



SCHOOL READINESS OF THE KINDERGARTEN LEARNERS IN THE SEVEN DEVELOPMENTAL DOMAINS IN PRIVATE SCHOOLS

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Abstract : This study focused on the school readiness of the kindergarten learners in Manaoag, Pangasinan during the school year 2024-2025. It was delimited to the profile of the Kindergarten learners, the readiness of the Kindergarten learners in terms of the seven developmental domains, and the problems encountered by the kindergarten teachers in terms of the school readiness of the learners. This study used the descriptive-developmental method of research. The researcher used the questionnaire as the main data-gathering tool. The data gathered were properly coded, recorded, tallied, tabulated and interpreted using the Statistical Package for Social Science (SPSS) for windows. Frequency counts, percentages and weighted mean were used for descriptive analysis. The researcher found out that most of the kindergarten have an appropriate age for the kindergarten level, female, parents are high school graduate, with a minimum number of siblings, middle born and with adequate monthly family income. They are moderately ready in the developmental domains. Kindergarten teachers met problems regarding the readiness of the learners in school such as being scared of the new surroundings. The researcher recommended that school administrator should have full attention to their learners who are entering kindergarten and admissions tests are required for them. The use of assessments should be appropriate for the grade level. Parents should not hurry their children to go to school. Parents should encourage their children to go to school and let their children explore things.

Keywords: school readiness, Kindergarten, developmental domains

INTRODUCTION

Globally, the concept of school readiness is increasingly recognized as a crucial strategy in narrowing the learning gap and promoting equity in the lifelong educational journey of young children. This approach emphasizes the importance of catering to all children, particularly those who are vulnerable or disadvantaged, such as girls, children with disabilities, ethnic minorities, and those residing in rural areas. By focusing on school readiness, policymakers aim to establish guidelines and standards for early childhood education, extending educational opportunities beyond traditional center-based services to reach marginalized groups.

Furthermore, school readiness is associated with positive social and behavioral skills in adulthood, along with enhanced academic performance during primary and secondary school years. It is not just about academic achievement but also about fostering holistic development. For instance, children who have a strong foundation in school readiness are more likely to exhibit better problem-solving skills, emotional resilience, and social adaptability.

Moreover, the significance of school readiness extends beyond individual development to encompass broader economic considerations. Many economies view investing in early childhood education as a means to cultivate human capital, which is vital for sustainable development. This perspective underscores the belief that laying a solid educational groundwork in the early years is pivotal for long-term economic growth and prosperity.

School Readiness

Historically, participants in the field of early childhood development have been hesitant to pin down a precise definition of school readiness (Saluja, Scott-Little and Clifford 2000). Over time, this reluctance has given way to a plethora of perspectives on what it truly means for a child to be ready for school, with nearly 150 definitions emerging from a single search on 'Google Scholar'. The evolution of the concept of school readiness is evident when comparing past and present viewpoints. Initially, readiness was equated with a child's maturity level, focusing on their ability to engage in quiet, focused tasks as a key indicator of preparedness (Gesell, Ilg and Ames 2004; Pandis 2001).

In contrast, contemporary approaches emphasize the dynamic interplay between a child and their environment (Murphy and Burns 2002). It is now widely acknowledged that school readiness is not solely about the child's individual traits, but also about the alignment between the child and their surroundings, known as the 'goodness-of-fit' (Graue 2002; Meisels 2005). This shift highlights the importance of considering how a child's unique characteristics interact with the diverse environmental and cultural factors that influence their development.

Moreover, educational strategies for defining school readiness have diversified in recent years. Some systems adopt a focused 'pre-primary' approach that prioritizes early literacy and numeracy skills aligned with primary school expectations. On the other hand, a 'social pedagogic' approach, prevalent in Nordic and Central European countries, emphasizes a broader preparation for life beyond traditional academic subjects (OECD 2006). This inclusive approach not only supports children's academic growth but also nurtures their overall well-being and social competence.

The three dimensions of school readiness are:

(1) Ready children, focusing on children's learning and development, is a crucial aspect of school readiness. Ensuring that children are equipped with the necessary skills and knowledge to succeed in school is a multifaceted process that involves not only academic preparation but also social and emotional readiness. For example, in addition to teaching children basic literacy and numeracy skills, educators also need to foster qualities like resilience, curiosity, and a positive attitude towards learning.

