

PREDICTORS OF SOCIAL AND INTELLECTUAL READINESS AMONG PRESCHOOLERS IN SELECTED SCHOOLS IN DASMARIÑAS, CAVITE

MA. FATIMA V. BULLECER

Abstract

The study attempts to explore the predictors of social and intellectual readiness evolved from the personal and family characteristics among preschoolers. The main sources of data came primarily from the responses of a total 114 respondents from three schools. Other background data were gathered from their parents.

The findings reveal that the analysis shows that the better predictor of intellectual readiness of the pupil respondents was their age. On the other hand, the presence of relatives in the family is the only personal and family characteristic, which is significantly related to their social readiness.

The study concludes that among the variables reviewed, age is the only personal characteristic that significantly predicts intellectual readiness. The presence of relatives in the family is the only personal and family characteristic which is significantly related to social readiness.

This present study thereby recommends parents should continuously provide their children positive social experiences that will improve their readiness.

The preschool years are the prime physical, emotional, and intellectual learning years of life (Wyckoff and Unell in 2002). This period is said to be between the end of infancy and entry of child to school, which is the age of six. This is described as the dark age of childhood, a great stress in the child's existence (Scott, 1985). This stage of life is considered to be the most crucial period in the child's life. At this age, the child is in his discovery and in the stage of exploratory that is why parents should not be surprised to see a preschooler destroying a newly bought toy. This is the age of never-ending questions of "whys" and the child always asks and wonders how things are done and made (Briley and Gray, 1994 in Belardo, 1997). Furthermore, Erickson believed that at their best they are energetic learner, curious, inventive, eager and independent. At their worst, they are obstinate inhibited and clinging.

Readiness is commonly used to mean readiness to learn to read. However, children's general social development and intellectual backgrounds should also be taken into account in any consideration of ways to help children prepare for school.

There are many contributing factors to child's readiness. Moreover, age, gender, grade level and sibling positions were put together as variables that would describe the personal characteristics of the child. Personal characteristics of the child like age, gender and grade level in and of itself do not appear to constitute an accurate determinant of readiness but these were taken into account because through quick assessment done by school personnel by simply looking at these factors, these were problems begin. (Alberts and others, 1997)

Within families there are also differences in the experiences of individual children that affect readiness. Being the oldest of a large family is a very different experience from being the youngest or being in the middle; being the only girl in a family of boys is different from being a girl with only sisters. Thus far, have been looking mostly at fairly obvious differences, like how many children in a family, or the child's position within the family, both of which seem to be at least slightly related to the child's readiness. On average, the more children in the family, the lower the average IQ of the children. And on average, firstborn children have the highest IQs, with average IQs declining steadily as you go down the birth order. (Bee, 1995) The oldest child initially interacts only with his parents and thus has a maximally complex and enriching environment. Second-or later-born children, in contrast, experience a lower average intellectual level in the family simply because they interact with both other children and adults. A later – born child may have an advantage if the children are very widely spaced, since then he is interacting entirely with others who are intellectually advanced, including both parents and much older siblings. (Adler in Isaacson and Radish, 2002)

The family characteristics of the child such as parent's educational attainment, occupation, position, parenting style, number of siblings and presence of significant others were also group together because the child's continuous and progressive development are because of the people who guide, influence and teach them. The family is where an individual starts to live with one another in an intimate interpersonal relationship and develops the feeling of belongingness. This is the primary agent of socialization--the context in which from parents, older siblings and extended family members' children begin to acquire the beliefs, attitudes, values, and behaviors considered appropriate in their society.

According to Baumrind in Barber 1996, parenting style provides a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environments and across diverse communities of children. Both parental responsiveness and parental demandingness are important components of good parenting. Parenting in all societies includes ensuring the child's survival, preparing the child for economic self-sufficiency, and encouraging the child to maximize other cultural values such as morality, religion and achievement.

Generally speaking, children with warm and restrictive (authoritative) parents who appeal to reason in order to enforce their demands are likely to raise highly competent and well-adjusted children. However, outcomes of other parenting styles are not as favorable; indeed, children of hostile and permissive (uninvolved) parents are often deficient in virtually all aspects of psychological functioning. Moreover, it is also important in the development of the preschool children the

presence of immediate family members or guardian in the absence of their parents and other older siblings because they are the ones who will be of help to cope with the demands of the environment. Looking beyond primary attachments, for children of working parents (particularly daughters) tend to be more independent, to enjoy higher self-esteem, and to hold higher educational and occupational aspirations and less stereotyped views of men and women.

This study delved on the predictors of social and intellectual readiness in relation to personal and family characteristics of the preschoolers. The aim of this study was to be able to determine what greatly affects their readiness related to social and intellectual by taking into account not only their personal differences but also their family's characteristics and its uniqueness. Specifically, the study asks the following questions: What are the social and intellectual readinesses of the respondents? Is there a significant relationship between the personal characteristics of the respondents and the social and intellectual readiness of preschoolers? Is there a significant relationship between the family characteristics of the respondents and the social and intellectual readiness of the preschoolers? What were the predictors of social and intellectual readiness of the preschoolers?

