



EFFECTS OF GUIDED PEER ACTIVITIES IN KINDERGARTEN CHILDREN: BASIS OF AN INTERVENTION PLAN

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ABSTRACT

This study investigates the effect of guided peer activities on the emotional regulation skills of kindergarten children, as assessed by proficient and experienced teachers. The results indicate that most children exhibit higher emotional control, marked by stable behavioral responses and robust social-emotional skills, including empathy, teamwork, and conflict resolution. These abilities demonstrate the children's capacity to negotiate social relationships and regulate emotions proficiently. Guided peer activities dramatically improved emotional regulation, academic preparation, and psychological well-being. Structured interactions foster enhanced focus, refined communication abilities, emotional resilience, and expressiveness in children – qualities vital for adapting to classroom dynamics and wider social environments. The study revealed no statistically significant correlation between children's beginning emotional regulation levels and the outcomes of guided peer activities; nonetheless, the treatments yielded demonstrable advantages for the overall group, irrespective of individual starting positions. This indicates that structured peer interactions are universally advantageous and ought to be established as a normal practice rather than a specific intervention for those with emotional difficulties. The efficacy of these treatments is affected by the demographic characteristics of the instructors, especially their age, which significantly influences perceptions and implementation tactics. This highlights the necessity of providing inclusive and contextually relevant professional development programs that cater to the many backgrounds and experiences of educators. This study is legally founded on Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, which requires a learner-centered and comprehensive curriculum encompassing emotional and social development. Moreover, Department of Education Order No. 21, s. 2019 advocates for the incorporation of socio-emotional learning into early childhood education to enhance students' emotional well-being. Based on these findings, the study advocates for the integration of structured peer activities in early education systems and the delivery of equitable, school-specific training for teachers. By matching these practices with national educational mandates, schools can systematically improve emotional control, mental health, and academic readiness, thereby strengthening the long-term developmental objectives of the Philippine education system.

KEYWORDS: Academic Readiness, Adaptive Emotion Regulation, Emotional Regulation Skills, Emotion Regulation, Emotional Negativity, Guided Peer Activities, Mental Health, Social-emotional.

I. INTRODUCTION

Official schooling in Indonesia begins with kindergarten at age 5, where children develop essential skills for future academic success and learn socialization and self-awareness. Over the past two decades, Indonesia has made significant strides in education, particularly with a policy of 12 years of mandatory schooling that has improved access and enrollment rates. However, challenges remain, including funding issues, inadequate academic performance, and teacher shortages, which hinder the quality of education despite increased government spending. Ongoing reforms are necessary to address these challenges and enhance educational standards (Sukmayadi & Yahya, 2020; Shaturaev, 2019).

Indonesia, as the fourth most populous country and largest archipelago, has seen limited research on the socio-emotional development of its diverse child populations (Pujiastuti et al., 2022). Each child exhibits unique traits influenced by factors such as self-reaction, developmental challenges, and environmental contexts, leading to a variety of behaviors including sadness, anger, and learning difficulties. Addressing

aspects of children's lives—health, family dynamics, peer relationships, and educational guidance—is essential. Emotional balance, achievable through environmental control and emotional management skills, is crucial (Agustian et al., 2024). Early childhood is a critical time for learning emotional regulation, yet many children still struggle with this skill (Mufalakhah & Ichsan, 2024). Teaching young children about emotions can be particularly challenging when communication is limited, highlighting the importance of parenting style (Mustapa et al., 2023).

The development of socio-emotional skills in children is crucial for their emotional well-being and social interactions. During early childhood, particularly in kindergarten, children begin to learn how to identify, express, and regulate their emotions, which is essential for making friends, adhering to classroom rules, and engaging in learning activities. However, young children often struggle to manage intense emotions such as loss or frustration, highlighting the need for nurturing environments that support emotional control. Effective emotion regulation is linked to adaptive functioning and becomes more flexible with



age, although it remains a complex area of study with ongoing research challenges (Stifter & Augustine, 2019).

