



SCHOOL READINESS OF THE GRADE 1 LEARNERS ACROSS SEVEN DEVELOPMENTAL DOMAINS

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Abstract :

This study focused on the school readiness of the Grade 1 learners of West B District, Tarlac City Division during the school year 2024-2025. It was delimited to the profile of the Grade 1 learners, the readiness of the learners in terms of the seven developmental domains, and the problems encountered by the 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 Grade 1 learners have an appropriate age for the Grade 1 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. 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 Grade 1 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, Grade 1 learners, developmental domains

INTRODUCTION

Globally, school readiness is gaining currency as a viable strategy to close the learning gap and improve equity in achieving lifelong learning and full developmental potential among young children. It does so by considering all children, especially the vulnerable and disadvantaged, including girls, children with disabilities, ethnic minorities and those living in rural areas. School readiness supports the adoption of policies and standards for early learning, expanding the provision of opportunities beyond formal centre-based services to target those who are excluded. School readiness has been linked with positive social and behavioural competencies in adulthood as well as improved academic outcomes in primary and secondary school, both in terms of equity and performance. In addition, school readiness has been garnering attention as a strategy for economic development. Approaches to economic growth and development consider human capital as a key conduit for sustained and viable development, the inception of which begins in the early years (Fisher, 2002).

The simplicity of the term 'school readiness' belies the complexity of the concept and its relevance for development. In part, the challenge of understanding school readiness lies in the exponential expansion of the science and knowledge on the topic. But this growth in information has not been disseminated equitably or widely, and many regions of the world do not have access to the latest information. The lack of equitable access to new information has led to multiple understandings of school readiness, and at times, to practices based on outdated models. Efforts are required to cull the latest knowledge and circulate it widely in an equitable, timely and effective manner to influence practice and policy around school readiness.

Teachers are among the most crucial factors in building effective schools and ensuring school readiness. This section details ways to improve teacher effectiveness in school readiness.

Young children depend on adults to meet their needs for protection, learning and positive relationships. When children experience sensitive and responsive interactions with adults and receive scaffolded instruction, learning is more likely to occur.

The quality of caregiver and child interaction can be measured in terms of a) responsiveness and sensitivity towards the child; b) stimulation for development; c) positive regard; d) attentiveness; and e) warmth. A child's acquisition of knowledge and understanding is contingent upon opportunities that adults provide for demonstrating existing skills and building more complex ones.

Early childhood professionals can help children learn concepts and ideas by engaging them in activities that interest them, pointing out key features of objects and asking open-ended questions that stimulate children's thoughts and creativity. When

teachers support the social and emotional functioning of a child in the classroom, they improve the child's odds of later school success. Children who are motivated and connected to others in early schooling are more likely to be launched into positive development trajectories in both social and academic domains. Positive interactions among students and teachers help children feel more valuable, competent, appreciated and loved. Staff can meet children's needs verbally by responding to their concerns and offering encouragement and support, as well as non-verbally by smiling, looking pleased, making eye contact or using a pleasant tone of voice.

Teachers' professional qualifications have been linked with overall classroom quality. Primary schoolteachers with early childhood training are more effective in the early grades. Equipped with information on how young children learn and develop, they help ease the transition of children and families to schools much more than teachers who lack this background. Teachers with early childhood training are more likely to use developmentally appropriate practices in the classroom. An investment in primary teacher education with an emphasis on early childhood pays great dividends for educational efficiency and student learning.

Historically, participants in the field of early childhood development have been reluctant to define school readiness (Saluja, Scott-Little and Clifford 2000). The trend has changed considerably, and there are close to 150 definitions of school readiness suggested by the 'Google Scholar' search application. The definition of children's readiness for school has undergone major shifts during the past four decades. It has changed from a primarily maturational definition to a more socially constructed concept. Former approaches stressed the maturity level of the child that would allow for quiet, focused work as the primary indicator of school preparedness (Gesell, Ilg and Ames 2004; Pandis 2001). More recent approaches stress the bi-directionality between the child and her or his environment (Murphy and Burns 2002). As per these newer perspectives, it is the 'goodness-of-fit' between the child and the environment that supports and promotes optimal development (Graue 2002; Meisels 2005). In other words, school readiness is a product of the interaction between the child and the range of environmental and cultural experiences that maximize the development outcomes for children.

