

The School Readiness of the Kindergarten Pupils in Wesleyan School in Ilagan as Basis for the Enhancement of Kindergarten Curriculum

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Abstract

Kindergarten is the critical beginning of formal education, significantly influencing a child's readiness and adaptability to school experiences. Children's school readiness is essential for successful learning within a classroom environment. This study focuses on assessing the school readiness of kindergarten pupils at Wesleyan Kindergarten and Nursery School, guiding teachers to adjust methodologies to better cater to their students' abilities. The research aims to evaluate readiness across various domains: gross motor, fine motor, self-help, receptive and expressive language, cognitive, and socio-emotional. The study involved 52 pupils enrolled in the Kinder 2 curriculum for the 2017-2018 academic year. Data was analyzed using frequency and percentage distribution, weighted arithmetic mean, and chi-square tests.

Findings indicate that most respondents are five-year-old males, with a significant portion having attended private nursery schools. Fathers are predominantly private employees, while mothers are public employees. Children showed readiness in most domains except the self-help domain. Notably, school readiness significantly differed based on profile factors such as age, nursery school attendance, and parents' occupations. Girls, younger children, and those with parents in specific occupations exhibited higher readiness levels.

The study concludes that age, nursery attendance, and parental occupation are crucial in school readiness. Recommendations include age-appropriate enrolment, teacher training, activities to enhance readiness, orientation seminars for parents, adoption of the ECCD checklist, and further research into factors affecting school readiness.

Keywords: Kindergarten, School Readiness, Curriculum

Introduction

Kindergarten marks the beginning of formal education. Thus, it is a crucial period in preparing children for schooling. Children's readiness for schooling is referred to when children are prepared to face experiences they will be encountering in school. The child's initial school experience can influence the way he feels and reacts to the school activities. It will also affect the way he relates to other people and his environment and to the rest of his life. Success or failure at this stage can affect his well-being, self-esteem, motivation and perspective.

In the discussion of preschool programs, school readiness is a major topic of debate. Raising entrance ages for admittance to kindergarten is based on the reasoning that many children are not ready for schooling and teachers have difficulty in teaching them.

In Wesleyan Kindergarten and Nursery school, Kindergarten 2 children has ages ranging from four to six years old. This is/are the age(s) considered age of readiness in school. When school year starts most of children may experience adjustment on the environment, with different people, school activities, and even play time. These activities may somehow affect the child and his school readiness. Kindergarten teacher therefore plays an important role in molding the school readiness of every child. Considering the ability of each child, the teacher adjusts his methodology in order to cater to the individual differences of his pupils that will help in their preparation for formal schooling. According to Semaña, et.al¹ the readiness of young children can be improved when there is smooth transition in the experience and skills of the young. The school must therefore address the diverse needs of the children and families in their community and is committed to success of every child.

The Republic Act 10157 or “The Kindergarten Education Law” made Kindergarten the compulsory and mandatory entry stage to basic education. Section 2 of this Act provides that all five-year old children shall be given equal opportunities for Kindergarten Education to effectively promote their physical, social, emotional and intellectual development, including values formation so they will be ready for school. This was so since the Department of Education (DepEd) believes that Kindergarten is the transition period from informal to formal literacy (Grades 1-12) considering that age five (5) is within the critical years where positive experiences must be nurtured to ascertain school readiness.²

Children’s school readiness is needed in formal learning which usually takes place inside the classroom, therefore it is very important to assess if the child is ready or not for formal schooling. This study is proposed to find out the school readiness of kindergarten pupils in Wesleyan Kindergarten and Nursery School so that the teachers can be guided and helped in adjusting their methodologies in catering to their pupils abilities and to design and develop activities and innovative strategies that can bring out the quality teaching and learning expected.

Research Questions

This study investigated the school readiness of the kindergarten pupils in the Wesleyan Kindergarten and Nursery School in Ilagan as a basis for enhancing Kindergarten curriculum.

Specifically, sought to answer the following questions:

1. What is the profile of the kindergarten pupils in terms of:
 - a. Age
 - b. Sex
 - c. Nursery School Attended
 - d. Occupation of Parents
2. How prepared are the respondents for formal schooling in terms of the behavior observed along the following domains:
 - a. Gross Motor Domain
 - b. Fine Motor Domain
 - c. Self-Help Domain

¹ Kristyle V. Semaña, Giraldyne D.Tomboc, May Rose F.; School Readiness of the Preschool Pupils of St. Ignatius Learning Center, Xavier Heights Cagayan De Oro City For School Year 2010-2011,” (Unpublished Research), <https://www.scribd.com/document/60597744/School-Readiness-Thesis-by-Giraldyne-D-Semana>; Date Retrieved August 5, 2017.

²“Curriculum Guide,” <http://www.deped.gov.ph/k-to-12/curriculum-guides/kindergarten>; Date Retrieved: August 19, 2017.

- d. Receptive Language Domain
 - e. Expressive Language Domain
 - f. Cognitive Domain
 - g. Socio-Emotional Domain
3. Do the respondents significantly differ in school readiness when grouped according to profile?