Kindergarten education plays a crucial role in developing emotional regulation skills in young children, helping them understand and manage their emotions through structured learning, play, and social interactions. This development not only enhances classroom behavior and social interactions but also supports academic performance by fostering persistence and attentiveness in problem-solving. As the initial stage of formal education, kindergarten equips children with essential emotional competencies that prepare them for future social and academic challenges. One key objective of kindergarten is to nurture emotionally intelligent individuals who also progress cognitively. According to Harrington et al. (2020), emotion regulation involves modulating emotional responses, which is vital for adapting to school environments and influences both socioemotional and academic readiness for kindergarten.

Young children's emotional regulation begins with basic techniques such as deep breathing and expressing emotions verbally, evolving into more complex strategies like problem-solving and seeking help as they grow (Hub, 2024). To foster emotional control in kindergarteners, teachers need instructional plans and resources tailored to enhance this developmental area. According to Abayan et al. (2021), these resources are essential for effective teaching and learning, yet many teachers face challenges due to a lack of appropriate tools, which limits their ability to provide meaningful learning experiences. Active participation in classrooms is crucial for children's learning, and this participation now includes social-emotional learning, which helps students develop peer relationships and manage emotions. With increasing classroom diversity, it is vital for teachers to have the right support tools to ensure effective social inclusion and learning (Morgan et al., 2021). Observations of behavioral issues and emotional challenges in kindergarten children highlight the need for materials that enhance emotional regulation skills, prompting the researcher to study the impact of guided peer activities on these skills.

The text discusses the importance of emotional regulation in therapy and its correlation with psychopathology, referencing Gross Emotional Regulation Theory as outlined by Hong and Kangas (2022). It emphasizes the role of beliefs about emotions in emotional regulation, noting that "active" strategies are linked to perceived controllability. Yuniar (2021) highlights the significance of early childhood experiences in fostering social development and relationships. Emotional regulation is described as a complex interplay of innate and learned factors, with Crowell (2021) advocating for a thorough understanding of emotional dysregulation to inform therapeutic approaches.

The theory suggests specific strategies for regulating emotions, such as appraisal and expression suppression, and proposes that guided peer activities can aid children in managing their emotions creatively. Additionally, the Social-Emotional Learning Theory, as defined by CASEL (2020), supports the development of healthy identities and emotional management. Bailey et al. (2019) outline key principles for effective SEL

implementation, emphasizing age-appropriate skills and adaptability to meet students' needs.

Together, these theories provide a framework for the researcher to explore the impact of guided peer activities on the emotional regulation skills of kindergarten children, focusing on their social-emotional development, academic readiness, and mental health in early childhood education.

The study uses the Input-Process-Output (IPO) Model to analyze the impact of guided peer activities on kindergarten children's emotional regulation skills. It includes demographics, emotional regulation, and social-emotional aspects. The middle box includes questionnaire development, validation, reliability testing, data collection, interpretation, and analysis. The output box presents an action plan for enhancing emotional regulation skills through guided peer activities in kindergarten.

The study aimed to determine if guided peer activities could enhance kindergarteners' emotional regulation skills. It was conducted at Bina Bangsa School in Malang, Indonesia, using a descriptive quantitative approach. The study used an Emotion Regulation Checklist and a researcher-made questionnaire to assess the effects of guided peer activities on kindergarten children. The research focused on kindergarten teachers' demographic profiles and developed an action plan to improve emotional regulation skills in kindergarteners.

1.1 Statement of the Problem

1. What is the demographic profile of the teacher-respondents in terms of Age, Sex, Educational attainment, and Length of service?
2. What is the level of emotional regulation skills of kindergarten children based on the teacher's assessment?
3. What is the composite mean on the effect of guided peer activities on the emotional regulation skills of kindergarten children, as assessed by the teachers in terms of Social-emotional, Academic readiness, and Mental health?
4. Is there a significant difference in the effect of utilizing guided peer activities on the emotional regulation skills of kindergarten children, as assessed by the teachers, when grouped according to respondents' profiles?
5. Is there a significant relationship between the level of emotional regulation skills of kindergarten children and the effect of utilizing guided peer activities in the development of kindergarten children?
6. Based on the study's results, what intervention plan may be developed?