(2) Ready schools play a vital role in supporting a smooth transition for children into primary school. This involves creating a welcoming and inclusive environment that caters to the diverse needs of all students. Practices such as orientation programs, buddy systems, and inclusive teaching methods can help new students feel more comfortable and supported in their new learning environment. Additionally, schools must also focus on advancing and promoting the learning of all children, regardless of their background or abilities, to ensure equal opportunities for academic success.

(3) Ready families are essential partners in the school readiness process. Parental and caregiver attitudes and involvement in their children's early learning and development are crucial in setting a strong foundation for academic success. For instance, families can support their children's learning by engaging in activities such as reading together, exploring their community, and fostering a love for learning. Moreover, families need to be informed about the importance of school readiness and how they can actively participate in their child's educational journey.

This paper's definition of school readiness emphasizes the interconnectedness of the child, family, and school within various social, cultural, and historical influences (Rogoff 2003). It goes beyond viewing culture as merely a factor associated with school readiness; instead, it adopts a cultural perspective that situates school readiness within a broader and more dynamic sociocultural context (Gardiner and Kosmitzki 2002). For instance, in cultures where extended family involvement in education is common, children may have different expectations and approaches to learning compared to cultures where individual achievement is emphasized.

Acknowledging the diversity in defining childhood and child contexts, the role of culture emerges as a significant force shaping the school readiness paradigm (Bornstein, 2008). For example, cultural beliefs about early childhood education may influence the way parents engage with schools and support their children's learning at home. By recognizing and respecting cultural diversity, educators can create more inclusive and effective learning environments for all children.

Research studies have demonstrated that the most positive perceptions of classroom structure and overall school environment by children in Grade 1 have been linked with greater academic engagement, a mediator of preventing dropout. In contrast, in the least developed countries where a majority of the world's children reside, it is estimated that only 65 per cent of students who enrol in Grade 1 reach Grade 5 (UNICEF 2006). This stark statistic underscores the importance of improving the quality of ready schools to maintain school enrollment and prevent early dropout rates.

Other important characteristics of quality include the practices schools use to bridge the cultural divide between home and school culture. In multicultural societies, this can be particularly challenging, especially for children whose first language is not the same as the language of instruction at the school. Research from several countries has demonstrated the importance of the medium of instruction in determining a child's education attainment. For example, in regions where multiple languages are spoken, the choice of the language of instruction can significantly impact a child's learning outcomes. Schools can bridge this gap by working closely with parents and incorporating culturally responsive practices, such as using the child's first language in instruction.

Ready schools share several characteristics with UNICEF's child-friendly schools (CFS). Both models prioritize providing all children with a high-quality learning environment that is safe, inclusive, and promotes holistic development. Child-friendly schools, like ready schools, emphasize the importance of creating a social learning environment where positive teacher-child relationships are central to fostering the development of various competencies in children. While the specific aspects of the teacher-child relationship may vary across different cultures, the core principle of responsive, mutually respectful, and reflective teaching remains universal in enhancing child learning outcomes.

Finally, child-friendly schools are child-centered and focus on characteristics that are most beneficial for children's holistic development and comprehensive learning. These schools prioritize creating environments that are healthy, hygienic, safe, protective, and gender-sensitive, ensuring that all children have equal access to quality education. By involving the child's environment – including family and community – child-friendly schools aim to create a supportive ecosystem that enhances school readiness and promotes educational equity.

Statement of the Problem

This study assessed the school readiness of the kindergarten learners as perceived by their Kindergarten teachers in private schools in Manaoag, Pangasinan during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the kindergarten learners in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 parents' educational attainment;
 - 1.4 number of siblings;
 - 1.5 rank in the family; and

- 1.6 family's monthly income?
2. What is the level of readiness of the kindergarten learners in terms of the seven developmental domains as perceived by their teachers:
 - 2.1 gross motor;
 - 2.2 fine motor;
 - 2.3 self-help;
 - 2.4 receptive language;
 - 2.5 expressive language;
 - 2.6 cognitive; and
 - 2.7 socio-emotional?
3. What are the problems encountered by the kindergarten teachers and how serious are they?
4. Based on the findings, what ICT driven model for kindergarten teachers can be proposed?

