



# READINESS OF KINDERGARTEN LEARNERS ACROSS SEVEN DEVELOPMENTAL DOMAINS IN PRIVATE SCHOOLS

**SHANE D. DE GUZMAN**

Institute of Graduate and Professional Studies  
Lyceum-Northwestern University  
Dagupan City

**Abstract:** This study investigates the school readiness of Kindergarten learners in private schools of San Carlos City Division focusing on their development across the seven key domains: physical, cognitive, language, social-emotional, moral, self-help, and expressive language. The aim is to assess the extent to which learners are prepared to transition into formal schooling and identify the challenges they face in this process. Data were collected from a sample of 35 Kindergarten learners, and a combination of descriptive and inferential analyses was employed to measure the learners' readiness and the relationship between teachers' profiles and learners' preparedness. Findings reveal that while the learners demonstrated moderate readiness in most areas, challenges such as emotional distress, fear of new surroundings, and lack of family support were prevalent. These factors significantly impacted their ability to adapt to the school environment. Furthermore, the study highlights the importance of teacher qualifications, experience, and training in enhancing learners' school readiness. The study also identifies socio-economic factors as key barriers, particularly in areas such as language development and access to resources. Based on these findings, an intervention plan was proposed, targeting areas such as language development, social-emotional skills, physical development, and family involvement. This plan aims to improve the readiness of Kindergarten learners and support them in their academic journey.

**Keywords:** school readiness, Grade 1 learners, developmental domains

## I. INTRODUCTION

Globally, the concept of school readiness is of growing interest as countries strive to improve early childhood education outcomes. According to the Organization for Economic Cooperation and Development (OECD, 2019), readiness for school has been identified as a significant factor in academic success and lifelong learning. The OECD emphasizes the need for education systems to adapt to children's developmental stages, particularly in the early years. For example, Finland's education system, recognized as one of the best globally, focuses on fostering all areas of child development before formal schooling begins, ensuring a holistic approach to early childhood education (OECD, 2019).

Furthermore, international studies, such as those by the Early Childhood Education Research Centre (2017), have shown that children who start school with strong social and emotional competencies are more likely to succeed in later academic endeavors. This underscores the importance of evaluating children's readiness not only in cognitive domains but also in social and emotional skills. Thus, this research aims to investigate how Grade 1 learners are prepared in terms of these various domains to ensure a well-rounded entry into formal education.

Various educational frameworks highlight the significance of assessing learners' readiness. In the Philippines, the Department of Education (DepEd) has emphasized the importance of kindergarten education as the primary preparatory level before formal schooling. This aligns with the National Early Learning Framework (NELF), which categorizes school readiness into domains such as cognitive, physical, social, and emotional development (DepEd, 2017). However, many studies have raised concerns regarding the varying levels of readiness observed among Grade 1 learners, particularly in marginalized communities where access to quality preschool education may be limited.

According to the Philippine Statistics Authority (2020), the transition from Day Care to Kindergarten often reveals disparities in learners' preparedness, particularly in rural and underprivileged urban areas. These disparities may impact a child's academic performance, which is why understanding the readiness of learners in these developmental domains is crucial for the formulation of more targeted interventions and support systems for children at risk of falling behind academically.

In response to this, local governments and non-governmental organizations (NGOs) have taken initiatives to create more inclusive learning environments for young children. For instance, the implementation of the Early Childhood Care and Development (ECCD) program aims to bridge these gaps by providing early childhood education that is sensitive to the local needs of various communities (Tan & Garcia, 2021). This local context shapes the significance of this research, as it addresses the specific factors that contribute to the school readiness of kindergarten learners in diverse settings.

The seven developmental domains, which include physical, cognitive, language, social, emotional, moral, and self-help skills, form the foundation of a child's preparedness for school. Physical readiness includes the child's motor skills, health, and overall well-being. Cognitive readiness refers to the child's intellectual development, including their ability to understand concepts such as numbers, letters, and problem-solving skills. Language readiness includes both receptive and expressive language skills, which are essential for communication and learning in the classroom.

Social and emotional readiness refers to a child's ability to interact with peers, regulate emotions, and manage relationships in a school setting. Emotional regulation is particularly important as it influences a child's behavior and coping strategies. Moral readiness refers to the internalization of values such as fairness, honesty, and respect, which are critical for positive interactions and self-regulation in the school environment. Lastly, self-help readiness covers a child's independence in performing basic tasks such as feeding, dressing, and toileting.

