

A Descriptive Survey on the Level of Readiness among Kindergarten Learners of Barobo II District, Surigao del Sur Division: Basis for a School Readiness Enhancement Plan

Cherry S. Cano^{1*} and Adrian C. Nuñez^{1,2}

¹Andres Soriano Colleges of Bislig, Mangagoy, Bislig City, Surigao del Sur

*cherry.sugabo@deped.gov.ph, ²anunez.0521@gmail.com

Date Submitted:

August 11, 2026

Date Accepted:

September 19, 2026

Date Published:

October 17, 2026

DOI:

10.5281/zenodo.23435346

ABSTRACT

This descriptive-survey study assessed the readiness of kindergarten learners in Barobo II District, Schools Division of Surigao del Sur, as basis for a School Readiness Enhancement Plan. Using an adopted ECCD-based questionnaire, the study examined seven developmental domains: gross motor, fine motor, self-help adaptive, social/emotional, receptive language, expressive language, and cognitive skills. The supplied data comprised 12 learner readiness records assessed through teacher ratings and analyzed using frequency, percentage, mean, and standard deviation. Results showed an overall High Readiness level (WM = 4.15, SD = 0.47). Gross motor skills (WM = 4.33) and cognitive skills (WM = 4.22) attained Very High Readiness, while fine motor, self-help adaptive, social/emotional, receptive language, and expressive language were

rated High Readiness. Specific skills requiring further reinforcement were identified, particularly in self-help adaptive, expressive language, and selected fine motor and receptive language indicators. Based on these findings, a School Readiness Enhancement Plan was proposed to sustain developmental strengths and address areas needing additional support through coordinated school- and home-based interventions.

Keywords: *kindergarten readiness, developmental skills, ECCD, school readiness, early childhood education, readiness enhancement plan*

INTRODUCTION

Kindergarten readiness refers to the physical, cognitive, social-emotional, and language skills children need when they begin school (HHS, 2025). In addition, another definition describes readiness as behaviours and learning approaches, such as curiosity, self-regulation, and communication, that help children adjust well in kindergarten (LENA, 2024). Furthermore, a broader view includes the support provided by families, schools, and communities to help children transition successfully into school (UNESCO, 2022). However, there is a decline to the Athlete Satisfaction to various studies.

At the global level, studies show that attending quality early childhood programs improves children's readiness, yet the effects are still uneven, especially for learners from low-income families (Sosu, 2023). Moreover, research during the pandemic revealed drops in children's language, social-emotional, and motor skills as they entered school (González et al., 2022). In addition, recent reviews indicate that parents and teachers now see wider differences in children's emotional and literacy preparedness, making readiness harder to assess consistently around the world (Jun, 2025).

In the Philippines, several studies also highlight concerns about readiness. For instance, many kindergarten learners show gaps in self-help skills, social behaviour, and basic literacy and numeracy based on ECCD assessments (Ramos, 2021). Additionally, both teachers and parents observed that children were less prepared for school routines and separation after the pandemic (Abriol et al., 2022).

Within Mindanao, research shows readiness levels differ across regions. A study in Davao Occidental found that children who attended daycare showed higher competencies than those who did not (Amarillo and San Jose, 2025). Likewise, district assessments in Davao de Oro revealed mixed performance across readiness domains (Añoda, 2024). Furthermore, a study in Tudela, Misamis Occidental found that many kindergarten learners were still developing and not consistent in key skills, showing gaps in access and support across communities (Doctor and Macalisang, 2024).

Lastly, although global, national, and Mindanao-based studies provide valuable insights on kindergarten readiness, a clear research gap remains, particularly in smaller local communities such as San Jose, Barobo, Surigao del Sur. Existing literature shows that readiness levels differ across regions and are influenced by access to early learning programs, family support, and school resources; however, these studies do not fully capture the specific conditions and challenges faced by learners in this locality.

Moreover, no available research has closely examined the actual readiness profile of kindergarten pupils in Barobo District, which limits the ability of schools to create targeted and evidence-based interventions. Therefore, this absence of localized data highlights the need for the present study, as understanding the readiness level of kindergarten learners in this specific community is essential for developing a meaningful and responsive School Readiness Enhancement Plan. The urgency of conducting this research lies in ensuring that young learners begin formal schooling with adequate foundational skills, supporting improved learning outcomes in their early years.

Literature Review

Readiness of Kindergarten Learners

Öngören (2021) explains that kindergarten readiness starts at home because parents help children develop language, routines, and basic self-help skills. Moreover, Martí et al. (2018) add that readiness also improves when parents and teachers work together through shared activities that build early literacy, numeracy, and self-regulation. Furthermore, Hunter et al. (2020) state that readiness should be viewed as a system, since strong early childhood programs, trained teachers, and community support all help children adjust well to school.

In addition, Maryland's Kindergarten Readiness Assessment reported that only 40% of learners were fully ready in 2021–2022, showing a noticeable decline from previous years (Maryland State Department of Education, 2022). In addition, Copeland et al. (2024) found that children with better early health records performed higher in readiness measures, showing that health strongly predicts school entry skills. Furthermore, Molnár et al. (2023) showed that children who experienced pandemic disruptions scored lower in language, social-emotional, and motor skills.

Gross Motor Skills

Gross motor skills refer to children's large-muscle abilities (such as running, jumping, throwing) and are considered foundational for later physical activity and participation in play and sport (Hussain, 2022). In addition, from a developmental perspective, researchers frame gross motor skill acquisition as a staged process that depends on practice, instruction, and age-appropriate challenge rather than innate talent alone (Palmer, 2025). Furthermore, at the program level, early childhood practitioners' awareness and the quality of movement opportunities in preschool settings are highlighted as key conceptual levers for promoting gross motor competence (Gibson, 2024).

Prevalence studies report that gross motor delay affects a measurable share of preschoolers; for example, one large study found about 4.4% delayed and 8.8% at risk for gross motor delay (Veldman et al., 2019). In addition, research from low-resource settings identified multiple associated factors (nutrition, illness, and low

caregiver stimulation), and reported notable rates of delay in under-five clinics (Mitiku et al., 2023). Moreover, pandemic-era assessments documented clear drops in kindergarten motor scores, many cohorts showed a shift toward lower categories of motor performance during COVID-19 restrictions (Pranoto, 2022).

Fine Motor Skills

Fine motor skills refer to the small-muscle movements of the hands and fingers that help children perform tasks such as writing, buttoning, and cutting. Kotzsch (2025) explains that these skills develop gradually and can be monitored through regular developmental assessments in early childhood settings, which help teachers understand children's learning needs. Moreover, Zhang et al. (2025) emphasize that selecting appropriate and standardized assessment tools is important because accurate measurement of fine motor abilities allows educators to plan effective activities and identify children who may need support.

In addition, Hwang (2025) highlights that structured classroom activities, play-based exercises, and digital screening systems give teachers practical ways to observe fine motor growth, making early detection and targeted intervention more efficient. Recent empirical studies provide evidence that fine motor performance among young children shows variation and, in some cases, decline. Lee et al. (2024) found that children who grew up during the pandemic displayed altered developmental patterns, with noticeable reductions in motor coordination and mixed outcomes in fine motor tasks compared with pre-pandemic cohorts.

Furthermore, Srinithiwat et al. (2025) reported that some preschool groups showed unexpectedly high rates of suspected fine motor delay, suggesting that environmental and socioeconomic factors strongly influence motor progression. In addition, Dy (2024) revealed that Filipino preschoolers with limited play opportunities, poor nutrition, and fewer home learning materials tended to score lower on fine motor assessments, demonstrating that contextual conditions can significantly affect development.

Self Help Adaptive

Self-help adaptive skills are everyday abilities such as dressing, feeding, toileting, and personal hygiene that allow young children to care for themselves and participate in school routines (Alias et al., 2024). Moreover, parent-focused programs that train caregivers to use structured activities and routines help build children's self-care independence and support skill generalization at home and school (Cárdenas et al., 2024). In addition, studies of children with developmental concerns show that targeted teaching of adaptive tasks, delivered through repeated practice, simple task-breaking, and positive feedback improves daily living skills and classroom readiness (Jacob, 2024).

Large community and national surveys report measurable gaps in adaptive self-help among preschool children. For example, a cross-sectional ECD study in Afghanistan found that many children aged 36–59 months scored below expected levels on personal-social and adaptive domains, and identified household factors that predicted lower scores (Dadras et al., 2024). Similarly, recent qualitative work with mothers documented concerns that pandemic disruptions reduced opportunities for children to practice routines, which caregivers linked to delays in toileting and independent dressing (Turnbull et al., 2025). In addition, community screening studies have reported prevalence estimates: one national community-based screening found that about 6.4% of preschoolers had at least one suspected developmental delay and smaller but meaningful shares showed delays in adaptive/fine-motor domains specifically (Metwally et al., 2023).

