



## EXAMINING THE RELATIONSHIP BETWEEN HOME ENVIRONMENTS AND KINDERGARTEN PUPILS' READINESS

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**Abstract:** This study utilized a mixed-methods approach with a sequential exploratory design. The population in this study was composed of parents and incoming kindergarten students enrolling in schools within the county of Western Pangasinan, specifically the first Congressional District of Pangasinan, which is predominantly rural. The study utilized a questionnaire survey checklist to assess the pupils' profiles and home environments along with the Philippine Early Childhood Development (Phil.ECD) checklist to measure kindergarten students' readiness. The statistical analyses in this study consisted of frequency counts, percentages, average weighted means, and Pearson r Product Moment Correlation. Most of the participants were large families with at least three children and limited resources. Though this generally made families stick together, it added to the financial burden on parents. The parents of most of the sample were either first-born or second-born children and were integral to their children's development, however, they were also bound by financial burdens and complex relationships in their families. In summary, kindergarten students had an overall moderate level of readiness. Their readiness was related to their time attended preschool. Parents were enthused about engaging in their children's schooling, although there were times they fell short of expectations.

**Keywords:** Level of readiness, kindergarten, sequential exploratory design, 1st district of sdo 1 pangasinan

## INTRODUCTION

It is widely acknowledged that the phrase "Thank a teacher if you can read this" gained popularity from a teachers' union promoted slogan. Research supports the argument for improving teacher empowerment to improve student outcomes. For instance, Sağlam and Kaplancı (2018) provide evidence that an educators feeling of responsibility is positively associated with student satisfaction and engagement. They contended that when educators feel empowered and responsible for student's learning, it leads to an organized school climate that supports academic achievement. Mamah et al., (2021) support this argument as well stating that the home educational environments are significant factors in students' intrinsic motivation, persistence, and overall academic achievement. For many, raising a child is likely the most challenging and important thing they will do. The family environment has a major and lasting influence on children, yet few people think about or plan things before parenting. Additionally, Zhou and Tolmie (2024) conducted a longitudinal study showing the correlation between physical activity and cognitive development during early childhood. The more physically active students lost enhancements in cognitive abilities such as attention and memory, both of which are essential for school achievement and intellectual development. It is therefore important to learn more about how exercise can assist with children's brains, bodies, and souls. The new research in the area confirms some-sometimes-aged assumption regarding best practices in early childhood education and challenges others. With the increasing number of children in need of out-of-home childcare comes the growth in early childhood available programs. The report also acknowledges the value of educational options. In many surveys of families and communities, children who participated in quality, early education programs found a positive long-range effect even for children, from neighborhoods that were previously limited in resources with the evidence shown through the rising enrollment of preschool and kindergarten children in their local school systems. Many studies over several generations of children have shown cognitive benefit of early childhood education and care that is of high quality and age-appropriate. Teachers of young children are instrumental in shaping the



future citizens of the world. The abilities children develop prior to entering primary school are tremendously impactful across their lifespan. Additionally, (Shin et al., 2019) explain the moderating impact of social support on well-being, and how a strong social support network, especially family, is beneficial to reduce isolation and improve coping strategies. Families are important based on others' (Denham et al., 2011). These authors study family inclusion in educational perspectives. Their findings highlight the effectiveness and engagement of educational programs which have considered various family builds and inclusion towards educational learning. In seeking to understand the differences in educational attainment between school types, and socioeconomic background, Coleman (2010), a sociologist from the University of Chicago, studied the issue in the mid-1960s. Coleman, while examining the impact of different educational and teacher factors on student performance, found something surprising. Coleman discovered that family background had a much greater impact on academic achievement than school conditions. Coleman found that, in the mid-1960s, family-based resources greatly outstripped school supplied resources for academic success. In other words, the actions that their parents and guardians took to support their educational process mattered more to kids' success than the actions of their schools. Toor (2021) examines the relationship between students' perceptions of their parental relationships and academic outcomes in high school, noting that positive parental relationships may improve performance for students, regardless of the attributes (such as racial diversity, socioeconomic status) of their school.