While research on school readiness has been well-documented in various international, national, and local contexts, there remains a gap in the literature that specifically examines the readiness of Kindergarten learners in terms of all seven developmental domains. Existing studies often focus on academic or cognitive skills alone, leaving out the equally important social, emotional, and physical domains. This research seeks to fill this gap by providing a comprehensive assessment of school readiness among Kindergarten learners, highlighting the importance of addressing all developmental areas for successful school entry.

Additionally, there is limited research on the specific factors that affect readiness in the Philippines and other Southeast Asian countries. Given the unique socio-cultural and economic challenges in these regions, including poverty, language barriers, and access to quality early childhood education, understanding the readiness of Kindergarten learners in these contexts is essential for tailoring interventions that support diverse needs.

Cognitive development is often the focus of school readiness studies, as it is directly related to academic success. A study by Santiago (2018) in Metro Manila emphasized the importance of early cognitive development for Kindergarten learners. Santiago found that children who were exposed to early literacy and numeracy skills before entering formal schooling had higher chances of success in the initial stages of Kindergarten. Children who could identify letters, recognize numbers, and demonstrate basic problem-solving skills performed better in subjects such as reading and mathematics in their first year of school.

Moreover, according to the research of Dela Cruz and Parungao (2021), cognitive readiness goes beyond mere academic skills; it includes the ability to engage in abstract thinking and problem-solving. Their study revealed that learners who were provided with a stimulating environment that encouraged curiosity, exploration, and cognitive tasks before Kindergarten exhibited more advanced cognitive skills, helping them adapt to the more structured and content-heavy curriculum of formal education.

Language is an essential domain for school readiness, as it underpins communication, literacy, and cognitive development. A study conducted by Alvarado (2019) in the Philippines found that children entering Kindergarten with limited vocabulary and underdeveloped language skills often struggled to keep up with their peers, especially in understanding instructions and expressing themselves in classroom discussions. The research highlighted the role of early language exposure—both in terms of vocabulary acquisition and language comprehension—as key determinants of readiness. Furthermore, it was emphasized that Kindergarten teachers needed to implement differentiated teaching strategies to cater to the language development needs of children with varied linguistic backgrounds.

Several studies have emphasized the importance of early childhood education programs in enhancing school readiness. A study by Velasquez and Soriano (2020) on preschool education in urban areas revealed that participation in early childhood education programs led to significant improvements in the cognitive, emotional, and social development of children. These findings corroborate the work of Shonkoff and Phillips (2000), who argue that the first few years of life are critical in shaping a child's developmental trajectory and that well-designed early learning programs can significantly boost school readiness.

Furthermore, a comparative study by Manalo and Macaraig (2022) examined the school readiness of children who attended both public and private preschool programs. The results showed that children from private preschools generally demonstrated higher levels of readiness in terms of cognitive, social, and emotional domains compared to their public preschool counterparts. However, the study also highlighted that a well-supported public preschool system could achieve similar outcomes, particularly when combined with active parental involvement and community support.

The family environment plays a critical role in shaping school readiness. Research by Santos (2021) underscored that children from families with engaged parents—who provide emotional support, encourage learning activities at home, and communicate with teachers—tend to exhibit better developmental outcomes across all domains. This finding is consistent with the work of Belsky (2001), who emphasizes the significance of family dynamics in the early years of a child's development.

Moreover, community factors, such as access to early childhood programs and socio-economic status, also influence school readiness. A study by Mendoza and Tan (2020) demonstrated that children from affluent communities, where resources for early childhood development were more accessible, showed greater school readiness compared to children from impoverished areas. This disparity highlights the need for educational policies that aim to provide equitable early education opportunities to all children, regardless of their socio-economic background.

Locally, several studies have observed the growing need for early childhood development programs that address all developmental domains. In local communities, the challenges of school readiness are particularly evident in public schools. Research conducted by Lagares and Dela Cruz (2020) found that Grade 1 learners in public schools often face challenges related to insufficient exposure to cognitive and emotional development before entering Grade 1. This study indicates that while early childhood education initiatives exist, there remains a significant gap in terms of equal access to quality education across different regions.

## Statement of the Problem

This study sought to assess the Kindergarten learners' school readiness, personal and social development in terms of the seven developmental domains of Kindergarten learners in private schools of San Carlos City Division during the school year 2024-2025.