Social/Emotional Skills

Social and emotional skills help young children recognise feelings, manage impulses, and get along with others, which supports their learning and well-being (Hosokawa, 2024). Moreover, play-based SEL approaches that teach self-awareness, emotion regulation, and relationship skills are framed as developmentally appropriate ways to build these competencies in preschool settings (Tuncdemir, 2025). In addition, international guidance stresses that valid assessment and aligned curricula are needed so schools and communities can track children's social-emotional growth and plan supports where they are weakest (UNICEF, 2024).

Recent studies report that many young children show measurable social-emotional concerns at school entry. For example, a large cross-sectional study found about 23.6% of 3–5-year-olds were at risk for social-emotional problems on screening measures (Xu et al., 2024). Likewise, national profiling work indicates roughly 20% of children start kindergarten “not on track” for social-emotional skills, with higher rates among low-resource groups (Chen et al., 2024). Furthermore, teacher reports of transition difficulties show that over 70% of incoming kindergarteners have at least one area of challenge (such as making friends or following routines), which highlights how common these issues are at school entry (Jiang et al., 2021).

Receptive Language

Receptive language means the words and sentences a child understands when others speak or read to them. Yang (2021) notes that receptive language is a core part of early language development and strongly predicts later school readiness. In the same vein, Hagen (2022) argues that careful measures of listening comprehension are needed because understanding spoken language is not the same as producing words. Moreover, Hutchins et al. (2021) emphasize that valid and feasible assessment tools for young children help teachers and clinicians identify receptive language difficulties early so interventions can begin.

Recent empirical studies show measurable rates of receptive language difficulty in preschool populations and clear links to environmental disruptions. Fernandes and Lima (2024) screened 221 preschoolers and found that about 47% had some language alteration, with many showing receptive language concerns. Likewise, Lee et al. (2024) reported prevalence figures where receptive vocabulary delays ranged widely across samples, with some studies finding rates near 35% depending on the assessment and context. In addition, a systematic review found that pandemic-era changes in children’s language environments led to observable declines in receptive and expressive measures for many cohorts (Montañez et al., 2024).

Expressive Language

Expressive language refers to the use of words, sentences, and gestures that allow children to communicate their ideas and needs, and it is essential for effective classroom interaction and emergent literacy (Benavides et al., 2024). Moreover, Capelli (2024) highlights that expressive language develops through a combination of biological predispositions and rich social interaction, meaning that both child factors and caregiver conversation shape how toddlers build vocabulary and sentence complexity. In addition, recent reviews suggest that early expressive skills are linked with later academic outcomes, and that early support and targeted speech activities can strengthen children’s language use and confidence in communicating (Poza, 2025).

Likewise, a large regional study reported combined language delays (receptive + expressive) in roughly 24.5% of preschoolers, with risk factors including limited parent–child interaction and high screen time (Alzahrani et al., 2025). In addition, exploratory school-based work showed that teacher professional development and classroom communication strategies produced observable increases in children’s expressive language productivity over time (Edlund, 2024).

Cognitive Skill

Cognitive skills include early thinking abilities such as memory, attention, and problem solving, and these skills help children understand and learn new information. Schoch et al. (2023) explain that high-quality early childhood programs strengthen these skills because structured activities stimulate children’s cognitive processes. Moreover, Rakesh (2024) states that children’s cognitive development grows through everyday interactions such as play, conversation, and guided problem tasks, which support attention and executive functioning. In addition, Józsa (2022) emphasizes that age-appropriate cognitive assessments are important because they help teachers identify delays early and plan activities that match children’s learning needs.

Recent studies show that cognitive delays are measurable in preschool populations and vary by context. Emerson et al. (2023) found that about 9% to 10% of children aged 3 to 4 years in low- and middle-income countries show significant cognitive delays. Furthermore, Perrigo et al. (2025) discovered that children who

experienced pandemic disruptions demonstrated lower gains in attention, memory, and problem-solving skills compared to pre-pandemic groups.

Statement of the Problem

This study aims to evaluate the level of readiness among kindergarten learners in San Jose, Barobo, Surigao del Sur as a basis for developing a School Readiness Enhancement Plan. Specifically, it seeks to answer the following questions:

1. What is the profile of the kindergarten learners in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. preschool attendance; and
 - 1.4. primary language spoken at home?
2. What is the level of readiness of kindergarten learners in terms of:
 - 2.1. gross motor skills;
 - 2.2. fine motor skills;
 - 2.3. self-help adaptive skills;
 - 2.4. social/emotional skills;
 - 2.5. receptive language;
 - 2.6. expressive language; and
 - 2.7. cognitive skills?
3. What can be proposed based on the findings of the study?

Theoretical Framework

This study is grounded on Bronfenbrenner's Ecological Systems Theory and Gesell's Maturation Theory, which together explain the developmental and environmental foundations of kindergarten readiness among learners in Barobo II District, Surigao del Sur.

Bronfenbrenner's theory emphasizes that children's development is shaped by interconnected environmental systems, particularly the microsystem where direct interactions with family, teachers, and the school occur. In the context of Barobo II District, differences in home language, preschool exposure, and daily learning experiences contribute to variations in learners' social/emotional skills, self-help adaptive abilities, and receptive and expressive language.

Complementing this, Gesell's Maturation Theory explains that readiness indicators such as gross motor skills, fine motor skills, and cognitive abilities emerge through predictable developmental stages, showing that children's readiness reflects both biological growth and the support they receive in their environment. Together, these theories highlight that readiness is the product of developmental maturation influenced by the quality of ecological support systems.

This theoretical lens aligns with the goal of the study, which is to assess the readiness levels of kindergarten learners in Barobo II District and to use these findings as the basis for proposing a School Readiness Enhancement Plan tailored to the district's unique developmental and environmental needs.

Figure 1 presents the schematic diagram of the study, illustrating the progression from the kindergarten learners' profile to their level of school readiness and, ultimately, to the formulation of a Readiness Enhancement Plan. The learners' profile is described in terms of age, sex, preschool attendance, and primary language spoken at home.

P Model for Kindergarten Learners' Profile and Level of School Readiness Towards the Formulation of Readiness Enhancement Plan

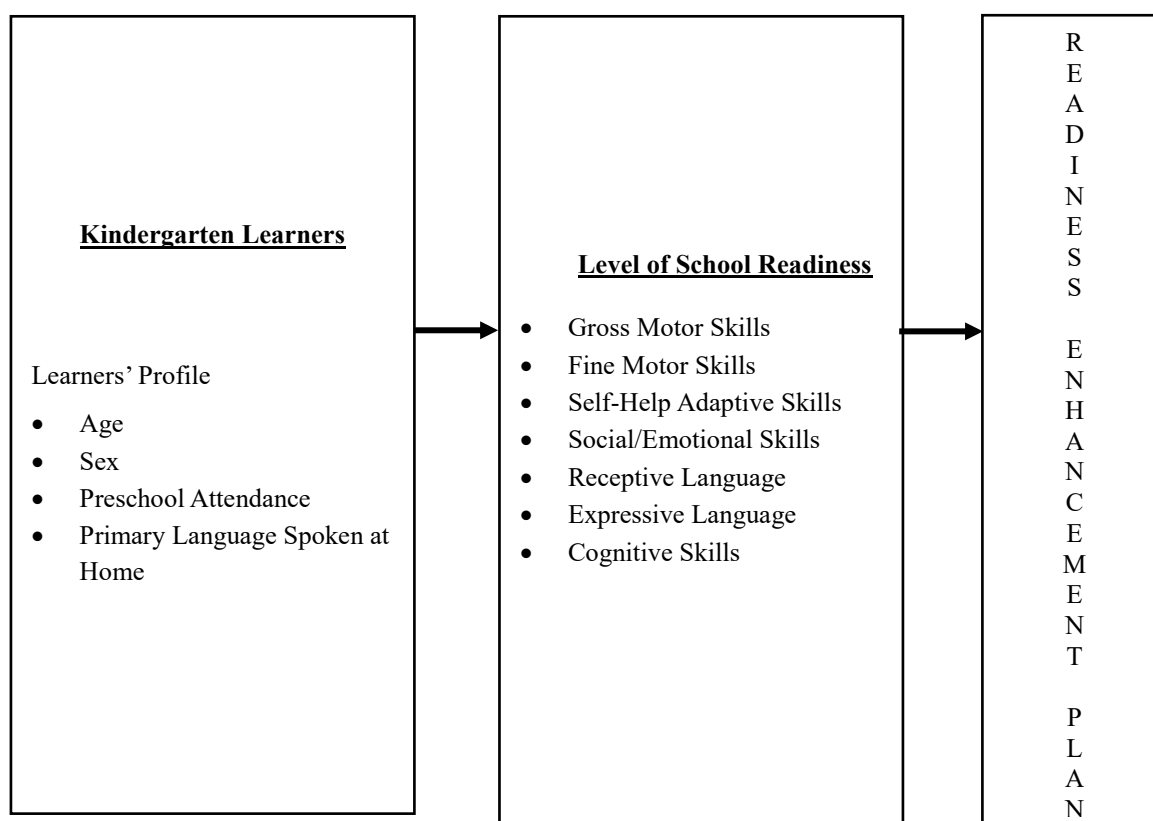


Figure 1. *Schematic Diagram of the Study*

The level of school readiness is assessed across seven developmental areas: gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills. Findings from these areas provide the empirical basis for identifying learners' readiness needs and formulating a Readiness Enhancement Plan designed to strengthen areas requiring further development.

