



**ACADEMIC READINESS OF KINDERGARTEN LEARNERS IN THE PUBLIC
SCHOOLS FROM THE LENS OF STAKEHOLDERS: INPUT FOR
EARLY CHILDHOOD EDUCATION SUPPORT**

NATHALIE G. VILLANUEVA

Teacher III

Tanglad Elementary School

nathalie.villanueva@deped.gov.ph

ABSTRACT

This descriptive-qualitative study found out that the kindergarten learners' academic readiness as viewed by teachers were the ability to engage with the world around them, approach learning in a positive way, and possess the academic skills. The school heads viewed it as the possession of holistic preparedness and provision of DepEd approved curriculum. The parents viewed it as literacy and numeracy ready and socially ready, while the barangay officials viewed it as they start learning at home and they learn right values. The teachers' considered the readiness of if they have cognitive development and socio-emotional and physical development. The school heads' considered it as they possess literacy and numeracy readiness and socially, emotionally, and physically fit. The parents' considered their basic needs, school supplies, uniform, and learnings learned at home, while the barangay officials' considered the things needed in school, good health, and being independent. The teachers' support for kindergarten learners' were the provision of appropriate activities for cognitive development and provision of various activities for socio-emotional and physical development.

Keywords: *Academic Readiness, Kindergarten Learners, Early Childhood Education Support*

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INTRODUCTION

In recent years, the emphasis on academic readiness has grown, with educators and researchers advocating for a holistic approach that considers the diverse needs of children. This approach recognizes that while academic skills are important, emotional maturity and social skills are equally vital for a successful transition into formal education. As we continue to explore the significance of academic readiness, it becomes clear that fostering these skills early on can set the stage for lifelong learning and achievement.

Academic readiness is a crucial aspect of a child's transition into kindergarten, serving as a foundational element for their future educational journey. As children prepare to enter this new phase of learning, it is essential to recognize that academic readiness encompasses a variety of skills and developmental milestones. These include not only cognitive abilities, such as counting and letter recognition, but also social and emotional skills that facilitate interaction with peers and teachers (Madalyn, 2025).

The transition from early childhood environments to formal schooling is a pivotal phase in a child's educational journey. Kindergarten, often the first formal educational experience for children, serves as a foundational stage where they begin to develop the skills necessary for future academic success. Academic readiness, therefore, becomes a key concept in ensuring that children are adequately prepared for the demands of structured education.

Research indicates that children who are academically ready for kindergarten tend to experience greater success in their educational pursuits. This readiness is linked to improved

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

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social, economic, and health outcomes, benefiting not just the individual child but the broader community as well (Madalyn, 2025).

Despite the awareness of the importance of academic readiness, challenges remain. Variability in preschool quality, socio-economic disparities, and differing educational expectations contribute to uneven levels of preparedness among children entering kindergarten. Recent trends highlight the growing emphasis on early assessment and intervention to address these disparities.

The concept of school readiness extends beyond the child alone; it also involves the preparedness of schools and the support provided by families and communities (Atkins et al., 2023).

The researcher as a kindergarten teacher observes that academic readiness has different meaning and importance depending upon the perception of the individuals. For teachers, it is based on the standards while school heads understanding is dependent to what they know during the time they observe the kindergarten class. Parents and other stakeholders have different understanding because for them if they give support to the school, the rest will just follow especially towards the academic readiness of the kindergarten learners.

Understanding the multifaceted nature of academic readiness is essential for developing effective strategies to support children's early education. Exploring the various dimensions of academic readiness and identify the factors that most significantly impact a child's preparedness for kindergarten provide valuable insights for educators, parents, and policymakers to enhance early educational practices and improve outcomes for young

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learners. By examining the point of view of various stakeholders, including teachers, parents, school leaders and barangay officials, the study could provide valuable insights and suggestions for enhancing early childhood education support.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the academic readiness of kindergarten learners in the public schools from the lens of stakeholders as input for early childhood education support in the Schools District of Sibunag I, Schools Division of Guimaras during the school year 2024-2025.