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

1. What is the profile of the Kindergarten teachers in terms of:
  - 1.1 highest educational attainment;
  - 1.2 length of teaching experience; and
  - 1.3 relevant trainings attended.
2. What is the level of school readiness of Kindergarten learners in terms of the seven developmental domains as perceived by the Kindergarten 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. Is there a significant relationship between the level of school readiness of the Kindergarten learners in terms of the seven developmental domains and the profile of the Kindergarten teachers?
4. What challenges do Kindergarten teachers face in implementing activities or instruction related to the seven developmental domains, and how serious are these challenges according to the teachers' perceptions?
5. Based on the findings, what intervention plan can be proposed to improve the school readiness of the Kindergarten learners in the seven developmental domains?

## METHODOLOGY

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

### Research Design

The research design used in the study is a descriptive-correlational research design. The descriptive aspect of the study aims to provide a detailed description of the Kindergarten teachers' profiles, including their highest educational attainment, length of teaching experience, and relevant training attended, as well as the level of school readiness of Kindergarten learners in terms of the seven developmental domains. This part of the study seeks to gather and describe data without manipulating any variables, focusing on the current state of the learners' readiness and teachers' qualifications. The correlational aspect, on the other hand, aims to examine whether there is a significant relationship between the level of school readiness of Kindergarten learners and the profile of their teachers. Specifically, the study will explore how factors such as teachers' education, experience, and professional development are related to the learners' perceived readiness across the developmental domains. Therefore, the study combines descriptive and correlational elements to provide both an understanding of the current state of readiness and an analysis of the factors that might influence it.

### Instrumentation and Data Collection

The instrumentation for this study involved the use of structured questionnaires and observational checklists. A teacher profile questionnaire was designed to gather information about the teachers' highest educational attainment, teaching experience, and relevant professional development or training. This helped assess how these factors might relate to the teachers' perceptions of student readiness. A teacher perception survey was also used to assess the level of school readiness of Kindergarten learners across the seven developmental domains (gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional) as observed by the teachers. In addition to these surveys, an observational checklist was used by the teachers to assess and rate students' skills in these developmental areas, based on their daily classroom interactions. Data collection was conducted through the distribution of questionnaires and the use of checklists, which were completed by the teachers during the 2024-2025 school year. These tools provided both qualitative and quantitative data necessary for analyzing the relationship between the teachers' profiles and the learners' school readiness.

A formal permission to conduct the study and to float the questionnaire was secured from the School Director.

### Tools for Data Analysis

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

To analyze the profile of Kindergarten teachers in terms of their highest educational attainment, teaching experience, and relevant training attended, descriptive statistics such as frequencies, percentages, and mean scores were used. These statistics helped summarize the characteristics of the teachers and provide a clear overview of their qualifications and experience.

To assess the level of school readiness of Kindergarten learners in the seven developmental domains as perceived by the teachers, mean scores were used to determine the overall level of readiness in each domain. Teachers' ratings from the teacher perception survey and observational checklists were analyzed to calculate the average level of readiness in the developmental areas, providing a quantitative measure of how ready the learners were perceived to be in each domain.

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

To examine whether there was a significant relationship between the level of school readiness of learners and the profile of the Kindergarten teachers, Pearson's correlation coefficient or Spearman's rank correlation was employed. This analysis helped determine if teachers' educational background, teaching experience, and relevant training had any significant correlation with the learners' perceived readiness in the developmental domains.

To analyze the challenges faced by Grade 1 teachers in implementing activities related to the seven developmental domains, descriptive statistics (frequencies and percentages) were used to identify the most common challenges. Additionally, teachers' responses regarding the seriousness of the challenges were evaluated using a Likert scale, with the mean score indicating the level of severity of these challenges.

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 DISCUSSION

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

### Profile of Kindergarten Teachers

The profile of the Kindergarten teachers in terms of highest educational attainment, number of years of experience in teaching; and relevant in-service training attended is presented in Table 1.

**Table 1**  
**Profile of Kindergarten Teachers**

Highest Educational Attainment	Frequency	Percentage
With MA Units	19	54.29
Master's Degree	16	45.71
<b>Total</b>	<b>35</b>	<b>100</b>
Length of Teaching Experience	Frequency	Percentage
0-5 years	10	28.57
6-10 years	20	57.14
11-15 years	5	14.29
<b>Total</b>	<b>35</b>	<b>100</b>
Relevant Training Attended	Frequency	Percentage
Division	35	100
Regional	20	58.82

*\*Multiple Responses*

Table 1 presents the profile of the 35 Kindergarten teachers in terms of their highest educational attainment, length of teaching experience, and relevant training attended.

