

SCHOOL READINESS AND DEVELOPMENTAL COMPETENCE OF GRADE 1 LEARNERS: BASIS FOR A DEVELOPMENTAL INTERVENTION PROGRAM

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Abstract :

This study examined the school readiness and personal and social development of Grade 1 learners in the Lupao District, Schools Division Office of Nueva Ecija, during the School Year 2025–2026. Specifically, it determined the profile of Grade 1 teachers; assessed the extent of learners' readiness across the seven developmental domains; and identified the challenges encountered by teachers in relation to learners' school readiness. The study employed a descriptive-developmental research design, utilizing a structured questionnaire as the primary data-gathering instrument. Data were encoded, tallied, and analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows. Frequency counts, percentages, and weighted means were used to describe the variables. Findings revealed that most Grade 1 teachers hold a master's degree, have relatively limited teaching experience, and have participated in relevant trainings and seminars. Results further indicated that the seven developmental domains were not fully manifested among the majority of Grade 1 learners, suggesting that many were not yet fully school-ready. This condition may be attributed to limited face-to-face learning experiences during their kindergarten years due to the pandemic. Moreover, the teachers' profile variables were not found to have a significant effect on learners' readiness across the developmental domains. Teachers likewise reported encountering various challenges related to learners' school readiness. The study concludes that the implementation of a structured developmental intervention program may strengthen learners' readiness and support the full development of the seven domains. It is recommended that school administrators conduct systematic readiness assessments for incoming Grade 1 learners and ensure the use of appropriate evaluation tools. Teachers are encouraged to employ engaging, learner-centered strategies and cultivate a supportive classroom environment, while parents are urged to actively nurture their children's curiosity, independence, and regular school attendance.

Keywords: School readiness, Personal and social development, Grade 1 learners

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.

Children's readiness for school in this section refers to all children, especially the vulnerable and disadvantaged, including girls, children with disabilities, ethnic minorities and those living in rural areas. In addition, readiness for school is different from readiness to learn. 1 While readiness for school implies being prepared to succeed in a structured learning setting, readiness to learn is a characteristic from birth. All children are born ready to learn. This learning occurs prior to entering school and extends beyond the walls of a classroom to daily life.

The three levels of definitions for children's readiness for school are: the basic minimum skills, holistic conceptualization and the latest research. By the simplest definition, a child who is ready for school has the basic minimum skills and knowledge in a variety of domains that will enable the child to be successful in school. These minimum standards set the bar for what children should know and be able to do, so they enter school ready and eager to learn, thereby enabling a successful transition into a primary school learning environment. Success in school is determined by a range of basic behaviours and abilities, including literacy, numeracy, ability to follow directions, working well with other children and engaging in learning activities.

In environments characterized by poverty, the problems of learning are compounded when the language used in school is not a child's first language, and the chances of dropout increase correspondingly – particularly affecting, for example, low-income, minority and vulnerable children. In countries with higher rates of illiteracy, if the medium of instruction in school is a language that is not spoken at home, the chances of dropping out increase substantially. These children may be most at risk for poor education outcomes because of the poor connections between home and school cultures. Schools can bridge this gap by working with parents and incorporating culturally responsive practices, including using the first language of the child (Villegas and Lucas 2002).

Ready schools share several characteristics with UNICEF's child-friendly schools (CFS). Common to both is the mission of providing all children with a high-quality learning environment that offers appropriate levels of instruction and is safe, secure and inclusive. In an approach similar to CFS, ready schools promote a social learning environment where the relationship between teachers and children is critical for the development of social, ethical, emotional, intellectual and physical competencies. The specific aspects of the teacher-child relationship might vary across cultures, but it has been proposed that responsive, mutually respectful and reflective teaching is always a central element for enhancing child learning outcomes.

Through a combination of international development frameworks such as the Millennium Development Goals (MDGs), the Education for All (EFA) goals and the World Fit for Children (WFFC) targets, countries are working towards a society in which all children will complete primary or basic education at a minimum. 2 As more children enter school, however, it is apparent that many of them are enrolling too late or too early, repeating grades, dropping out or failing to learn. 3 As a consequence, educational disparities are increasing. In light of these trends, the following three questions must be answered: 1. Are children entering school with the social and cognitive skills and competencies needed to achieve success in school? 2. Are schools equipped and ready to provide optimal learning environments for children? 3. Are families and communities ready to help their children make smooth transitions to school? School readiness is the foundation of equity and quality education. It is gaining global support as a viable means to help young children reach their full developmental potential and engage in lifelong learning. School readiness is linked to improved academic outcomes in primary and secondary school and positive social and behavioural competencies in adulthood. While adhering to UNICEF's human rights-based focus on the individual benefits of education, school readiness also builds human capital to address economic development.