Significance of the Study

This study holds substantial relevance to various stakeholders in early childhood education, particularly in understanding the level of readiness of kindergarten learners in Barobo II District, Schools Division of Surigao del Sur. As the Philippine education system continues to emphasize school readiness as a foundation for lifelong learning, assessing children's developmental skills becomes essential. By examining the seven key readiness indicators—gross motor, fine motor, self-help adaptive, social/emotional, receptive language, expressive language, and cognitive skills—along with essential demographic profiles, this study provides critical insights that may guide the development of a School Readiness Enhancement Plan tailored to the needs of young learners in the district.

Department of Education and Local Policymakers

This investigation provides empirical evidence on the current state of kindergarten readiness within Barobo II District. The study may inform policy review and program development related to early childhood education, including teacher training, resource allocation, and the implementation of ECCD standards. The findings may also guide the formulation of district-level initiatives that address readiness gaps and ensure that kindergarten programs are equitable, developmentally appropriate, and responsive to learners' needs.

School Administrators and Educational Leaders

The findings provide valuable information on learners' developmental strengths and challenges. Understanding the specific readiness domains where children excel or require support may help administrators design targeted interventions, allocate appropriate resources, and strengthen instructional programs aligned with early childhood standards. The results may also assist leaders in implementing policies and support mechanisms that enhance learning environments, improve classroom practices, and ensure that all children enter Grade 1 with the foundational skills necessary for academic success.

Kindergarten Teachers

This study highlights learners' developmental readiness in actual classroom settings. By identifying skill areas that require enhancement—whether in language, motor skills, self-help routines, or socio-emotional functioning—teachers may adjust their instructional strategies, differentiate activities, or adopt more developmentally appropriate practices. The findings may also increase teacher awareness of the factors influencing readiness, enabling them to collaborate with families, improve daily routines, and integrate interventions that support holistic development.

Parents and Guardians

The study underscores the crucial role of home environments, early stimulation, and preschool experiences in shaping children's readiness for school. The results may encourage parents to participate more actively in their child's early learning, reinforce essential skills at home, and recognize areas where additional guidance or support may be beneficial. This understanding may strengthen school-home partnerships, which are vital for supporting young learners' growth.

Future Researchers

The study contributes to the growing body of literature on early childhood readiness, particularly in rural or under-researched Philippine contexts. It may serve as a reference for studies examining related variables such as parental involvement, instructional strategies, early childhood interventions, or longitudinal outcomes of readiness. The baseline data generated may also support comparative studies across districts or qualitative investigations into children's early learning experiences.

Overall, this study is significant because it addresses a localized gap in understanding the readiness levels of kindergarten learners in Barobo II District. By providing empirical data grounded in validated developmental indicators, the study supports school-based decision-making, strengthens early childhood policy implementation, and promotes efforts to ensure that every child begins formal schooling with the skills necessary for success.

Scope and Limitations of the Study

This study focuses on evaluating the level of readiness among kindergarten learners in Barobo II District, Schools Division of Surigao del Sur, during the current school year. It covers only the developmental domains included in the adopted ECCD-based readiness questionnaire, namely gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills. The study also considers four essential learner demographic profiles—age, sex, preschool attendance, and primary language spoken at home—to help describe the context of learners' readiness. The respondents of the study are limited to kindergarten teachers assigned within Barobo II District, who serve as the primary raters of the learners' readiness levels based on their daily observations and classroom interactions.

The scope of the study is confined to the use of a descriptive survey design and relies on data collected from teacher-reported assessments rather than direct testing of learners. As such, the study does not measure causality, predict outcomes, or determine the long-term effects of readiness on academic performance. The accuracy of responses is dependent on the teachers' familiarity with their learners, their consistency in completing the adopted ECCD instrument, and their interpretation of observable behaviors. The study is also limited to the

schools within Barobo II District and therefore does not represent the entire municipality of Barobo or the whole division of Surigao del Sur.

External factors that may influence readiness—such as parenting practices, health and nutrition, home literacy environment, or community resources—are beyond the scope of the study and are not measured directly. Finally, because the study uses an adopted instrument, its structure and indicators follow the parameters of the original ECCD tool and may not capture all possible aspects of child readiness. Despite these limitations, the findings aim to provide meaningful insights that can guide the formulation of a School Readiness Enhancement Plan tailored to the needs of learners in Barobo II District.

Definition of Terms

Age. Refers to the number of years the child has existed while in kindergarten.

Cognitive Skills. refer to the child's early thinking abilities such as attention, memory, problem solving, and basic reasoning needed to understand and learn new information.

Expressive Language. refers to the child's ability to use words, phrases, and sentences to communicate needs, ideas, and feelings verbally.

Fine Motor Skills. refer to the small-muscle movements of the hands and fingers used for tasks such as writing, drawing, buttoning, and cutting.

Gross Motor Skills. refer to the large-muscle abilities used for movements such as running, jumping, balancing, and other physical activities requiring body coordination.

Preschool Attendance. refers to whether the child has previously attended any form of early childhood education program before entering kindergarten.

Primary Language Spoken at Home. refers to the main language used by the family in daily communication with the child.

Receptive Language. refers to the child's ability to understand spoken words, directions, and messages presented by others.

Readiness of Kindergarten Learners. refers to the child's overall developmental preparedness for formal schooling, measured across seven domains: gross motor, fine motor, self-help adaptive, social/emotional, receptive language, expressive language, and cognitive skills.

Self-Help Adaptive Skills. refer to the child's ability to perform basic daily living tasks independently, such as feeding, dressing, toileting, and managing personal routines.

Sex. Refers to the biological classification of learners as male or female.

Social/Emotional Skills. refer to the child's capacity to recognize and manage emotions, interact positively with peers and adults, follow routines, and adjust to the classroom environment.

METHODS

Research Design

This study utilized a quantitative descriptive-survey design to determine the level of readiness of kindergarten learners in Barobo II District, Schools Division of Surigao del Sur. According to Creswell (2014), quantitative research involves the systematic collection of numerical data to describe trends or conditions using measurable variables. This design allowed the researcher to gather objective data based on teachers' assessments of learners' developmental readiness without manipulating any factors.

As noted by Shields and Twycross (2003), descriptive research aims to present an accurate picture of conditions as they naturally occur. In this study, it was used to describe kindergarten learners' readiness across seven domains: gross motor, fine motor, self-help adaptive, social/emotional, receptive language, expressive language, and cognitive skills. The survey component was appropriate because standardized information was collected using an adopted ECCD-based readiness questionnaire, ensuring consistency and comparability of responses among kindergarten teachers.

The descriptive-survey design was suitable for this investigation because its purpose was to document current developmental conditions rather than establish causal relationships. As emphasized by Bryman (2012), descriptive approaches are valuable when the goal is to observe and report phenomena realistically within their natural context. The data gathered from the adopted instrument were statistically analyzed to determine readiness levels and developmental patterns, forming the basis for proposing a School Readiness Enhancement Plan for Barobo II District.

Research Locale

This study was conducted in Region XIII (Caraga Region), located in the northeastern part of Mindanao. Caraga is composed of four provinces—Agusan del Norte, Agusan del Sur, Surigao del Norte, and Surigao del Sur—and is characterized by diverse rural and coastal communities. The region continues to strengthen early childhood and basic education through teacher training, community involvement, and initiatives aimed at enhancing learner development and readiness for formal schooling.