**Highest Educational Attainment.** The majority of the teachers (54.29%) had completed Master's Degree (MA) units, while 45.71% had already earned a Master's Degree. This indicates that a significant proportion of teachers in the sample have pursued advanced studies, which is often linked to higher levels of professional development and teaching effectiveness (Lao, 2022).

**Length of Teaching Experience.** The majority of the teachers (57.14%) had between 6-10 years of teaching experience, while 28.57% had 0-5 years of experience, and 14.29% had 11-15 years of experience. The teachers in this sample are relatively experienced, with most having more than five years of teaching practice.

**Relevant Training Attended.** All the teachers (100%) attended Division-level training, and 58.82% attended Regional-level training. The high participation rate in Division-level training suggests that these teachers are committed to ongoing professional development.

Overall, the profile of the teachers suggests a relatively well-educated and experienced teaching force, with a strong commitment to professional development through participation in training programs. These factors can potentially impact the teachers' ability to assess and support the developmental readiness of their Grade 1 learners.

### Extent of School Readiness of Kindergarten Learners in Terms of the Seven Developmental Domains

The extent of readiness of 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 is presented in the succeeding tables.

**Table 2A**

#### Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Gross Motor

Indicators	Mean	Descriptive Equivalent
1. Climbs on chair or other elevated piece of furniture like a bed without help	3.41	Ready
2. Walks backwards	3.24	Moderately Ready
3. Runs without tripping or falling M	3.22	Moderately Ready
4. Walks down stairs, 2 feet on each step, with one hand held	3.15	Moderately Ready
5. Walks up stairs holding handrail, 2 feet on each step	3.34	Moderately Ready

6. Walks upstairs with alternate feet without holding handrail	3.54	Ready
7. Walks downstairs with alternate feet without holding handrail	3.46	Ready
8. Moves body part as directed	3.42	Ready
9. Throws ball overhead with Direction	3.29	Moderately Ready
10. Hops 1 to 3 steps on preferred foot	3.54	Ready
<b>AWM</b>	<b>3.36</b>	<b>Moderately Ready</b>

**Legend**

Scale	Limits	Descriptive Equivalent
5	4.21-5.00	Much Ready (MR)
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)

Table 2A presents the extent of school readiness of Kindergarten learners in the Gross Motor domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. Overall, the learners demonstrated moderate readiness in gross motor skills, as reflected by the average weighted mean (AWM) of 3.36. Specifically, learners were considered "ready" in tasks such as climbing on chairs or elevated furniture (mean = 3.41), walking upstairs with alternate feet without holding the handrail (mean = 3.54), walking downstairs with alternate feet without holding the handrail (mean = 3.46), and hopping 1 to 3 steps on their preferred foot (mean = 3.54). These results suggest that the learners displayed strong coordination and balance in these activities, indicating a high level of readiness in certain aspects of gross motor development.

However, the learners were rated as "moderately ready" in some other tasks, such as walking backwards (mean = 3.24), running without tripping (mean = 3.22), and throwing a ball overhead with direction (mean = 3.29). These tasks, which require more advanced coordination and control, showed that some learners are still developing the necessary skills. Tasks such as walking down stairs with one hand held (mean = 3.15) and walking up stairs holding a handrail (mean = 3.34) were also rated as moderately ready, indicating that some learners still rely on external support for balance and coordination.

**Table 2B****Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Fine Motor**

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

**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2B presents the extent of school readiness of Kindergarten learners in the Fine Motor domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. Overall, the learners demonstrated moderate readiness in the fine motor domain, with an average weighted mean (AWM) of 3.34, which is classified as "Moderately Ready."

Specifically, tasks that were rated as "ready" included using all five fingers to get food/toys placed on a flat surface (mean = 3.54), unscrewing the lid of a container or unwrapping food (mean = 3.54), scribbling vertical and horizontal lines (mean = 3.46), and drawing a circle purposely (mean = 3.42). These skills are essential for the development of dexterity and hand-eye coordination, and the learners in this study were perceived as ready in these areas. These results suggest that many learners had developed the necessary fine motor control to engage in basic tasks involving grasp, manipulation, and drawing.

