significantly enhance the domains of kindergarten learners. It highlights the importance of integrating varied and developmentally appropriate motivational strategies to promote holistic growth.

Keywords: *Motivational Practices, Domains, Kindergarten Learners, ELDS, Holistic Development*

INTRODUCTION

Early childhood is widely considered the most important stage of human development. This covers the ages from birth to eight years old. A child's brain develops in this early stage and rapidly forms the foundation for thinking, behavior, and overall well-being. These young learners need a safe, nurturing, and stimulating environment that supports their growth in different aspects such as cognitive, physical, social, and emotional. It is very important to provide access to quality early education, proper nutrition, and responsive care to help children build a strong foundation for lifelong learning.

The Department of Education is compliant to the laws concerning preschool education. It has introduced programs and policies that guide the implementation of kindergarten education. These programs include the Early Language, Literacy, and Numeracy Program (DepEd Order No. 12, s. 2015) and the Omnibus Policy on Kindergarten Education (DepEd Order No. 47, s. 2016). This will provide direction on teaching strategies, assessment, and learning environments. These policies emphasize the importance of creating engaging and developmentally appropriate learning experiences for young learners.

The teacher interacts directly with the learners, and they have the greater influence towards the enhancement of motivation within the learners. This is how crucial and important the role of the classroom teachers is important. The teacher should be the role model for uplifting the learners' domains through encouragement and belief in the capacity of the learners to acquire new knowledge (Khan et al., 2024; Zou et al., 2023). Brandt et al. (2021) emphasized that teachers should practice group activities that enhance social skills and collaboration rather than competitiveness. Giving prompt feedback on the learners will allow them to assess their own knowledge and understanding with the lesson activities.

The study of Cook (2025) revealed the strong effect of developing the intrinsic motivation among learners. It was emphasized in the study that intrinsic motivation is far way heavier than any tangible rewards. Developing intrinsic motivation allows the learners to have the sense of initiative and willingness to learn without any hesitations. The integration of play-based strategies can promote the healthy development of kindergarten learners it serves as a bridge learning in early childhood. Learners explore their environment and engage in social interactions that strengthen multiple aspects of development by applying the concept of play (Schooley, 2020).

The theory of Optimizing Performance through Intrinsic Motivation and Attention for Learning. This theory pointed out the three concepts such as enhanced expectancies, autonomy support, and external focus of attention. Based on the findings of this theory, teacher should promote positive expectations from the learners to increase their motivation. If the learners believe in themselves that they can do something, their confidence increases and foster learning (Simpson, 2021). Mendoza et al. (2022) was focused on motivation that target the specific domain of a learner. The design of classroom instruction of the teacher should meet the psychological needs of the learners.

This strategy directly shapes student motivation and achievement. Learners are more likely to develop intrinsic motivation within specific learning domains when teachers intentionally provide opportunities for learners to take ownership of their progress.

The role of goal setting in kindergarten, particularly in helping young learners master sight words. Their research emphasized that even at an early age, children can benefit from having clear, attainable goals that give them direction and a sense of purpose in their learning. By introducing goal-setting strategies, teachers were able to foster both motivation and accountability, as children could track their progress, celebrate small achievements, and experience the satisfaction of reaching their targets (Brudvig et al., 2024). Haryanti and Aryani (2022) examined efforts to increase early childhood learning motivation through the structuring of the play environment. teachers should intentionally design and structure the plan of integrating play-based activities. Organized plan considering play will provide an environment with opportunities for exploration, discovery, and problem-solving.

Existing studies show that motivation practices such as intrinsic motivation, cooperative activities, play-based activities can enhance children's growth and development. Although many studies stress how important motivation is in early childhood learning, most of them talk about it in very general terms. They often highlight practices like giving rewards, using play, or offering praise, but they do not always connect these strategies to the different domains of young learners. Some international frameworks give useful ideas but there is still limited evidence showing how these approaches directly support children's growth in areas such as cognitive, language, socio-emotional, physical, and moral-spiritual development all at once. In the Philippines, involving on kindergarten motivation is focused on literacy or numeracy skills, while the broader picture of motivation as a foundation for holistic growth is less explored. This leaves a gap in understanding whether specific motivational approaches can truly bring measurable improvements across all domains. Teachers often use praise, rewards, storytelling, or structured play, but research rarely compares their effects in detail. The link between motivation and moral-spiritual development, which is an important part of Philippine education, is also not well studied. This study aimed to fill these gaps by applying motivational practices in a real kindergarten setting and carefully measured their impact across the five domains.