The municipality of Barobo, situated in the province of Surigao del Sur, forms part of the southeastern section of the Caraga Region. Barobo serves as a home to various public elementary schools that cater to children from diverse socio-economic backgrounds. Educational efforts in the municipality are supported by active partnerships between schools, barangay councils, and the local government, ensuring that early childhood learning remains a priority.

The research specifically focused on Barobo II District, one of the elementary school districts under the Schools Division of Surigao del Sur. The district includes several public elementary schools, which serve learners from rural



Figure 2. *Maps of the Philippines and the Municipality of Barobo*

Kindergarten teachers in these schools handle a wide range of developmental activities aimed at promoting learners' foundational skills across multiple domains. Barobo II District was selected as the research locale because it represents typical early childhood education conditions in rural Philippine public schools,

including varied levels of developmental readiness, limited instructional resources, and diverse learner backgrounds.

The district's contextual characteristics, such as mixed readiness levels, differing preschool experiences among learners, and the need for enhanced developmental interventions, make it an appropriate setting for examining kindergarten readiness. The findings from this study are expected to inform the development of a School Readiness Enhancement Plan, which may support teachers, administrators, and families in improving children's preparedness for formal schooling.

Respondents of the Study

The respondents of this study were the kindergarten teachers assigned to the different public elementary schools in Barobo II District, Schools Division of Surigao del Sur. These teachers served as the primary assessors of the readiness of kindergarten learners because they interact with the children daily and are able to observe key developmental behaviors aligned with the seven ECCD domains. Only teachers who were actively handling kindergarten classes during the data-gathering period were included to ensure that the data reflected accurate and current observations of learners' performance.

Table 1. *Respondents of the Study*

Name of Schools	Population	Sample Size
Bahi Elementary School	1	1
Dughan Elementary School	1	1
Javier Elementary School	1	1
San Jose Elementary School	1	1
Guinhalinan Elementary School	1	1
Barobo Townsite Elementary School	2	2
Campbagang Elementary School	1	1
Kauswagan Elementary School	1	1
Total	9	9

Since the number of kindergarten teachers in Barobo II District was manageable, the study employed the complete enumeration method, allowing all qualified teachers in the district to participate. This sampling approach ensured that the results were comprehensive and representative of the entire kindergarten teaching population within the district. Teachers who were newly hired with less than one school year of service, newly reassigned, on extended leave, or who submitted incomplete responses were excluded to maintain the validity and reliability of the data.

The use of complete enumeration strengthened the credibility of the study by capturing the full range of teacher observations regarding learners' gross motor, fine motor, self-help adaptive, social/emotional, receptive language, expressive language, and cognitive skills. This method ensured that the findings accurately reflected the developmental readiness of kindergarten learners across Barobo II District. The insights obtained from this group of respondents form a strong basis for designing a School Readiness Enhancement Plan that addresses the unique developmental needs of learners in similar public-school contexts.

Research Instrument

This study utilized one adopted and validated questionnaire to collect quantitative data on the Readiness of Kindergarten Learners in Barobo II District, Schools Division of Surigao del Sur. The instrument was adapted from the ECCD-based readiness checklist used in the study of Seno (2025) titled *Enabling ECCD-Based Activities for Kindergarten Learners*. The tool measures the developmental readiness of children across seven indicators and has demonstrated strong reliability based on prior validation procedures. For the present study, the items were

contextualized to reflect the developmental experiences of learners in Barobo II District while retaining the original structure and indicators of the instrument.

To measure the Readiness of Kindergarten Learners, the adopted questionnaire assessed seven developmental domains: Gross Motor Skills, Fine Motor Skills, Self-Help/Adaptive Skills, Social/Emotional Skills, Receptive Language, Expressive Language, and Cognitive Skills. Each domain consists of observable statements that represent age-appropriate skills expected from kindergarten learners. Respondents rated each statement based on the extent to which the learner demonstrated the skill.

Respondents used the following 5-point Likert scale to rate each item:

5 – Always, 4 – Often, 3 – Sometimes, 2 – Seldom, 1 – Never

The interpretation of mean scores followed the descriptive ranges adapted from the original ECCD scoring guide:

Range of Means	Description	Interpretation
4.21 – 5.00	Very High Readiness	The skill is consistently demonstrated.
3.41 – 4.20	High Readiness	The skill is frequently demonstrated.
2.61 – 3.40	Moderate Readiness	The skill is emerging but inconsistent.
1.81 – 2.60	Low Readiness	The skill is rarely demonstrated.
1.00 – 1.80	Very Low Readiness	The skill is not demonstrated.

The use of this validated ECCD-based questionnaire ensured systematic and accurate data collection. The instrument provided a multidimensional assessment of learners' developmental readiness by evaluating seven core skill domains essential for successful transition into formal schooling. The results generated through this tool allowed for a comprehensive understanding of learners' strengths and developmental needs, thereby supporting the formulation of a School Readiness Enhancement Plan tailored to the context of Barobo II District.

Data Gathering Procedure

Prior to data collection, the researcher followed a systematic procedure to ensure ethical compliance. Permission was first sought from the Dean of the Graduate School to issue an endorsement letter authorizing the conduct of the study. The complete research proposal was then submitted to the institution's Research Ethics Committee for ethical clearance, ensuring adherence to principles of voluntary participation, informed consent, confidentiality, and protection of participants' rights.

After securing ethical approval, the researcher requested formal authorization from the Office of the Schools Division Superintendent of the Department of Education – Schools Division of Surigao del Sur to conduct the study in Barobo II District. Once division approval was granted, the researcher coordinated with the District Office and School Heads to present the objectives of the study, request cooperation, and schedule the administration of the questionnaires.

The researcher personally visited the participating schools to administer the Readiness of Kindergarten Learners Survey Questionnaire, adapted from the ECCD-based instrument of Seno (2025). Before distribution, the purpose of the study was explained to the teacher-respondents, and each was provided with an Informed Consent Form outlining confidentiality measures, voluntary participation, and the right to withdraw at any time. Data collection was conducted on-site during school hours and carefully coordinated to avoid classroom disruptions. Teachers were given ample time to answer the questionnaire, and the researcher remained available to clarify instructions without influencing responses.

Upon completion, all questionnaires were collected, reviewed for completeness, and coded anonymously to protect respondent identity. All data were handled in accordance with the Data Privacy Act of 2012 and were accessible only to the researcher and authorized academic personnel. Prior to full implementation, the

questionnaire was pre-tested to ensure clarity and contextual suitability. After the study was completed and approved, all data were securely stored and disposed of following ethical guidelines.

Statistical Treatment

Data collected from the Readiness of Kindergarten Learners Survey Questionnaire were analyzed using statistical methods appropriate to the objectives and research questions of the study. The following statistical tools were employed to ensure accurate and meaningful interpretation of results:

For Problem No. 1, which aimed to determine the profile of kindergarten learners in terms of age, sex, preschool attendance, and primary language spoken at home, frequency and percentage were used. These descriptive statistics summarized the distribution of demographic characteristics and provided a clear picture of the background variables of the learners assessed in the study.

For Problem No. 2, which sought to assess the level of readiness of kindergarten learners across the seven developmental domains—gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills—the mean and standard deviation were used. The mean measured the overall readiness level in each developmental domain based on teacher ratings using the 5-point Likert scale, while the standard deviation indicated the variability in learners' readiness across the district. A lower standard deviation reflected more consistent readiness levels among learners, whereas a higher standard deviation suggested greater variation in developmental performance.

For Problem No. 3, which focused on proposing a School Readiness Enhancement Plan, no inferential statistical tests were required. Instead, the plan was formulated by analyzing and synthesizing the descriptive results obtained from Problem No. 2. Developmental areas showing lower readiness levels served as the basis for designing targeted interventions and support strategies that cater to the needs of kindergarten learners in Barobo II District.

All data were encoded, tabulated, and processed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to summarize learners' demographic profiles and readiness levels. The use of descriptive statistics was appropriate for the study's quantitative, descriptive-survey design, as it enabled the researcher to present an accurate depiction of kindergarten readiness without implying causal or comparative relationships.

Presentation, Analysis, And Interpretation of Data

This chapter presents, analyzes, and interprets the data contained in the supplied survey tally. The presentation follows the sequence of the research questions and focuses on the profile and developmental readiness of kindergarten learners in Barobo II District, Schools Division of Surigao del Sur. The tally contained 12 learner readiness records rated across seven developmental domains.

Sub-problem No. 1: What is the profile of the kindergarten learners in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 preschool attendance; and
- 1.4 primary language spoken at home?

