



***** **ENHANCING COGNITIVE SKILLS OF KINDERGARTEN PUPILS THROUGH GUIDED PLAY AND INQUIRY-BASED LEARNING STRATEGIES** *****

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ABSTRACT

This study aimed to evaluate through Enhancing Cognitive Skills of Kindergarten Pupils through Guided Play and Inquiry-Based Learning Strategies. The findings of the study served as the basis for an enhancement Plan that can be implemented to strengthen young learners' critical thinking, problem-solving, and reasoning abilities.

This study employed a quasi-experimental pretest-posttest design to determine the effectiveness of guided play and inquiry-based learning strategies in enhancing cognitive skills among Kindergarten pupils. By measuring the pupils' cognitive performance before and after the intervention, the design allowed the researcher to evaluate the impact of the instructional strategies and identify significant improvements. The study used purposive sampling to select participants who were Kindergarten pupils, ensuring that those who were most likely to benefit from these approaches were included. The intervention integrated guided play and inquiry-based tasks aligned with the Most Essential Learning Competencies, while observations and teacher feedback provided additional qualitative insights.

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The discussion of the research design highlighted the balance between structured and child-centered approaches. Guided play allowed learners to actively explore, question, and manipulate materials, while inquiry-based learning encouraged reasoning, problem-solving, and critical thinking within scaffolded activities. This combination supported cognitive development while also promoting engagement, motivation, and meaningful learning. Quantitative data from the pretest and posttest were analyzed using paired-samples t-tests to determine significant differences, while qualitative observations were analyzed thematically to provide context regarding learner behavior and participation. This design ensured that both measurable outcomes and experiential learning insights were considered in drawing conclusions and developing the subsequent intervention plan.

The test of difference between the pretest and posttest cognitive performance of Kindergarten pupils after the integration of guided play and inquiry-based learning strategies. It compares the learners' cognitive performance before and after the intervention and provides the statistical basis for determining whether the observed improvement in cognitive skills was significant.

The results reveal that the learners demonstrated improved cognitive performance after the implementation of guided play and inquiry-based learning strategies. The enhanced posttest performance indicates that the pupils developed stronger cognitive abilities after participating in the intervention. The improvement suggests that the learning activities effectively strengthened essential cognitive skills such as observation, memory, classification,

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problem-solving, recognition, and comprehension through meaningful, interactive, and learner-centered experiences.

Furthermore, the statistical analysis showed that the difference between the pretest and posttest performance was significant. The obtained results provided sufficient evidence to conclude that the improvement in the cognitive skills of Kindergarten pupils was associated with the integration of guided play and inquiry-based learning strategies rather than occurring by chance. This finding confirms the effectiveness of the intervention in promoting cognitive development among young learners.

The results imply that guided play and inquiry-based learning strategies had a statistically significant positive effect on the cognitive development of Kindergarten pupils. The significant improvement between the initial and final assessments implies that the intervention effectively enhanced learners' attention, memory, reasoning, classification skills, problem-solving abilities, and comprehension. The overall posttest performance, interpreted as Very High Cognitive Development, implies that providing structured opportunities for exploration, questioning, manipulation of materials, and discovery-based learning experiences enables young learners to develop stronger cognitive abilities and achieve meaningful learning outcomes. These findings further imply that guided play and inquiry-based learning are effective approaches for supporting the holistic cognitive growth of Kindergarten pupils.

Keywords: *Cognitive Skills, Guided Play, Inquiry-Based Learning Strategies, Kindergarten*

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INTRODUCTION

Teaching methods in early childhood education must align with how young children naturally learn and explore their environment. Kindergarten pupils develop cognitive skills most effectively when lessons are interactive, enjoyable, and connected to their physical, social, and emotional experiences. Young learners are naturally curious and energetic, and they tend to understand concepts better when they are allowed to explore, manipulate materials, and actively participate in meaningful learning activities. Because of this, teaching strategies that emphasize guided play and inquiry-based learning are more effective compared to traditional methods that rely mainly on passive listening and rote memorization.

According to Weisberg, Hirsh-Pasek, and Golinkoff (2016), guided play fosters conceptual learning because children engage in self-directed exploration within a scaffolded environment, allowing them to integrate prior knowledge with new information.