UNICEF's major effort to achieve school readiness is the CFS model, which was launched as a systemic strategy to achieve MDG 2 – universal access to and completion of primary school by 2015. School readiness is an important component of the child-friendly strategy. When children and families are prepared for school and schools are prepared for them, children are more likely to enrol in school on time and stay until they complete primary school.

Rodney (2009) studied about learners school readiness and the phenomenon of students entering kindergarten without the necessary personal and social skills they need to be successful in kindergarten was explored in this qualitative study. How this phenomenon impacts the school setting, including administrative support systems and classroom instructional practices implemented by kindergarten teachers, was explored. Elementary principals and kindergarten teachers who experienced this phenomenon were interviewed using semi-structured interviews. Official documents relating to the phenomenon being studied were collected and analyzed to provide for triangulation of the data.

Findings of this study provide insights into current classroom practices that are currently being implemented to solve the problem of students' personal and social skill deficits. Findings will assist division level leaders, elementary principals and kindergarten teachers to guide and shape classroom practices designed for enhancing and improving students' personal and social skills. Findings report what current resources are being used by kindergarten teachers to provide personal and social skill instruction and how teachers' instructional practices in this domain are being guided and directed by administrators. Division level leaders and school level leaders are provided with information about instructional practices for improving kindergarten students' personal and social skills. Findings of the study show how elementary principals' and kindergarten teachers' beliefs about kindergarten students' personal and social skill development are aligned to the Virginia Department of Education's Foundation Blocks for Early Learning for certain skills and how they are not aligned for other skills.

Perry (2010) determined if attendance in a good quality prekindergarten program using developmentally appropriate activities had a positive effect on kindergarten mathematics readiness skills and achievement. Participating were 80 children, 4 to 6 years old, divided into two experimental and two control groups. Standardized test scores from the Slosson Grade 1 Readiness Test and the Metropolitan Assessment Package were used to compare the two groups. Each of the experimental groups attended one year of developmental prekindergarten, whereas the control groups had no preschool experience. The results indicated that the experimental groups scored significantly higher than control groups, suggesting that attending preschool had a positive effect on kindergarten mathematics readiness skills and achievement.

Morrison (2008) studied about the difficulty for developmental researchers is disambiguating children's general maturation from the influence of schooling. In this study, we use a natural experiment to examine the influence of pre-kindergarten and kindergarten schooling experiences on the development of literacy and mathematics. Children ($n = 60$) whose birthdates fell within two months of the state-determined cut-off date for pre-kindergarten and kindergarten entry were administered four subtests of the Woodcock-Johnson Tests of Achievement III in the fall and spring of the school year. Using hierarchical linear modeling coupled with propensity score matching, children who were starting kindergarten, and who had prior experience in pre-kindergarten, had higher scores on measures of phonological awareness, early reading, and mathematics skills than did children who had not attended pre-kindergarten previously, even though they were essentially the same age. Fall vocabulary scores did not differ in relation to whether children had pre-kindergarten experience. In addition, although children who attended kindergarten as well as those who attended pre-kindergarten exhibited growth on all measures during the school year, children who attended kindergarten demonstrated greater gains in early reading and vocabulary during the school year. These findings highlight the potential of early schooling processes to facilitate children's intellectual growth.

Statement of the Problem

This study sought to assess the Grade 1 learners' school readiness, personal and social development in terms of the seven developmental domains of Grade 1 learners of Lupao District, Schools Division Office of Nueva Ecija during the school year 2025-2026.

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

1. What is the profile of the Grade 1 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 readiness of Grade 1 learners in terms of the seven developmental domains as perceived by the Grade 1 teachers in terms of the following:
 - 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 profile of the Grade 1 teachers and the level of readiness of the Grade 1 learners in terms of the seven developmental domains?
4. What are the problems encountered by the Grade 1 teachers in the implementation of the seven developmental domains and how serious are they?
5. Based on the findings, what developmental intervention program can be proposed to improve the implementation of 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 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). It is descriptive because the study is intended to conduct a survey on the characteristics of the respondents.