Table 1.1 presents the age profile of the kindergarten learners reflected in the tally. Most were 5-6 years old, with 9 learners or 75.00% of the 12 records. One learner (8.33%) was four years old or below, while two records (16.67%) did not indicate age. The distribution shows that the available records were concentrated in the usual kindergarten age range, although the missing entries should be considered when interpreting the profile.

Table 1.1. *Profile of Kindergarten Learners in Terms of Age*

Age	Frequency	Percentage
4 years old and below	1	8.33%
5-6 years old	9	75.00%
Not indicated	2	16.67%

Age	Frequency	Percentage
Total	12	100%

Table 1.2 shows the learners' sex as recorded in the tally. Eight learners or 66.67% were female, while three or 25.00% were male. One record, equivalent to 8.33%, had no sex indicated. Thus, the available profile data showed a larger proportion of female learners among the assessed records.

Table 1.2. *Profile of Kindergarten Learners in Terms of Sex*

Sex	Frequency	Percentage
Female	8	66.67%
Male	3	25.00%
Not indicated	1	8.33%
Total	12	100%

Preschool attendance was included in the statement of the problem; however, the supplied tally did not contain a separate field or recorded values for this variable. To avoid generating information that was not present in the data source, preschool attendance was not tabulated or interpreted in this chapter.

Table 1.3 presents the primary language spoken at home. Eleven of the 12 learner records (91.67%) indicated Bisaya/Cebuano, while one record (8.33%) did not indicate a language. No entries were recorded for Filipino, Surigaonon, Kamayo, or English. The profile therefore reflects a predominantly Bisaya/Cebuano-speaking group among the records with available language information.

Table 1.3. *Profile of Kindergarten Learners in Terms of Primary Language Spoken at Home*

Primary Language	Frequency	Percentage
Bisaya/Cebuano	11	91.67%
Filipino	0	0.00%
Surigaonon	0	0.00%
Kamayo	0	0.00%
English	0	0.00%
Not indicated	1	8.33%
Total	12	100%

Sub-problem No. 2: What is the level of readiness of kindergarten learners in terms of:

- 2.1 gross motor skills;
- 2.2 fine motor skills;
- 2.3 self-help adaptive skills;
- 2.4 social/emotional skills;
- 2.5 receptive language;
- 2.6 expressive language; and
- 2.7 cognitive skills?

Table 2.1 presents the level of readiness in terms of gross motor skills. The domain obtained a weighted mean of 4.33 (SD = 0.40), interpreted as Very High Readiness. The highest-rated item was Q9, "Jumps up" (M = 4.67, SD = 0.49). The lowest-rated item was Q3, "Runs without tripping or falling" (M = 4.00, SD = 0.60), interpreted as High Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally very high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. This pattern is consistent with Hussain (2022) and Palmer (2025), who emphasized that gross motor development supports children's participation in movement and develops through practice and age-appropriate experiences.

Table 2.1. *Level of Readiness of Kindergarten Learners*

Gross Motor Skills	Mean	SD	Description
1. Climbs on chair or other elevated piece of furniture like a bed without help.	4.42	0.51	Very High
2. Walks backwards	4.42	0.51	Very High
3. Runs without tripping or falling	4.00	0.60	High
4. Walks down stairs, two feet on each step, with one hand held	4.25	0.45	Very High
5. Walks upstairs holding onto a handrail, two feet on each step	4.17	0.72	High
6. Walks upstairs with alternate feet without holding onto a handrail	4.25	0.75	Very High
7. Walks downstairs with alternate feet without holding onto a handrail	4.08	0.79	High
8. Moves body part as directed	4.50	0.67	Very High
9. Jumps up	4.67	0.49	Very High
10. Throws ball overhead with direction	4.50	0.52	Very High
11. Hops one to three steps on preferred foot	4.42	0.67	Very High
12. Jumps and turns	4.33	0.49	Very High
13. Dances patterns/joins group movement activities	4.33	0.65	Very High
Weighted Mean Standard Deviation Interpretation	4.33	0.40	Very High Readiness

Table 2.2 presents the level of readiness in terms of fine motor skills. The domain obtained a weighted mean of 4.20 (SD = 0.51), interpreted as High Readiness. The highest-rated item was Q1, "Uses all five fingers to get food/toys placed on a flat surface" (M = 4.58, SD = 0.51). The lowest-rated item was Q11, "Draws a house using geometric forms" (M = 3.67, SD = 0.78), interpreted as High Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. The finding supports Kotzsch (2025) and Zhang et al. (2025), who noted that fine motor abilities develop progressively and should be monitored so that teachers can plan activities for skills that still require support.

Table 2.2. *Level of Readiness of Kindergarten Learners*

Fine Motor Skills	Mean	SD	Description
1. Uses all five fingers to get food/toys placed on a flat surface	4.58	0.51	Very High
2. Picks up objects with thumb and index finger	4.42	0.67	Very High
3. Displays a definite hand preference	4.25	0.87	Very High
4. Puts small objects in/out of containers	4.42	0.67	Very High
5. Holds crayon with all the fingers of his hand making a fist (i.e., palmar grasp)	4.42	0.51	Very High
6. Unscrews the lid of a container or unwraps food	3.83	0.72	High
7. Scribbles spontaneously	3.92	0.90	High
8. Scribbles vertical and horizontal lines	4.08	0.79	High
9. Draws circle purposefully	4.50	0.52	Very High
10. Draws a human figure (head, eyes, trunk, arms, hands/fingers)	4.08	0.79	High
11. Draws a house using geometric forms	3.67	0.78	High
Weighted Mean Standard Deviation Interpretation	4.20	0.51	High Readiness

Table 2.3 presents the level of readiness in terms of self-help adaptive skills. The domain obtained a weighted mean of 4.05 (SD = 0.46), interpreted as High Readiness. The highest-rated item was Q1, "Feeds self with finger food (e.g. biscuits, bread) using fingers" (M = 4.58, SD = 0.51). The lowest-rated item was Q13, "Prepares meals for younger siblings/family members when no adult is around" (M = 3.08, SD = 0.79), interpreted as Moderate Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. This finding is consistent with Alias et al. (2024) and Cárdenas et al. (2024), who described self-help skills as important for independence in school routines and emphasized repeated practice at home and in school.

Table 2.3. Level of Readiness of Kindergarten Learners

Self-Help Adaptive Skills	Mean	SD	Description
1. Feeds self with finger food (e.g. biscuits, bread) using fingers	4.58	0.51	Very High
2. Feeds self-using fingers to eat rice/viands with spillage	4.42	0.51	Very High
3. Feeds self-using spoon with spillage	4.50	0.67	Very High
4. Feeds self-using fingers without spillage	4.33	0.78	Very High
5. Feeds self-using spoon without spillage	4.33	0.65	Very High
6. Eats without need for spoonfeeding during any meal	4.08	0.67	High
7. Helps hold cup for drinking	4.00	1.35	High
8. Drinks from cup with spillage	3.83	1.11	High
9. Drinks from cup unassisted	4.25	0.62	Very High
10. Gets drink for self-unassisted	4.33	0.65	Very High
11. Pours from pitcher without spillage	3.92	0.79	High
12. Prepares own food/snack	3.50	0.80	High
13. Prepares meals for younger siblings/family members when no adult is around	3.08	0.79	Moderate
14. Participates when being dressed (e.g., raises arms or lifts leg)	4.17	0.39	High
15. Pulls down gartered short pants	4.50	0.52	Very High
16. Removes sando	4.25	0.62	Very High
17. Dresses without assistance except for buttons and tying	3.92	0.79	High
18. Dresses without assistance including buttons and tying	3.58	0.90	High
19. Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	3.50	0.90	High
20. Informs the adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g., comfort room)	4.00	1.04	High
21. Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	4.00	0.60	High
22. Goes to the designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants/ wear anymore	3.92	0.90	High
23. Wipes/cleans self after a bowel movement (pooh)	3.75	0.87	High
24. Participates when bathing (e.g., rubbing arms with soap)	4.33	0.65	Very High
25. Washes and dries hands without any help	4.25	0.62	Very High
26. Washes face without any help	4.08	0.79	High
27. Bathes without any help	3.92	0.51	High
Weighted Mean	4.05		
Standard Deviation	0.46		
Interpretation	High Readiness		

Table 2.4 presents the level of readiness in terms of social/emotional skills. The domain obtained a weighted mean of 4.15 (SD = 0.46), interpreted as High Readiness. The highest mean of 4.58 was shared by Q1, Q5, Q6. The lowest mean of 3.83 was shared by Q10, Q11, Q21, Q23, Q24, with all of these items remaining within the High Readiness range. Overall, the results indicate that the learners demonstrated the domain at a generally high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. The result aligns with Hosokawa (2024) and Tuncdemir (2025), who stressed that social-emotional readiness involves recognizing feelings, regulating behavior, cooperating with others, and learning through developmentally appropriate play.