METHOD

Research Design

The descriptive – correlational method was used in this study. The descriptive method is designed “to gather information about the present existing condition. The principal aim is to describe the nature of the situation as it exists at the time of the study and to explore the causes of specific phenomena” (Traverse in Sevilla, 1984 in Belardo, 1997).

This study focused on the predictors of social and intellectual readiness in relation to personal and family characteristics of the preschoolers in selected schools in Dasmariñas, Cavite S.Y. 2007 – 2008. Likewise, this study employed correlational method, which establishes relationship between demographic variables used in this study such as age, gender, grade level and sibling position as the personal characteristics with the social and intellectual readiness of the respondents. According to Davis, 1997 correlational research investigates relationships among variables.

Moreover, it is primarily concerned with finding out whether a relationship exists and with determining its magnitude and direction (Pagano, 2001).

In addition, the family's characteristics which includes parents' educational attainment, occupation, position, parenting style, number of siblings and presence of significant others are of great help to further understand the child's development.

Thus, with the nature of the study presented descriptive – correlational method were described appropriate to be used.

Population/Subject of the Study

The researcher used three preschool levels as participants; nursery, kindergarten and preparatory ranges from 5 years of age and up which came from three (3) selected schools in Dasmariñas, Cavite.

Table 1. Distribution of Subjects

Grade Level	School			Total
	A	B	C	
Nursery	0	0	5	5
Kindergarten	10	21	23	54
Preparatory	24	14	17	45
Total	34	35	55	114

Parents of these preschoolers were included in the study to know the pupils' family profile that contributes a great factor why these children at a certain grade have this kind of social and intellectual readiness level.

Research Instruments

In this study, four instruments were utilized; three self-made instruments and achievement test were used to answer the specific problems raised in this study, namely: (a) the personal information sheet, (b) the parenting style inventory, (c) the social readiness inventory of the pupils and (d) Wide Range Achievement Test 3 or WRAT3.

Personal Information Sheet. This contain statements which was filled up by the parents such as name, age educational attainment, name of sibling/s, number and age of siblings according to birth order, nature of work and position, type of worker categorize as full time or part time employee, owning a business and not working or stay in the house are present. In addition, husband or wife's nature of work and positions are included and the last pertains to having housemaids or have extended family members who live with them and their relationship to the family per se.

Parenting Style Inventory. This instrument was designed by the researcher to know the kind of parenting these parents employ to their children inside or outside the home. This was administered to the parents wherein they encircled the number that corresponds to their answer. This is a forty (40) item test where the respondents were asked to indicate how often he/she does the behavior to his/her child/ren. For positive item, the higher the frequency of behavior described, the higher the score. Thus, items rated "never" are scored 1; "rarely" 2; "sometimes" 3; "often" 4; and "always" 5. For negative items the less the behavior to be, the higher the score. Thus, scoring is reversed.

The highest total possible score for every parenting style is 50. Since the inventory covers four parenting styles the researcher got the raw score for each parenting style. The highest score gained among the four styles of parenting mean the type of parenting they employ towards their children.

According to Baumrind, 1991 (in Shafter, 1996) where parenting style inventory was derived, four parenting styles were cited and these are being an authoritative, authoritarian, permissive and uninvolved parent. From the meanings that were cited the researcher was able to formulate ten statements for each parenting style and was able to make an inventory. Each parenting style contains five positive items and five negative items.

Items of Authoritative Style of Parenting were 1,2,5,13,17,18,19,21,22 and 38. These were considered to be on this type because the parent encourages verbal give and take, and shares with the child the reasoning behind their policies. The parents value both expressive and instrumental attributes and both autonomous self – will and disciplined conformity. The parents recognize their own special rights as an adult but also the child’s present qualities they set standards for future conduct. A parent uses reasoning as well as power to achieve their objectives.

Items of Authoritarian Style of Parenting were 6,9,10,14,20,25,26,30,34 and 37. These were considered to be on this type because the act to shape, control, and evaluate the behavior, attitudes of the child in accordance with a set of standards of conduct, are usually an absolute standard, theologically motivated, and formulated by higher authority. The parents’ values obedience as a virtue and favor punitive, forceful measures to curb self – will at points where the child’s actions of beliefs conflict of what they think is right. They believe that they are the ones who only know what is best for their children.

Items of Permissive Style of Parenting were 3, 15, 16, 23, 27, 28, 31, 35, 36 and 39. These were considered to be on this type because parents allow their children to reason out and express themselves, to raise questions, think for themselves, and plan their own future. The parents consult with the child about policy decisions and gives explanations for family rules and regulation. Also, parents make few demands for household responsibility and orderly behavior.