The first six years of a child's life are especially important because they involve rapid physical, emotional, and cognitive development. In addition, Veraksa et al. (2017) highlight the influence that the quality of conditions in the preschool environment has on cognitive development, and their analysis indicates that children's cognitive skills are positively enhanced in enriched educational settings. This research highlights the significance of preschool education on early development. For example, (Rosnelli, 2023) outlines how to apply learning management systems to assist young children in becoming more independent in their education. The article continues with the claim that the initial six years are "formative years," as children's cognitive powers are developed by their educational environments and with caregivers. This is based on the concept that good and active experiences in the first years lead to powerful mental and cognitive development. At this period, one's brain is most impressionable, so one can easily acquire new information. Kids learn more effectively when they are in active and interactive environments, especially at an early age. The world and ASEAN education systems highlight the significance of early childhood education as the foundation for a lifetime of learning. But it is essential to anchor this wide perspective within the specific setting of the education scene of Pangasinan. The focus of this research is on the families of the first congressional district of Pangasinan and their influence on kindergarten-aged readiness for school, taking into consideration the particular challenges and opportunities present in our community. In Pangasinan, availability of quality early childhood education is sometimes unequal. Resources and infrastructure vary from barangay to barangay and municipality to municipality. There are a number of socio-economic factors such as poverty and low parental education, that impede the ability of families to provide enriching educational experiences for their children, on top of the differences in educational opportunities in their immediate community. Many families for instance, struggle to articulate the value of necessary materials such as educational toys, books, and technology that are essential for early cognitive development. The presence of schools across the nation and the lack of qualified early childhood teachers make this even more difficult. Pangasinan, on the other hand, despite these challenges, has implemented several enhancements to early childhood education. There are community-based initiatives, often led by local government or non-governmental organizations that attempt to provide early learning opportunities in areas of the community that are underserved. The Department of





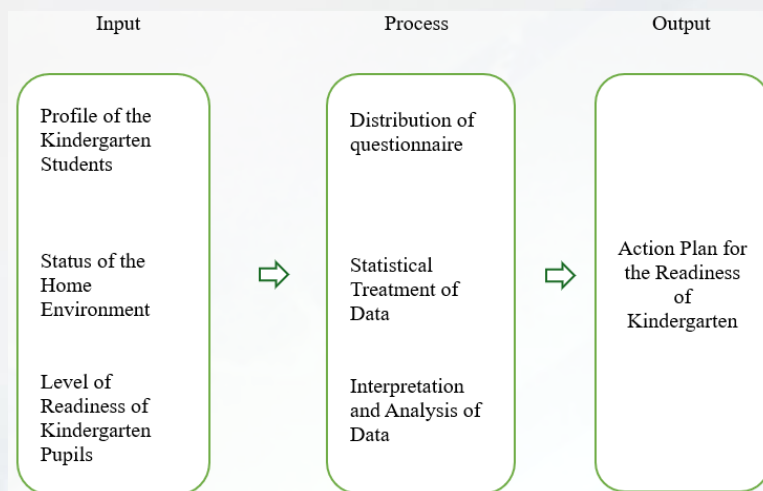
Education provides programming, as does the Department of Social Welfare and Development in the name of early childhood interventions and enhancements to early childhood care and development. The Early Childhood Care and Development (ECCD) Checklist, developed by the DSWD, is an important tool for assessing kindergarten readiness for children. This study will make use of the ECCD Checklist.