This study sought to assess the readiness of the Grade 1 learners in terms of the seven developmental domains as perceived by the Grade 1 teachers during the school year 2025-2026. It was delimited to the profile of the Grade 1 teachers, extent of 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, performance of learners and problems encountered in the readiness of the seven developmental domains.

Sources of Data

This study was conducted in the public elementary schools of Sta. Rita District, Schools Division Office of Nueva Ecija during the school year 2025-2026.

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 teachers, extent of readiness of 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, performance of learners and problems encountered in the readiness of Grade 1 learners in the seven developmental domains.

A formal permission to conduct the study and to float the questionnaire was secured from the Schools Division Superintendent.

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 teachers, frequency counts and percentages were used.

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

Where:

F = Frequency

N = total number of respondents

To answer sub-problem 2 on the extent of readiness of Grade 1 learners of the seven developmental domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional 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 Much Ready (HR)
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 answer sub-problem 3, Pearson-r was used.

To answer sub-problem 4, problems encountered by the Grade 1 teachers in terms of the school readiness of the learners were 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 DISCUSSION

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

I. Profile of Grade 1 Teachers

The profile of the Grade 1 teachers in terms of highest educational attainment, number of years of experience in teaching; and relevant in-service trainings attended is presented in Tables 1A-1C.

Table 1A

Profile of Grade 1 Teachers in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
With MA Units	19	54.29
MAEd/MEd	16	45.71
Total	35	100

It can be gleaned in Table 1A that a great number of Kindergarten teachers have MA units with 19 or 54.29%. Some 16 or 45.71% are MAEd or MEd graduates. It could be observed from the data that there are more elementary teachers who are pursuing graduate studies because of the increase in salary that goes alongside with the promotion as teachers, a good number of them subscribe to the importance of professional growth. It can also be noted that some of them are graduate of masteral degree because they are aiming for higher position like being school head or Master Teachers.

Table 1B

Profile of Grade 1 Teachers in Terms of Number of Years of Experience in Teaching

Length of Teaching Experience	Frequency	Percentage
0-5 years	10	28.57
6-10 years	20	57.14
11-15 years	5	14.29
Total	35	100

It is reflected in Table 1B that most of the Grade 1 teachers have been teaching or 6-10 years with 20 or 57.14%. This is followed by 0-5 with 10 or 28.57% and 11-15 years with 4 or 14.29%. The result shows that the teacher-respondents have average length of service.

Table 1C

Profile of Grade 1 Teachers Teachers in Terms of Relevant In-Service Trainings Attended (N=35)

Level	Frequency	Percentage
Division	35	100
Regional	20	58.82

*Multiple Responses

It is shown in Table 1C that all Grade 1 teachers had attended Division trainings. On the other hand, 20 of them had attended Regional trainings. The results show that Grade 1 teachers give importance to trainings or seminars because of the belief that experience is the best teachers. Through seminars, they can improve their competencies and skills in teaching.

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

Table 2A

Extent of Readiness of Grade 1 Learners in the Seven Developmental Domains 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 M	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	R
7. Walks downstairs with alternate feet without holding handrail	3.46	R
8. Moves body part as directed	3.42	OO
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 Much Ready (VMR)
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 extent of readiness of 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 is presented in the succeeding tables.

It is shown in Table 2a that the extent of readiness of the Grade 1 learners in terms of the seven developmental domains 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 “observed” and “Walks upstairs with alternate feet without holding handrail”. On the other hand, the lowest mean rating was given to “Walks down stairs, 2 feet on each step, with one hand held” with 3.15 mean which is described as sometimes also.

Table 2B

Extent of Readiness of Grade 1 Learners in the Seven Developmental Domains 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 Much Ready (VMR)
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 learners in terms of Fine Motor are sometimes observed by the Grade 1 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

Extent of Readiness of Grade 1 Learners in the Seven Developmental Domains 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 (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
AWM	3.19	MR

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Much Ready (VMR)
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 that the learners in terms of Self-Help is 3.19 average weighted mean which is described as sometimes observed by the Grade 1 teachers. It can be also observed that all of the indicators along this area are rated sometimes. 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

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

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Much Ready (VMR)
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 learner’s manifest different skills which are sometimes observed by the Grade 1 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.