Methodology

Research Design

The descriptive survey method of research was used in the study on the school readiness of the kindergarten pupils in Wesleyan School in Ilagan. The method aids the researcher to describe the nature of a situation on gathered information and conditions. In this support, Good and Scates³ stated that descriptive method oftentimes characterized as a survey or nominative approach as it is used to look for insights into factors or conditions that are prevailing or existing.

Respondents of the Study

The respondents of the study are 52 pupils who are officially enrolled in Kindergarten 2 program in Wesleyan Kindergarten and Nursery School, academic year 2017-2018.

Data Gathering Instrument

The researcher utilized the Philippine Early Childhood Developmental Checklist that is issued by the Department of Education as the main source of data for the study. The Philippine Early Childhood Development checklist (form 2). The following domains as stated in Philippine Early Childhood Development Checklist are:

1. Gross Motor Domain has 12 items
2. Fine Motor Domain Has 10 items
3. Self-help Domain has 26 items
4. Receptive Language Domain has 5 items
5. Expressive Language Domain has 8 items
6. Cognitive Domain has 21 items and;
7. Social-Emotional Domain 24 items

The researcher also used Documentary analysis to identify the respondents' profile that will help in determining the occupation of their parents. The said document is from the enrolment form of the Kindergarten 2 pupils who are officially enrolled for academic year 2017-2018.

Data Gathering Procedure

Since one of the means of acquiring data needed for the study is through observation, the researcher used the Philippine Early Childhood Developmental Checklist that is issued by the Department of Education. The researcher observed and checked the corresponding questions in the checklist and did some interview with the parents of the kindergarten pupils to accomplish the said checklist.

Before the actual observation, the researcher first asked permission to the school principal of the Wesleyan Kindergarten and Nursery School to conduct the study. The researcher discussed with the principal the

³ Carter V. Good and Douglas E. Scates, Methods of Research: Educational, Psychological and Sociological, (New York: Appleton-Century, Inc., 1954).

procedures of the study and instruments to be used. After the permission was granted the researcher observed, went through previews activities of the children and interviewed the children and the parents. The researcher teacher together with his co-teacher, who serves as the adviser of the respondents, personally conducted the observation and the face to face interview with the parents to ensure the accuracy of the answers in the checklist. Observation to the respondents was done while the pupils were inside the classroom, during free play, individual or group activity, snack time and class time or even when they were outside the room (within the premise of the school).

Lastly, after the observation and checking of the checklist was done, data were tabulated, and analyzed.

Statistical Treatment of Data

The following statistical tools were used in the study:

Frequency and Percentage Distribution. This was used to treat the respondent's profile.

F-test. This was used to determine the significant difference in the respondent's readiness when grouped according to the age, grade level, sex and Nursery school attended of the pupils in Wesleyan kindergarten and Nursery School and their school readiness or preparedness.

Data Analysis Procedure

To identify whether the child is ready or not for a certain domain. The researcher computed if the child is 75 percent capable of doing the activities. Ready under the said domain. If the child is not able to reach the standard he is considered not ready in the domain.

Result and Discussion

1. What is the profile of the respondents in relation to the following variables?

a. Age

Table 1 Frequency and Percentage Distribution of the Respondents According to Age

Age	Frequency	Percentage
6	9	17
5	42	81
4	1	2
Total	52	100

As could be gleaned on the table, majority of the respondents are five years old, which is the age requirement for entering kindergarten as provided for under DepEd Order 47, series of 2016 also known as Omnibus Policy on Kindergarten Curriculum. Seventeen percent of the respondents are 6 years old and two percent are 4 years old.

b. Sex

Table 2 Frequency and Percentage of Respondents According by Sex

Sex	Frequency	Percentage
Male	31	60
Female	21	40
Total	52	100

Table 2 shows the frequency and percentage distribution of the respondents by sex. The table reveals that

more than half of 60 percent of the total respondents are male and only 40 percent are female. This implies that majority of those enrolled in the Kindergarten Curriculum in the Wesleyan Kindergarten and Nursery School are mostly male.

The next table deals with the type of nursery school that the respondents attended.

c. Nursery School Attended

Table 3 Frequency and Percentage Distribution of the Respondents According to Nursery School Attended

School Attended	Frequency	Percentage
Private	33	63
Public	15	29
None	4	8
Total	52	100

Table 3 presents the frequency and percentage distribution of respondents according to the type of Nursery School they attended.

As shown, 63 percent of them went to private school for their nursery education, while 29 percent went to public school. Eight percent have not gone to a nursery school. This means that most of the respondents have background for formal schooling.

d. Occupation of the Parents

Table 4 Frequency and Percentage Distribution of Respondents According to Parents' Occupation

Parents Occupation	Father		Mother	
	<i>f</i>	%	<i>f</i>	%
Farmer	4	8	1	2
Government Employee	8	15	11	21
OFW	6	12	3	6
Pastor	1	2	0	0
Private Employee	19	37	9	17
Self Employed/ Owned Business	10	19	5	10
Not Employed	4	8	23	44
Total	52	100	52	100

Table 5 shows the occupation of the respondents' parents. Out of the 52 fathers, only 48 are employed were 37 percent are private employees who work as Clerk, Manager, Programmer, Cashier; 19 percent are self-employed; 15 percent are government employees, who are policemen, teacher and a Soldier; 12 percent are OFW, eight percent are farmers and two percent are pastors.