This research was designed with three components in mind, one component was non-process and two were not family process. Non process or status factors are defined as general family characteristics and typically stable. These factors may consist of family wealth, family structure (two-parent versus other family structures), and parents' levels of education. Parent-child engagement opportunities in multiple settings and families' actual financial and time commitments towards their historical development are examples of process factors. Relevant family resources include the frequency and duration of T.V. viewing, literacy engagement instances like a parent showing child a book or child verbally retelling a story, educational or learning activities, educational-based trips, the frequency and quantity of meal-time conversations, accessibility to educational resources such as educational toys and hobbies, home-based educational materials, computers, the number of children's books, when purchasing a new book is done, and library books. An evaluation of participants' readiness for kindergarten will take place with the ECCD Checklist (DSWD) to assess .

By examining the factors in the specific context in the first congressional district of Pangasinan, this study's objectives are to inform local stakeholders/partners, including educators, policy makers, and community leaders, so that they will be better equipped to organize their own specific, appropriate intervention or support to their specific context. In the end, the study's goal is to aid or contribute to the educational outcome of young children in Pangasinan so that they are ready. To gather information on the criteria above, questionnaires will be sent to the parents of kindergarten students at the designated kindergartens in the 1st Congressional District of Pangasinan. It was observed that only a few studies about the readiness of kindergarten pupils were conducted. It is also observed that age is the basis for accepting Kindergarten in the K-12 system. However, some children lack readiness, so knowing how their home and environment contributes to their physical, emotional, and psychological ability to enter school is essential. So, this research will be conducted to contribute to the preparation of the children and their improvement in their home condition. The output of this study will be an action plan to address the problems identified.

## FRAMEWORK

In developing the framework of this research, the comprehensive literature review that was conducted aids the researcher in gathering the existing knowledge on the research topic. By analyzing the study's findings, you will be well-prepared to develop a survey that accurately evaluates the readiness for kindergarten and provides critical perspectives on this vital topic. Key factors, concepts, related theories relevant to the study, and gaps in the existing knowledge were noted. The literature also suggests research parameters, methodology, and data collection methods to aid the researcher in best describing the readiness of kindergarten students to enter school.



## OBJECTIVES

## OF THE STUDY

The current research examines the link between the family environment and kindergarten preparedness in Pangasinan's first congressional district. The research seeks to identify the influence of family variables on kindergarten children's preparation such as family size, birth order, and parental involvement. The study also seeks to quantify the level of preparation among kindergarten students based on the Philippine Early Childhood Development checklist. The research seeks to provide revelation that can enhance parental involvement and aid their children's learning processes by examining the connection between home environment factors and kindergarten preparation. Lastly, the research aims to develop an action plan from the results in order to tackle any problems that are found to limit children's preparedness for school.

## METHODOLOGY

### Research Design

This study implemented a sequential exploratory mixed-methods design, which began with collecting and analyzing qualitative data, and followed with quantitative data collection to elaborate and generalize the original findings. This design was chosen to specifically investigate the nuances of the relationship between family influences, specifically the family roles and expectations and school readiness in the specific context of Pangasinan's first congressional district. The design was well-suited because it provided an opportunity for an in-depth investigation of parents' beliefs and experiences about their children's school readiness in a qualitative research design. The second study phase with quantitative data enabled the researchers to reach a larger sample and observe the prevalence and distribution of these perceptions in order to have a better idea of the overall picture. This design is appropriate when the topic and variables and relationships are unclear since it enables the researcher to develop context-specific instruments and hypotheses from the qualitative findings.

### Research Site

The research was carried out in multiple educational institutions located in the first congressional district of Pangasinan.

### Participants



### **Qualitative Phase (Interviews):**

Ten parents of children of kindergarten age were purposively recruited for semi-structured interviews. This recruitment was done to reflect a varied group of family contexts and experiences across the district.

### **Quantitative Phase (Survey):**

124 parents of learners were surveyed. The sample of the survey was chosen to be representative of the larger population of families with children of kindergarten age across the district, enabling generalizable results.