**Table 2C****Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Self-Help**

Indicators	Mean	Descriptive Equivalent
1. Feeds self with finger food (e.g. biscuits, bread) using fingers	3.10	Moderately Ready
2. Feeds self using spoon with spillage	3.22	Moderately Ready
3. Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	3.19	Moderately Ready
4. Feeds self using fingers without spillage	3.32	Moderately Ready
5. Eats without need for spoon feeding during any meal	3.00	Moderately Ready
6. Helps hold cup for drinking	3.23	Moderately Ready
7. Drinks from cup unassisted	3.17	Moderately Ready

8. Gets drink for self unassisted	3.18	Moderately Ready
9. Pours from pitcher without spillage	3.21	Moderately Ready
10. Dresses without assistance except for buttons and tying	3.32	Moderately Ready
<b>AWM</b>	<b>3.19</b>	<b>Moderately Ready</b>

**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2C presents the extent of school readiness of Kindergarten learners in the Self-Help domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. Overall, the learners demonstrated moderate readiness in self-help skills, as reflected by the average weighted mean (AWM) of 3.19, classified as "Moderately Ready."

Specifically, the learners were rated as moderately ready in tasks such as feeding themselves with finger food (e.g., biscuits, bread) using fingers (mean = 3.10), feeding themselves using a spoon with spillage (mean = 3.22), and informs the adult only after they have already urinated or moved their bowels (mean = 3.19). These tasks indicate that while many learners are capable of managing basic self-help activities, they are still developing full independence, as some tasks involve spillage or a delay in communication.

The tasks of feeding themselves using fingers without spillage (mean = 3.32), eating without the need for spoon-feeding during any meal (mean = 3.00), and helping to hold a cup for drinking (mean = 3.23) were also rated as moderately ready, suggesting that the learners are making progress in becoming more independent in feeding and drinking. However, they are still working on tasks that require more refinement and control, such as minimizing spillage and eating without assistance.

**Table 2D****Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Receptive Language**

Indicators	Mean	Descriptive Equivalent
1. Points to family member when asked to do so	3.11	Moderately Ready
2. Points to 5 body parts on himself when asked to do so	3.16	Moderately Ready
3. Points to 5 named pictured objects when asked to do so	3.19	Moderately Ready
4. Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	3.34	Moderately Ready
5. Follows 2-step instructions that include simple prepositions	3.29	Moderately Ready
<b>AWM</b>	<b>3.22</b>	<b>Moderately Ready</b>

**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2D presents the extent of school readiness of Kindergarten learners in the Receptive Language domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. Overall, the learners demonstrated moderate readiness in receptive language, as reflected by the average weighted mean (AWM) of 3.22, classified as "Moderately Ready."

In particular, tasks such as pointing to a family member when asked (mean = 3.11), pointing to five body parts on themselves when asked (mean = 3.16), and pointing to five named pictured objects when asked (mean = 3.19) were rated as moderately ready. These tasks require the learners to understand simple instructions and make connections between words and visual stimuli, indicating that the learners have a basic understanding of receptive language, but may still need more practice in following these instructions consistently.

The learners showed a somewhat higher level of readiness in following more complex instructions. The tasks of following one-step instructions that include simple prepositions (mean = 3.34) and following two-step instructions that include simple prepositions (mean = 3.29) were also rated as moderately ready. These skills are important for the development of receptive language, as they involve understanding multi-step commands and the use of spatial relationships (e.g., "in," "on," "under"). While these results suggest that many learners have the ability to understand basic language directions, they still need continued exposure and practice to improve their language comprehension further.

**Table 2E****Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Expressive Language**

Indicators	Mean	Descriptive Equivalent
1. Uses 5-20 recognizable words	3.21	Moderately Ready
2. Uses pronouns (e.g. I, me, ako, akin)	3.12	Moderately Ready
3. Uses 2-3 words verb-noun combinations (e.g. hingi gatas)	3.29	Moderately Ready
4. Names objects in pictures	3.34	Moderately Ready
5. Speaks in grammatically correct 2- 3 word sentences	3.28	Moderately Ready
<b>AWM</b>	<b>3.25</b>	<b>Moderately Ready</b>

**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2E presents the extent of school readiness of Kindergarten learners in the Expressive Language domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. Overall, the learners demonstrated moderate readiness in expressive language, as indicated by the average weighted mean (AWM) of 3.25, classified as "Moderately Ready."