Similarly, the educational approaches in defining school readiness have also undergone a shift during recent years. Some systems use a narrow 'pre-primary' educational approach that stresses literacy and numeracy skills that would align with a primary school curriculum. Other approaches use a 'social pedagogic' approach that stresses a broader preparation for life beyond a school-based curriculum (OECD 2006). The second tradition, found in some Nordic and Central European countries, promotes broader development of children while simultaneously supporting families.

The United Nations World Fit for Children (WFFC) mission statement of 2002 is an excellent example of more current concepts of school readiness, namely, a good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn. The WFFC goals highlight the importance of a caring, safe and stimulating environment for the holistic development of young children.

The three dimensions of school readiness are:

(1) Ready children, focusing on children's learning and development. (2) Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children. (3) Ready families, focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.

All three dimensions are important and must work in tandem, because school readiness is a time of transition that requires the interface between individuals, families and systems.

The term 'transition' has several meanings, depending on the setting, the nature of the cultural and psychosocial adjustments involved, and the role of the actors in shaping their transition (Fabian and Dunlop 2006). With respect to school readiness, transition is defined as children moving into and adjusting to new learning environments, families learning to work with a sociocultural system (i.e. education), and schools making provisions for admitting new children into the system, representing individual and societal diversity. In school readiness, the three dimensions are interlinked, building competencies and preparedness in children, schools and families.

Prior to presenting a detailed description of the three dimensions, this paper will address two considerations – culture and public policy – to enhance understanding of the interrelationships between the dimensions. Children, families and schools exist in a larger ecological system (Bronfenbrenner 2009) that needs to be considered in the conceptualization of school readiness because of its strong influence on these three dimensions.

This paper's definition of school readiness understands the child, family and school as embedded within social, cultural and historic influences (Rogoff 2003). Rather than seeing culture as a correlate of school readiness, this definition takes a more cultural perspective in which school readiness is understood within the broader, more dynamic sociocultural context (Gardiner and Kosmitzki 2002). By acknowledging the diversity in defining childhood as well as in child contexts, the role of culture is seen as a powerful influence on the school readiness paradigm. Without going into critiques of cultural constructions of children, which would be beyond the scope of this report, the description of school readiness presented here is sensitive to culture, context and diversity (Bornstein, 2008). A second influence on the three dimensions of school readiness is a country's public policy landscape. National social policies guide government decisions and actions around a particular set of social issues or problems pertaining to human welfare, public access and social programs (Alcon, 2002). Typically, health and education systems, as guided by sector policies, have the most direct link to early child development and education (UNESCO 2007). These policies guide provisions for access and quality of programs, standards, certification and training of staff, and resource allocation to education systems.

A range of social policies also has an indirect impact on the lives of young children. Employment, parental leave, labour, immigration and welfare policies, for example, have all been linked to child outcomes (Kamerma et al. 2003). These policies – at a more central or decentralized level depending on the country's governance system – directly or indirectly influence access to education services for families; determine school curricula and resources; and ensure the quality of services by establishing and promoting credentials. Consequently, school readiness is a product of both the immediate interaction of the three dimensions, and the cultural and policy influences.

Statement of the Problem

This study assessed the school readiness of the Grade 1 learners as perceived by their teachers in West B District, Tarlac City Division during the school year 2024-2025.