2. Review of Related Literature

Jumuad et al. (2023) corroborate this finding, identifying enhancements in reading comprehension among young learners using peer tutoring programs, although they indicated that prolonged intervention durations could produce more substantial outcomes. A study by Cagatan and Quirap (2024) underscored the beneficial correlation between collaborative learning and academic success, highlighting the significance of promotive interaction and individual accountability.



The study by Denham et al. (2021) supports the finding, highlighting that emotional regulation in preschoolers is a crucial predictor of academic achievement and social competence, with interventions employing peer-based activities greatly facilitating both advancements. Morrison et al. (2022) similarly discovered that social-emotional learning (SEL) frameworks, which incorporate supervised peer contact, enhance emotional regulation, particularly in transitional and impulsive behaviors. Furthermore, Lee & Kim (2023) illustrated that kindergartners included in structured emotional literacy sessions with peer cooperation had superior anger and frustration regulation advancements compared to those who underwent conventional training.

Domitrovich et al. (2021) finds that social-emotional learning (SEL) programs featuring peer collaboration enhance empathy and self-regulation in preschool-aged children. Rosanbalm and Murray (2023) found that supervised peer contact improves emotional expressiveness, turn-taking, and dispute resolution. Trentacosta et al. (2022) observed that early childhood therapies fostering cooperative peer activities lead to enduring enhancements in emotional awareness and social skills.

Mashburn et al. (2021) states the idea that guided peer learning enhances cognitive development and attentional control in preschool children by augmenting engagement and motivation. Gillanders et al. (2023) underscore that youngsters engaged in structured peer collaboration exhibit significant advancements in oral language development and task adherence. Blair and Raver (2020) emphasize the relationship between self-regulation and academic preparedness, arguing that emotionally supportive peer learning situations enhance children's capacity to handle cognitive demands.

Denham et al. (2021), which highlights that emotionally supportive peer situations promote resilience and reduce behavioral distress in preschool-aged children. McClelland et al. (2023) discovered that collaborative play and structured peer activities diminish social disengagement and enhance emotional regulation. Wang and Degol (2022) emphasize the significance of healthy peer interactions in enhancing children's emotional competence and reducing stress in early educational environments.

Hughes et al. (2021), which indicated that sustained peer interaction improves self-regulation, classroom adaptation, and emotional expressiveness. Kim and Gopalan (2022) discovered that children engaged in peer-oriented collaborative learning demonstrated enhanced attention, emotional resilience, and academic confidence. Zinsser et al. (2023) highlighted that peer connection enhances mental health and social abilities, particularly when deliberately organized by educators to facilitate cooperative learning.

Jung et al. (2021) revealed that educators with elevated educational qualifications and comprehensive training in child development exhibit greater responsiveness to socio-emotional treatments and assess their outcomes more favorably. Yoo et al. (2023) similarly documented notable perceptual variances in early childhood educators' opinions towards peer-based

techniques, contingent upon their years of teaching experience and level of training. Smith & Wang (2022) observed that gender and age affect instructors' engagement in and assessment of collaborative classroom approaches, with older and more experienced educators typically integrating these activities more effectively due to enhanced pedagogical insight.

Denham et al. (2021), which elucidates that the development of emotional regulation is a complex, multifaceted process shaped by numerous internal and external factors, such as peer interactions, teacher support, and environmental stability, rather than solely by previous emotional competencies. Raver and Blair (2022) contend that peer collaboration fosters an environment conducive to gradual emotional learning development, irrespective of children's initial circumstances. Zinsser et al. (2023) underscore the non-linear nature of emotional regulation and advise against supposing direct links in early infancy, especially within diverse and socially dynamic classroom settings.