The learners' expressive language abilities were rated as moderately ready for tasks such as using 5-20 recognizable words (mean = 3.21), using pronouns (e.g., I, me, ako, akin) (mean = 3.12), and using 2-3 word verb-noun combinations (e.g., hingi gatas) (mean = 3.29). These tasks reflect the learners' ability to form basic word structures and start to use pronouns and simple verb-noun combinations in their speech, indicating they have developed some foundational expressive language skills. While the learners can use a range of words and simple phrases, their language use is still in the early stages of development and may require further refinement to achieve more complex forms of communication.

**Table 2F**  
**Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Social-Emotional**

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

**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2F presents the extent of school readiness of Kindergarten learners in the Social-Emotional domain, as assessed by their teachers. The indicators are rated on a scale, with the mean values and corresponding descriptive equivalents. The overall findings show that learners demonstrated moderate readiness in social-emotional skills, as reflected by the average weighted mean (AWM) of 3.31, classified as "Moderately Ready."

Among the social-emotional indicators, learners were rated as moderately ready in several areas. For instance, enjoying watching activities of nearby people or animals (mean = 3.30), being friendly with strangers but showing slight anxiety or shyness initially (mean = 3.38), and playing alone but preferring to be near familiar adults or siblings (mean = 3.21) all received moderate ratings. These responses suggest that the learners are beginning to exhibit social behaviors, such as interacting with others and observing their environment, but they still need further development in managing their emotions in unfamiliar situations and interacting independently with peers.

Additionally, learners showed moderate readiness in tasks such as laughing or squealing aloud in play (mean = 3.28), playing peek-a-boo (mean = 3.38), and rolling a ball interactively with a caregiver/examiner (mean = 3.31). These activities indicate that the learners are engaging in social play and responding to interactive games with some enthusiasm, but they may still require more practice in these interactions to fully develop their social and emotional skills.

**Table 2G**  
**Extent of School Readiness of Kindergarten Learners in the Seven Developmental Domains in Terms of Cognitive**

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

	<b>AWM</b>	<b>3.47</b>	<b>Ready</b>
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**Legend**

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Much Ready (MR)
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)

Table 2G illustrates the extent of readiness of Kindergarten learners in the Cognitive domain, as assessed by their teachers. The results indicate that learners showed readiness across various cognitive tasks, as evidenced by the average weighted mean (AWM) of 3.47, which was classified as "Ready."

Among the cognitive indicators, learners were rated as ready for tasks such as looking at the direction of a fallen object (mean = 3.51), imitating behavior just seen a few minutes earlier (mean = 3.44), and looking for a completely hidden object (mean = 3.45). These tasks suggest that the learners possess the ability to observe and remember actions or events and react appropriately, indicating strong cognitive skills in areas like attention, memory, and object permanence.

Additionally, learners demonstrated readiness in tasks like matching objects (mean = 3.64), sorting based on shapes (mean = 3.46), arranging objects according to size from smallest to biggest (mean = 3.59), and naming three animals or vegetables when asked (mean = 3.50). These activities highlight the learners' ability to categorize and organize information, demonstrating their developing understanding of logical relationships, classification, and knowledge recall. Furthermore, learners were able to assemble simple puzzles (mean = 3.44), indicating their problem-solving abilities and fine motor skills, which are essential for early cognitive development.

**Table 3**

**Significant Relationship between the Extent of School Readiness of the Kindergarten Learners in terms of the Seven Developmental Domains and the Profile Variables of Kindergarten Teachers**

Profile Variable	Extent of School Readiness of the Kindergarten Learners in the Seven Developmental Domain		
	Statistics	level	p-value
Highest Educational Attainment	69.59	strong	<0.0001*
Length of Service as Principal	-0.21	weak	0.05*
Relevant Training Attended	0.67	strong	<0.001*

\*significant  $\alpha=0.05$  (1-tail)

\*\*significant  $\alpha=0.01$  (2-tail)

Table 3 shows the significant relationship between the extent of school readiness of Kindergarten learners in terms of the seven developmental domains and the profile of their Kindergarten teachers. The table presents the correlation statistics for three teacher profile variables: highest educational attainment, length of service as principal, and relevant training attended, along with their corresponding levels of correlation and p-values.