Research Questions

This study aimed to determine the motivational practices in enhancing the kindergarten learners in La Consolacion College, Iriga City, for the School Year 2025-2026. Specifically, it sought answers to the following questions:

1. What is the pretest result on the domains of kindergarten learners as perceived by the kindergarten teacher in terms of:
 - a. Cognitive domain,
 - b. Physical domain,
 - c. Language domain,
 - d. Socio-emotional domain, and

e. Moral-spiritual domain?

2. What supplementary material can be developed based from the findings of the study?
3. What is the post test result on the domains of kindergarten learners?
4. Is there a significant difference between the pre-test and post test results after employing the motivational practices?

METHODOLOGY

The study was conducted to identify motivational practices that enhances the five domains of the kindergarten learners at La Consolacion College for the school year 2025-2026. The respondents were the kindergarten learners enrolled for the school year and the kindergarten teacher. These learners were chosen through purposive sampling because they are the most accessible group of learners within the research setting. Additionally, they are in the stage of their development where motivation plays a huge role in enhancing growth across cognitive, physical, language, socio-emotional, and moral-spiritual domains. The kindergarten teacher is the one in charge of administering the different motivational practices, and provides data obtained through observations and assessment of the learners' developmental progress. The motivational strategies that were examined in this study, such as praise, rewards, storytelling, games, and collaborative activities, are also identified by the kindergarten teacher.

The researcher used a standardized and appropriate instrument for kindergarten learners to effectively gather necessary data for this study. The Philippine Early Learning and Development Standards (ELDS) checklist, which is a standardized instrument developed by the Department of Education for measuring the five key domains of young children: cognitive, physical, language, socio-emotional, and moral-spiritual, was primarily utilized in this study. This tool was administered to the kindergarten learners both as pretest and posttest to assess the baseline and progress, respectively, before and after the application of the different motivational practices.

The data gathering for this study was conducted in several stages to ensure that the results are reliable and reflective of the learner's actual growth. Prior to the administration of the intervention, the researcher made sure to seek approval from the administration of La Consolacion College, Iriga City. Additionally, the researcher also secured informed consent from the parents and/ or guardians of the kindergarten learners participating in the study. Upon the approval of the said requests, the pretest was conducted by the researcher together with the classroom teacher, using the Philippine Early Learning and Development Standards (ELDS) checklist. Through this initial assessment, a baseline profile of the learners' domains: cognitive, physical, language, socio-emotional, and moral-spiritual, was established.

After the conduct of the pretest, the different motivational practices were implemented by the teacher during regular class sessions. Praise and rewards, storytelling, cooperative play, role-playing, and other age-appropriate activities designed to motivate and engage the learners were implemented and lasted throughout the entirety

of the school year which gave the learners ample time to experience and respond to the different motivational strategies in the natural classroom setting.

The posttest was administered after the intervention period. The same ELDS checklist was used to measure the progress of the learners across the five domains. A structured interview with the classroom teacher was also conducted to augment the findings regarding the effectiveness of the motivational practices implemented and the observable changes among the learners.

The data gathered in this study were analyzed using both descriptive and inferential statistics. The learners' pretest and posttest results were presented in terms of mean, standard deviation, frequency, and percentage using descriptive statistics. To determine the degree to which motivational practices were used. This framework is used to measure how consistently children demonstrate age-appropriate skills and behaviors across cognitive, physical, language, socio-emotional, and moral-spiritual domains. Each point on the scale corresponds to a specific descriptive criterion that reflects the child's developmental progress. Learners with scores within the 4.20 to 5.00 threshold were described as Very Well Developed, which shows that the skill is consistent and strongly observed, implying that there's mastery and independence. Scores of learners between 3.40 and 4.19 were considered Well-Developed, showing that the skill is often observed in the learner and there's steady progress. Those with scores ranging from 2.60 to 3.39 fall under the Developing Category, which implies that the skill is sometimes observed, the learner is progressing but needs guidance and practice. Scores of learners within the 1.80 to 2.59 threshold were interpreted as Emerging, suggesting that the child is just beginning to acquire the skill with guidance, making it rarely observable. Last, scores between 1.00 and 1.79 were classified as Not Yet Developed, meaning that the skill has not yet been demonstrated by the learner.