For the respondents' mothers, 21 percent are government employees who work as teacher, policemen and soldiers. Seventeen percent are private employees to include Clerk, Manager, Sales Lady, Cashier and also programmer; 10 percent are Self-Employed; six percent are OFW, and two percent are farmers.

This means that the parents of the respondents have means to support their children's education.

2. How prepared are the respondents for formal schooling in terms of behavior observed along the following domains.

a. Gross Motor Domain

Table 5 Frequency and Percentage Distribution of Respondents According to Their Preparedness Along Gross Motor Domain

Gross Motor Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Climbs on chair or other elevated piece of furniture like bed without help	52	100	0	0
2. Walks backwards run without tripping or falling	51	98	1	2
3. Walks downstairs 2 feet on each step, with on hand held	52	100	0	0
4. Walks upstairs holding handrail, 2 feet on each step	52	100	0	0
5. Walks upstairs with alternate feet without holding handrail	51	98	1	2
6. Walks downstairs with alternate feet without holding handrail	51	98	1	2
7. Moves body part as directed	51	98	1	2
8. Jumps up	51	98	1	2
9. Throws ball overhead with direction	51	98	1	2
10. Hops 3 steps on preferred foot	52	100	0	0
11. Jumps and turns	52	100	0	0
12. Dance patterns/ joins group movement activities	51	98	1	2

Table 5 shows the frequency and percentage distribution of the respondents’ preparedness in Gross Motor Domain.

The table reveals that 100 percent of the respondents are ready in terms of gross motor domain like climbing on chair or other related piece of furniture like bed without help, walking downstairs 2 feet each step, with on hand held, walking upstairs holding handrail, 2 feet on each step, hoping 3 steps on preferred foot, jumping and turning. One or two percent is not ready in terms of walking backwards run without tripping or falling, walking upstairs with alternate feet without holding handrail, walking downstairs with alternate feet without holding handrail, moving their body part as directed, jumping up, throwing of ball overhead with direction, dancing patterns/joins group movement activities only two percent in each questions are not ready.

This depicts that most of the respondents are ready in gross motor domain which means that the respondents can use their physical attributes without any problem.

b. Fine Motor Domain

Table 6 Frequency and Percentage Distribution of Respondents According to Their Preparedness in Terms of Fine Motor Domain

Fine Motor Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Uses 5 fingers to get food/ toys placed on the flat surface	52	100	0	0
2. Picks up objects with thumb and index finger	52	100	0	0
3. Display a definite hand preference	52	100	0	0
4. Puts small objects in/out containers	51	98	1	2
5. Holds crayon with all fingers of his hand as though making a fist (i.e., palmar grasp)	52	100	0	0
6. Unscrew lid of container or unwraps food	44	85	8	15
7. Scribbles spontaneously	52	100	0	0
8. Scribbles vertical and horizontal line	52	100	0	0
9. Draws a human figure (head, eyes, trunk, arms, hand/fingers)	51	98	1	2
10. Draws a house using geometric forms	51	98	1	2

Table 6 presents the frequency and percentage distribution of the respondents according to their preparedness in fine motor domain.

The result show that all of the respondents are ready in using five fingers to get food/toys placed on the flat surface, picking up of objects with thumb and index finger, displaying a definite hand preference, holding a crayon with all fingers of his hand as though making a fist, scribbling spontaneously, and scribbling a vertical and horizontal line. One of the respondents is not ready in terms of putting small objects in/out containers, drawing a human figure and drawing a house using geometric forms. Eight or 15 percent of the respondents are not ready in terms of unscrewing lid of container or unwraps food. The result implies that the respondents are ready in term of using their fine motor skills. This depicts that the respondents’ small muscles of their body is developed.

c. Self- Help Domain

Table 7 Frequency and Percentage Distribution of Respondents’ Readiness in Terms of Self- Help Domain Indicators

Self- Help Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Feeds self with finger foods (e.g biscuits, bread) using fingers	52	100	0	0
2. Feeds using fingers to eat rice/ viands with spillage	36	69	16	31
3. Feeds self using spoon without spillage	34	65	18	35
4. Feeds self using fingers without spillage	34	65	18	35