II. RESEARCH METHODOLOGY

Research Design

The study utilized a descriptive quantitative research model to explore the effects of guided peer activities on kindergartners' emotional control abilities. This approach helped identify patterns and relationships within the data, supporting theory validation and decision-making in the field of science (Mohajan, 2020). A self-constructed survey was employed to quantify attitudes, behaviors, and other variables, allowing for generalization from a larger sample. The research aimed to assess kindergartners' emotional control abilities and their correlation with guided peer activities, focusing on social-emotional growth, academic readiness, and mental health. The Emotional Regulation Checklist (ERC), a 24-item instrument completed by familiar adults, was used by teachers to evaluate students' emotional control skills, emphasizing their capacity for emotional regulation and adaptation.

Population and Sampling

A simple random sampling technique was utilized in selecting the respondents for the study. The selected respondents were kindergarten teachers from Bina Bangsa School in Malang, Indonesia.

Respondents of the Study

The respondents of the study consisted of kindergarten teachers from Bina Bangsa School in Malang, Indonesia. A total of fifty (50) kindergarten teachers from the said school participated as respondents in the study.

Research Instrument

The study used a questionnaire to assess the impact of guided peer activities on the emotional regulation skills of kindergarten learners. The questionnaire included demographic information about teachers, emotional regulation skills using the Emotion Regulation Checklist, and the effects on social-emotional development, academic readiness, and mental health. The results influenced an action plan to enhance emotional regulation skills in kindergarten children. A Likert Scale was used to quantify responses.



Data Gathering Procedure

The study involved obtaining permission from Indonesia's Ministry of Primary and Secondary Education, obtaining consent from kindergarten teachers, and distributing questionnaires. Data was collected and analyzed using SPSS. Teacher assessments using the Emotion Regulation Checklist (ERC) were used to evaluate emotional regulation in kindergarten children. Higher scores indicated more flexible regulatory systems. The Emotion Regulation scale evaluated social skills, while the Emotional Lability/Negativity scale assessed behavioral problems. An adaptive emotion regulation total score was calculated by summing the Emotion Regulation scale and the inverse of the Emotional Lability/Negativity scale. The study's findings led to an action plan to improve emotional regulation skills in kindergarten children through guided peer activities.

Statistical Treatment

The study analyzed data using frequency and percentage distributions to determine the demographic profile of kindergarten teacher-respondents. The Emotion Regulation Checklist was used to assess the emotional regulation skills of kindergarten children. The weighted mean was used to determine the effect of guided peer activities on emotional regulation skills. A paired t-test was used to determine if there was a significant difference in the effect of guided peer activities on emotional regulation skills. Pearson r was used to determine if there was a significant relationship between emotional regulation skills and guided peer activities.

Ethical Consideration

The researcher adhered to ethical standards in conducting the study, ensuring the security and safety of respondents' information. They obtained permission and approval from the school head, ensured clarity in information dissemination, and guaranteed anonymity and confidentiality. They prioritized the safety of all involved and respected intellectual property to avoid plagiarism.

III. RESULTS AND DISCUSSION

Demographic profile of the teacher-respondents in terms of Age, Sex, Educational attainment, and Length of service.

Table 1 Demographic Profile of the Respondents

		Count	Column N %	Mean	Standard Deviation
Age				36.78	8.93
Sex	Male	22	44.0%		
	Female	28	56.0%		
Highest Educational Attainment	With Masteral Units	16	32.0%		
	Masteral Degree	22	44.0%		
	With Doctoral Units	10	20.0%		
	Doctoral Degree	2	4.0%		
Number of Years in Teaching				8.30	4.81
Level of Training Attended	School	0	0.0%		
	District	10	20.0%		
	National	24	48.0%		
	International	16	32.0%		

Table 1 shows a diverse group of experienced teachers, with a mean age of 37, most female, and over eight years of experience. Most have participated in national and international training programs, demonstrating commitment to professional growth. The teachers are highly qualified and experienced, making them adept at implementing peer-assisted learning in kindergarten environments. However, their lack of school-level training suggests the need for localized professional development opportunities. The effectiveness of guided peer activities intervention strategies depends on continuous support and context-specific training, highlighting the need for tailored training.