Inferential statistical test, specifically the Paired Sample t-test, was applied to determine whether there is a significant improvement in the learners' domains, considering the pretest and posttest mean scores. This test was appropriate because it measures the difference between two related sets of scores and is suitable for a one-group pretest-posttest design

RESULTS AND DISCUSSION

Table 1 shows the pretest result on the cognitive domain with an overall all mean of 2.88, interpreted as Developing. The highest indicator counting objects up to 10 with one-one correspondence (3.20), followed by recognized written numeral (0-10) (3.15) and identifies and classifies objects by color, shape, size, or function (3.10). Remembers daily routines without reminders obtained 3.05, while matches objects/pictures to their corresponding names of functions got 3.00. Meanwhile, the lowest mean scores were observed in identifying initial sounds of familiar words (2.60) and pretends to read familiar books using pictures as cues (2.50) interpreted as emerging.

The results indicate that even though learners already have a good foundation in basic cognitive skills, they still need further support in specific areas. Józsa et al. (2025),

who underscored that children's cognitive development is enhanced when educators foster curiosity and perseverance through significant activities. Cook (2025) emphasized that students' thinking skills get better when they take their own learning and make decisions. This indicates that motivational practices is crucial for improving the cognitive functions among kindergarten learners.

Table 1. Pretest result on Cognitive Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Identifies and classifies objects by color, shape, size, or function	3.10	Developing	3
2. Recognizes and continues simple patterns (AB, AAB, ABC)	2.95	Developing	6
3. Solves simple puzzles or tasks with minimal assistance	2.80	Developing	9
4. Asks questions to clarify understanding or seek new information	2.75	Developing	10
5. Counts objects up to 10 with one-to-one correspondence	3.20	Developing	1
6. Recognizes written numerals (0–10)	3.15	Developing	2
7. Performs simple addition/subtraction using objects or fingers	2.65	Developing	12
8. Applies problem-solving strategies (e.g., tries again, uses alternatives)	2.70	Developing	11
9. Recalls details from short stories or experiences	2.85	Developing	7
10. Remembers daily routines without reminders	3.05	Developing	4
11. Matches objects/pictures to their corresponding names or functions	3.00	Developing	5
12. Recognizes letters of the alphabet (upper and lower case)	2.90	Developing	8
13. Identifies initial sounds of familiar words	2.60	Developing	14
14. Pretends to read familiar books using pictures as cues	2.50	Emerging	15
15. Writes/draws to represent ideas, letters, or numbers	2.65	Developing	13
Overall Mean	2.88	Developing	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

Overall, the result shows that even though learners already have a good foundation in basic cognitive skills, they still a need to further support in specific areas. This emphasizes the importance of using the right motivational practices to help learners become more active and confident, therefore supporting their overall cognitive development.

Table 2. Pretest Result on Physical Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Performs basic gross motor movements (running, jumping, hopping)	3.30	Developing	1
2. Maintains balance and coordination during activities	3.15	Developing	2
3. Participates actively in physical play and movement activities	3.10	Developing	3
4. Uses hands and fingers effectively in fine motor tasks	2.95	Developing	5
5. Holds and uses writing/drawing tools properly	2.90	Developing	6
6. Demonstrates control in coloring, drawing, and tracing	2.85	Developing	7
7. Manages personal care tasks independently (e.g., eating, dressing)	3.00	Developing	4
8. Follows routines related to health and hygiene	3.05	Developing	3
9. Shows awareness of safety practices in daily activities	2.80	Developing	8
Overall Mean	3.01	Developing	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

As presented in Table 2, the pretest result on physical domain is at the developing, with an overall mean of 3.01. It shows that kindergarten learners can already perform varied physical activities appropriate for their age specifically in doing basic gross motor movements such as running, jumping, and hopping. Meanwhile, the learners scored lower when performing fine motor activities like demonstrates control in coloring, drawing, and tracing (2.85). Learners also scored lower when it comes to showing awareness of safety practices in daily activities (2.80) with a verbal interpretation of developing.

The implication of these results states the there is a need to provide with more opportunities to be immersed in activities aiming to develop such. Simpson (2021) supports this, noting that motivation, freedom, and support all contribute to how kids develop their physical abilities. Learning through play also improves both physical coordination and interest (Schooley, 2020).

Table 3 shows the pretest result on the language domain that has an overall mean of 2.90, interpreted as Developing. Based on the findings, the learners are able to get the highest mean score when it comes to listening attentively during conversations or storytelling (3.10). Followed by their ability to use appropriate words to communicate their needs and feelings. However, recognizing familiar words and symbols (2.70) and identifying letters and their corresponding sounds (2.65) scored relatively low.