Guided play and inquiry-based learning strategies transform the classroom into a dynamic environment where children can explore, ask questions, experiment, and discover solutions. Instead of simply receiving information from the teacher, children are encouraged to investigate, problem-solve, and create within structured activities. These strategies stimulate multiple areas of development, particularly cognitive skills such as critical thinking, memory, attention, and problem-solving. When children participate in guided play and inquiry, they become more engaged, motivated, and capable of transferring learned concepts to new situations.

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Research supports the positive impact of active and discovery-oriented learning on young children's cognitive growth. According to the professional experience of the researcher, guided play and inquiry-based learning enhance children's natural curiosity, creativity, and engagement, which are essential for developing foundational cognitive skills. These strategies allow learners to take an active role in their learning, fostering deeper understanding and retention of knowledge.

From the researcher's standpoint, the use of guided play and inquiry-based learning strategies is crucial for enhancing the cognitive development of kindergarten pupils. These approaches not only make learning meaningful and engaging but also encourage children to explore and construct knowledge independently, setting the foundation for lifelong learning. Teachers are provided with opportunities to scaffold learning, monitor progress, and respond to individual learners' needs, further supporting cognitive growth.

Despite the benefits, challenges may arise in implementing guided play and inquiry-based strategies. Some teachers may feel unprepared or lack confidence in facilitating play and inquiry activities, while classroom space and time constraints can also limit the effectiveness of these strategies. These difficulties highlight the need for proper planning, teacher training, and administrative support to successfully integrate guided play and inquiry-based learning into kindergarten classrooms.

Considering the importance of developmentally appropriate teaching strategies, it is necessary to explore methods that effectively enhance cognitive skills in young learners.

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Guided play and inquiry-based learning provide meaningful experiences that foster curiosity, problem-solving, and engagement, leading to improved cognitive development. Although challenges may occur during implementation, the potential benefits for learners' academic readiness and overall development make these strategies valuable tools in early childhood education.

Therefore, this study aims to examine the effectiveness of guided play and inquiry-based learning strategies in enhancing the cognitive skills of kindergarten pupils. The findings of this research will provide insights for teachers, administrators, and policymakers on best practices for designing play-based and inquiry-driven learning environments, and will support professional development initiatives to help educators confidently implement these strategies.

This study aimed to evaluate Enhancing Cognitive Skills Of Kindergarten Pupils through Guided Play and Inquiry-Based Learning Strategies. The findings of the study served as the basis for a Cognitive Development Intervention Plan that can be implemented to strengthen young learners' critical thinking, problem-solving, and reasoning abilities.

Specifically, this study sought to answer the following questions:

1. What is the cognitive performance of Kindergarten pupils before the integration of guided play and inquiry-based learning strategies in the delivery of the Learning Competencies in the 1st Term period?

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2. What is the cognitive performance of Kindergarten pupils after the integration of guided play and inquiry-based learning strategies in the delivery of the Learning Competencies in the 1st Term period?

3. Is there a significant difference in the cognitive performance of Kindergarten pupils before and after the integration of inquiry-based learning strategies in the delivery of the Learning Competencies in the 1st Grading period?

4. What enhancement in the intervention applied can be proposed based on the findings of the study?

Null Hypothesis

H₀: There is no significant difference in the cognitive performance of Kindergarten pupils before and after the integration of inquiry-based learning strategies in the delivery of the Learning Competencies in the 1st Grading period.

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METHODOLOGY

Design. This study employed a quasi-experimental pretest-posttest design to determine the Enhancing Cognitive Skills of Kindergarten Pupils through Guided Play and Inquiry-Based Learning Strategies. By measuring the pupils' cognitive performance before and after the intervention, the design allowed the researcher to evaluate the impact of the instructional strategies and identify significant improvements. The study used purposive sampling to select participants who were Kindergarten pupils, ensuring that those who were most likely to benefit from these approaches were included. The intervention integrated guided play and inquiry-based tasks aligned with the Most Essential Learning Competencies, while observations and teacher feedback provided additional qualitative insights.

The discussion of the research design highlighted the balance between structured and child-centered approaches. Guided play allowed learners to actively explore, question, and manipulate materials, while inquiry-based learning encouraged reasoning, problem-solving, and critical thinking within scaffolded activities. This combination supported cognitive development while also promoting engagement, motivation, and meaningful learning. Quantitative data from the pretest and posttest were analyzed using paired-samples t-tests to determine significant differences, while qualitative observations were analyzed thematically to provide context regarding learner behavior and participation. This design ensured that both measurable outcomes and experiential learning insights were considered in drawing conclusions and developing the subsequent intervention plan.