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

1. What is the profile of the Grade 1 learners in terms of:
 - 1.1 sex;
 - 1.2 parents' educational attainment;
 - 1.3 number of siblings;
 - 1.4 rank in the family; and
 - 1.5 family's monthly income?
2. What is the level of readiness of the Grade 1 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 Grade 1 teachers and how serious are they?
4. Based on the findings, what intervention plan can be proposed to improve the school readiness of the Grade 1 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

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 Grade 1 learners in the seven developmental domains as perceived by their teachers in West B District, Tarlac City Division during the school year 2024-2025. It was delimited to the profile of the Grade 1 learners in terms of sex, parents' educational attainment, number of siblings, rank in the family, and family's monthly income; the readiness of the Grade 1 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.

Sources of Data

This study was conducted in West B District, Tarlac City Division during the school year 2024-2025. The respondents of this study were the Grade 1 learners and their 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 Grade 1 learners in terms of sex, parents' educational attainment, number of siblings, rank in the family, and family's monthly income; the readiness of the Grade 1 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 West B District, Tarlac City Division. 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 Schools Division Superintendent of the said Division.

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 Grade 1 learners in terms of sex, parents' educational attainment, number of siblings, rank in the family, and family's monthly income, frequency counts and percentages were used.

F

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

N

Where:

F = Frequency

N = total number of respondents

To answer sub-problem 2 on the readiness of the Grade 1 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	Much Ready (MR)
4	3.41-4.20	Ready (R)
3	2.61-3.40	Moderately Ready (MoR)
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 Grade 1 Learners

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

Table 1a
Profile of Grade 1 Learner 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 1b
Profile of Grade 1 Learners 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 learners' 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 1c
Profile of Grade 1 Learners 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 Grade 1 learners 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 Grade 1 learners 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 1d
Profile of Grade 1 Learners 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 Grade 1 learners 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 1e
Profile of Grade 1 Learners 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 Grade 1 Learners in Terms of the Seven Developmental Domains

The readiness of the Grade 1 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 Grade 1 Learners in Terms of Gross Motor

GROSS MOTOR	Mean	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
WM	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 Grade 1 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.

According to Lowfrey (2001), four-year old children had an isolated movement of the body gives an impression of greater suppleness of the joints. The child can button clothes and put on his shoes but cannot tie his laces for sometimes yet. While on the five-year old children, they act more like an adult. They had locomotion and carriage has become more stable. Meanwhile on the six-year-old children, they are very lively but rather restless and develop a kind of “tool consciousness.”

Table 2b
Readiness of the Grade 1 Learners in Terms of Fine Motor

FINE MOTOR	Mean	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
WM	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 Grade 1 learners in terms of Fine Motor are moderately ready as perceived by the 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.

According to Tulio (2000), children social adjustment is desirable and necessary. As the Individual emerges from the sheltered life within the home toward an additional need and wants to appear. Boys and girls differ widely in their social adjustment due to varying circumstances and conditions in the environment, social conditions, economic conditions, personal defects or laminations, incompatible needs producing internal conflicts between ideals and certain needs of young individuals.

Table 2c
Readiness of the Grade 1 Learners in Terms of Self-Help

SELF-HELP	Mean	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 (poohed) 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
WM	3.19	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 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 Grade 1 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 Grade 1 Learners in Terms of Receptive Language

RECEPTIVE LANGUAGE	Mean	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
WM	3.22	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)

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 Grade 1 Learners in Terms of Expressive Language

EXPRESSIVE LANGUAGE	Mean	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
WM	3.25	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)

In terms of the readiness of the Grade 1 learners along Expressive Language, learners were rated moderately ready as perceived by the 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 Grade 1 Learners in Terms of Social-Emotional

SOCIAL- EMOTIONAL	Mean	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
WM	3.31	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)

In terms of Social-Emotional readiness of Grade 1 learners, they were rated moderately ready by the 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 Grade 1 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 3g 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.

During the early years, children make leaps in physical, motor, social, emotional, language and cognitive skills development. The role of parents and key caregivers is primary for these developments. Parents provide cognitive and linguistic experiences through activities such as talking with children, singing, storytelling, looking at books and encouraging communication. When parents hug and cuddle their children, they exhibit warmth and affection, influencing their children’s development of relationships and emotional well-being. By providing consistency in daily routines and opportunities for healthy growth and development, parents nurture development.