METHODOLOGY

This chapter discussed the research design, sources of data, instrumentation and data collection and the tools for data analysis.

Research Design

In this study, the researcher used a descriptive case study approach. Descriptive study refers to a type of educational research which deals with the prevailing condition according to Travers (2008) as cited by Miñoza (2008)

This study sought to assess the readiness of the Kindergarten learners in the seven developmental domains as perceived by their Kindergarten teachers in private schools in Manaog, Pangasinan during the school year 2024-2025. It was delimited to the profile of the kindergarten learners in terms of age, sex, parents' educational attainment, number of siblings, rank in the family, and family's monthly income; the readiness of the kindergarten learners in terms of the seven developmental domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional; the problems encountered by the kindergarten teachers.

Instrumentation and Data Collection

The main data-gathering instrument of the study was a questionnaire-checklist. The questionnaire focused on the profile of the Kindergarten learners in terms of age, gender, parents' educational attainment, number of siblings, rank in the family, and family's monthly income; the readiness of the Kindergarten learners in terms of the seven developmental domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional; the problems encountered by the kindergarten teachers in terms of the school readiness of the learners.

The items in the questionnaire were formulated by the researcher and were validated by the teachers from private schools from other municipality. Suggestions were incorporated in the final draft of the questionnaire.

A formal permission to conduct the study and to float the questionnaire was secured from the School Directors of the private schools.

Tools for Data Analysis

In this study, the researcher used the following statistical measures to analyze the data for the problems.

To answer sub-problem 1 on the profile of the kindergarten learners in terms of age, sex, parents' educational attainment, number of siblings, rank in the family, and family's monthly income, frequency counts and percentages were used.

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where:

F = Frequency

N = total number of respondents

To answer sub-problem 2 on the readiness of the kindergarten learners in terms of the seven developmental domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional will be used through a five-point Likert scale with corresponding limits and descriptive equivalents as follows:

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Ready (VR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MR)
2	1.81-2.60	Slightly Ready (SR)
1	1.00-1.80	Not Ready (NR)

The problems encountered by the kindergarten teachers in terms of the school readiness of the learners will be categorized through a five-point Likert scale as follows:

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Serious (VS)
4	3.41-4.20	Serious (S)
3	2.61-3.40	Moderately Serious (MS)
2	1.81-2.60	Slightly Serious (SS)
1	1.00-1.80	Not Serious (NS)

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Kindergarten Learners

The profile of the kindergarten in terms of age, sex, parents' educational, number of siblings and rank in the family is presented in Table 1a-1e.

Table 1a. Profile of Kindergarten in Terms of Age

Age	Frequency	Percentage
5	34	42.50
6	46	57.50
Total	80	100

It could be observed from the data presented in Table 1a that the majority of kindergarten learners are 6 years old, accounting for 46 individuals or 57.50% of the total, while 34 learners or 42.50% are aged 5. This distribution of ages among kindergarten students highlights the common age range at which children typically enter this educational level.

Table 1b. Profile of Kindergarten in Terms of Sex

Sex	Frequency	Percentage
Male	29	36.25
Female	51	63.75
Total	80	100

The total number of respondents was 80. It occurs that more of the female with 51 or 63.75% respondents responded the indicators followed by males with 29 or 36.25%. This shows that our population is dominated by female.

Table 1c. Profile of Kindergarten in Terms of Parents' Educational Attainment

Parents' Educational Attainment	Frequency	Percentage
College Graduate	12	15.00
College Level	23	28.75
High School Graduate	32	40.00
High School Level	13	16.25
Total	80	100

It can be seen in the Table that majority of the pupils' parents' educational attainment is high school graduate with 32 or 40%. There are 23 or 28.75% college level, 13 or 16.25% are high school level and 12 or 15% are college graduate.

Table 1d. Profile of Kindergarten in Terms of Number of Siblings

Number of Siblings	Frequency	Percentage
None	8	10
1	23	28.75
2	33	41.25
3 and more	16	20
Total	80	100

It can be seen in the table that majority of the kindergarten had 2 siblings with 33 or 41.25%. There are also 23 or 28.75% with 1 sibling. Another 16 or 20% with 3 or more siblings while the remaining 8 don't have sibling. The number of siblings is one of the factors that affect the readiness of the kindergarten pupils in going to school because if they have more siblings, the tendency is that their parents don't have enough time to teach their children so their readiness is affected.