Jumuad et al. (2023) corroborate this finding, identifying enhancements in reading comprehension among young learners using peer tutoring programs, although they indicated that prolonged intervention durations could produce more substantial outcomes. A study by Cagatan and Quirap (2024) underscored the beneficial correlation between collaborative learning and academic success, highlighting the significance of promotive interaction and individual accountability.



Level of emotional regulation skills of kindergarten children based on the teacher's assessment

Table 2: Level of Emotional Regulation Skills of Kindergarten Children

	Mean	Std. Deviation	Verbal Interpretation
1 he is a cheerful child.	3.14	0.73	High
2 exhibits wide mood swings (child's emotional states difficult to anticipate because s/he moves quickly from positive to negative moods).	2.98	0.62	High
3 responds positively to neutral or friendly overtures by adults [responds positively to polite or friendly adults].	3.04	0.67	High
4 transitions well from one activity to another; does not become anxious, angry, distressed, or overly excited when moving from one activity to another.	2.84	0.65	High
5 can recover quickly from episodes of upset or distress (for example, does not pout or remain sullen, anxious, or sad after emotionally distressing events).	3.04	0.64	High
6 is easily frustrated.	2.78	0.68	High
7 responds positively to neutral or friendly overtures from peers. [Responds positively to polite or friendly peers].	3.14	0.67	High
8 is prone to angry outbursts/tantrums easily.	3.00	0.67	High
9 can delay gratification	2.88	0.66	High
10 takes pleasure in the distress of others (for example, laughs when another person gets hurt or punished; enjoys teasing others).	2.96	0.70	High
11 can modulate excitement [Can control his/her excitement] (for example, does not get "carried away" in high-energy play situations or overly excited in inappropriate contexts).	2.94	0.59	High
12 is whiny or clingy with adults.	2.86	0.81	High
13 is prone to having disruptive outbursts of energy and exuberance [excitement].	2.86	0.76	High
14 responds angrily to limit-setting by adults.	3.06	0.68	High
15 can say when s/he feels sad, angry, fearful, or afraid.	3.04	0.70	High
16 seems sad or listless.	3.04	0.78	High
17 is overly exuberant [excited and energetic] when attempting to engage others in play.	2.84	0.58	High
18 displays flat affect [does not show much emotion when you would expect it] (expression is vacant or inexpressive; child seems emotionally absent).	2.88	0.75	High
19 responds negatively to neutral or friendly overtures by peers [Responds negatively to polite or friendly peers] (for example, may speak in an angry tone of voice or respond fearfully).	2.86	0.67	High
20 is impulsive [Cannot control him/herself].	3.00	0.64	High
21 is empathic [sympathetic] towards others; shows concern when others are upset or distressed.	3.00	0.67	High
22 displays exuberance [energy and excitement] that others find intrusive or disruptive.	2.72	0.54	High
23 displays appropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive, or intrusive acts by others.	2.96	0.70	High
24 displays negative emotions when attempting to engage others in play.	2.84	0.82	High
LEVEL OF EMOTIONAL REGULATION SKILLS OF KINDERGARTEN CHILDREN	2.95	0.14	High

Legend: 4 (3.50 - 4.00) - Very High 3 (2.50 - 3.49) - High 2 (1.50 - 2.49) - Low 1 (1.00 - 1.49) - Very Low

Table 2 found a high level of emotional regulation abilities among kindergarten children, with a mean score of 2.95. Most items scored between 2.72 and 3.14, all classified as "High." Children showed cheerfulness and positive responsiveness to peers and adults. Certain behaviors, such as invasive exuberance and task shifting, had lower scores but elevated scores, suggesting potential growth opportunities. The minimal standard deviation indicates uniformity in emotional responses and behaviors.