Table 2E

Extent of Readiness of Grade 1 Learners in the Seven Developmental Domains 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	Descriptive Equivalents
5	4.21-5.00	Very Much Ready (VMR)
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 characteristics of the learners along Expressive Language, learners were rated sometimes observed 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

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

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Very Much Ready (VMR)
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 characteristics of learners, they were rated sometimes observed 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

Extent of Readiness of Grade 1 Learners in the Seven Developmental Domains in Terms of 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 Much Ready (VMR)
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 learners show that their skills are oftentimes observed by their teachers which means that they are ready 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.

Table 3

Significant Relationship between the Profile of the Grade 1 Teachers and the Extent of Readiness of the Grade 1 Learners in terms of the Seven Developmental Domains

Profile of Grade 1 Teachers	Extent of Readiness in the Developmental Domain	
	r - value	Significance
Highest Educational Attainment	-0.034 ^{ns}	0.817
Number of Years of Experience as School Head	0.166 ^{ns}	0.201
Attendance in Training	0.163 ^{ns}	0.220

ns – not significant

The result implies that profile of the Grade 1 teachers did not affect the extent of readiness of Grade 1 learners in terms of the seven developmental domain as shown by the r-value at -0.034, 0.166, and 0.163.

Table 4
Problems Encountered by the Grade 1 Teachers in Terms of the School Readiness of the Grade 1 Learners

Indicators	WM	DE
1. Learners have difficulty adapting to new situations/ surroundings.	3.45	VS
2. Learners are scared of the new surroundings.	3.54	VS
3. Learners don't know when their mothers will return.	3.43	VS
4. Children were left behind in a store once, and they now very afraid of being alone.	3.41	VS
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	VS
10. Lack of financial to support the needs of children in school.	3.41	VS
AWM	3.34	MS

Legend

Scale	Limits	Descriptive Equivalents
5	4.21-5.00	Highly Serious (HS)
4	3.41-4.20	Very Serious (VS)
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 Kindergarten 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.

Summary

This study focused on the Grade 1 school readiness and personal and social development in terms of the seven developmental domains of Grade 1 learners of Lupao District, Schools Division Office of Nueva Ecija during the school year 2025-2026. It was delimited to the profile of the Grade 1 teachers, the extent of readiness of Grade 1 learners in terms of the seven developmental domains, and the problems encountered by the Grade 1 teachers in terms of the school readiness of the learners.

Profile of Grade 1 Teachers

A great number of Grade 1 teachers have MA units with 19 or 54.29%. Some 16 or 45.71% are MAEd or MEd graduates. Most of the Grade 1 teachers have been teaching or 6-10 years with 20 or 57.14%. This is followed by 0-5 with 10 or 28.57% and 11-15 years with 4 or 14.29%. All Grade 1 teachers had attended Division trainings. On the other hand, 20 of them had attended Regional trainings.

Extent of Readiness of Grade 1 in terms of the Seven Developmental Domains Gross Motor

The Grade 1 learners in terms of Gross Motor received a mean of 3.36 which is described as “sometimes”. 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 down stairs, 2 feet on each step, with one hand held” with 3.15 mean which is described as sometimes also.

Fine Motor

The characteristics of the Grade 1 learners in terms of Fine Motor are sometimes observed by the teachers with 3.34 average weighted mean which means that Grade 1 teachers sometime observed the Grade 1 learning doing fine motor skills. 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 sometimes observed 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 sometimes observed by the Grade 1 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 characteristics of the Grade 1 learners along Expressive Language, Grade 1 learners were rated sometimes observed by the Grade 1 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 characteristics of Grade 1 learners, they were rated sometimes observed by the Grade 1 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 oftentimes observed 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.

Conclusions

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

1. Most of the Grade 1 teachers have masteral, with minimum number of teaching experience and attended trainings and seminars.
2. Majority of the developmental domains are being observed by the Kindergarten teachers as to the readiness of Grade 1 learners.
3. The result implies that profile of the Grade 1 teachers do not affect the readiness of Grade 1 learners along the seven developmental domains. This led to the acceptance of the null hypothesis which states that there is no significant relationship between the profile of the Grade 1 teachers and the readiness of Grade 1 learners along developmental domains.
4. Teachers met problems regarding the readiness of the learners in school.
5. The developmental program can improve the implementation of the seven developmental domains.

Recommendations

On the basis of the conclusions drawn, the following are hereby recommended:

1. School Administrator should have full attention to their learners who are entering Grade 1 and admissions tests are required for them. The use of assessment 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 their self. That they should enjoy learning and enjoy what they are doing

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