### **Instrumentation**

#### **Construction and Development.**

The study utilized a checklist survey questionnaire form. The first part of the survey is to assess the profile of the kindergarten pupils and their home environment based on literacy activities, parents' support, learning resources, and socio-economic status. The second part of the survey is also a checklist survey to evaluate the home environment of the kindergarten students. Part three is to assess kindergarten learners' capability; the researcher utilized the Philippine Early Childhood Development (Phil.ECD) checklist. The ECCD (Early Childhood Care and Development) checklist is a tool commonly used in early childhood education and development settings. It is designed to assess and monitor the 124 developmental progresses of young children, typically between 0-6 years old. The checklist covers various domains of a child's development, including physical, cognitive, language, socio-emotional, and self-help skills. In the office of the School Principals, through the institution's file keeper, for Problems 1 and 2, the researcher collected the profile of the respondent's parents, as well as the outcomes on the level of preparation of kindergarten students utilizing the ECCD assessment to respond to Problem No. 3. The researcher also interviewed to know the perception of the parents on the connection of home environment and readiness of the children in kindergarten.

#### **Validation and Reliability**

The Philippine Early Childhood Development (Phil. ECD) Checklist is intended for service providers such as teachers, rural health midwives, child development and daycare workers, and parents/caregivers who may administer the Checklist following a brief training period. They are familiar with the appropriate administration procedures and can interpret the results accurately. By following the checklist, they shall be equipped to identify whether the child is growing typically or when their kids are in danger of having developmental development. Overall, the ECCD checklist is valuable in promoting holistic development and ensuring that young children receive the necessary support and interventions to thrive early. This Checklist is a rigorous assessment procedure that a vulnerable child is expected to go over to obtain the treatment he takes as soon as feasible. The Checklist is divided into two portions of a Child's Record: Child Record 1 for children aged 0 months to 3.0 years and Child Record 2 for children aged three years, one month to five years, and eleven months. The Checklist components are organized into seven domains: 1) gross motor, 2) fine motor, 3) self-help, 4) receptive language, 5) expressive language, 6) cognitive, and 7) social-emotional. The Department of Education's kindergarten students will use Child Record 2. The test was normed using a sample of 10,915 pupils from the NCR, III, VI, VII, VIII, and XII. As a result, the Checklist results from thorough refining and validation. It is a monitoring tool designed specifically for the needs of the Filipino youngster.

#### **Data Collection**





The author obtained prior approval from the Dean of the Graduate School and the Division of Pangasinan I to ensure ethical research practices before data collection. Additionally, with the Superintendent of Schools' consent, questionnaires were administered to kindergarten students, parents, and teachers. The data encompassed the Early Childhood Development Checklist (ECCD) scores and the participating students' parents' profiles. To guarantee data confidentiality, all collected information will be maintained securely.

## RESULTS AND DISCUSSION

### 1. Profile of Kindergarten Pupils:

Table 1: Demographic Profile of Kindergarten Pupils (N=124)

Variable	Category	Frequency	Percentage
Gender	Male	69	55.6
	Female	55	44.4
Number of Siblings	1-2	31	25.0
	3 or more	93	75.0
Birth Order	First-born	57	46.0
	Second born	39	31.5
	Third or later	28	22.5

### Discussion:

As shown in Table 1, more male pupils than female pupils were enrolled, and the majority of pupils were from large families (e.g., 75% of pupils reported having 3 or more siblings). Many of the participants (e.g., 46%) were first-born children. Age, gender, birth order, and family size must be kept in mind when interpreting the influences of families and family interactions on the children's school readiness.