Research Method

The research method utilized in this study was descriptive method under qualitative research using in-depth interview.

The descriptive method of research is a systematic approach used to observe and document various variables and conditions affecting a particular phenomenon without manipulating those variables. Its primary goal is to provide a detailed account of the characteristics, trends, and correlations within a specific population or situation (Singh, 2023).

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The interviewer with the interviewee during the interview was allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology was done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The total number of participants of this study is 28, in which seven are teachers, seven school heads, seven parents, and seven barangay officials.

These seven teachers were all kindergarten teachers with regular-permanent status. The seven school heads were also the school heads of the seven identified teachers. The

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seven parents were the biological parents of the kindergarten learners who were officially enrolled in kindergarten classes, while the seven barangay officials were the councilor in-charge of education in their respective barangays.

These stakeholders are members of the educational community of the barangay with public schools offering kindergarten program within the Schools District of Sibunag I during the school year 2024-2025.



Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Berg and Lune (2021) is a non-probability sampling technique commonly used in qualitative research. This method involves intentionally selecting participants based on specific characteristics, knowledge, experiences, or other criteria relevant to the research objectives. The goal is to gather information-rich cases that can provide deeper insights into the phenomenon being studied.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has three major questions focusing on kindergarten learners' academic readiness as viewed, considered, and supported by teachers, school heads, parents, and barangay officials.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

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Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, will be requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In the context of content-related evidence of validity, it is essential that the content and format of a measurement tool are consistent with the definitions of the variables and the sample of subjects to be measured. This consistency is crucial for validating the items in a questionnaire, ensuring that the instrument accurately assesses the intended constructs (Creswell & Creswell, 2022).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

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The researcher conducted an interview to the participants but prior to this, the researcher encouraged the participants with their parents to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder were also provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

The aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

This study aimed to assess kindergarten learners' academic readiness in public schools in the Schools District of Sibunag I, Schools Division of Guimaras, during the 2024-2025 school year. A qualitative method was used, with 28 participants including parents, teachers, school

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heads, and barangay officials. A researcher-made interview schedule was used, and a questionnaire was validated by a Panel of Experts. Permits were obtained from advisers, Deans, school heads, and individual participants. Data was gathered, analyzed, and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the kindergarten learners' academic readiness as viewed by teachers were the ability to engage with the world around them, approach learning in a positive way, and possess the academic skills.

It was found out that the kindergarten learners' academic readiness as viewed by school heads were the possession of holistic preparedness and provision of DepEd approved curriculum.

It was also found out that the kindergarten learners' academic readiness as viewed by parents were literacy and numeracy ready and socially ready.

Through in-depth interview with the participants, it was found out that the kindergarten learners' academic readiness as viewed by barangay officials when they start learning at home and they learn right values.

It was found out that the teachers' considerations for kindergarten learners to be academically ready were cognitive development and socio-emotional and professional development.

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It was also found out that the school heads' considerations for kindergarten learners to be academically ready when they possess literacy and numeracy readiness and socially, emotionally, and physically fit.

Based on the results of the in-depth interview with the participants, it was found out that the parents' considerations for kindergarten learners to be academically ready were their basic needs, school supplies, uniform, and learnings learned at home.

It was found out that the barangay officials' considerations for kindergarten learners to be academically ready were things needed in school, good health, and being independent.

It was also found out that the teachers' support for kindergarten learners' academic readiness were the provision of appropriate activities for cognitive development and provision of various activities for socio-emotional and physical development.

Through in-depth interview with the participants, it was found out that the school heads' support for kindergarten learners' academic readiness by doing everything to create a nurturing environment, proper implementation of the curriculum, and provide professional development.

It was found out that the parents' support for kindergarten learners' academic readiness were encouragement and guidance, help them learn, accompany them to school.

It was also found out that the barangay officials' support for kindergarten learners' academic readiness were to give proper nutrition and learning environment, provide proper guidance, teach good moral and right conduct, and provide school supplies.