Teachers play a major role in ensuring that learners stay motivated in communicating and engaging in different language activities (Khan et al., 2024; Zou et al., 2023). These studies support the results presented herein that indeed, motivation plays a vital role in improving language development. Indeed, when learners are interested, they are more likely to involve themselves in different activities that support their language development.

Table 3. Pretest Result on the Language Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Expresses ideas using simple sentences	2.95	Developing	3
2. Uses appropriate words to communicate needs and feelings	3.00	Developing	2
3. Listens attentively during conversations or storytelling	3.10	Developing	1
4. Responds appropriately to questions or instructions	3.05	Developing	2
5. Identifies letters and their corresponding sounds	2.65	Developing	8
6. Recognizes familiar words and symbols	2.70	Developing	7
7. Participates in songs, rhymes, and storytelling	3.00	Developing	2
8. Retells simple stories or events in sequence	2.80	Developing	5
9. Engages in conversations with peers and adults	2.85	Developing	4
Overall Mean	2.90	Developing	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

Table 4 shows the pretest result on socio-emotional domain of the kindergarten learner with an overall mean score of 3.08, interpreted as Developing. It can be inferred that the learners are highly interactive with their peers (3.30). It can also be noted that learners can show respect for others (3.20) Meanwhile, the learners scored relatively less

when it comes to showing independence in completing task (2.95) and managing frustrations while waiting for their turn (2.85).

Sak et al. (2022) corroborate these findings, highlighting the significance of encouragement in fostering confidence and constructive behavior. Józsa et al. (2025) similarly emphasized that motivation facilitates self-regulation and collaboration. These studies underscore the significance of motivation in socio-emotional contexts, especially among kindergarten learners.

Table 4. Pretest Result on Socio-Emotional Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Interact positively with peers	3.30	Developing	1
2. Shows respect for others (e.g., sharing, taking turns)	3.20	Developing	2
3. Expresses emotions appropriately	3.05	Developing	4
4. Demonstrates self-confidence in participating in activities	3.10	Developing	3
5. Follows classroom rules and routines	3.15	Developing	2
6. Shows independence in completing tasks	2.95	Developing	6
7. Demonstrates empathy and concern for others	3.00	Developing	5
8. Cooperates during group activities	3.10	Developing	3
9. Manages frustrations and waits for turn	2.85	Developing	7
Overall Mean	3.08	Developing	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

Table 5 presents result on the moral-spiritual domain of the learners, with an overall mean of 2.96 with a verbal interpretation of Developing. It shows that kindergarten learners can show respect to teachers, peers, and elders (3.20) and show good manners in daily interactions (3.10). However, these learners scored lower when it comes to showing care for their environment (2.85), participating in values formation activities (2.80), and participating in spiritual activities (2.75). The results obtained suggest that while these learners may be familiar with the basic values, they aren't capable just yet of fully internalizing and consistently applying these in multiple and varied scenarios.

Sak et al. (2022) highlighted the role of parental and teacher guidance in value formation, therefore supporting the findings of this study. Additionally, Haryanti and Aryani (2022) emphasized that structured and meaningful activities help children develop empathy, responsibility, and respect. These studies confirm that motivation plays a key role in moral-spiritual development.

Table 5. Pretest Result on Moral-Spiritual Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Shows respect to teachers, peers, and elders	3.20	Developing	1
2. Practices good manners in daily interactions	3.10	Developing	2
3. Demonstrates honesty in actions and words	3.00	Developing	3
4. Participates in prayer or spiritual activities	2.75	Developing	7
5. Shows gratitude and appreciation	2.95	Developing	4
6. Demonstrates responsibility for actions	2.90	Developing	5
7. Follows rules and understands right from wrong	3.05	Developing	2
8. Shows care for the environment and belongings	2.85	Developing	6
9. Participates in values formation activities	2.80	Developing	6
Overall Mean	2.96	Developing	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

Table 6 presents the summary of the pretest mean scores of learners across five domains, namely: Cognitive, Physical, Language, Socio-Emotional, and Moral-Spiritual. Included herein are the corresponding verbal interpretations and rank order. This table aims to determine the baseline level of development of the learners in the five domains before the implementation of the intervention.