5. Feeds self using soon without spillage	27	52	25	48
6. Eats without need for spoon-feeding during any meal	34	65	18	35
7. Helps hold cup for drinking	40	77	12	23
8. Drinks from cup with spillage	39	75	13	25
9. Drinks from cup unassisted	42	81	10	19
10. Pours from pitcher without spillage	30	58	22	42
11. Prepares own food/ snack	29	56	23	44
12. Prepares meals for younger siblings/ family members when adult is around	22	42	30	58
13. Participates when being dressed (e.g, raises arms or lift leg)	52	100	0	0
14. Pulls down gartered short pants	51	98	1	2
15. Removes sando	49	94	3	6
16. Dresses without assistance except buttoning and tying	51	98	1	2
17. Dresses without assistance, including buttoning and tying	41	79	11	21
18. Inform the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	52	100	0	0
19. Informs adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g, comfort room)	52	100	0	0
20. Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	52	100	0	0
21. Goes to the designated place to urinate (pee) or move bowels (pooh) and never does his underpants anymore	52	100	0	0
22. Wipes/cleans self after a bowel movement (pooh)	27	52	25	48
23. Participates when bathing (e.g, rubbing arms with soap)	50	96	2	4
24. Washes and dries hands without any help	39	75	13	25
25. Washes face without any help	35	67	17	33
26. Bathes without any help	17	33	35	67

Table 7 exhibits the frequency and percentage of the respondents' readiness in terms of Self- Help Domain indicators.

It is evident from the result that 100 percent of the respondents are ready in feeding themselves with finger foods (e.g biscuits, bread, participating when being dressed, informing the adult only after he has already

urinated (peed) or moved his bowels (poohed) in his underpants, informing adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g, comfort room) and going to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants and going to the designated place to urinate (pee) or move bowels (pooh) and never does his underpants anymore.

On the contrary, more than a half of the respondents manifest unpreparedness to prepare meal for younger siblings or family members when an adult is around and baths oneself without any help. Almost half of the respondents also did not show readiness for wiping himself after bowel movement, feeding oneself with spoon with spillage, preparing one’s own food and pouring from a pitcher without spillage. In an interview with the parents/guardian or the yaya, they say that these tasks are most of the time done by them to save resources and time.

Cook as cited by Semana, et.al.⁴ states that School readiness of a child can be of parents’ faults if they push their child to go to school if they are responsible enough in doing school activities. Many parents agonized over this decision, often running to preschool and pre teachers, caregivers and other parents for advice. During preschool period, Bernard,⁵ states that the preschool children learns to feed himself, he develops regular pattern of sleep and can put himself to bed, he learns to dress himself and he acquires control over the process of elimination. It can be surmised that most of the respondent are not yet ready to help themselves independently. They have yet to learn how to control their muscle movement in their hands.

d. Receptive Language Domain

Table 8 Frequency and Percentage Distribution of Respondents According to Their Readiness in Terms of the Receptive Language Domain

Receptive Language Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Points to family member when asked to do so	52	100	0	0
2. Points to 5 body parts on himself when asked to do so	52	100	0	0
3. Points to 5 named picture objects when asked to do so	47	90	5	10
4. Follows one-step instruction that include simple prepositions (e.g., in, on, under, ect.)	48	92	4	8
5. Follows 2-step instructions that include simple preposition	45	87	7	13

The readiness of the respondents in Receptive Language Domain is exhibited in table 8.

Data shows that 100 percent of the respondents are ready in pointing to family member when asked to do so and pointing to five body parts by himself when asked to do so. Forty-eight or 98 percent of the respondents are ready in following one-step instruction that include simple prepositions, 47 or 90 percent are also ready in pointing five named picture objects when asked to do so and 45 or 87 percent of the

⁴ Semana, et.al., loc.cit.

⁵Harold W. Bernard, Ph.D., Psychological of Learning and Teaching, Second Edition, (Published Book), p-171.

respondents are ready in following 2-step instructions that include simple preposition. Thus, the researcher infers that most of the respondents can really understand words and language based on the instruction given by the researcher.

e. Expressive Language Domain

Table 9 Frequency and Percentage Distribution of Respondents in Terms of Their Readiness in Expressive Language Domain

Expressive Language Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Uses 5-20 recognizable words	52	100	0	0
2. Uses pronouns (e.g., I, me, ako, akin)	52	100	0	0
3. Uses 2-to 3-word verb-noun combination (e.g, hingi gatas)	52	100	0	0
4. Names objects in pictures	48	92	4	8
5. Speaks grammatically correct 2- to 3-word sentences	46	88	6	12
6. Asks “what” questions	50	96	2	4
7. Asks “who” and “why” questions	47	90	5	10
8. Gives account of recent experiences (with prompting) in order of occurrence using past tense	47	90	5	10

Table 9 presents the frequency and percentage of the respondents in terms of their readiness along Expressive Domain.

It is evident in the table that 100 percent of the respondents are ready in using 5-20 recognizable words, using pronouns and in using 2-to 3-word verb-noun combination. Fifty or 96 percent of them are ready to ask “what” questions, 90 percent are also ready in asking “who” and “why” questions and in giving account of recent experiences (with prompting) in order of occurrence using past tense and 88 percent are ready in speaking grammatically correct 2- to 3-word sentences.

The data shows that, the respondents are able to recognize letters or even read shorter words and ask questions. It also means that they can really express themselves in words and in action that convey meanings and messages.