Problems Encountered by the Teachers in Terms of the School Readiness of the Grade 1 Learners

Table 3
Problems Encountered by the Teachers in Terms of the School Readiness of the Grade 1 Learners

Indicators	Mean	DE
1. Learners have difficulty adapting to new situations/ surroundings.	3.45	S
2. Learners are scared of the new surroundings.	3.54	S
3. Learners don't know when their mothers will return.	3.43	S
4. Learners were left behind in a store once, and they now very afraid of being alone.	3.41	S
5. Learners have difficulty managing their emotions.	3.23	MS
6. Learners 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
WM	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 learners 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 learners have difficulty adapting to new situations/ surroundings with a mean of 3.45. These are the two mean problems of Grade 1 learners 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.

(Gomez 2010) said that most teachers agree with the statement that readiness for school comes as children grow and mature and cannot be pushed. At the same time, teachers also believe that they can enhance a child's readiness by providing experiences children need to build important skills. Only about half believe that children with readiness problems should enter school as soon as they are eligible so that they can be exposed to the things they need, and that preschool experience is very important for success in kindergarten. On the other hand, about the same proportion will suggest waiting a year before enrolling a child in kindergarten if the child appears unready for it.

Summary

This study focused on the school readiness of the Grade 1 learners of West B District, Tarlac City Division during the school year 2024-2025. It was delimited to the profile of the Grade 1 learners, the readiness of the learners in terms of the seven developmental domains, and the problems encountered by the teachers in terms of the school readiness of the learners.

Profile of the Grade 1 Learners

Sex
More of the female with 51 or 63.75% respondents responded the indicators followed by males with 29 or 36.25%.

Parents' Educational Attainment

The majority of the learners' 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 graduates.

Number of Siblings

The majority of the Grade 1 learners 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 siblings.

Rank in the Family

Most of the Grade 1 learners are middle born with 35 or 43.75%. There are also 31 or 38.75% who are the last born. Another 14 or 17.5% who are first born.

Family's Monthly Income

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.

Readiness of the Grade 1 Learners in Terms of the Seven Developmental Domains

Gross Motor

The kindergarten learners in terms of Gross Motor received a mean of 3.36 which is described as "moderately ready". The highest mean rating was given to "Hops 1 to 3 steps on preferred foot" with 3.54 mean which is described as "observed" 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.

Fine Motor

The readiness of the Grade 1 learners in terms of Fine Motor is described as moderately ready by the 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.

Self-Help

The characteristics of the Grade 1 learners in terms of Self-Help is 3.19 average weighted mean which is described as moderately ready by the Kindergarten teachers. 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.

Receptive Language

In terms of Receptive Language, the Grade 1 learners’ manifest different skills which are described as moderately ready by the teachers with 3.22 average weighted mean. All indicators were rated 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.

Expressive Language

In terms of the readiness of the Grade 1 learners along Expressive Language, learners were rated moderately ready by the 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.

Social-Emotional

In terms of Social-Emotional readiness of Grade 1 learners, they were rated moderately ready by the 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.

Cognitive

The cognitive aspects of Grade 1 learners show that their skills are described as moderately ready by their teachers with an average weighted mean of 3.47. 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.

Problems Encountered by the Teachers in Terms of the School Readiness of the Grade 1 Learners

One of the major problems that hinder the learners from being 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 learners have difficulty adapting to new situations/surroundings with a mean of 3.45. On the other hand, the lowest mean rating was given to the teacher who looks like someone he is afraid of with 3.09 which is considered moderately serious problem.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Most of the Grade 1 are female, parents are high school graduates, with a minimum number of siblings, middle born and with adequate monthly family income.
2. Grade 1 learners are moderately ready in the different aspects of developmental domains as perceived by the teachers.
3. Teachers met problems regarding the readiness of the learners in school such as they are scared of the new surroundings.

Recommendations

Based on the conclusions drawn, 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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