As presented in the table, all five domains fall under the Developing level with an overall mean score of 2.97. The kindergarten learners scored the highest in the Socio-Emotional Domain, with the pretest mean of 2.96 interpreted as developing. This was followed by the Physical domain with 3.01, Developing, then at the third spot is the Moral-Spiritual Domain with a mean of 2.96, still classified as Developing. Language Domain with 2.90 pretest mean interpreted as Developing, and Cognitive Domain with 2.88 also Developing, fall in the fourth and fifth spot.

Summary of Pretest Results on the Five Domains

Table 6. Summary of Pretest Result Across Five Domains

Domains	Pretest Mean	Verbal Interpretation	Rank
Cognitive	2.88	Developing	5
Physical	3.01	Developing	2
Language	2.90	Developing	4
Socio-Emotional	3.08	Developing	1
Moral-Spiritual	2.96	Developing	3
Overall Mean	2.97	Developing	

These results imply that these kindergarten learners are still in the process of developing their foundational skills in the five domains. It means that at their present level, they show partial mastery in where skills are observable, but not yet consistent or fully established. Based on these results, it can be inferred that there is a need for targeted instructional strategies and interventions, especially in the Cognitive and Language Domains. Focusing on the development in these areas may help improve the overall developmental outcomes. Additionally, the uniform “Developing” Level across the five domains emphasizes the importance of doing the holistic approach in addressing learner growth. This was supported by Khan et al. (2024) and Zou et al. (2023), which demonstrated that teacher-directed motivational strategies substantially affect children's engagement and development.

Table 7 presents the posttest result on the cognitive domain of kindergarten learners. As presented in the table, the mean scores range from 3.60 to 4.32, interpreted as “Well Developed”. The following got the highest rank such as counting objects up to 10 with one-to-one correspondence (4.32), followed by recognizing written numerals (Mean = 4.25) and identifying and classifying objects (Mean = 4.24), all interpreted as “Very Well Developed.” On the other hand, indicators such as matching objects (4.22), recognizing patterns (4.16), and remembering routines (4.05) also obtained relatively high, indicating improved performance among learners.

Table 7. Posttest Result on the Cognitive Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Identifies and classifies objects by color, shape, size, or function	4.24	Very Well Developed	3

2. Recognizes and continues simple patterns (AB, AAB, ABC)	4.16	Well Developed	5
3. Solves simple puzzles or tasks with minimal assistance	3.85	Well Developed	11
4. Asks questions to clarify understanding or seek new information	3.94	Well Developed	8
5. Counts objects up to 10 with one-to-one correspondence	4.32	Very Well Developed	1
6. Recognizes written numerals (0–10)	4.25	Very Well Developed	2
7. Performs simple addition/subtraction using objects or fingers	3.75	Well Developed	13
8. Applies problem-solving strategies (e.g., tries again, uses alternatives)	3.78	Well Developed	12
9. Recalls details from short stories or experiences	3.90	Well Developed	10
10. Remembers daily routines without reminders	4.05	Well Developed	6
11. Matches objects/pictures to their corresponding names or functions	4.22	Very Well Developed	4
12. Recognizes letters of the alphabet (upper and lower case)	3.95	Well Developed	7
13. Identifies initial sounds of familiar words	3.70	Well Developed	14
14. Pretends to read familiar books using pictures as cues	3.60	Well Developed	15
15. Writes/draws to represent ideas, letters, or numbers	3.92	Well Developed	9
Overall Mean	3.96	Well Developed	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

However, the lowest-ranked indicators include pretending to read familiar books using pictures as cues (3.60), identifying initial sounds of familiar words (3.70), and performing simple addition/subtraction (3.75). Although these fall under the “Well Developed” category, they remain comparatively lower than other skills, suggesting that these areas may still require further reinforcement and practice.

The findings imply that motivational practices have contributed positively to enhancing learners' cognitive domain. The integration of motivational practices in instruction has been effective in promoting cognitive growth among kindergarten learners. The results support Józsa et al. (2025), who emphasized that mastery motivation enhances persistence and cognitive competence in young learners. The improvement observed suggests that learners were encouraged to persist and engage more actively in tasks. Similarly, Cook (2025) highlighted that intrinsic motivation fosters deeper engagement and learning, which is reflected in the learners' improved performance across cognitive indicators. These findings highlight the importance of sustained and intentional motivational strategies in supporting the cognitive growth of kindergarten learners.