Kindergarten children show positive emotional control skills, essential for social interaction and classroom participation. They show strong empathy, impulse regulation, and emotional

articulation. However, they struggle with transitions, enthusiasm, and disruptive outbursts. Despite progress in emotional self-regulation, facilitated peer interactions and emotional literacy sessions resulted in superior anger and frustration regulation compared to conventional training.

The study by Denham et al. (2021) supports the finding, highlighting that emotional regulation in preschoolers is a crucial predictor of academic achievement and social competence, with interventions employing peer-based activities greatly facilitating both advancements. Morrison et al. (2022) similarly discovered that social-emotional learning (SEL) frameworks, which incorporate supervised peer contact,



enhance emotional regulation, particularly in transitional and impulsive behaviors. Furthermore, Lee & Kim (2023) illustrated that kindergartners included in structured emotional literacy sessions with peer cooperation had superior anger and

frustration regulation advancements compared to those who underwent conventional training.

Composite Mean on the effect of utilizing guided peer activities on the emotional regulation skills of kindergarten children as assessed by the teachers in terms of Social-emotional, Academic readiness, and Mental health

Table 3 Composite Mean on the effect of utilizing guided peer activities on the emotional regulation skills of kindergarten children as assessed by the teachers in terms of Social-emotional, Academic readiness, and Mental health

	Mean	Std. Deviation	Verbal Interpretation
Social-Emotional	3.45	0.46	Often
Academic Readiness	3.39	0.47	Often
Mental Health	3.44	0.47	Often
EFFECT OF UTILIZING GUIDED PEER ACTIVITIES ON EMOTIONAL REGULATION SKILLS OF KINDERGARTEN CHILDREN	3.43	0.44	Often

Legend: 4 3.50 - 4.00 Almost Always 3 2.50 - 3.49 Often
 2 1.50 - 2.49 Sometimes 1 1.00 - 1.49 Rarely/Never

Table 3 reveals that guided peer activities significantly impact kindergarten children's emotional regulation competencies in social-emotional development, academic readiness, and mental health. The overall mean score is 3.43, with slight discrepancies in standard deviation among the three domains. The most excellent average score was in the social-emotional category, indicating that peer-based activities significantly influence children's interactions and emotional expressions within their peer group.

Kindergarten children's emotional regulation is significantly influenced by guided peer activities, promoting social-emotional behaviors, academic engagement, and psychological well-being. Teachers should incorporate collaborative interactions into daily learning, such as peer pairing, cooperative play, and collaborative problem-solving, to enhance self-regulation, empathy, emotional expressiveness, and resilience, thereby preparing children for school.

The studies reviewed indicate that social-emotional learning (SEL) programs and peer collaboration significantly benefit preschool-aged children by enhancing various emotional and cognitive skills. Domitrovich et al. (2021) found that SEL programs with peer collaboration improve empathy and self-regulation. Rosanbalm and Murray (2023) noted that supervised peer interactions boost emotional expressiveness

and conflict resolution skills. Trentacosta et al. (2022) reported that early therapies promoting cooperative activities lead to lasting improvements in emotional awareness and social skills.

Mashburn et al. (2021) highlighted that guided peer learning fosters cognitive development and attentional control, while Gillanders et al. (2023) observed that structured peer collaboration enhances oral language skills and task adherence. Blair and Raver (2020) connected self-regulation with academic readiness, asserting that supportive peer learning environments help children manage cognitive challenges. Denham et al. (2021) reinforced that emotionally supportive peer interactions foster resilience and lessen behavioral issues. Furthermore, McClelland et al. (2023) found that

The conclusion is corroborated by the research of Hughes et al. (2021), which indicated that sustained peer interaction improves self-regulation, classroom adaptation, and emotional expressiveness. Kim and Gopalan (2022) discovered that children engaged in peer-oriented collaborative learning demonstrated enhanced attention, emotional resilience, and academic confidence. Zinsser et al. (2023) highlighted that peer connection enhances mental health and social abilities, particularly when deliberately organized by educators to facilitate cooperative learning.