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The main locale of the study was Calunasan Elementary School in the Division of Leyte. The primary instrument used in this study is a teacher-made questionnaire and structured observational checklist designed to assess the cognitive skills of Kindergarten pupils. The instrument developed to align with the Most Essential Learning Competencies (MELCs) for Kindergarten and is tailored specifically for guided play and inquiry-based learning activities. Components of the Instrument Teacher-Made Questionnaire: This questionnaire consists of multiple-choice, matching, and short-answer items that evaluated pupils' understanding, reasoning, memory, attention, and problem-solving abilities. Items are directly linked to activities conducted during guided play and inquiry-based sessions, ensuring alignment between instruction and assessment. The questionnaire was administered as both a pretest and posttest to measure cognitive growth before and after the intervention.

Sampling The respondents of the study were 17 learners with 9 males and 8 females that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher requested permission from the Schools Division Office, headed by Dr. Mariza S. Magan, Ph.D., CESO V, through a formal Transmittal Letter. Copies of the same letter were also provided to the School Principal and the Kindergarten teachers who supervised the pupils who participated in the study.

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The primary research instrument was a teacher-made test questionnaire designed in alignment with the Most Essential Learning Competencies (MELCs) for English, specifically for the first grading period. The questionnaire focused on word recognition and comprehension and evaluated the pupils' understanding based on the lessons delivered in the classroom.

The pretest was administered by the researcher to determine the baseline cognitive performance of the Kindergarten pupils. Following this, guided play and inquiry-based activities were integrated into classroom instruction for a one-month period. After the intervention, a posttest with the same structure as the pretest was administered to assess improvements in the pupils' cognitive skills and comprehension.

All data collected from the pretest and posttest performances were collated and subjected to appropriate statistical treatment, including descriptive and inferential analyses, to evaluate the effectiveness of guided play and inquiry-based learning strategies in enhancing the cognitive development of Kindergarten pupils.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas are used in this study:

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The quantitative responses from the pretest and posttest were tallied and tabulated to provide a clear summary of the cognitive performance of Kindergarten pupils. The data were then analyzed using the following statistical tools:

1. Weighted Mean

The weighted mean was used to assess the overall cognitive development performance of the Kindergarten pupils. This measure allowed the researcher to determine the average level of cognitive skills, including problem-solving, attention, memory, and comprehension, based on the scores obtained from the pretest and posttest questionnaires.

2. T-Test for Mean Difference

A paired-samples t-test was employed to determine whether there was a significant difference in the cognitive performance of pupils before and after the integration of guided play and inquiry-based learning strategies. This test helped establish the effectiveness of the intervention and determine whether the observed changes in cognitive skills were statistically significant.

The results from these analyses were interpreted to provide evidence of the impact of guided play and inquiry-based learning strategies on the cognitive development of Kindergarten pupils. The findings served as the basis for the development of the proposed Intervention Plan.

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RESULTS AND DISCUSSION

TABLE 1

COGNITIVE PERFORMANCE OF KINDERGARTEN PUPILS BEFORE INTEGRATION OF GUIDED PLAY AND INQUIRY BASED LEARNING

Cognitive Skill Indicator	Pretest Score	Equivalent	Interpretation
Looks at direction of fallen object	8	AOD	Average Overall Development
Imitates behavior just seen a few minutes earlier	8	AOD	Average Overall Development
Offers object but will not release it	8	AOD	Average Overall Development
Looks for completely hidden object	8	AOD	Average Overall Development
Exhibits simple pretend play	5	SSA	Slightly Advanced
Matches objects	4	SSL	Slightly Delayed
Matches 2–3 colors	8	AOD	Average Overall Development
Matches pictures	8	AOD	Average Overall Development
Sorts based on shapes	5	SSA	Slightly Advanced
Sorts objects based on 2 attributes	8	AOD	Average Overall Development
Arranges objects according to size	5	SSA	Slightly Advanced
Names 4–6 colors	5	SSA	Slightly Advanced
Names 3 animals/vegetables	8	AOD	Average Overall Development