Items of Uninvolved Style of Parenting were 4, 7,8, 11, 12, 24, 29, 32, 33 and 40. These were considered to be on this type because parents are low in both responsiveness and demandingness.

Social Readiness Inventory. This instrument measures the preschool social readiness. This test was derived from the Theory of Alfred Adler which is Individual Psychology and Developmental Task by Robert Havighurst. This self – made test was answered by their parents wherein they indicated the name of their child, grade level, age and sibling position. In here they were asked to encircle the number that corresponds to the behavior manifested by their child. This is a thirty-item (30) inventory, which consists of 15 positive items and 15 negative items where the parent were asked to indicate how often his/her child manifests this kind of behaviors. For positive item, the higher the frequency of behavior described, the higher the score. Thus, items rated “never” are scored 1; “rarely” 2; “sometimes” 3; “often” 4; and “always” 5. For negative items the less the behavior to be, the higher the score. Thus, scoring is reversed. The highest total possible score is 150.

Items of social readiness described the attitude, behavior of the child through play, how he/she interacts to his/her playmates, older people and to his/her environment, to himself and his/her developing interest.

In terms of interpreting the scores, the total score reflected the overall level of the child's social readiness. The researcher got the raw score by adding the scores on each item answered and the following range is given to categorize whether the child is socially ready for school or not. Those who will get a raw score within 53 and below this considered "Very Low", 54 – 77 "Low", 78 – 101 "Moderate", 102 – 125 "High" and 126 – 150 being "Very High" in terms of social readiness.

Wide Range Achievement Test 3 or WRAT3. This test was developed in 1993 by Gary S. Wilkinson, which can be used with all individuals, aged 5 – 75. WRAT3 has been designed so that an examiner can make choices in the content of the examination. There were two equated forms (BLUE and TAN) each subtest may be used singularly or in conjunction with one another. When both the blue and tan forms were used this is considered the COMBINED form. Whether a single form or both forms are used, the examiner can measure the respective academic skills and convert the resulting raw scores to absolute scores, standard scores, grade scores and percentiles.

Both forms consist of three subtests such as Reading, Spelling and Arithmetic. This takes 15 to 30 minutes to complete. Length of administration will vary with the skill level and behavioral style of the individual being tested. The researcher followed the standard procedure in the administration of the test.

Of all these, since blue and tan forms are equated and counterbalanced to factor out any differences that might be associated with the order of administration, the researcher decided to make use of the Tan Form for this study.

The researcher made use of the standard scores. Standard scores were the type of scores used for comparisons within individuals and between them. These interval data were a higher level of information than the raw scores or grade equivalents. The ratings of standard scores were classified as those who will get a raw score of 69 and below this considered "Deficient", 70 – 79 "Borderline", 80 – 89 "Low Average", 90 – 109 "Average", 110 – 119 "High Average", 120 – 129 "Superior" and 130 and up being "Very Superior" in terms of intellectual readiness.

Validation of the Instruments

The self-made instruments made by the researcher such as personal information sheet, parenting style inventory and social readiness inventory which was used in this study undergone content validity by the assigned validators/professors of the Graduate Studies.

Parenting Style Inventory and Social Readiness Inventory were the two instruments that have undergone test-retest for reliability in Charis Child Tutorial Learning Center. There were 10 parents who were involved, five (5) from kindergarten and five (5) from preparatory level.

These inventories were revised based on the recommendations. After the appropriate corrections the inventories was reproduced for the final and actual data gathering activity.

Data Gathering Procedure

The researcher included three selected schools in Dasmariñas, Cavite. The participants were nursery, kindergarten and preparatory pupils with an age range of

five (5) years old and up. After obtaining the principal's consent, the researcher asked the teacher's consent and participation to obtain the participants to participate in the study.

The researcher together with the help of the teachers attached and distributed the inventories.

WRAT3, a measure for Intellectual Readiness was administered during class hours, but since this test is for individual, testing participant was placed in a vacant room to take the test. The researcher provided a pencil with eraser and WRAT3 test form.

Then, the examiner gave the WRAT3 test form following the standard procedures.

Statistical Treatment

The following statistical treatments were used to answer specific problems in the study. Descriptive statistics i.e. relative frequency and mean, point biserial correlation, Spearman Rho correlation, Chi-Square and multiple regression.

Point biserial correlation coefficient was used in Problems 2 and 5 in determining the significant relationship between the family characteristics of the respondents and the social and intellectual readiness of the preschoolers.

The spearman's rho coefficient of correlation was used in Problems 1 and 4 to determine the significant relationship between the personal characteristics of the respondents and the social and intellectual readiness of preschoolers.

Chi-square was used in Problem 2 in determining the family characteristics particularly the occupation.

Finally, multiple regression was used in Problem 6 in determining the predictors of social and intellectual readiness of the preschoolers.