Table 2.4. Level of Readiness of Kindergarten Learners

Social/Emotional Skills	Mean	SD	Description
1. Enjoys watching activities of nearby people or animals	4.58	0.51	Very High
2. Friendly with strangers but initially may show slight anxiety or shyness	4.25	0.62	Very High
3. Plays alone but likes to be near familiar adults or brothers and sisters	4.08	0.29	High
4. Laughs or squeals aloud in play	4.50	0.52	Very High
5. Plays peek-a-boo (bulaga)	4.58	0.51	Very High
6. Rolls ball interactively with caregiver/examiner	4.58	0.51	Very High
7. Hugs or cuddles toys	4.42	0.67	Very High
8. Demonstrates respect for elders using terms like “po” and “opo”.	4.08	0.67	High
9. Shares toys with others	4.42	0.51	Very High
10. Imitates adult activities (e.g., cooking, washing)	3.83	0.94	High
11. Identifies feelings in others	3.83	0.83	High
12. Appropriately uses cultural gestures of greeting without much prompting (e.g., mano, bless, kiss, etc.)	4.33	0.65	Very High
13. Comforts playmates/ siblings in distress	4.08	0.79	High
14. Persists when faced with a problem or obstacle to his wants	3.92	0.90	High
15. Helps with family chores (e.g., wiping tables, watering plants, etc.)	4.08	0.90	High
16. Curious about environment but knows when to stop asking questions of adults	4.08	0.79	High
17. Waits for his turn	4.00	0.60	High
18. Asks permission to play with toy being used by another	4.25	0.62	Very High
19. Defends possessions with determination	3.92	0.79	High
20. Plays organized group games fairly (e.g., does not cheat to win)	4.08	0.79	High
21. Can talk about complex feelings (e.g., anger, sadness, worry) he experiences	3.83	0.83	High
22. Honors a simple bargain with caregiver (e.g., plays outside only after cleaning/fixing his/her room)	4.17	0.83	High
23. Watches responsibly over younger siblings/family members	3.83	0.83	High
24. Cooperates with adults and peers in group situations to minimize quarrels and conflicts	3.83	0.83	High
Weighted Mean	4.15		
Standard Deviation	0.46		
Interpretation	High Readiness		

Table 2.5 presents the level of readiness in terms of receptive language. The domain obtained a weighted mean of 4.07 (SD = 0.61), interpreted as High Readiness. The highest mean of 4.17 was shared by Q2, Q3, Q4. The lowest-rated item was Q1, "Points to a family member when asked to do so" (M = 3.75, SD = 0.97), interpreted

as High Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. This finding supports Yang (2021) and Hutchins et al. (2021), who identified receptive language as an important component of school readiness and emphasized early assessment of children's understanding of spoken language.

Table 2.5. Level of Readiness of Kindergarten Learners

Receptive Language	Mean	SD	Description
Points to a family member when asked to do so	3.75	0.97	High
Points to five body parts on himself when asked to do so	4.17	0.83	High
Points to five named pictured objects when asked to do so	4.17	0.58	High
Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	4.17	0.58	High
Follows two-step instructions that include simple prepositions	4.08	0.79	High
Weighted Mean	4.07		
Standard Deviation	0.61		
Interpretation	High Readiness		

Table 2.6 presents the level of readiness in terms of expressive language. The domain obtained a weighted mean of 4.03 (SD = 0.74), interpreted as High Readiness. The highest-rated item was Q4, "Names objects in pictures" (M = 4.42, SD = 0.51). The lowest-rated item was Q8, "Gives account of recent experiences (with prompting) in order of occurrence using past tense" (M = 3.75, SD = 1.22), interpreted as High Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. The result is consistent with Benavides et al. (2024) and Capelli (2024), who emphasized that expressive language supports classroom communication and develops through rich interaction and opportunities to use increasingly complex language.

Table 2.6. Level of Readiness of Kindergarten Learners

Expressive Language	Mean	SD	Description
1. Uses five to 20 recognizable words	3.83	0.83	High
2. Uses pronouns (e.g. I, me, ako, akin)	4.00	1.04	High
3. Uses two- to three-word verb-noun combinations (e.g., hingi gatas)	4.17	0.83	High
4. Names objects in pictures	4.42	0.51	Very High
5. Speaks in grammatically correct two- to three-word sentences	3.92	0.79	High
6. Asks "what" questions	4.08	0.79	High
7. Asks "who" and "why" questions	4.08	0.90	High
8. Gives account of recent experiences (with prompting) in order of occurrence using past tense	3.75	1.22	High
Weighted Mean	4.03		
Standard Deviation	0.74		
Interpretation	High Readiness		

Table 2.7 presents the level of readiness in terms of cognitive skills. The domain obtained a weighted mean of 4.22 (SD = 0.55), interpreted as Very High Readiness. The highest-rated item was Q13, "Names four to six colors" (M = 4.67, SD = 0.49). The lowest-rated item was Q4, "Offers an object but will not release it" (M = 3.67, SD = 1.07), interpreted as High Readiness. Overall, the results indicate that the learners demonstrated the domain at a generally very high readiness level, while the comparatively lower items identify skills that may benefit from more focused classroom and home-based practice. This pattern is consistent with Schoch et al. (2023)

and Rakesh (2024), who described early cognitive development as involving attention, memory, problem solving, play, and guided learning experiences.

Table 2.7. Level of Readiness of Kindergarten Learners

Cognitive Skills	Mean	SD	Description
1. Looks in the direction of fallen object	4.17	0.83	High
2. Looks for a partially hidden object	4.08	0.79	High
3. Imitates behavior just seen a few minutes earlier	3.92	0.79	High
4. Offers an object but will not release it	3.67	1.07	High
5. Looks for a completely hidden object	3.92	0.79	High
6. Exhibits simple “pretend” play (feeds, put doll to sleep)	3.92	0.79	High
7. Matches objects	4.50	0.52	Very High
8. Matches two to three colors	4.50	0.52	Very High
9. Matches pictures	4.50	0.52	Very High
10. Sorts based on shapes	4.25	0.62	Very High
11. Sorts objects based on two attributes (e.g., size and color)	4.42	0.67	Very High
12. Arranges objects according to size from smallest to biggest	4.42	0.67	Very High
13. Names four to six colors	4.67	0.49	Very High
14. Copies shapes	4.58	0.51	Very High
15. Names 3 animals or vegetables when asked	4.33	0.65	Very High
16. States what common household items are used for	4.00	1.13	High
17. Can assemble simple puzzles	4.08	0.67	High
18. Demonstrates an understanding of opposites by completing a statement (e.g., Ang aso ay malaki, ang daga ay ____.”)	4.00	0.85	High
19. Points to left and right sides of body	4.33	0.65	Very High
20. Can state what is silly or wrong with pictures (e.g., Ano ang mali sa larawang ito?)	4.08	0.67	High
21. Matches upper case letters; and matches lower case letters	4.25	0.87	Very High
Weighted Mean	4.22		
Standard Deviation	0.55		
Interpretation	Very High Readiness		

Table 2.8 summarizes the seven developmental domains. Gross Motor Skills obtained the highest weighted mean of 4.33, followed by Cognitive Skills at 4.22; both were interpreted as Very High Readiness. The remaining domains were interpreted as High Readiness, with Expressive Language obtaining the lowest weighted mean at 4.03. The overall readiness mean was 4.15 (SD = 0.47), interpreted as High Readiness. These results indicate that the learners generally demonstrated the foundational skills included in the instrument, although several fine-motor, self-help, social-emotional, and language indicators still showed room for systematic strengthening.

Table 2.8. Summary of the Level of Readiness of Kindergarten Learners

Developmental Domain	Weighted Mean	Standard Deviation	Interpretation
Gross Motor Skills	4.33	0.40	Very High Readiness
Fine Motor Skills	4.20	0.51	High Readiness
Self-Help Adaptive Skills	4.05	0.46	High Readiness
Social/Emotional Skills	4.15	0.46	High Readiness
Receptive Language	4.07	0.61	High Readiness
Expressive Language	4.03	0.74	High Readiness
Cognitive Skills	4.22	0.55	Very High Readiness
Overall	4.15	0.47	High Readiness

Sub-problem No. 3: Based on the findings, what School Readiness Enhancement Plan may be proposed to support kindergarten learners?