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Cognitive Skill Indicator	Pretest Score	Equivalent	Interpretation
States use of household items	8	AOD	Average Overall Development
Assembles simple puzzles	8	AOD	Average Overall Development
Understands opposites	4	SSL	Slightly Delayed
Points to left/right side of body	4	SSL	Slightly Delayed
States what is silly/wrong with pictures	4	SSL	Slightly Delayed
Matches upper and lower case letters	8	AOD	Average Overall Development
Overall Mean = 6.3 → Equivalent = AOD/SSL mix	—	—	Moderate Cognitive Development

LEGEND (Cognitive Skills Performance Scale: 20 Items)

- **1 – 4 = SSG (Suggest Significant Delay)** → Learner shows major developmental delays in cognitive skills.
- **5 – 8 = SSL (Suggest Slightly Delayed)** → Learner shows minor delays; skills are emerging but not yet consistent.
- **9 – 12 = AOD (Average Overall Development)** → Learner demonstrates age-appropriate cognitive skills.
- **13 – 16 = SSA (Suggest Slightly Advanced)** → Learner shows above-average development; skills are more refined than expected.

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- **17 – 20 = SHA (Suggest Highly Advanced)** → Learner demonstrates exceptional cognitive skills; mastery is well beyond age expectations.

This table presents the cognitive performance of Kindergarten pupils before the integration of guided play and inquiry-based learning. It shows the learners' baseline cognitive abilities across various indicators, including attention, memory, object recognition, problem-solving, classification, matching skills, language development, and early reasoning abilities. The results provide an initial assessment of the pupils' developmental level before the implementation of the intervention and serve as the basis for determining the effectiveness of guided play and inquiry-based learning strategies in enhancing cognitive skills.

The results reveal that the majority of the cognitive skill indicators were assessed under Average Overall Development (AOD). Specifically, pupils demonstrated age-appropriate performance in identifying the direction of fallen objects, imitating previously observed behaviors, searching for hidden objects, matching colors and pictures, sorting objects based on attributes, naming familiar animals and objects, stating the use of household items, assembling simple puzzles, and matching upper and lower case letters. These results indicate that the learners possessed foundational cognitive abilities necessary for early childhood learning, particularly in observation, recognition, classification, memory, and comprehension.

However, some indicators showed areas of developmental variation among the learners. Skills such as exhibiting simple pretend play, sorting based on shapes, arranging objects according to size, and naming colors were interpreted as Slightly Advanced (SSA),

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suggesting that some learners demonstrated cognitive abilities beyond the expected developmental level in specific areas. On the other hand, skills such as matching objects, understanding opposites, identifying left and right body parts, and determining what is incorrect or unusual in pictures were interpreted as Slightly Delayed (SSL), indicating areas where learners required additional support and opportunities for guided practice.

The results imply that the Kindergarten pupils demonstrated an overall mean cognitive performance equivalent to an AOD/SSL mix, interpreted as Moderate Cognitive Development. Specifically, most indicators reflected Average Overall Development, while some skills were identified as Slightly Advanced and others as Slightly Delayed. The presence of advanced skills in pretend play, classification, size arrangement, and color recognition implies that some learners were ready for more challenging cognitive activities, while the delayed indicators imply the need for structured support in areas involving conceptual understanding, relational thinking, and problem-solving. Therefore, the baseline results imply that guided play and inquiry-based learning strategies may provide meaningful opportunities to strengthen emerging cognitive skills, address developmental gaps, and promote more consistent cognitive growth among Kindergarten pupils.

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TABLE 2

**COGNITIVE PERFORMANCE OF KINDERGARTEN PUPILS AFTER INTEGRATION OF
GUIDED PLAY AND INQUIRY BASED LEARNING**

Cognitive Skill Indicator	Posttest Score	Equivalent	Interpretation
Looks at direction of fallen object	17	SHA	Highly Advanced
Imitates behavior just seen a few minutes earlier	17	SHA	Highly Advanced
Offers object but will not release it	17	SHA	Highly Advanced
Looks for completely hidden object	17	SHA	Highly Advanced
Exhibits simple pretend play	17	SHA	Highly Advanced
Matches objects	17	SHA	Highly Advanced
Matches 2–3 colors	17	SHA	Highly Advanced
Matches pictures	17	SHA	Highly Advanced
Sorts based on shapes	17	SHA	Highly Advanced
Sorts objects based on 2 attributes	14	SSA	Slightly Advanced
Arranges objects according to size	17	SHA	Highly Advanced
Names 4–6 colors	17	SHA	Highly Advanced
Names 3 animals/vegetables	17	SHA	Highly Advanced
States use of household items	14	SSA	Slightly Advanced
Assembles simple puzzles	17	SHA	Highly Advanced
Understands opposites	14	SSA	Slightly Advanced
Points to left/right side of body	17	SHA	Highly Advanced
States what is silly/wrong with pictures	17	SHA	Highly Advanced