Table 1e. Profile of Kindergarten in Terms of Rank in the Family

Rank in the Family	Frequency	Percentage
First Born	14	17.5
Middle Born	35	43.75
Last Born	31	38.75
Total	80	100

It can be seen in the Table that most of the kindergarten pupils are middle born with 35 or 43.75%. There are also 31 or 38.75% who are last born. Another 14 or 17.5% who are first born.

Table 1f. Profile of Kindergarten in Terms of Family's Monthly Income

Family's Monthly Income	Frequency	Percentage
30,000.00 and above	12	15.00
20,000.00-29,999.00	23	28.75
10,000.00-19,999.00	32	40.00
9,999.00 & below	13	16.25
Total	80	100

The table shows that majority of the family's monthly family income is 10,000.00-19,999.00 with 32 or 40%. Next is 20,000.00-29,999.00 with 23 or 28.75%. There are also 13 or 16.25% whose income is 9,999.00 and below. Only 12 or 15% whose income is about 30,000.00 and above.

II. Readiness of the Kindergarten Learners in Terms of the Seven Developmental Domains

The readiness of the kindergarten learners in terms of the seven developmental domains such as gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional.

Table 2a. Readiness of the Kindergarten Learners in Terms of Gross Motor

GROSS MOTOR		
	WM	DE
1. Climbs on chair or other elevated piece of furniture like a bed without help	3.41	R
2. Walks backwards	3.24	MR
3. Runs without tripping or falling	3.22	MR
4. Walks down stairs, 2 feet on each step, with one hand held	3.15	MR
5. Walks up stairs holding handrail, 2 feet on each step	3.34	MR
6. Walks upstairs with alternate feet without holding handrail	3.54	MR
7. Walks downstairs with alternate feet without holding handrail	3.46	R
8. Moves body part as directed	3.42	R
9. Throws ball overhead with Direction	3.29	MR
10. Hops 1 to 3 steps on preferred foot	3.54	R
AWM	3.36	MR

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Ready (VR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MR)
2	1.81-2.60	Slightly Ready (SR)
1	1.00-1.80	Not Ready (NR)

It is shown in Table 2a that the readiness of the kindergarten learners in terms of Gross Motor are described as “moderately ready” with a mean of 3.36. This means that majority of the indicators along this area is only observed sometimes by the teachers. The highest mean rating was given to “Hops 1 to 3 steps on preferred foot” with 3.54 mean which is described as “ready” and “Walks upstairs with alternate feet without holding handrail”. On the other hand, the lowest mean rating was given to “Walks downstairs, 2 feet on each step, with one hand held” with 3.15 mean which is described as sometimes also.

Table 2b. Readiness of the Kindergarten Learners in Terms of Fine Motor

FINE MOTOR		
	WM	DE
1. Uses all 5 fingers to get food/toys placed on flat surface	3.54	R
2. Picks up objects with thumb and index finger	3.24	MR
3. Displays a definite hand preference	3.22	MR
4. Puts small objects in/out of containers	3.15	MR
5. Holds crayon with all the fingers of his hand making a fist (I.e., palmar grasp)	3.34	MR
6. Unscrews lid of container or unwraps food	3.54	R
7. Scribbles vertical and horizontal lines	3.46	R
8. Draws circle purposely	3.42	R
9. Draws a human figure (head, eyes, trunk, arms, hands/fingers)	3.29	MR
10. Draws a house using geometric forms	3.19	MR
AWM	3.34	MR

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Ready (VR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MR)
2	1.81-2.60	Slightly Ready (SR)
1	1.00-1.80	Not Ready (NR)

It is reflected in Table 2b that the kindergarten learners in terms of Fine Motor are moderately ready as perceived by the Kindergarten teachers with 3.34 average weighted mean. The highest mean rating was given to “Uses all 5 fingers to get food/toys placed on flat surface” with a mean of 3.54. The lowest mean on the other hand was given to “Puts small objects in/out of containers” with a mean of 3.15.