Table 8 shows the Posttest Result on the Physical Domain of the kindergarten learners with an overall mean of 3.83, interpreted as "Well Developed." Following indicators obtained higher weighted mean such as performing basic gross motor movements such as running, jumping, and hopping (4.26), followed by participating actively in physical play and movement activities (4.22). Holding and using writing/drawing tools properly (4.08) also ranked high, indicating that learners demonstrate adequate control in handling materials. Maintaining balance and coordination (3.95) and demonstrating control in coloring, drawing, and tracing (3.88) further reflect learners' developing motor coordination. Meanwhile, indicators with relatively lower means include showing awareness of safety practices in daily activities (3.46), following routines related to health and hygiene (3.48), and managing personal care tasks independently (3.52). Although these indicators are still interpreted as "Well Developed," they indicate areas where learners may require additional guidance and reinforcement. Similarly, fine motor skills such as using hands and fingers effectively (3.58) suggest ongoing development in tasks requiring precision and control. Nevertheless, the consistent "Well Developed" interpretation across all indicators reflects a generally positive level of physical domain.

Table 8. Posttest Result on the Physical Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Performs basic gross motor movements (running, jumping, hopping)	4.26	Very Well Developed	1
2. Maintains balance and coordination during activities	3.95	Well Developed	4
3. Participates actively in physical play and movement activities	4.22	Very Well Developed	2
4. Uses hands and fingers effectively in fine motor tasks	3.58	Well Developed	6
5. Holds and uses writing/drawing tools properly	4.08	Well Developed	3

6. Demonstrates control in coloring, drawing, and tracing	3.88	Well Developed	5
7. Manages personal care tasks independently (e.g., eating, dressing)	3.52	Well Developed	7
8. Follows routines related to health and hygiene	3.48	Well Developed	8
9. Shows awareness of safety practices in daily activities	3.46	Well Developed	9
Overall Mean	3.83	Well Developed	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

The findings support Simpson's (2021) assertion that motivation improves motor learning when students are actively involved and supported during physical activities. The usefulness of such strategies is demonstrated by the excellent performance in movement-based tasks. In a similar vein, Haryanti and Aryani (2022) emphasize that organized and stimulating play spaces foster physical growth, which is consistent with students' active involvement in movement activities. The findings confirm that motivational and play-based strategies contribute significantly to enhancing learners' physical skills, while also identifying areas such as fine motor coordination, self-care, and safety awareness that may benefit from further reinforcement.

Table 9 presents the posttest result on language domain of kindergarten learners. It shows that the mean scores range from 3.42 to 4.36, with an overall mean of 3.85, interpreted as "Well Developed." The following indicators obtained the highest rank such as appropriate words to communicate needs and feelings (4.36), followed by recognizing familiar words and symbols (4.31) and identifying letters and their corresponding sounds (4.28). These indicators are interpreted as "Very Well Developed," suggesting strong performance in foundational language and literacy skills. Participation in songs, rhymes, and storytelling (4.22) also ranked high, indicating active engagement in language-related activities. Meanwhile, the lowest-ranked indicators include engaging in conversations with peers and adults (3.42), retelling simple stories or events in sequence (3.61), and listening attentively during conversations or storytelling (3.65), although all are still interpreted as "Well Developed." These results suggest that while learners demonstrate adequate language skills, more complex communicative and expressive abilities are still developing.

Cook (2025), who emphasized that intrinsic motivation enhances learners' willingness to communicate and engage in language activities, supports this result. The high participation in songs, rhymes, and storytelling reflects the effectiveness of engaging and enjoyable strategies in promoting language domain. Similarly, Brandt et al. (2021) highlight that meaningful and interactive learning experiences increase learner engagement, which aligns with the learners' strong performance in guided language tasks.

Table 9. Posttest Result on the Language Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Expresses ideas using simple sentences	3.78	Well Developed	6
2. Uses appropriate words to communicate needs and feelings	4.36	Very Well Developed	1
3. Listens attentively during conversations or storytelling	3.65	Well Developed	7
4. Responds appropriately to questions or instructions	3.98	Well Developed	5
5. Identifies letters and their corresponding sounds	4.28	Very Well Developed	3
6. Recognizes familiar words and symbols	4.31	Very Well Developed	2
7. Participates in songs, rhymes, and storytelling	4.22	Very Well Developed	4
8. Retells simple stories or events in sequence	3.61	Well Developed	8
9. Engages in conversations with peers and adults	3.42	Well Developed	9
Overall Mean	3.85	Well Developed	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

The posttest results indicate that learners have reached a “Well Developed” level in language domain. The findings confirm that motivational and interactive strategies contribute significantly to improving learners’ communication and literacy skills, while also highlighting the need for continued support in developing conversational fluency and expressive language abilities.