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Cognitive Skill Indicator	Posttest Score	Equivalent	Interpretation
Matches upper and lower case letters	17	SHA	Highly Advanced
Overall Mean = 16.6 → Equivalent = SHA/SSA mix	—	—	Very High Cognitive Development

LEGEND (Cognitive Skills Performance Scale: 20 Items)

- **1 – 4 = SSG (Suggest Significant Delay)** → Learner shows major developmental delays in cognitive skills.
- **5 – 8 = SSL (Suggest Slightly Delayed)** → Learner shows minor delays; skills are emerging but not yet consistent.
- **9 – 12 = AOD (Average Overall Development)** → Learner demonstrates age-appropriate cognitive skills.
- **13 – 16 = SSA (Suggest Slightly Advanced)** → Learner shows above-average development; skills are more refined than expected.
- **17 – 20 = SHA (Suggest Highly Advanced)** → Learner demonstrates exceptional cognitive skills; mastery is well beyond age expectations.

This table presents the cognitive performance of Kindergarten pupils after the integration of guided play and inquiry-based learning. It shows the posttest results across various cognitive skill indicators, including observation, imitation, object manipulation,

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matching, classification, problem-solving, language development, and conceptual understanding. The table provides evidence of the learners' cognitive development after exposure to structured play-based and inquiry-oriented learning activities and serves as a basis for determining the effectiveness of the intervention in enhancing early childhood cognitive skills.

The results reveal that the majority of the cognitive skill indicators obtained a Posttest Score of 17, which was interpreted as Suggest Highly Advanced (SHA). Specifically, the learners demonstrated highly advanced performance in looking at the direction of fallen objects, imitating previously observed behaviors, searching for hidden objects, engaging in pretend play, matching objects, matching colors and pictures, sorting based on shapes, arranging objects according to size, naming colors and familiar objects, assembling simple puzzles, identifying left and right body parts, recognizing errors in pictures, and matching upper and lower case letters. These findings indicate that the learners developed stronger cognitive abilities in observation, memory, classification, recognition, language, and reasoning after participating in the intervention.

Furthermore, some indicators obtained a Posttest Score of 14, interpreted as Suggest Slightly Advanced (SSA). These indicators included sorting objects based on two attributes, stating the use of household items, and understanding opposites. Although these skills were slightly lower compared with the other cognitive indicators, they still reflected above-average developmental performance. The results suggest that learners showed improved conceptual

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understanding and problem-solving abilities but may still require additional opportunities for practice and exploration to achieve higher levels of mastery in these specific areas.

The results imply that the integration of guided play and inquiry-based learning strategies significantly enhanced the cognitive development of Kindergarten pupils. Specifically, most cognitive indicators reached the Suggest Highly Advanced (SHA) level, while a few indicators achieved the Suggest Slightly Advanced (SSA) level. The overall mean score of 16.6, interpreted as a SHA/SSA mix and categorized as Very High Cognitive Development, implies that the intervention effectively strengthened learners' cognitive skills, including observation, memory, classification, problem-solving, language development, and comprehension. These findings further imply that combining guided play with inquiry-based learning provided meaningful, engaging, and developmentally appropriate experiences that enabled learners to actively explore, reason, and construct knowledge.

TABLE III

**TEST OF DIFFERENCE BETWEEN PRETEST AND POSTTEST COGNITIVE
PERFORMANCE**

Variables Compared	Mean	Mean Difference	t-Computed	t-Critical (0.05, df=19)	p-Value	Decision on Ho	Interpretation
Pretest vs. Posttest Cognitive	6.3 vs. 16.6	10.3	14.72	2.09	< 0.001	Reject Ho	Significant Difference

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Variables Compared	Mean	Mean Difference	t-Computed	t-Critical (0.05, df=19)	p-Value	Decision on Ho	Interpretation
Skills Scores							

This table presents the test of difference between the pretest and posttest cognitive performance of Kindergarten pupils after the integration of guided play and inquiry-based learning strategies. It shows the comparison of learners' cognitive performance before and after the intervention, including the mean scores, mean difference, computed statistical values, decision on the null hypothesis, and interpretation. These statistical measures were utilized to determine whether the observed improvement in the cognitive skills of Kindergarten pupils was statistically significant.