Table 2c. Readiness of the Kindergarten Learners in Terms of Self-Help

SELF-HELP		
	WM	DE
1. Feeds self with finger food (e.g. biscuits, bread) using fingers	3.10	MR
2. Feeds self using spoon with spillage	3.22	MR
3. Informs the adult only after he has already urinated (peed) or moved his bowels (pooed) in his underpants	3.19	MR
4. Feeds self using fingers without spillage	3.32	MR
5. Eats without need for spoon feeding during any meal	3.00	MR
6. Helps hold cup for drinking	3.23	MR
7. Drinks from cup unassisted	3.17	MR
8. Gets drink for self unassisted	3.18	MR
9. Pours from pitcher without spillage	3.21	MR
10. Dresses without assistance except for buttons and tying	3.32	MR
AWM	3.19	MR

Scale	Limits	Legend	Descriptive Equivalents
5	4.21-5.00		Very Ready (VR)
4	3.41-4.20		Ready (R)
3	2.61-3.40		Moderately Ready (MR)
2	1.81-2.60		Slightly Ready (SR)
1	1.00-1.80		Not Ready (NR)

It can be seen in Table 2c the readiness of the kindergarten learners in terms of Self-Help with 3.19 average weighted mean means that Kindergarten learners are moderately ready as perceived by the kindergarten teachers. It can be also observed that all of the indicators along this area are rated moderately ready. The highest mean was given to “Dresses without assistance except for buttons and tying” and “Feeds self using fingers without spillage” with 3.32 mean rating. On the other hand, the lowest mean rating was given to “Eats without need for spoon feeding during any meal” with a mean of 3.00.

Table 2d. Readiness of the Kindergarten Learners in Terms of Receptive Language

RECEPTIVE LANGUAGE	WM	DE
1. Points to family member when asked to do so	3.11	MR
2. Points to 5 body parts on himself when asked to do so	3.16	MR
3. Points to 5 named pictured objects when asked to do so	3.19	MR
4. Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	3.34	MR
5. Follows 2-step instructions that include simple prepositions	3.29	MR
AWM	3.22	MR

Scale	Limits	Legend	Descriptive Equivalents
5	4.21-5.00		Very Ready (VR)
4	3.41-4.20		Ready (R)
3	2.61-3.40		Moderately Ready (MR)
2	1.81-2.60		Slightly Ready (SR)
1	1.00-1.80		Not Ready (NR)

In terms of Receptive Language, the Kindergarten learners’ manifest different skills which are sometimes observed by the kindergarten teachers with 3.22 average weighted mean which means that kindergarten learners are moderately readiness on this aspect. All indicators were rated and sometimes observed. The highest mean rating of 3.29 was given to “Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)” while the lowest mean rating was given to “Points to family member when asked to do so” with 3.11 mean rating which is also sometimes observed.

Table 2e. Readiness of the Kindergarten Learners in Terms of Expressive Language

EXPRESSIVE LANGUAGE	WM	DE
1. Uses 5-20 recognizable words	3.21	MR
2. Uses pronouns (e.g. I, me, ako, akin)	3.12	MR
3. Uses 2-3 words verb-noun combinations (e.g. hingi gatas)	3.29	MR
4. Names objects in pictures	3.34	MR
5. Speaks in grammatically correct 2- 3 word sentences	3.28	MR
AWM	3.25	MR

Legend

Scale	Limits	Legend	Descriptive Equivalents
5	4.21-5.00		Very Ready (VR)
4	3.41-4.20		Ready (R)
3	2.61-3.40		Moderately Ready (MR)
2	1.81-2.60		Slightly Ready (SR)
1	1.00-1.80		Not Ready (NR)

In terms of the readiness of the kindergarten learners along Expressive Language, Kindergarten pupils were rated moderately ready as perceived by the Kindergarten teachers with an average weighted mean of 3.25. The highest mean was given to “Names objects in pictures” with 3.34 mean while the lowest mean rating was given “Uses pronouns (e.g. I, me, ako, akin)” with a mean of 3.12.