RESULTS

Personal characteristic of the respondents in terms of age is shown in the following table.

Table 2. Age Profile of the Respondents

Age	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
5 to 5 and 11 months	10	29.4	8	22.9	20	44.4	38	33.3
6 to 6 and 11 months	20	58.8	17	48.6	18	40	55	48.2
7 to 7 and 11 months	4	11.8	9	25.7	6	13.3	19	16.7
8 to 8 and 11 months			1	2.9	1	2.2	2	1.8
Total	34	100	35	100	45	100	114	100

Table 2 shows that there were 34 pupils in school A, 35 in school B, and 45 pupils in school C. Overall there were 114 preschoolers in the three schools. There were almost 50 percent of the pupil respondents who fell under 6 to 6 and 11 months. However, 8 to 8 and 11 months had 1.8 percent. These findings show that in terms of age most of the preschoolers in the three schools were within 6 years old to 6 years and 11 months

The data revealed that about 50 percent of the pupil respondents fell under 6 to 6 and 11 months because 6 years old is the ideal age of school entry.

Table 3. Gender Profile of the Respondents

Gender	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Male	17	50	17	48.6	18	40	52	45.6
Female	17	50	18	51.4	27	60	62	54.4
Total	34	100	35	100	45	100	114	100

Table 3 presents the gender profile of the respondents. There were 62 or 54.4 percent of the respondents were female and 52 or 45.6 percent were male. These findings show that in terms of gender most of the preschoolers in the three schools were female.

The data revealed that almost 55 percent of the pupil respondents were female compared to male.

Table 4. Grade Level Profile of the Respondents

Grade Level	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Nursery					5	11.1	5	4.4
Kindergarten	10	29.4	21	60	23	51.1	54	47.4
Preparatory	24	70.6	14	40	17	37.8	55	48.2
Total	34	100	35	100	45	100	114	100

Table 4 shows that grade levels in the preschool were nursery, kinder and preparatory. There were 55 or 48.2 percent of the respondents were in the preparatory level, 54 or 47.4 percent were in the kinder level and 5 or 4.4 percent were in the nursery level. These findings show that in terms of grade level most of the preschoolers in the three schools were in the preparatory level. This revealed that aged six (6) were in the preparatory level.

Table 5. Sibling Position Profile of the Respondents

Sibling Position	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
First	18	52.9	23	65.7	14	31.1	55	48.2
Second	12	35.3	4	11.4	13	28.9	29	25.4
Third	2	5.9	6	17.1	13	28.9	21	18.4
Fourth	2	5.9	1	2.9	4	8.9	7	6.1
Fifth			1	2.9	1	2.2	2	1.8
Total	34	100	35	100	45	100	114	100

Table 5 shows that sibling positions were classified as first, second, third, fourth and fifth child in the preschool. There were almost 50 percent of the pupil respondents who were first born or eldest in the family. However, 1.8 percent was fifth born. These findings show that in terms of sibling position most of the preschoolers in the three schools were first born or eldest sibling in the family.

The data revealed that many were first born because parents were married less than ten (10) years.

Table 6. Parents' Educational Attainment Profile

Parents' Educational Attainment	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Postgraduate	3	8.8	1	2.9	5	11.1	9	7.9
College	31	91.2	33	94.3	40	88.9	104	91.2
Secondary			1	2.9			1	0.9
Total	34	100	35	100	45	100	114	100

Table 6 presents the parents' educational attainment profile. This was categorized as secondary, college and postgraduate studies. There was 91.2 percent who attained college while 0.9 percent attained secondary.

Table 7. Parents' Occupation Profile

Mothers' Occupation	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Employed	16	47.1	18	51.4	20	44.4	54	47.4
Own a Business	4	11.8	6	17.1	6	13.3	16	14
None	14	41.2	11	31.4	19	42.2	44	38.6
Total	34	100	35	100	45	100	114	100

Fathers' Occupation	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Employed	30	88.2	26	83.9	40	93	96	88.9
Own a Business	3	8.8	2	6.5	1	2.3	6	5.6
None	1	2.9	3	9.7	2	4.7	6	5.6
Total	34	100	35	100	43	100	108	100

Table 7 presents parents' occupation. There were 47.4 percent mothers who were employed while 14 percent own a business. However, 88.9 percent of the fathers were employed, 5.6 percent stayed at home and the other 5.6 percent own a business. These findings show that in terms of parents' occupation majority of parents' were employed.

The data indicates that because of the educational attainment of the parents many were employed and parents work together in order to sustain the needs of the family. In addition, fathers can still be considered as breadwinners in the family.