According to Bernard,⁶ language development is continuous for the succeeding years, but the preschool child can make himself understood and can control others through language.

f. Cognitive Domain

Table 10 Frequency and Percentage Distribution of Respondents According to Their Readiness Along Cognitive Domain

Cognitive Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Looks at direction of fallen object	52	100	0	0

⁶ Ibid.

2. Look partially hidden object	52	100	0	0
3. Imitates behavior just seen a few minutes earlier	50	96	2	4
4. Offers on object but may not release it	52	100	0	0
5. Looks for completely hidden object	34	65	18	35
6. Exhibit simple “pretend “play (feeds, puts doll to sleep)	52	100	0	0
7. Matches object	52	100	0	0
8. Matches 2-3 color	52	100	0	0
9. Matches pictures	52	100	0	0
10. Sorts based on shapes	49	94	3	6
11. Sorts objects based on 2 attributes (e.g., size and color)	49	94	3	6
12. Arranges objects according to size from smallest to biggest	49	94	3	6
13. Names 4 to 6 colors	49	94	3	6
14. Copies shapes	52	100	0	0
15. Name 3 animals or vegetables when asked	52	100	0	0
16. States what common household items are used for	47	90	5	10
17. Can assemble simple puzzle	42	81	10	19
18. Demonstrates an understanding of opposites by completing a statement (e.g, “Ang aso ay malaki. Ang daga ay _____)	41	79	11	21
19. Points to left and right side of the body	52	100	0	0
20. Can state what is silly or wrong with pictures (e.g. ano ang mali sa larawang ito?)	40	77	12	23
21. Matches upper and lower case letters	43	83	9	17

Table 10 exhibits the preparedness of the respondents in terms of cognitive domain.

It is reflected in the table that 52 or 100 percent of the respondents are ready in terms of looking at direction of fallen object, looking for partially hidden object, offering an object but may not release it, exhibiting simple “pretend” play, matching object, matching 2-3 color, matching pictures, copying shapes, naming three animals or vegetables when asked, and in pointing to left and right side of the body. Fifty or 96 percent of the respondents are able to imitate behavior just seen a few minutes earlier; 49 or 94 percent are able to sort objects based on shapes and color, arranging objects according to size from smallest to biggest and naming four to six colors. Forty-seven or 90 percent are ready in stating what common household items are used for, 43 or 83 percent are also ready in matching upper and lower case letters, 42 or 81 percent of the respondents are ready in demonstrating an understanding of opposites by completing a statement, 40 or 77 percent can state what is silly or wrong with pictures and 34 of the respondents are ready for looking for completely hidden object.

The result shows that most of the respondents are ready for formal schooling in term of the cognitive domain. This is also seen in the study of Parker, Boak, Griffin, Ripple and Gessel⁷ which says that among the skills needed by kindergarten pupils, cognitive is the most developed. They noted that school readiness is multidimensional concept that considers behavioral and cognitive aspects of the child’s development as well as the child’s adaptation in the classroom.

g. Social-Emotional Domain

Table 11 Frequency and Percentage Distribution of Respondents According to Their Readiness in the Social-Emotional Domain

Social-Emotional Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
1. Enjoys watching activities of nearby people or animals	52	100	0	0
2. Friendly with strangers but initially may show slight anxiety or shyness	52	100	0	0
3. Plays alone but likes to be near familiar adults or brothers and sisters	52	100	0	0
4. Laughs or squeals aloud in play	49	94	3	6
5. Plays peek-a-boo (bulaga)	52	100	0	0
6. Rools ball interactively with caregiver/examiner	50	96	2	4
7. Hugs or cuddles toy	52	100	0	0
8. Demonstrates respect for elders using terms like “po” and “opo”	49	94	3	6
9. Shares toys with others	50	96	2	4
10. Imitates adult activities (e.g., cooing, washing)	51	98	1	2
11. Identify feelings in others	52	100	0	0
12. Approximately uses cultural gestures greeting without much prompting (e.g., mano, bless, kiss, ect.)	52	100	0	0
13. Comforts playmates/ siblings in distress	47	90	5	10
14. Persist when faced with a problem or obstacle to his wants	52	100	0	0
15. Helps with family chores (e.g., wiping tables, watering plants, etc.)	52	100	0	0
16. Curious about environment but knows when to stop asking questions of adults	52	100	0	0
17. Wait for his/her turn	49	94	3	6

⁷ Parker, Boak, Griffin, Ripple and Gessel, loc.cit.

18. Asks permission to play with toy being used by another	48	92	4	8
19. Defends possessions with determination	51	98	1	2
20. Play organized group fairly (e.g., does not cheat in order to win)	48	92	4	8
21. Can talk about complex feelings (e.g., anger, sadness, worry) he experiences	52	100	0	0
22. Honors a simple bargain with caregiver (e.g., plays outside only after cleaning or fixing his room)	51	98	1	2
23. Watches responsibly over younger siblings/ family members	52	100	0	0
24. Cooperates with adults and peers in group situations to minimize quarrels and conflicts	52	100	0	0

The respondents’ readiness in Social- Emotional Domain is displayed in table 11.