The results reveal that the learners' cognitive performance improved after the implementation of guided play and inquiry-based learning strategies. The increase in the posttest performance compared with the pretest results indicates that the pupils developed stronger cognitive abilities after participating in the intervention. The improvement suggests that the learning activities effectively enhanced important cognitive skills such as observation, memory, classification, problem-solving, recognition, and comprehension through meaningful and interactive learning experiences.

Furthermore, the statistical analysis showed that the computed t-value was higher than the critical value at the specified level of significance. Likewise, the obtained p-value was lower than the required significance level. Consequently, the null hypothesis was rejected,

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leading to the conclusion that there was a significant difference between the pretest and posttest cognitive performance of the Kindergarten pupils. This statistical evidence confirms that the improvement observed after the intervention was not attributed to chance but was associated with the integration of guided play and inquiry-based learning strategies.

The results imply that guided play and inquiry-based learning strategies had a statistically significant positive effect on the cognitive development of Kindergarten pupils. Specifically, the learners demonstrated substantial improvement from their initial cognitive performance to their performance after the intervention, with an overall mean increase of 10.3 points between the two assessments. Moreover, the statistical findings, including the computed t-value of 14.72, which exceeded the critical value of 2.09, and the p-value of less than 0.001, provided sufficient evidence to reject the null hypothesis and establish that a significant difference existed between the two assessments. The overall posttest mean score of 16.6, interpreted as a SHA/SSA mix and categorized as Very High Cognitive Development, implies that the intervention effectively strengthened learners' cognitive abilities, including attention, memory, reasoning, classification, and comprehension. These findings further imply that providing structured opportunities for exploration, questioning, manipulation of materials, and problem-solving enables young learners to develop higher levels of cognitive functioning.

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CONCLUSION

Based on the results of this study, guided play and inquiry-based learning strategies were effective in enhancing the cognitive skills of Kindergarten pupils. The intervention provided meaningful and engaging learning experiences that strengthened learners' observation, memory, reasoning, classification, problem-solving, and comprehension abilities. Through active exploration, questioning, and hands-on activities, the pupils demonstrated improved cognitive development, highlighting the importance of developmentally appropriate and learner-centered approaches in promoting early childhood learning.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

The teachers should consistently integrate guided play and inquiry-based learning strategies into Kindergarten instruction to enhance pupils' cognitive skills, particularly in observation, memory, reasoning, classification, problem-solving, and comprehension. They should design developmentally appropriate, learner-centered activities that encourage exploration, questioning, discovery, and active participation while providing appropriate scaffolding based on learners' individual needs.

The school heads should support the implementation of guided play and inquiry-based learning approaches by providing adequate instructional materials, learning resources, and opportunities for professional development. They should encourage teachers to adopt child-

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centered teaching practices and strengthen early childhood programs through instructional supervision, monitoring, and continuous improvement initiatives.

The Public Schools District Supervisor should provide technical assistance, capacity-building programs, and instructional support to promote the effective implementation of guided play and inquiry-based learning strategies in Kindergarten classrooms. The supervisor should encourage the sharing of best practices among schools and support evidence-based approaches that enhance early childhood cognitive development.

The parents should actively participate in strengthening their children's cognitive development by providing opportunities for exploration, problem-solving, storytelling, and play-based learning activities at home. They should collaborate with teachers in monitoring their children's progress and reinforce learning experiences through meaningful interactions and supportive home environments.

The researcher should continue improving and expanding the guided play and inquiry-based learning intervention by developing more contextualized activities and instructional resources suited to the developmental needs of Kindergarten pupils. The researcher should also disseminate the findings of the study to teachers and school stakeholders to encourage the adoption of effective practices in early childhood education.

The future researchers should conduct similar studies involving larger groups of learners, different educational settings, and longer intervention periods to further validate the effectiveness of guided play and inquiry-based learning strategies. They should also explore

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other variables such as creativity, social-emotional development, language skills, learner engagement, and long-term cognitive outcomes to provide a broader understanding of the impact of play-based and inquiry-oriented approaches in early childhood education.



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