Table 8. Parent's job status Profile

Mothers' job status	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%		
Full time	17	50	20	57.1	21	46.7	58	50.9
Part time	13	8.8	6	17.1	5	11.1	14	12.3
None	14	41.2	9	25.7	19	42.2	42	36.8
Total	34	100	35	100	45	100	114	100

Fathers' job status	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%		
Full time	31	91.2	26	83.9	41	95.3	98	90.7
Part time	2	5.9	2	6.5			4	3.7
None	1	2.9	3	9.7	2	4.7	6	5.6
Total	34	100	35	100	43	100	108	100

Table 8 presents parents' job status. It shows that in terms of mothers' job status almost 60 percent work as full time employee while 12.3 percent of them work as part time employee. However, concerning the fathers' job status , about 90.7 percent work as full time employee 3.7 percent work as part time employee. These findings show that in terms of parent's job status majority of parents were full time employees.

The researcher believed that both parents need to work full time together for their children to meet their needs. It also revealed that still fathers were considered the boss who earns a living.

Table 9. Parenting Style Profile

Parenting Styles	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Authoritative	21	61.8	21	60	31	68.9	73	64
Authoritarian	4	11.8	5	14.3	4	8.9	13	11.4
Permissive	7	20.6	7	20	7	15.6	21	18.4
Uninvolved	2	5.9	2	5.7	3	6.7	7	6.1
Total	34	100	35	100	45	100	114	100

Table 9 presents the parenting style profile. It shows that 64 percent of the pupils' parents used authoritative style of parenting. However, there was about 6 percent who used uninvolved style of parenting. These findings show that in terms of parenting styles majority of the parents used authoritative style of parenting.

The data indicates that almost 64 percent of the pupil's parents employed authoritative style of parenting because they directs the child's activities but in a rational, issue-oriented way. The parent encourages verbal give and take, and shares with the child the reasoning behind the policies. They value both expressive and instrumental attributes and both autonomous self-will and disciplined conformity. Therefore, parents exert firm control at points of parent-child divergence, but not hem the child in with restrictions.

According to Steifert (2000), authoritative parents set clear standards for mature and responsible behavior and expect their children to meet their standards. Enforcement of roles is firm but parents unduly restrict their children's activities and issues, and give reasons for limits. Learning to take responsibility is a high priority.

Table 10. Number of Siblings Profile of the Respondents

Number of Siblings	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
1 to 2	26	76.5	19	54.3	22	48.9	67	58.8
3 to 4	8	23.5	14	40	20	44.4	42	36.8
5 to 6			2	5.7	3	6.7	5	4.4
Total	34	100	35	100	43	100	114	100

Table 10 shows that numbers of siblings were enclosed in the 1 to 2, 3 to 4 and 5 to 6 bracket. There were almost 60 percent pupil respondents who were under 1 to 2 bracket number of siblings while 4.4 percent were in the 5 to 6 bracket number of siblings. These findings show that in terms of number of siblings most of them are in the 1 to 2 bracket number of siblings.

The data shows that almost 60 percent of the parents prefer to have 1 to 2 children only maybe because of the reason that nowadays it is hard to have more children to take care of and to be responsible with many things especially parents who are employed.

According to Meltz (2007), some of the reasons why parents raised only 1 to 2 children because it is easy to overlook things, fewer distractions in the family, bond between 1 to 2 child and his/her parents tends to be stronger and tighter than in bigger families.

Table 11. Housemaid Profile of the Respondents

Presence of Housemaid	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Yes	16	47.1	7	20	17	37.8	40	35.1
None	18	52.9	28	80	28	62.2	74	64.9
Total	34	100	35	100	45	100	114	100

Extended Family Profile of the Respondents

Is Family Extended	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Yes	15	44.1	6	17.1	19	42.2	40	35.1
None	19	55.9	29	82.9	26	57.8	74	64.9
Total	34	100	35	100	45	100	114	100

Table 11 presents the presence of housemaid of the respondents. It indicates that among 114 respondents there were almost 65 percent who does not have housemaid while 35.1 percent have maids at home. However, concerning the extended family as to have or not to have extension, it shows that there were almost 65 percent who does not have extended family while 35.1 percent whose families were extended. These findings show that many of the families can manage the tasks at home therefore need not to have housemaids and as to the family whether extended or not, most of the families were not extended.

In addition, instead of having housemaids if there were relatives in the family who are capable enough and can be trusted to take care of the children then parents would rather choose it.

Table 12. Relatives in the Family

Who lives with the Family	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Grandparents	1	7.1			2	10	3	7.5
Parents	8	57.1	4	66.7	11	55	23	57.5
Brothers / Sisters	4	28.6	2	33.3	4	20	10	25
Tito / Tita					2	10	2	5
Nieces / Nephew	1	7.1			1	5	2	5
Total	14	100	6	100	20	100	40	100

Table 12 presents the presence of relative in the family. This was categorized as grandparents, parents, brothers or sisters, tito or tita, and nephews or nieces. There were almost 60 percent whose parents were living with the family while 5 percent were tito / tita, nieces and nephew. These findings show that in terms of the presence of relative in the family, the pupils were mostly with their parents' parents or so called grandparents.