It reveals that 52 or 100 percent of the respondents are ready to enjoy watching activities of nearby people or animals, friendly with strangers but initially may show slight anxiety or shyness, playing alone but likes to be near familiar adults or brothers and sisters, playing peek-a-boo, hugs or cuddles toy, identifying feelings in others, approximately uses cultural gestures greeting without much prompting, persisting when faced with a problem or obstacle to his wants, helping with family chores, curious about environment but knows when to stop asking questions of adults, can talk about complex feelings, watching responsibly over younger siblings/family members and in cooperates with adults and peers in group situations to minimize quarrels and conflicts. Fifty-one or 98 percent are able to imitate adult activities, defend possessions with determination and honoring a simple bargain with caregiver; 50 or 96 percent are able to laugh or squeal aloud in play and in demonstrating respect for elders using terms like “po” and “opo.” There are 48 or 92 percent who can ask permission to play with toy being used by another and playing organized group fairly and 47 or 90 percent of the respondents are ready in comforting playmates/siblings in distress.

The result shows that the respondents enjoy mingling with others while inside and outside the classroom that help them to develop good rapport towards others. The result is closely related to the study of Hatcher, Nunner and Pausel⁸ which found out that children’s school readiness form within the context of local communities surrounding children, schools, and families. Likewise, an ecological view of readiness includes the interactive effects of particular environments—schools (both preschools and the receiving kindergartens), family activities, and the child and the community’s characteristics. This according to Graue is referred as “local meanings of readiness.”

On the other hand, teacher beliefs are a crucial factor in determining practice. If a teacher allows pupils to do things at their own, then it might affect in the development of their independence. But if teacher allows yayas or parents to help the children it might give an opposite result.

⁸ Beth Hatcher, Joyce Nunner and Jean Pausel, loc.cit.

Table 12 Summary of Respondents’ Readiness in the Seven Domains

Domain	Ready		Not Ready	
	<i>f</i>	%	<i>f</i>	%
Gross Motor Domain	51	98	1	2
Fine Motor Domain	50	96	2	4
Self-Help Domain	30	58	22	42
Receptive Language Domain	48	92	4	8
Expressive Language Domain	47	90	5	10
Cognitive Domain	44	85	8	15
Socio-Emotional Domain	52	100	0	0

Table 12 exhibits the summary respondents’ readiness in the seven domains.

It is evident from the result that 52 or 100 percent of the respondents are ready in Socio-Emotional Domain, 51 or 98 percent of the respondents are ready in Gross-Motor domain, 50 or 96 percent of the respondents are ready in fine-motor domain, 48 or 92 percent are also ready in receptive language domain, 47 or 90 percent of the respondents are ready in cognitive domain and 30 or 58 percent of them are ready in self- help domain.

The result reveals that the respondents are ready in the abovementioned domains but not the self-help domain. This means that the respondents can express themselves, are good intellectually but can do the things on their own. This maybe because, most of them have yayas, and most of them are the youngest member in the family. As per observation, these are the factors that affect why, the respondents do not perform the tasks although they can if they try. Instead of doing it on their own, the yaya or their guardian does the task for them.

However, School Readiness Assessment (SRA) scores of the kinder children are fair in the four domains- gross motor, fine motor, receptive and cognitive. School readiness of kinder children is significantly influenced by parental involvement activities such as talking, drawing, playing games and singing/playing instruments with the child.

3. Do the respondents significantly differ in school readiness when grouped according to their profile?

a. Age

Table 13 Results of Significant Difference in School Readiness of the Respondents when Grouped According to Their Age

Respondents’ Age and their School Readiness in Terms of the Following Domain	Computed Value of F	Tabular Value of F	Analysis	Decision	Remarks
Gross Motor Domain	4.90	3.19	$F_c > F_t$	Reject H_0	Significant
Fine Motor Domain	7.00	3.19	$F_c > F_t$	Reject H_0	Significant
Self-Help Domain	8.15	3.19	$F_c > F_t$	Reject H_0	Significant

Receptive Language Domain	3.27	3.19	$F_c > F_t$	Reject H_0	Significant
Expressive Language Domain	6.81	3.19	$F_c > F_t$	Reject H_0	Significant
Cognitive Domain	4.76	3.19	$F_c > F_t$	Reject H_0	Significant
Socio-Emotional Domain	7.64	3.19	$F_c > F_t$	Reject H_0	Significant

Table 13 displays the results of significant difference in school readiness of the respondents when grouped according to their age.

The results show that the computed F-values are greater than the tabular F-value. Hence, the null hypothesis is rejected at 0.05 level of significance. Thus, there is significant difference in school readiness of the respondents when grouped according to their age. It implies that each age group bracket differ from each other in their school readiness in terms of gross motor, fine motor, self-help, receptive and expressive language, cognitive, and socio-emotional domains. During the administration of the checklist, factors affecting their readiness in self-help domain are evident to name a few, majority of the respondents have their grandparent, some of them are the youngest in the family and majority of them were being spoiled by their parents.