Table 10 shows the posttest result on Socio-Emotional Domain of the kindergarten learners. Based from the result, it obtained a fair degree of socio-emotional domain, with an overall mean of 3.83, which translated as “Well Developed.” Positive peer interactions (4.30) and demonstrating empathy and concern for others (4.27) received the best result. Other areas such as cooperating during group activities (4.05) and following classroom rules (3.90) also showed good results. However, some areas received slightly lower scores, such as self-confidence in participating (3.35), showing respect like sharing and taking turns (3.44), and expressing emotions appropriately (3.49). While these are still considered “Well Developed,” they show that some learners may still feel shy, struggle to express their feelings clearly, or need reminders when it comes to sharing and waiting for their turn.

Table 10. Posttest Result on Socio-Emotional Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Interacts positively with peers	4.30	Very Well Developed	1
2. Shows respect for others (e.g., sharing, taking turns)	3.44	Well Developed	8
3. Expresses emotions appropriately	3.49	Well Developed	7
4. Demonstrates self-confidence in participating in activities	3.35	Developing	9
5. Follows classroom rules and routines	3.90	Well Developed	4
6. Shows independence in completing tasks	3.86	Well Developed	5
7. Demonstrates empathy and concern for others	4.27	Very Well Developed	2
8. Cooperates during group activities	4.05	Well Developed	3
9. Manages frustrations and waits for turn	3.73	Well Developed	6
Overall Mean	3.82	Well Developed	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

The posttest results show that learners have reached a “Well Developed” level in socio-emotional skills. They are learning to be kind, cooperative, and socially active, while still developing confidence and emotional control. This shows that motivational practices are helping, but continued support will further strengthen their overall socio-emotional domain.

Table 11 presents the posttest result on the Moral-Spiritual Domain of the kindergarten learners with an overall mean score of 3.91, interpreted as “Well Developed.” The highest scores were observed in showing respect to teachers, peers, and elders (4.65) and practicing good manners (4.52), both interpreted as “Very Well Developed.” This suggests that learners are consistently demonstrating polite and respectful behavior, which is an important foundation in early childhood development. Other indicators that also showed strong performance include demonstrating honesty (4.24) and understanding right from wrong (4.22). Certain indicators, such as engaging in prayer or spiritual activities (3.42), taking part in activities that help build values (3.43), exhibiting responsibility (3.44), and expressing thankfulness (3.49), obtained somewhat lower marks. Even though these are still regarded as “Well Developed,” they imply that students can still require direction and regular reinforcement in these areas.

Haryanti and Aryani (2022) stress the importance of structured routines and activities in developing children’s values, which aligns with the integration of values

formation in classroom practices. Schooley (2020) also noted that meaningful and engaging activities help children understand concepts like fairness, care, and responsibility, which are evident in the learners' developing moral behaviors.

Table 11. Posttest Result on Moral-Spiritual Domain

Indicators (ELDS-Based)	Weighted Mean	Verbal Interpretation	Rank
1. Shows respect to teachers, peers, and elders	4.65	Very Well Developed	1
2. Practices good manners in daily interactions	4.52	Very Well Developed	2
3. Demonstrates honesty in actions and words	4.24	Very Well Developed	3
4. Participates in prayer or spiritual activities	3.42	Well Developed	7
5. Shows gratitude and appreciation	3.49	Well Developed	4
6. Demonstrates responsibility for actions	3.44	Well Developed	5
7. Follows rules and understands right from wrong	4.22	Very Well Developed	2
8. Shows care for the environment and belongings	3.76	Well Developed	6
9. Participates in values formation activities	3.43	Well Developed	6
Overall Mean	3.91	Well Developed	

Legend:

4.20-5.00 – Very Well Developed; 3.40-4.19 – Well Developed; 2.60-3.39 – Developing; 1.80-2.59 – Emerging; 1.00-1.79 – Not Yet Developed

The overall results show that learners have reached a “Well Developed” level in moral-spiritual domain. This indicates that motivational practices are effective, but continuous reinforcement is essential in helping learners fully develop their moral and spiritual foundations.

Table 12 reflects the posttest results of kindergarten learners across the five domains: cognitive, physical, language, socio-emotional, and moral-spiritual. As reflected in the table, all domains obtained a verbal interpretation of “well Developed,” with an overall mean of 3.87. This indicate that learners have achieved a generally consisted level of development across all domains.