Significant difference in the effect of utilizing guided peer activities on the emotional regulation skills of kindergarten children, as assessed by the teachers, when grouped according to respondents' profiles.

Table 4 Test of significant difference in the effect of utilizing guided peer activities on the emotional regulation skills of kindergarten children, as assessed by the teachers when grouped according to respondents' profiles

	t	df	Sig. (2-tailed)	Decision	Remarks
Age - Effect of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children	26.207	49	0.000	Reject	Significant
Sex - Effect of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children	-20.286	49	0.000	Reject	Significant
Highest Educational Attainment - Effect of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children	-10.982	49	0.000	Reject	Significant
Number of Years in Teaching - Effect of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children	7.049	49	0.000	Reject	Significant
Level of Training Attended - Effect of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children	-2.818	49	0.007	Reject	Significant

Table 4 found that demographic factors such as age, sex, educational attainment, years of teaching experience, and level of training attended significantly influenced teachers' perceptions of guided peer activities' effects on kindergarten children's emotional regulation skills. Teacher age had the highest t-value, suggesting a substantial influence on perception. The lowest, yet still significant, difference was identified in the degree of training attended. This suggests a significant difference in teachers' perceptions of guided peer activities.

Teacher-related factors, such as age, sex, education, and experience, significantly influence their evaluation of guided peer activities for improving emotional regulation in kindergarten children. This suggests the need for tailored professional development programs to accommodate diverse

backgrounds and experiences, and for more uniform, inclusive training modules.

The conclusion is corroborated by the research conducted by Jung et al. (2021), which revealed that educators with elevated educational qualifications and comprehensive training in child development exhibit greater responsiveness to socio-emotional treatments and assess their outcomes more favorably. Yoo et al. (2023) similarly documented notable perceptual variances in early childhood educators' opinions towards peer-based techniques, contingent upon their years of teaching experience and level of training. Smith & Wang (2022) observed that gender and age affect instructors' engagement in and assessment of collaborative classroom approaches, with older and more experienced educators typically integrating these activities more effectively due to enhanced pedagogical insight.



Significant relationship between the level of emotional regulation skills of kindergarten children and the effect of utilizing guided peer activities in the development of kindergarten children.

Table 5 Correlation between the level of emotional regulation skills of kindergarten children and the effect of utilizing guided peer activities in the development of kindergarten children

		Effect Of Utilizing Guided Peer Activities on Emotional Regulation Skills of Kindergarten Children
	Pearson Correlation	0.059
Level of Emotional Regulation Skills of Kindergarten Children	Sig. (2-tailed)	0.682
	N	50

Table 5 shows a negligible positive relationship between kindergarten children's emotional regulation skills and the effectiveness of guided peer activities. The Pearson correlation coefficient ($r = 0.059$) and p-value ($p = 0.682$) indicate no significant linear relationship between children's emotional control and the perceived efficacy of guided peer activities among respondents.

The study suggests that guided peer activities can improve emotional regulation, regardless of a child's initial emotional control abilities. It suggests that these activities should be included in early childhood environments, not just restricted to those with lower emotional management abilities. Policymakers and teachers should view guided peer activities as a universally beneficial tool for emotional development.

The conclusion is corroborated by the research of Denham et al. (2021), which elucidates that the development of emotional regulation is a complex, multifaceted process shaped by numerous internal and external factors, such as peer interactions, teacher support, and environmental stability, rather than solely by previous emotional competencies. Raver

and Blair (2022) contend that peer collaboration fosters an environment conducive to gradual emotional learning development, irrespective of children's initial circumstances. Zinsser et al. (2023) underscore the non-linear nature of emotional regulation and advise against supposing direct links in early infancy, especially within diverse and socially dynamic classroom settings.