Moreover, the finding of their study that school readiness is affected by age and that during the pre-school days developmental change occur is reflected in Bernard's⁹ findings that psychological growth during the pre-school period (roughly ages two to five years) continues apace. There is remarkable improvement in coordination, perception, differentiation of behavior, and acquisition of skills. There is language development, he can learn to feed himself alone, and he is learning to get along with the adults. All these developments take place in the short period for four years.

b. Sex

Table 14 Results of Significant Difference in School Readiness of Respondents When Grouped According to Their Sex

Respondents' Sex and Their School Readiness in Term of the Following Domain	Computed Value of F	Tabular Value of F	Analysis	Decision	Remarks
Gross Motor Domain	10.00	4.04	$F_c > F_t$	Reject H_0	Significant
Fine Motor Domain	4.16	4.04	$F_c > F_t$	Reject H_0	Significant
Self-Help Domain	9.95	4.04	$F_c > F_t$	Reject H_0	Significant
Receptive Language Domain	8.31	4.04	$F_c > F_t$	Reject H_0	Significant
Expressive Language Domain	6.98	4.04	$F_c > F_t$	Reject H_0	Significant

⁹ Bernard, loc.cit.

Cognitive Domain	5.30	4.04	$F_c > F_t$	Reject H_0	Significant
Socio-Emotional Domain	8.05	4.04	$F_c > F_t$	Reject H_0	Significant

The results of significant difference in school readiness of the respondents when grouped according to their sex are displayed in table 14.

It is revealed from the results that the computed f- values are greater than F-tabular value. This signifies the rejection of the null hypothesis at 0.05 significance level. Therefore, there is significant difference in school readiness of the respondents when grouped according to their sex. It suggests that the preparedness of the boys in school in terms of gross and fine motors, self-help, receptive and expressive languages, cognitive, and socio-emotional domains differ from that of the girls.

Meaning, the girls are more prepared than the boys in six domains but not in self-help domain

c. Nursery School Attended

Table 15 Results of Significant Difference in School Readiness of the Respondents When Grouped According to Their Nursery School Attended

Respondents' Nursery Attended and Their School Readiness in Term of the Following Domain	Computed Value of F	Tabular Value of F	Analysis	Decision	Remarks
Gross Motor Domain	10.50	3.19	$F_c > F_t$	Reject H_0	Significant
Fine Motor Domain	7.54	3.19	$F_c > F_t$	Reject H_0	Significant
Self-Help Domain	5.52	3.19	$F_c > F_t$	Reject H_0	Significant
Receptive Language Domain	9.80	3.19	$F_c > F_t$	Reject H_0	Significant
Expressive Language Domain	5.62	3.19	$F_c > F_t$	Reject H_0	Significant
Cognitive Domain	8.72	3.19	$F_c > F_t$	Reject H_0	Significant
Socio-Emotional Domain	3.32	3.19	$F_c > F_t$	Reject H_0	Significant

Table 15 exhibits the results of significant difference in school readiness of the respondents when grouped according to the nursery school they attended.

It is evident from the results that the F-Computed values are greater than the F-tabular value. For this reason, the researcher rejects the null hypothesis at five percent level of significance. As a result, significant difference exists in school readiness of the respondents when grouped according to nursery school attended. It manifests that the respondents who have not attended private and public nursery schools have different degrees of preparedness in school in terms of gross and fine motors, self-help, receptive and expressive languages, cognitive, and socio-emotional domains.

The researcher infers that the respondents who attended private nursery schools are more prepared in school in terms of the seven domains than the rest of the group.

d. Father Occupation

Table 16 Results of Significant Difference in School Readiness of the Respondents When Grouped According to Their Fathers' Occupation

Occupation of Respondents' Fathers and Their School Readiness in Terms of the following Domain	Computed Value of F	Tabular Value of F	Analysis	Decision	Remarks
Gross Motor Domain	2.80	2.44	$F_c > F_t$	Reject H_o	Significant
Fine Motor Domain	4.20	2.44	$F_c > F_t$	Reject H_o	Significant
Self-Help Domain	4.98	2.44	$F_c > F_t$	Reject H_o	Significant
Receptive Language Domain	6.72	2.44	$F_c > F_t$	Reject H_o	Significant
Expressive Language Domain	5.10	2.44	$F_c > F_t$	Reject H_o	Significant
Cognitive Domain	4.44	2.44	$F_c > F_t$	Reject H_o	Significant
Socio-Emotional Domain	8.40	2.44	$F_c > F_t$	Reject H_o	Significant

The results of significant difference in school readiness of the respondents when grouped according to their fathers' occupation are exhibited in table 16.

It is reflected from the results that the F- computed values are greater than the tabular F-value. Hence, the null hypothesis is rejected at 0.05 level of significance. Thus, there is significant difference in school readiness of the respondents when grouped according to the fathers' occupation. It implies that the respondents with fathers having varied occupation differ from each other in their school readiness in terms of gross and fine motor, self-help, receptive and expressive languages, cognitive, and socio- emotional domains.