In the Philippines, Filipinos are said to be family – oriented people. In that case, when a child becomes adult and decides to marry his/her parents will reside and assist him in building the family and in the absence of the parents for work grandparents are there to help and they take the responsibility of their children.

Table 13. Social Readiness of the respondents

Social Readiness	School						Total	
	A		B		C			
	F	%	F	%	F	%	F	%
Low			1	2.9			1	0.9
Moderate	16	47.1	23	65.7	20	44.4	59	51.8
High	18	52.9	11	31.4	25	55.6	54	47.4
Total	34	100	35	100	45	100	114	100

Mean	103.62	99.46	102	101.7
Verbal Interpretation	High	Moderate	High	Moderate

Legend

53 and below	Very Low
54 – 77	Low
78 – 101	Moderate
102 – 125	High
126 – 150	Very High

Table 13 presents social readiness of the pupils. About 51.8 percent of the pupil had a moderate social readiness and 47.4 percent of them had high social readiness. As regards to school, both A and C had high social readiness with a mean of 103.62 for school A and 102 for school C. These findings show that social readiness of pupil respondents with an overall mean of 101.7 were interpreted moderate in their social readiness.

The data indicates that they were moderate in social readiness maybe because at times they tend to become brat, bossy and not a good follower. They enjoy playing alone, like to put things in the mouth, does not begin true give and take and understand values such as telling the truth, being honest and showing responsibility. More so, they do not want his/her parents to be out of sight and needs to get clear and consistent rules and to understand the consequences of breaking them.

According to Belen (1997), one area of significant development during childhood is the socialization of the child. To become socialized, the child needs social experiences. Parents and preschool teachers can contribute to readiness by offering children positive experiences in group settings outside of the home, and by helping children strengthen their social skills and understanding.

Table 14. Intellectual Readiness of Respondents in Reading

Reading	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Deficient			1	2.9	2	4.4	3	2.6
Borderline	1	2.9					1	0.9
Low Average	2	5.9			1	2.2	3	2.6
Average	10	29.4	7	20	7	15.6	24	21.1
High Average	5	14.7	7	20	5	11.1	17	14.9
Superior	3	8.8	9	25.7	11	24.4	23	20.2
Very Superior	13	38.2	11	31.4	19	42.2	43	37.7
Total	34	100	35	100	45	100	114	100

Mean	118.71	120.63	126.13	122.23
Verbal Interpretation	High Average	Superior	Superior	Superior

Legend

69 and below	Deficient
70 – 79	Borderline
80 – 89	Low Average
90 – 109	Average
110 – 119	High Average
120 – 129	Superior
130 and above	Very Superior

Table 14 shows the intellectual readiness of the pupils in reading. There were almost 60 percent whose reading readiness was considered very superior and superior. However, there were 3.5 percent who were deficient and in borderline in intellectual reading readiness. These findings show that the intellectual readiness of pupil respondents in reading had a mean of 122.23 which was verbally interpreted as superior.

The data revealed that about 60 percent of the pupil respondents were superior and very superior in their reading intellectual readiness and they can read words applied for Grade 1 and 2 levels. However, it also revealed that there were 3.5 percent of the pupil respondents who were under deficient and borderline. Hence, these were the children who had problems in their reading readiness because

they cannot relate to the topics discussed by their teachers, cannot even recognize letters neither produced sounds of the alphabets, blends and three-letter words.

Children are more likely to feel competent in school if they can understand and use the language of the peers and the adults they meet in school. They are also more likely to have confidence in their own ability to cope with school if they can relate to the ideas and topics introduced by the teacher and other children in class discussion and activities (Katz & McClellan, 1991).

Table 15. Intellectual Readiness of Respondents in Spelling

Spelling	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Deficient					2	4.4	2	1.8
Borderline							1	0.9
Low Average	1	2.9	1	2.9	3	6.7	5	4.4
Average	11	32.4	6	17.1	7	15.6	24	21.1
High Average	10	29.4	8	22.9	7	15.6	25	21.9
Superior	3	8.8	10	28.6	7	15.6	20	17.5
Very Superior	9	26.5	9	25.7	19	42.2	37	32.5
Total	34	100	35	100	45	100	114	100

Mean	116.26	119.69	122.53	119.79
Verbal Interpretation	High Average	High Average	Superior	High Average

Legend

69 and below	Deficient
70 – 79	Borderline
80 – 89	Low Average
90 – 109	Average
110 – 119	High Average
120 – 129	Superior
130 and above	Very Superior

Table 15 shows the intellectual readiness of the pupils in spelling. There were 50 percent whose spelling readiness was very superior and superior. However, there were almost 3 percent who were deficient and in borderline. These findings show that the intellectual readiness of pupil respondents in spelling had a mean of 119.79 and thus verbally interpreted with high average in the spelling readiness.