Based on the descriptive results, a School Readiness Enhancement Plan is proposed to reinforce the developmental areas that obtained High Readiness while sustaining the domains that already reached Very High Readiness. Particular attention is directed to expressive language, self-help adaptive skills, receptive language, social/emotional skills, and fine motor skills because these domains registered the comparatively lower weighted means in the tally. The plan also retains activities for gross motor and cognitive skills so that existing strengths are continuously supported.

Table 3.1. Proposed School Readiness Enhancement Plan

Developmental Area	Basis from Findings	Proposed Strategies	Persons Involved / Monitoring
Fine Motor Skills	WM = 4.20; lower indicators involved opening containers, spontaneous scribbling, and drawing a house using geometric forms.	Provide daily manipulation and pre-writing stations using clay, beads, pegs, tracing, drawing, tearing, folding, and age-appropriate tool use. Include guided drawing of shapes, people, and simple houses.	Kindergarten teachers; parents/guardians. Monitor through monthly skill checklists and work samples.
Self-Help Adaptive Skills	WM = 4.05; preparing meals for younger family members obtained Moderate Readiness (M = 3.08), while several dressing, toileting, hygiene, and simple food-preparation skills were High rather than Very High.	Integrate visual routine cards and supervised practice for dressing, handwashing, toileting, drinking/pouring, and simple snack preparation. Send short home-practice routines to parents.	Kindergarten teachers; parents/guardians; school health personnel. Review progresses every quarter.
Social/Emotional Skills	WM = 4.15; lower items involved imitation of adult activities, identifying feelings, talking about complex feelings, responsible watching of younger children, and cooperation in conflict situations.	Use cooperative play, turn-taking games, emotion cards, story-based discussion, role play, classroom jobs, and guided conflict-resolution routines.	Kindergarten teachers; guidance/designated child-protection focal persons; parents. Observe behavior during group activities monthly.
Receptive Language	WM = 4.07; all indicators were High Readiness, with the lowest mean on pointing to a family member when asked (M = 3.75).	Strengthen listening games, picture and body-part identification, story listening, and one- to two-step directions using simple prepositions and classroom objects.	Kindergarten teachers; parents/guardians. Use short listening checks and quarterly readiness review.

Expressive Language	WM = 4.03, the lowest domain mean; giving an ordered account of recent experiences obtained M = 3.75 and showed the greatest variability.	Conduct daily picture naming, sentence-building, WH-question activities, show-and-tell, guided retelling, and conversation routines using the learner's familiar language as a bridge to classroom language.	Kindergarten teachers; parents/guardians. Collect language samples and monitor progress monthly.
Gross Motor and Cognitive Skills	Gross Motor Skills (WM = 4.33) and Cognitive Skills (WM = 4.22) were both at Very High Readiness.	Sustain movement circuits, dance, ball activities, matching, sorting, puzzles, pretend play, shape/color tasks, and integrated play-based problem solving.	Kindergarten teachers; school heads. Sustain throughout the school year and review during quarterly assessments.
Home-School Readiness Support	Readiness results showed strengths alongside developmental areas requiring reinforcement, while some profile data were incomplete in the tally.	Conduct parent orientation on home routines, language interaction, play, and self-help practice. Use a consistent learner-profile and readiness monitoring form so that demographic and developmental data are completely recorded.	School heads; kindergarten teachers; parents/guardians; district early childhood coordinators. Review records each grading period.

Summary

This study assessed the level of readiness of kindergarten learners in Barobo II District, Schools Division of Surigao del Sur, as a basis for a School Readiness Enhancement Plan. It described the learner profile in terms of age, sex, preschool attendance, and primary language spoken at home, and assessed readiness across seven developmental domains: gross motor skills, fine motor skills, self-help adaptive skills, social/emotional skills, receptive language, expressive language, and cognitive skills. The study employed a quantitative descriptive-survey design and used an adopted ECCD-based readiness questionnaire.

The supplied tally contained 12 learner readiness records. Frequency and percentage were used for the available profile variables, while the mean and standard deviation were used to summarize readiness ratings. The interpretation followed the scale stated in the manuscript, where 4.21-5.00 represented Very High Readiness, 3.41-4.20 High Readiness, 2.61-3.40 Moderate Readiness, 1.81-2.60 Low Readiness, and 1.00-1.80 Very Low Readiness. The preschool-attendance variable could not be analyzed because it was not included in the supplied tally.

Findings

1. The available learner profile showed that 9 of the 12 records (75.00%) were 5-6 years old and 1 record (8.33%) was four years old or below, while 2 records did not indicate age. Eight records (66.67%) were female, 3 (25.00%) were male, and 1 did not indicate sex. Bisaya/Cebuano was recorded as the primary language in 11 cases (91.67%), while 1 record did not indicate a language. No preschool-attendance data were present in the supplied tally.
2. The overall readiness level was High Readiness (WM = 4.15, SD = 0.47). Gross Motor Skills obtained the highest mean (WM = 4.33, SD = 0.40) and Cognitive Skills also reached Very High Readiness (WM = 4.22, SD = 0.55). Fine Motor Skills (WM = 4.20), Self-Help Adaptive Skills (WM = 4.05), Social/Emotional Skills (WM = 4.15), Receptive Language (WM = 4.07), and Expressive Language (WM = 4.03) were interpreted as High Readiness.

3. At the item level, the clearest area needing attention was under Self-Help Adaptive Skills, where preparing meals for younger siblings or family members when no adult was around obtained Moderate Readiness ($M = 3.08$). Other relatively lower indicators involved drawing a house using geometric forms ($M = 3.67$), giving an ordered account of recent experiences ($M = 3.75$), pointing to a family member when asked ($M = 3.75$), and several social/emotional and cognitive behaviors that remained within the High Readiness range.
4. Expressive Language showed the greatest variability among the seven domains ($SD = 0.74$), followed by Receptive Language ($SD = 0.61$) and Cognitive Skills ($SD = 0.55$), indicating that readiness in these areas was less uniform across the learner records than in the other domains. Based on these findings, the proposed School Readiness Enhancement Plan prioritized language, self-help, fine-motor, and social-emotional support while sustaining gross-motor and cognitive strengths.

CONCLUSIONS

Based on the findings, the kindergarten learners reflected in the tally generally demonstrated a high level of school readiness. Their strongest areas were gross motor and cognitive skills, suggesting that many of the observable movement, matching, sorting, recognition, and basic problem-solving behaviors included in the instrument were already well established.

Readiness was not equally strong across all developmental domains. Fine motor, self-help adaptive, social/emotional, receptive language, and expressive language remained within the High Readiness range, showing that the learners could perform many of the expected behaviors but still needed continued opportunities for practice. The comparatively lower self-help and language indicators point to the importance of routines, interaction, play, guided communication, and repeated practice in both school and home settings.

The results therefore support a holistic readiness approach rather than an intervention focused on a single skill area. Maintaining the learners' existing strengths while deliberately strengthening the comparatively lower domains can provide a more balanced foundation for successful participation in kindergarten and transition to the next level of schooling. The incomplete demographic entries in the tally also show the need for more consistent learner-profile documentation in future readiness assessments.

Recommendations

1. School heads and kindergarten teachers may implement the proposed School Readiness Enhancement Plan and review learner progress at regular intervals, using the same developmental domains as monitoring indicators.
2. Kindergarten teachers may give additional attention to expressive and receptive language, self-help adaptive skills, fine-motor tasks, and social/emotional routines through play-based, developmentally appropriate, and repeated classroom activities.
3. Parents and guardians may be involved in simple home-based readiness activities, particularly conversation and storytelling, following directions, dressing and hygiene routines, safe food or snack preparation, drawing, manipulation, and cooperative play.
4. Schools may strengthen access to age-appropriate learning materials such as picture books, puzzles, manipulatives, drawing materials, blocks, movement equipment, and visual routine cards that can support the developmental areas identified in the findings.
5. Future data collection should use a complete and standardized learner-profile form, particularly for preschool attendance and other demographic information, so that all variables stated in the research questions can be analyzed without missing data.

Avenues for Further Research

Future studies may include a larger number of kindergarten learners and schools from other districts in the Schools Division of Surigao del Sur to determine whether similar readiness patterns are observed across different school contexts.

Researchers may examine additional factors that were beyond the scope of the present study, such as home learning practices, parent involvement, nutrition, health, preschool exposure, screen time, and access to early learning materials, provided that appropriate designs and ethical procedures are used.

Longitudinal, qualitative, or mixed-method studies may also be conducted to examine how specific readiness domains develop over time and to explore why some learners show stronger or weaker performance in language, self-help, social-emotional, or cognitive indicators.