### 2. Status of Home Environment:

Table 2: Status of Home Environment (N=124)

Variable	Category	Frequency	Percentage
Parental Support	Dining together daily	94	75.8
	Conversations during meals	69	55.6
	Living with both parents	98	79.0
Learning Resources	Fewer than 10 children's books	90	72.6



Socioeconomic Status	Infrequent purchase of new books	52	41.9
	Monthly income < 10,000 pesos	65	52.4
	Father's education: High School Diploma	42	33.9
	Mother's education: High School Diploma	46	37.1

## Discussion:

Table 2 indicates positive elements of parental support in family meals and stable family structure. However, it also shows that the family learning resources might not be great, given the relatively low number of children's books in the family and that families do not buy books often. Similarly, the socioeconomic data demonstrates that a significant percentage of families have financial constraints that could limit their ability to provide a stimulating educational environment.

### Analysis and Interpretation:

#### Parental Support and Stability:

The frequency of family meals and co-parenting clearly indicates to investigators that parents may rely on each other for social reference. This regularity almost certainly contributes to children's preparation for emotional and social interaction. Yet, the substance of mealtime dialogue requires further exploration to understand its role as an aid in cognitive precociousness and child development.

#### Learning Resources and Socioeconomic Factors:

The scarcity of children's books and families' financial troubles increases uncertainty about fair access to educational resources. This could be the reason some kids are kindergarten ready, and others are not. The relationship between household income and access to educational resources needs to be further understood (as indicated in my main point).

## CONCLUSION

To summarise, this research examined Kindergarten readiness at the kindergarten level within the 1st Congressional District of SDO 1 Pangasinan. Results indicate that Kindergarten students are receiving more than moderate levels of Kindergarten readiness. A strong positive correlation exists between preschool experience and Kindergarten readiness as a state. In addition, the value of parent involvement was stressed as essential even in times of family hardship. This research illustrates the potential and necessity for action and partnership in enhancing quality early childhood education. This research presents a number of action recommendations. Firstly, to aid in diversity, schools should offer evidence-based professional development and recommendations to Kindergarten teachers. Secondly, policy makers should promote policy supporting early childhood programs and offer increased funding. Third, create community-initiated initiatives to promote collaborations between schools and families and to talk on a regular basis. Fourth, specific outreach should provide equal opportunity for access to quality early childhood education irrespective of lack of. Fifth, all parties must work more closely with communities collectively to build an educational ecosystem to facilitate early education. Lastly, schools that lack Kindergarten programs must implement one. Finally, we require campaigns to educate parents how important it is that they engage in early childhood education for their kids. If we heed these tips, we can transform the schools of Pangasinan into a better place for every kid to learn. There are certain long-term benefits to early childhood education, which consist of better grades, better social and emotional development, and better career prospects. Let us all come together as a community to see that every child in Pangasinan can reach his or her full potential. Do something



today, and it will be better tomorrow for all the students and will contribute to a generation of capable and successful people.

## TRANSLATIONAL RESEARCH

In communicating sophisticated research on kindergarten readiness and home environment to broad audiences, effective modes of information and engagement must be employed. Other social media and infographics can visually display key findings, for instance, how learning materials or parental support influence the kindergarten readiness of a child. Short videos on social media like TikTok or YouTube can employ animation or a succession of interviews with experts to explain the study in simple terms and connect to. Online quizzes and tests can be used by parents as examples of interactive tools that can help them to some extent. To get the maximum use of these tools, they need to be easy to use and welcoming, with the inclusion of progress bars to encourage individuals to finish them. Personalized feedback constructed from the response of individuals is very important. It should include useful hints and suggestions that the parent can implement right away. Including gamification aspects in the form of badges or points can make people more interested and inclined to return to the app. In addition, sending parents follow-up resources like articles, news on community workshops, or pre-selected learning activities will enable them to learn more and keep striving towards their goals. Allowing parents to give feedback on the quizzes will enable them to continually enhance. It is also important that the tools become accessible via mobile devices since most parents will access them through their phones or tablets. Podcasts or radio interviews of researchers and educators also make the information accessible in a way busy parents can understand. By using these different methods of media, the research results are translated into formats that can be made available to parents and caregivers so that they can use the home as a safe place for the children to grow and get ready for kindergarten.

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