Table 2f. Readiness of the Kindergarten Learners in Terms of Social-Emotional

SOCIAL- EMOTIONAL	WM	DE
1. Enjoys watching activities of nearby people or animals	3.30	MR
2. Friendly with strangers but initially may show slight anxiety or shyness	3.38	MR
3. Plays alone but likes to be near familiar adults or brothers and sisters	3.21	MR
4. Laughs or squeals aloud in play	3.28	MR
5. Plays peek-a-boo (bulaga)	3.38	MR
6. Rolls ball interactively with caregiver/examiner	3.31	MR
7. Hugs or cuddles toys	3.43	R
8. Demonstrates respect for elders using terms like “po” and “opo”	3.23	MR
9. Imitates adult activities (e.g., cooking, washing)	3.22	MR
10. Persists when faced with a problem or obstacle to his wants	3.35	MR

AWM	3.31	MR
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Legend		
Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Ready (VR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MR)
2	1.81-2.60	Slightly Ready (SR)
1	1.00-1.80	Not Ready (NR)

In terms of Social-Emotional readiness of kindergarten learners, they were rated moderately ready by the Kindergarten teachers with an average weighted mean of 3.31. The highest mean rating was given to “Hugs or cuddles toys” with 3.43 mean while the lowest mean of 3.21 was given to the indicator “Plays alone but likes to be near familiar adults or brothers and sisters”.

Table 2g. Readiness of the Kindergarten Learners in Terms of Cognitive

COGNITIVE	WM	DE
1. Looks at direction of fallen object	3.51	R
2. Imitates behavior just seen a few minutes earlier	3.44	R
3. Offers object but will not release it	3.32	MR
4. Looks for completely hidden object	3.45	R
5. Exhibits simple pretend play (feed, put doll To sleep)	3.34	MR
6. Matches objects	3.64	R
7. Sorts based on shapes	3.46	R
8. Arranges objects according to size from smallest to biggest	3.59	R
9. Names 3 animals or vegetables when asked	3.50	R
10. Can assemble simple puzzles	3.44	R
AWM	3.47	R

Legend		
Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Ready (VR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MR)
2	1.81-2.60	Slightly Ready (SR)
1	1.00-1.80	Not Ready (NR)

It is shown in Table 2g that the cognitive aspects of kindergarten learners show that their skills are oftentimes observed by their teachers with an average weighted mean of 3.47 which means that learners are ready. The highest mean of 3.64 was given to “Matches objects” while the lowest was given to “Offers object but will not release it” with a mean of 3.32.

III. Problems Encountered by the Kindergarten Teachers in Terms of the School Readiness of the Learners

Table 3. Problems Encountered by the Kindergarten Teachers in Terms of the School Readiness of the Learners

Indicators	WM	DE
1. Pupils have difficulty adapting to new situations/ surroundings.	3.45	S
2. Pupils are scared of the new surroundings.	3.54	S
3. Pupils don't know when their mothers will return.	3.43	S
4. Children were left behind in a store once, and they now very afraid of being alone.	3.41	S
5. Pupils have difficulty managing their emotions.	3.23	MS
6. Pupils are afraid of the teacher because someone told them that children are hit at school.	3.11	MS
7. The teacher looks like someone he is afraid of.	3.09	MS
8. The parents do not show support to their children in going to school.	3.34	MS
9. The school is very far from home.	3.44	S
10. Lack of financial to support the needs of children in school.	3.41	S
AWM	3.34	MS

Legend		
Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Serious (VS)
4	3.41-4.20	Serious (S)
3	2.61-3.40	Moderately Serious (MS)
2	1.81-2.60	Slightly Serious (SS)
1	1.00-1.80	Not Serious (NS)

One of the major problems that hinder the pupils to be ready in school is that they are scared of the new surroundings as revealed by the weighted mean of 3.54. Next to this is pupils have difficulty adapting to new situations/ surroundings with a mean of 3.45. These are the two mean problems of Kindergarten why there are not ready in going to school. On the other hand, the lowest

mean rating was given to the teacher looks like someone he is afraid of with 3.09 which is considered moderately serious problem because teachers nowadays are very accommodating and very friendly.

Recommendations

The following are hereby recommended:

1. School Administrator should have full attention to their students who are entering Kindergarten and admissions tests are required for them. The use of assessments should be appropriate for the Grade level.
2. Teachers should not stop their learners for being curious. That they should have effective teaching strategies and they should be approachable. They should not hurry their children to go to school.
3. Parents should encourage their children to go to school and let their children explore things.
4. Learners should be themselves. That they should enjoy learning and enjoy what they are doing

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