Reference

- Abriol, M., et al. (2022). Kindergarten readiness in the new normal. *European Journal of Education*. <https://www.ej-edu.org/index.php/ejedu/article/view/424>
- Alias, N., et al. (2024). Early learning and school readiness indicators. *International Journal of Environmental Research and Public Health*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11377015/>
- Alzahrani, A., et al. (2025). Digital tools and early childhood development outcomes. *JMIR Pediatrics and Parenting*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC12306351/>
- Amarillo, R., & San Jose, A. (2025). Kindergarten learning competencies in Davao Occidental. *ResearchSquare*. <https://www.researchsquare.com/article/rs-6109669/v1>
- Añoda, J. (2024). District learning performance report: Davao de Oro. *Scribd*. <https://www.scribd.com/document/708388500/SY-2023-2024-2ND-QUARTER-PL-OF-DIVISION-OF-DAVAO-DE-ORO>
- Benavides, H., et al. (2024). Communication development among early learners. *Frontiers in Communication*. <https://www.frontiersin.org/journals/communication/articles/10.3389/fcomm.2024.1368076/full>
- Cárdenas, N., et al. (2024). Early childhood predictors of school readiness. *Early Education and Development*. <https://www.tandfonline.com/doi/full/10.1080/02568543.2023.2281563>
- Capelli, O. (2024). Speech development milestones in kindergarten-aged children. *Journal of Speech, Language, and Hearing Research*. https://pubs.asha.org/doi/10.1044/2024_JSLHR-23-00815
- Chen, L., et al. (2024). Environmental factors influencing school readiness. *International Journal of Environmental Research and Public Health*. <https://www.mdpi.com/1660-4601/21/8/1100>
- Copeland, W., et al. (2024). COVID-19 disruptions and child development. *JAMA Pediatrics*. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2814615>
- Dadras, O., et al. (2024). Developmental vulnerabilities in early learners. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11562857/>
- Dy, A. (2024). Philippine early childhood development status. *Ateneo de Manila University*. <https://archium.ateneo.edu/cgi/viewcontent.cgi?article=1284&context=asmph-pubs>
- Doctor, E., & Macalisang, R. (2024). Kindergarten readiness in Misamis Occidental. *SprinJournals*. <https://sprinpub.com/sjahss/article/view/sjahss-3-2-5-26-34>
- Emerson, E., et al. (2023). Developmental challenges among young children. *Journal of Intellectual Disability Research*. <https://onlinelibrary.wiley.com/doi/10.1111/jir.12976>
- Fernandes, A., & Lima, R. (2024). Socio-emotional development differences in early learners. *Estudos de Psicologia*. <https://www.scielo.br/j/estpsi/a/kPqh6BJ5ZwkF69GrnC9Wh8g/?format=pdf&lang=en>
- Gibson, A. (2024). Factors influencing early literacy readiness. *South African Journal of Childhood Education*. <https://sajce.co.za/index.php/sajce/article/view/1226/2632>
- González, L., et al. (2022). COVID-19 and early development delays. *Frontiers in Psychology*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9111374/>
- Hagen, A. (2022). Predictors of early childhood readiness. *Scandinavian Journal of Educational Research*. <https://www.tandfonline.com/doi/full/10.1080/00313831.2021.1939136>
- Head Start (HHS). (2025). School readiness overview. <https://headstart.gov/browse/topic/school-readiness>
- Hosokawa, R. (2024). Parenting and child socio-emotional development. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11657640/>

- Hunter, S., et al. (2020). Early motor skills and learning outcomes. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9119566/>
- Hussain, M. (2022). Learning losses and kindergarten readiness. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9730891/>
- Hutchins, T., et al. (2021). Early developmental assessment outcomes. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9694117/>
- Hwang, Y. (2025). Cognitive readiness among preschool learners. <https://www.sciencedirect.com/science/article/pii/S1875957225000877>
- Jacob, M. (2024). Kindergarten readiness and literacy indicators. <https://journal.uinmataram.ac.id/index.php/tatsqif/article/download/8026/3598>
- Jiang, Y., et al. (2021). Prevalence and predictors of early learning readiness. <https://earlylearningnetwork.unl.edu/wp-content/uploads/2021/01/prevalence-and-prediction.pdf>
- Józsa, K. (2022). Executive functions as predictors of school readiness. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9503726/>
- Jun, J. (2025). Global variability in kindergarten readiness. *Early Childhood Education Research Quarterly*. <https://www.sciencedirect.com/science/article/pii/S2666374025000512>
- Kotzsch, M. (2025). Neurodevelopmental readiness among early learners. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11939676/>
- Lee, H., et al. (2024). Health and developmental readiness in early learners. *BMC Public Health*. <https://bmcpublichealth.biomedcentral.com/counter/pdf/10.1186/s12889-024-18361-9.pdf>
- Lee, M., et al. (2024). Childhood developmental competencies in Korea. <https://e-cacd.org/upload/pdf/cacd-2024-01452.pdf>
- LENA. (2024). Understanding kindergarten readiness. <https://www.lena.org/resources/blog-posts/understanding-kindergarten-readiness/>
- Maryland State Department of Education. (2022). Kindergarten Readiness Assessment Report. <https://news.maryland.gov/msde/kindergarten-readiness-assessment-reveals-impact-of-covid-19-on-school-preparedness/>
- Martí, A., et al. (2018). Fine motor skills and later academic performance. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00759/full>
- Metwally, M., et al. (2023). National developmental screening: Egypt. <https://www.researchgate.net/publication/374844783>
- Mitiku, T., et al. (2023). Developmental delays and predictors. *BMC Pediatrics*. <https://link.springer.com/article/10.1186/s12887-023-04461-9>
- Molnár, G., et al. (2023). Cognitive skills and readiness levels. <https://www.sciencedirect.com/science/article/pii/S095947522200127X>
- Montañez, C., et al. (2024). Early cognitive-linguistic development. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11920612/>
- Öngören, S. (2021). Socio-emotional development in early childhood. <https://files.eric.ed.gov/fulltext/EJ1310376.pdf>
- Palmer, K. (2025). Motor development trajectories among preschoolers. *Journal of Motor Learning and Development*. <https://journals.humankinetics.com/view/journals/jmld/13/2/article-p389.xml>
- Perrigo, J., et al. (2025). Cognitive readiness in diverse populations. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11894545/>
- Poza, A. (2025). Human factors in early learning technology use. <https://humanfactors.jmir.org/2025/1/e60424/>
- Pranoto, Y. (2022). School readiness in Southeast Asian learners. <https://www.atlantis-press.com/article/125979381.pdf>
- Rakesh, D. (2024). Socioeconomic disparities in school readiness. <https://www.sciencedirect.com/science/article/pii/S0273229724000194>
- Ramos, R. (2021). Readiness assessment of kindergarten learners in the Philippines. <https://www.ijams-bbp.net/wp-content/uploads/2021/11/IJAMS-OCTOBER-44-56.pdf>
- Schoch, S., et al. (2023). Benefits of early childhood education: National brief. <https://acf.gov/sites/default/files/documents/opre/%232023-226>
- Seno, C. (2025). Enabling ECCD-based activities for kindergarten learners. *Excellencia IMJE*. (Your adopted instrument)
- Sosu, E. (2023). ECE attendance and school readiness across countries. https://strathprints.strath.ac.uk/83682/7/Sosu_Pimenta_ECRQ_2023_Early_childhood_education_attendance_and_school_readiness.pdf
- Srinithiwat, B., et al. (2025). Cognitive development predictors in Asian early learners. <https://www.sciencedirect.com/science/article/pii/S0001691825012521>
- Tuncdemir, B. (2025). Socio-emotional determinants of school readiness. <https://www.tandfonline.com/doi/full/10.1080/02568543.2025.2567504>
- Turnbull, K., et al. (2025). Home learning environments and readiness. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11825573/>
- UNESCO (2022). School readiness policy guidance. <https://policytoolbox.iiep.unesco.org/policy-option/school-readiness/>

-
- UNICEF (2024). Social-emotional learning in early childhood.
<https://www.unicef.org/philippines/media/7371/file/SEL%20paper.pdf>
- Veldman, S., et al. (2019). Gross motor skills and school outcomes.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/jpc.14684>
- Xu, S., et al. (2024). Cognitive-linguistic readiness in early learners. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11251986/>
- Yang, H. (2021). Executive functioning and early learning.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.649680/full>
- Zhang, L., et al. (2025). Neurological foundations of school readiness.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC12457422/>