The data indicates that about 50 percent of the pupil respondents were superior and very superior in their spelling intellectual readiness and they can spell words applied for Grade 1 and 2 levels. However, it also revealed that there were almost 3 percent of the pupil respondents who were under deficient and borderline. Hence, these were the children who had problems in their spelling readiness because of the reason that they could hardly read so they could not write words through dictation.

According to Billman & Sherman (1997), as children develop more concepts and vocabulary, their causal reasoning becomes more advanced and they are able to offer reasonable cause-and-effect explanations. When you observe preschoolers, you will notice that when they do not know the reason for something, they will invent one.

Table 16. Intellectual Readiness of Respondents in Arithmetic

Arithmetic	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Deficient					2	4.4	2	1.8
Borderline			1	2.9			1	0.9
Low Average			2	5.7	1	2.2	3	2.6
Average	5	14.7	7	20	11	24.4	23	20.2
High Average	12	35.3	4	11.4	7	15.6	23	20.2
Superior	6	17.6	6	17.1	6	13.3	18	15.8
Very Superior	11	32.4	15	42.9	18	40	44	38.6
Total	34	100	35	100	45	100	114	100

Mean	124.29	121.14	121.47	122.21
Verbal	Superior	Superior	Superior	Superior
Interpretation				

Legend

69 and below
 70 – 79
 80 – 89
 90 – 109
 110 – 119
 120 – 129
 130 and above

Deficient
 Borderline
 Low Average
 Average
 High Average
 Superior
 Very Superior

Table 16 shows the intellectual readiness of the pupil respondents in arithmetic. There were 44 or 38.6 percent whose arithmetic readiness were very superior, 23 or 20.2 percent were high average and average, 18 or 15.8 percent were superior, 3 or 2.6 percent were low average, 2 or 1.8 percent were deficient and 1 or .9 percent were under borderline. As regards to school, all got superior in terms of intellectual readiness in arithmetic. These findings show that the intellectual readiness of pupil respondents in arithmetic had a mean of 122.21 and thus verbally interpreted with superior in the arithmetic intellectual readiness.

The data indicates that about 60 percent of the pupil respondents were superior and very superior in their arithmetic intellectual readiness and they can do counting and do simple calculations that are to add and subtract numbers applied for Grade 1 and 2 levels. However, it also revealed that there were almost 3 percent of the pupil respondents who were under deficient and borderline. Hence, these were the children who had problems in their arithmetic readiness because they could hardly identify and write numbers correctly, cannot count consistently especially the process of addition and subtraction.

According to Belen (1997) cognition or understanding of concepts is dependent on the child's readiness to understand himself, his ability and his environment. This comes from the level of maturation of the brain and the rest of nervous system and of his sense organs.

Table 17. Summary Table of Intellectual Readiness

Intellectual Readiness	School						Total	
	A		B		C		F	%
	F	%	F	%	F	%	F	%
Deficient					2	4.4	2	1.8
Borderline			1	2.9			1	0.9
Low Average	1	2.9	1	2.9	1	2.2	3	2.6
Average	10	29.4	4	11.4	7	15.6	21	18.4
High								
Average	8	23.5	8	22.9	9	20	25	21.9
Superior	6	17.6	12	34.3	7	15.6	25	21.9
Very Superior	9	26.5	9	25.7	19	42.2	37	32.5
Total	34	100	35	100	45	100	114	100
Mean	119.75		120.49		123.38		121.41	
Verbal Interpretation	High		Superior		Superior		Superior	
Interpretation	Average							

Table 17 presents the summary table of intellectual readiness of the pupil respondents. About 50 percent of the pupil had a superior and very superior intellectual readiness and 3 percent of them had deficient and borderline intellectual readiness. As regards to school, both B and C had superior intellectual readiness with a mean of 120.49 for school B and 123.38 for school C. These findings show that intellectual readiness of pupil respondents with an overall mean of 121.41 were interpreted superior in their intellectual readiness.

The data indicates that they were superior in intellectual readiness because they can do simple calculations like adding and subtracting numbers, they can read words and spell it out correctly, they can follow simple instructions as to how something is to be done, they can relate to the ideas and topics introduced by their teacher and other children in class discussion and activities.

According to Berger (1999) parents who provide active support of their children contribute more to their child's success in school than those who provide passive support. The least effective parents in terms of the child's ability to succeed are those who are non-supportive. Parents must actively help their children as well as encourage them to achieve. Parent's behaviors that support the child's cognitive include teaching of specific skills, opportunities for the child to explore and try out skills, conversations and play with the child, high expectations for achievement, and knowledge about child's development.

The Spearman rank and point biserial correlation coefficient were used to determine the degree of relationship between personal characteristics of pupils and their level of intellectual and social readiness at 0.05 level of significance.