Intervention plan Rationale

The intervention program aims to tackle the significant differences in teachers' judgments of the effect of guided peer activities, influenced by their demographic characteristics, including age, sex, educational qualifications, teaching experience, and training level. These differences indicate that not all teachers may uniformly apply or appreciate peer-guided practices in facilitating children's emotional regulation. The program seeks to consolidate and enhance teachers' abilities in conducting guided peer activities through structured training, resources, and support, ensuring uniform and effective implementation that benefits all kindergarten students, irrespective of their initial emotional regulation skills.

"Unified Emotional Development Through Peer Activities (UEDPA): A Targeted Kindergarten Emotional Regulation Program"

Component	Activities	Responsible Persons	Timeline	Target Budget (PHP)
A. Professional Development Workshop	- Differentiated training modules to align perception and instructional approaches across age groups and qualifications.	- Lead Trainer (Psychologist)	Month 1 (3-day session)	₱60,000
	- Focus on research-based strategies for peer-led emotional regulation.	- School Heads		
		- Master Teachers		
B. Peer Activity Module Design	- Create standardized, guided peer activity kits focusing on social-emotional learning, academic readiness, and mental health.	- Kindergarten Curriculum Coordinator	Months 1–2	₱40,000
	- Tailor for use by teachers with varying levels of experience/training.	- Instructional Designers		
		- Selected Teachers from each profile group		
C. Implementation Phase	- Weekly peer activity sessions are integrated into daily classroom routines.	- Kindergarten Teachers	Months 3–6	₱20,000 (materials)



	- Structured reflection journals for teachers to note behavioral observations.	- Assigned Support Staff		
D. Monitoring and Evaluation	- Pre/post emotional regulation assessments using standardized observation tools.	- Research & Evaluation Officer	Months 6–7	₱15,000
	- Collection of teacher reflection journals.	- School Psychologist		
	- Debriefing focus groups.			
E. Inclusive Review Forum	- Hold a stakeholder forum with teachers grouped by age, experience, and qualifications to identify disparities in perception and propose improvements.	- Project Lead	Month 7	₱15,000
	- Present consolidated outcomes.	- Cluster Heads		
		- DepEd Division Representative		
F. Re-tooling and Sustainability Planning	- Revise the peer activity modules based on feedback.	- Research Team	Month 8	₱10,000
	- Plan for scalability across schools.	- Budget Officer		
		- Regional Coordinator		

IV. CONCLUSION

Kindergarten teachers, primarily females with higher degrees, have a diverse professional experience and academic achievements. They have extensive training beyond the school level, demonstrating dedication to professional growth. Kindergarten children often have high emotional regulation skills and strong social-emotional competencies. Guided peer activities significantly enhance these children's emotional management, academic readiness, and mental well-being. These activities foster emotional maturity, social awareness, active engagement, listening and communication skills, and attitudes. However, the effect of guided peer activities on emotional regulation skills varies significantly according to demographic variables, highlighting the importance of context in educational practice. The study found no statistically significant relationship between kindergarten children's emotional regulation skills and the perceived impact of guided peer activities on their development, suggesting that additional factors may affect children's emotional regulation or that the advantages of peer-guided activities may extend beyond immediate emotional control.

The study concludes that teachers' qualifications and experience make them adopt at implementing guided peer activities in kindergarten environments. However, more accessible, school-specific training opportunities are needed to optimize the efficacy of these interventions. Guided peer activities enhance emotional development, social-emotional competencies, academic preparedness, and mental health in kindergarten children. The study suggests the need for inclusive professional development programs that cater to various educator profiles. The proposed intervention plan aims to improve emotional regulation in kindergarten children through guided peer activities.

The study recommends enhancing emotional development in early childhood education through specialized professional development programs for teachers, incorporating guided peer activities into classroom routines, and integrating these activities into kindergarten programs. These programs should focus on enhancing emotional competencies and preparing children for transitions and high-energy situations. Customized programs should address teachers' varied backgrounds and qualifications, providing equal support. Guided peer activities should be widely included in pre-schools and kindergartens, and schools and leaders should adopt and execute the recommended intervention plan, ensuring equitable benefits for all students.

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