The data indicates a strong positive relationship between the highest educational attainment of the Kindergarten teachers and the extent of school readiness of the learners, with a high statistical significance (p-value < 0.0001). This suggests that teachers with higher levels of education are likely to influence the readiness of their students in a more positive way. This finding supports the assertion in the literature that teacher qualifications, particularly educational attainment, are strongly associated with better student outcomes, especially in early childhood education (Gonzales, 2021). Educators with advanced degrees tend to have a deeper understanding of child development and pedagogical strategies, which can enhance their effectiveness in preparing students for school.

The length of service as principal showed a weak negative relationship with the learners' school readiness (correlation of -0.21) with a borderline statistical significance (p-value = 0.05). This suggests that the tenure of the principal may not have a strong direct effect on the readiness of the learners. However, this finding may warrant further exploration in the context of other school leadership variables, such as school climate or administrative support, which may play a more prominent role in influencing student readiness (Santos, 2022).

**Table 4**

**Challenges Encountered by the Kindergarten Teachers in Terms of the School Readiness of the Kindergarten Learners**

Indicators	Mean	Descriptive Equivalent
Learners have difficulty adapting to new situations/ surroundings.	3.45	Serious
Learners are scared of the new surroundings.	3.54	Serious
Learners don't know when their mothers will return.	3.43	Serious
Children were left behind in a store once, and they now very afraid of being alone.	3.41	Serious
Learners have difficulty managing their emotions.	3.23	Moderately Serious
Learners are afraid of the teacher because someone told them that children are hit at school.	3.11	Moderately Serious
The teacher looks like someone he is afraid of.	3.09	Moderately Serious
The parents do not show support to their children in going to school.	3.34	Moderately Serious
The school is very far from home.	3.44	Serious
Lack of financial to support the needs of children in school.	3.41	Serious
<b>AWM</b>	<b>3.34</b>	<b>Moderately Serious</b>

**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)

Table 4 highlights the problems encountered by Kindergarten teachers in terms of the school readiness of their learners. The table presents various issues related to learners' emotional, psychological, and situational challenges, and it categorizes them based on their severity, with means and descriptive equivalents provided.

The data suggests that the most significant problems faced by teachers relate to the learners' emotional and psychological readiness. Issues such as learners having difficulty adapting to new situations or surroundings (mean = 3.45), learners being scared of new surroundings (mean = 3.54), and learners not knowing when their mothers will return (mean = 3.43) are rated as "Very Serious." These results reflect the challenges children face in adjusting to school environments, especially when they are accustomed to the security of home. The anxiety of separation from parents and fear of unfamiliar situations are common among young learners, as evidenced by the high severity ratings. Research by Alder & Jennings (2022) supports this, emphasizing the emotional difficulties children experience during transitions into formal education, which can hinder their social and academic adjustment.

Additionally, problems such as children being left behind in a store and now being afraid of being alone (mean = 3.41) further illustrate the learners' emotional vulnerability. This situation suggests that past traumatic experiences may exacerbate fears and separation anxiety, making school readiness more challenging. The fear of abandonment or being alone can impede a child's ability to engage in classroom activities and socialize with peers, as discussed by Bennett & Smith (2021) in their study on how early emotional experiences impact a child's school readiness.

**Summary**

The profile of Kindergarten teachers, emphasizing key variables like their highest educational attainment, length of teaching experience, and relevant training attended. A significant portion of teachers (54.29%) have Master's degree units, while 45.71% hold a full Master's degree. Regarding teaching experience, the majority (57.14%) have been teaching for 6-10 years, while 28.57% have 0-5 years of experience. Furthermore, all teachers (100%) have attended division-level training, while 58.82% have participated in regional-level training, indicating a strong foundation in professional development.

In terms of the extent of school readiness of Kindergarten learners in the seven developmental domains, in Gross Motor development, learners demonstrated varying levels of readiness. Indicators like "climbing on a chair" and "hopping on one foot" were rated as "Ready" (mean = 3.41–3.54), while activities like "walking backwards" and "throwing a ball overhead" were rated as "Moderately Ready" (mean = 3.22–3.29). In Fine Motor development, learners displayed readiness in tasks like "unscrewing lids" and "scribbling lines," with ratings mostly in the "Ready" range (mean = 3.34–3.54). However, drawing and more complex fine motor tasks received "Moderately Ready" scores (mean = 3.19–3.29). For Self-Help skills, learners were rated as "Moderately Ready" (mean = 3.00–3.32) for tasks like eating independently and pouring liquids, indicating some challenges in mastering these skills. In Receptive Language, learners displayed "Moderately Ready" skills in following instructions (mean = 3.11–3.34), with an average mean of 3.22. For Expressive Language, learners demonstrated a similar level of readiness, with indicators like using 2-3 word combinations and naming objects rated as "Moderately Ready" (mean = 3.12–3.34). Social-Emotional development showed that learners were generally "Moderately Ready" (mean = 3.21–3.43) in social interactions, though emotional regulation and behavior were areas that need improvement. Cognitive development was the domain where learners showed the highest level of readiness, with most indicators (mean = 3.32–3.64) being rated as "Ready," suggesting strong early cognitive skills like object recognition and sorting.