Summary of Posttest Result Across Five Domains

Table 12. Summary of Posttest Result Across Five Domains

Domains	Posttest Mean	Verbal Interpretation	Rank
Cognitive	3.96	Well Developed	1
Physical	3.83	Well Developed	4
Language	3.85	Well Developed	3
Socio-Emotional	3.82	Well Developed	5
Moral-Spiritual	3.91	Well Developed	2
Overall Mean	3.87	Well Developed	

Table 13 presents the results of the paired sample t-test examining the significant difference between the pretest and posttest scores of kindergarten learners across the five domains. It includes the computed t-values, corresponding p-values, the statistical decision, and conclusion for each domain.

Significant Difference Between Pretest and Posttest Results

Table 13. Significant Difference Between Pretest and Posttest Results

Domains	t-Computed	Tabular Value	Alpha α	Decision	Conclusion
Cognitive	18.50	2.1448	0.05	Reject H_0	Significant
Physical	15.20	2.3060	0.05	Reject H_0	Significant
Language	17.80	2.3060	0.05	Reject H_0	Significant
Socio-Emotional	14.10	2.3060	0.05	Reject H_0	Significant
Moral-Spiritual	16.90	2.3060	0.05	Reject H_0	Significant
Overall	19.80	2.7764	0.05	Reject H_0	Significant

As shown in the table, all domains obtained high t-values, ranging from 14.10 to 19.80, with corresponding tabular value. These tabular values are significantly lower than the t-computed value with 0.05 level of significance, indicating that the differences between pretest and posttest scores are statistically significant across all domains.

The findings suggest that the observed improvements in learners' performance are not random, but rather the effect of motivational activities employed throughout the intervention. The consistently high t-values provide more evidence that these tactics are successful in raising student participation, engagement, and developmental outcomes.

The substantial gains seen in this study are consistent with Cook's (2025) emphasis on the importance of intrinsic motivation in raising learner engagement. The results also support the findings of Brandt et al. (2021), who observed that learner

motivation and achievement are greatly increased by meaningful and engaging instructional approaches.

These results provide strong evidence that the motivational practices employed in the classroom had a significant positive effect on the holistic development of kindergarten learners across all five domains.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Kindergarten learners, based on the pretest results, initially demonstrated a Developing level across the five domains: cognitive, physical, language, socio-emotional, and moral-spiritual. This goes to show that while foundational skills were present, further support and enhancement were still needed by the learners, particularly in developing higher-level and more complex skills.

2. Kindergarten teacher employed a variety of motivational practices, such as praise and encouragement, rewards, storytelling, play-based activities, role-playing, and cooperative learning. Among these, praise and encouragement emerged as the most effective in promoting learners' engagement, confidence, and active participation in classroom activities.

3. The implementation of motivational practices resulted in notable improvements in all domains of the kindergarten learners. This confirms that motivation plays a crucial role in enhancing not only academic-related skills but also physical, social, emotional, and moral development.

4. There is a significant difference between the pretest and post-test results, indicating that the applied motivational practices had a measurable and positive impact on the learners' developmental progress.

Recommendations

Based on the conclusions of the study, the following recommendations are proposed:

1. Kindergarten teachers are encouraged to consistently integrate a variety of motivational practices such as praise, encouragement, storytelling, play-based activities, and cooperative learning in their daily instruction to enhance learners' engagement and overall development.

2. The proposed motivational practices framework developed in this study may be utilized and further refined by educators, depending on learners' needs, as a guide for enhancing the domains of kindergarten learners.

3. Teachers should place greater emphasis on developing weaker areas, particularly in early literacy, fine motor skills, and emotional regulation, by designing targeted and developmentally appropriate motivational activities.

4. Teachers and other stakeholders should strengthen the implementation of motivational practices among preschool appropriate for their age, interest, ability, and level as it helps learners develop holistically. As such, they should focus on a multidimensional approach to help learners prepare for a lifelong learning.

Compliance With Ethical Standards

The study followed ethical research standards by securing proper permission and obtaining informed consent from the institution and respondents. Respondents were fully informed about the study and participated voluntarily, with the option to withdraw anytime. Anonymity and confidentiality were strictly maintained. Data handling complied with the Data Privacy Act, ensuring that all information was securely stored and used only for academic purposes. The researcher also confirmed no conflict of interest and ensured proper citation to avoid plagiarism, with objective interpretation of results. AI tools were also utilized to assist in language editing, and the findings of the study were used exclusively for research purposes.

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