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CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

Utilize a DepEd-approved curriculum that integrates various learning domains. This curriculum should not only focus on academic skills but also promote social-emotional learning, physical development, and language acquisition. Engaging activities that foster creativity and critical thinking can enhance cognitive skills while ensuring children are well-rounded.

Facilitate opportunities for children to interact with their peers. Effective socialization is crucial for developing social skills and emotional intelligence. Activities such as group play, collaborative projects, and structured social interactions can help children learn to communicate, share, and resolve conflicts.

Incorporate activities that promote emotional awareness and regulation. Teaching children to identify and express their feelings can enhance their emotional readiness for school. Programs that include role-playing and storytelling can be effective in this regard.

Include physical activities that promote gross and fine motor skills. Activities like climbing, jumping, and arts and crafts can help develop coordination and strength, which are essential for school readiness.

Foster language development through reading aloud, storytelling, and interactive discussions. Encouraging children to express themselves verbally and through writing will build their language skills and prepare them for literacy in school.

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ISSN: 2704-3010

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February 2025

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Engage parents in the learning process by providing resources and workshops that emphasize the importance of holistic development. Parents can reinforce skills at home through play and everyday interactions.

A copy of a proposed Early Childhood Education Support program must be shared to the Schools Division Office, District office, and to other school heads for their information and guidance, and if necessary be implemented in their respective schools to better improve the implementation of their own initiate school program.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mention in the study, and if possible, a quantitative research in line with the level of support, involvement, and participation of stakeholders in the implementation of early childhood education program.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

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February 2025

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Volume VI, Issue III

February 2025

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Volume VI, Issue III

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Volume VI, Issue III

February 2025



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Volume VI, Issue III

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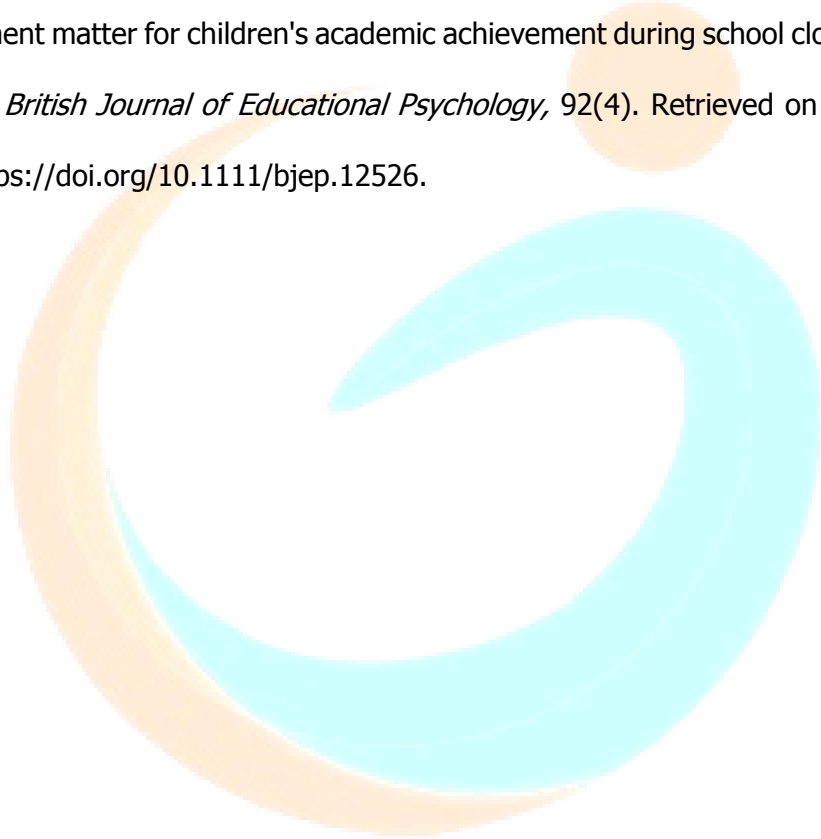
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