In terms of the significant relationships between the profile of Kindergarten teachers and the school readiness of learners, the data reveals that teachers' highest educational attainment and relevant training attended have a strong positive relationship with the school readiness of their learners ( $p$ -value < 0.001 and  $p$ -value < 0.0001), suggesting that teachers' qualifications and professional development strongly influence students' preparedness for school. However, the relationship between length of service as a principal and learners' readiness is weak (correlation of -0.21), indicating that school leadership experience may not be as significant in influencing school readiness.

**Conclusions**

Based on the findings from the summary of the tables, it can be concluded that the readiness of Kindergarten learners in terms of the seven developmental domains varies, with some areas showing stronger readiness than others. The learners displayed the highest level of readiness in cognitive development, followed by gross motor skills, indicating that they are well-prepared in these areas for school. However, areas such as self-help, expressive language, and social-emotional development require further attention and improvement. These results suggest that while Kindergarten learners are generally prepared for school, emotional regulation and practical life skills such as independent eating, dressing, and emotional management need to be strengthened.

The profile of Kindergarten teachers also plays a significant role in the learners' school readiness. Teachers with higher levels of education and more relevant training appear to have a strong positive influence on the preparedness of their students. The relationship between teachers' educational attainment and relevant training and students' school readiness underscores the importance of continuous professional development in fostering student success. Conversely, the length of service as a principal did not show a strong correlation with learners' readiness, indicating that leadership experience may not be as impactful as other factors.

Furthermore, challenges faced by teachers, including learners' emotional difficulties, separation anxiety, lack of parental support, and distance from school, significantly hinder the learners' readiness. These problems emphasize the need for both school and community interventions to support learners in overcoming emotional and logistical barriers to success.

While Kindergarten learners generally demonstrate readiness in key developmental areas, it is crucial to address the emotional, social, and practical challenges they face. Teachers' qualifications and training play a vital role in promoting school readiness, and efforts should be made to enhance both student skills and teacher professional development. A holistic approach that

includes emotional and logistical support is essential for improving the overall readiness of learners for a successful academic journey.

### Recommendations

Based on the findings of the study, the following recommendations are proposed to improve the school readiness of Kindergarten learners:

1. Since emotional regulation and social skills were identified as areas of concern, it is recommended to introduce targeted programs and activities that focus on emotional intelligence, social interaction, and coping skills for young learners. Schools can implement early childhood programs that include activities like role-playing, cooperative games, and social stories to help children manage their emotions and develop positive relationships with peers and teachers.

2. Given the moderate readiness of learners in self-help skills such as eating independently, dressing, and using utensils, it is essential to integrate practical life skills training into the Grade 1 curriculum. Teachers should focus on encouraging learners to perform tasks like feeding themselves, buttoning shirts, and tying shoes to build confidence and independence in daily activities.

3. The study showed that teachers' educational attainment and relevant training significantly impacted the learners' readiness. It is recommended that the Department of Education (DepEd) continue to provide professional development opportunities for Kindergarten teachers to enhance their competencies in teaching foundational skills across all developmental domains. Training programs focusing on child psychology, early literacy and numeracy, and inclusive teaching methods should be prioritized.

4. The study highlighted that lack of parental support and distance from school were significant barriers to learners' readiness. Schools should work closely with parents to ensure they are equipped to support their children's learning at home. Workshops, parent-teacher meetings, and home visits could be organized to address parents' concerns and encourage greater involvement in their child's education. Additionally, community support programs could be established to assist families facing logistical challenges.

5. To improve social-emotional and cognitive development, it is recommended to adopt a holistic approach to learning that integrates emotional, social, physical, and cognitive skills. Activities such as interactive play, collaborative problem-solving tasks, and project-based learning can be introduced to engage learners and stimulate their emotional and cognitive growth.

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