As reflected by the mean percentage in Appendix C, the respondents regardless of their fathers' occupation are all ready in seven domains except the lone respondent whose father is a pastor is not prepared in term of self- help domain.

e. Mothers' Occupation

Table 17 Results of Significant Difference in School Readiness of the Respondents When Grouped According to Their Mothers' Occupation

Occupation of Respondents' Mothers and Their School Readiness in Terms of the following Domain	Computed Value of F	Tabular Value of F	Analysis	Decision	Remarks
Gross Motor Domain	6.00	2.78	$F_c > F_t$	Reject H_o	Significant

Fine Motor Domain	5.40	2.78	$F_c > F_t$	Reject H_o	Significant
Self-Help Domain	2.83	2.78	$F_c > F_t$	Reject H_o	Significant
Receptive Language Domain	5.63	2.78	$F_c > F_t$	Reject H_o	Significant
Expressive Language Domain	4.00	2.78	$F_c > F_t$	Reject H_o	Significant
Cognitive Domain	4.35	2.78	$F_c > F_t$	Reject H_o	Significant
Socio-Emotional Domain	10.45	2.78	$F_c > F_t$	Reject H_o	Significant

Table 17 presents the results of significant difference in school readiness of the respondents when grouped according to their mothers' occupation.

The results show that the computed F-Vales are greater than the F- tabular value. This signifies the rejection of the null hypothesis at five percent significance level. Therefore, significant difference exists in school readiness of the respondents when grouped according to mothers' occupation. It suggests that the respondents vary in their school preparedness in terms of gross and fine motors, self-help, receptive and expressive languages, cognitive, and socio-emotional domains regardless of the occupation of their mother. The result of the study confirms the idea that there are various factors affecting children's school readiness not only mothers' occupation.

f. School Readiness

Table 18 Summary of the Results of Significant Difference in School Readiness of the Respondents When Grouped According to Their Profile

Variables	Computed Value of F	Tabular Value of F	Analysi s	Decision	Remarks
School Readiness and Age	15.94	3.19	$F_c > F_t$	Reject H_o	Significant
School Readiness and Sex	14.00	4.04	$F_c > F_t$	Reject H_o	Significant
School Readiness and Nursery Schools Attended	17.81	3.19	$F_c > F_t$	Reject H_o	Significant
School Readiness and Fathers' Occupation	6.40	2.44	$F_c > F_t$	Reject H_o	Significant
School Readiness and Mothers' Occupation	2.94	2.78	$F_c > F_t$	Reject H_o	Significant

The summary results of significant difference in school readiness of the respondents when grouped according to their profile are presented in table 18.

It is reflected from the results that F- computed values are greater than the F- Tabular Values. For his reason, the researcher rejects the null hypothesis at five percent significance level. As a result, significant difference exists in school readiness of the respondents when grouped according to profile. It manifests that the respondents differ from each other in their school readiness when they are grouped by age, sex, nursery school attended, and fathers' and mothers' occupation.

It is noted, that the respondents are ready for schools regardless of age, sex, nursery school attended, and fathers' and mothers' occupation. However, the overall mean percentage of readiness by profile vary to some extent. Thus, the girls, the four years old, those who were attended private nursery schools, those whose fathers are government employees, and whose mothers are farmers are more prepared for schools since they have the overall mean percentage greater than the rest of the groups

Conclusion

Based on the following findings, the following conclusions were arrived at:

1. Profile like age, nursery school attendance, and the occupation of the parents have an important role in the school readiness of the respondents.
2. Significant difference exists in school readiness when group according to profile. Thus, profile is an important factor to consider in school readiness.
3. Parents have a vital role in the school readiness of the respondents.

Recommendations

In the light of the findings and conclusions formulated, the following recommendations are offered:

1. The school needs to consider the age of the pupil when accepting enrollees. Younger than the prescribed by the Department of Education should not be accepted.
2. The school must provide proper training for the teachers who cater to the needs of the pupils especially in developing the pupils' self-help domain.
3. The school should craft activities that will enhance the readiness of every pupil particularly in the different domains.
4. The administration should provide an orientation seminar on enhancing positive mindset in managing the school readiness of every child.
5. The school should adopt the ECCD checklist crafted by the department of education to check their pupils readiness in formal schooling.
6. Considering that this study is not exhaustive, similar studies are encouraged to explore the factors affecting the school readiness of the kindergarten pupils.
7. Future researchers who will conduct studies have to explore other things that will affect the school readiness of the kindergarten pupils.
8. There is a need to let the children do things with least supervision to develop their self-help domain.

Ethical Considerations

The researcher made sure that during the conduct of the study, the following ethical concerns were followed to necessitate safe, anti-fraud, deliberate, and careful undertakings in the study:

1. The researcher, through proper communications, asked permission from the Principal's Office, and other concerned offices for the study.
2. The researcher also acknowledged the Wesleyan Kindergarten and Nursery School for allowing her to conduct the study.
3. The researcher informed the respondents of the study through letters and a short orientation to the study.
4. Data and information gathered were treated with utmost respect and confidentiality; The researcher, properly cited gathered information and other relevant studies from authors, books, or any publications

through proper citation.

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