Table 18. Age of the pupil and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	-0.127	0.178	Accept Ho
Intellectual	-0.646	0.000	Reject Ho

* Spearman Rank

Social Readiness. It can be gleaned from Table 18 that the computed spearman rank correlation coefficient between age of the pupil respondents at their level of social readiness was -0.127 with a probability value of 0.178 which is not significant at 5 percent level. Hence, the null hypothesis of no significant relationship between age of the pupil respondents at their level of social readiness was accepted. This indicates that age of the pupil respondents does not affect their level of social readiness. The data also revealed that regardless of the age of pupil respondents their level of social readiness were the same.

The data indicates that age does not affect the social readiness of the pupil respondents maybe because the attachment process continues to be formative and helps to shape the internal working model of social relationships the child creates. They develop the ability to share, to read others' cues well and to respond positively to others.

Intellectual Readiness. As shown in Table 18, the computed correlation coefficient of -0.646 indicates that age is significantly related to the intellectual readiness of pupils. The hypothesis of no significant relationship between age of the pupil and their level of intellectual readiness was rejected. This means that the intellectual readiness of the pupil respondents could be affected by their age. It further shows that younger pupil respondents were more intellectually ready than those older pupil respondents.

This finding is supported by Katz, et al. (1990) that age is one of the biggest factors that determine whether a child is intellectually ready or not for school. If the child with his age does not actively construct meaning as he/she explores the world around him/her, do not add concepts, vocabulary, and representation to the process therefore may affect his/her intellectual readiness. However, data resulted that younger pupils were more intellectually ready than those older pupils probably because as they grow older they begin to explore and become aware of the social and physical reality, achieve personal independence and develop attitudes toward social group and institutions, that is why they become more playful and do not give so much importance on the academic areas.

Table 19. Gender of the pupil and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	-0.007	-0.0719	Accept Ho
Intellectual	-0.235	-2.5566	Reject Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between gender and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was -0.007 which is significant at 5 percent level. The null hypothesis of no significant relationship between gender and social readiness was accepted. This implies that social readiness of pupil respondents was not affected by their gender maybe because both male and female have already had some positive experience in group settings outside of the home.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between gender and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was -0.235 which is significant at 5 percent level. The null hypothesis of no significant relationship between gender and intellectual readiness was rejected. This implies that the intellectual readiness of pupil respondents was affected by their gender. It also shows that intellectual readiness of female pupil respondents were statistically higher than those male respondents.

This finding is supported by Wyckoff & Unell (2002) that boys' brains develop more slowly than girls'. In boys, the left half of the brain, which controls thinking, develops more slowly than the right half, which controls spatial relationships. As a result, the connection between the two hemispheres is not as fully formed in boys, who generally enjoy greater ability in math and reasoning, but lesser ability in language and reading. However, girls' brains develop more evenly, giving them the ability to use both hemispheres for such activities as reading and emotional awareness. The female brain is at work most of the time, allowing girls to be more skilled at multi-tasking.

Table 20. Grade level of the pupil and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	-0.005	-0.0493	Accept Ho
Intellectual	0.142	1.5206	Accept Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between grade level and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was -0.005 which is significant at 5 percent level. The null hypothesis of no significant relationship between grade level and social readiness was accepted. This implies that the social readiness of pupil respondents was not affected by their grade level maybe because the child's social skills were strengthened.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between grade level and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was 0.142 which is significant at 5 percent level. The null hypothesis of no significant relationship between grade level and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by their grade level maybe because at certain grade level they can relate to the ideas and topics introduced by the teacher and other children in class discussions and activities.

Table 21. Sibling position of the pupil and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	0.095	0.314	Accept Ho
Intellectual	-0.129	0.173	Accept Ho

* Spearman Rank

Social Readiness. It can be gleaned from Table 21 that the computed spearman rank correlation coefficient between sibling position of the pupil respondents and their level of social readiness was 0.095 with a probability value of 0.314 which is not significant at 5 percent level. Hence, the null hypothesis of no significant relationship between sibling position of the pupil respondents and their level of social readiness was accepted.

The data indicates that each child regardless of his/her sibling position in the family developed his/her own coping strategies well.

Intellectual Readiness. As shown in Table 21, the computed spearman rank correlation coefficient was -0.129 with a probability value (significant value) of 0.173 which is significant at 5 percent level. The null hypothesis of no significant relationship between sibling position of the pupil and their level of intellectual readiness was accepted. This means that the intellectual readiness of the pupil respondents was not affected by their sibling position.

The data indicates that the child's intellectual readiness is not dependent on his/her sibling position. But the child's ability to learn affects both genetic make – up and the reactions a child has to his/her environment (Billman & Sherman, 1997)

Table 22 Parents' Educational Attainment and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	0.089	0.9426	Accept Ho
Intellectual	0.059	0.6265	Accept Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between parents' educational attainment and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was -0.089 which is significant at 5 percent level. The null hypothesis of no significant relationship between parents' educational attainment and social readiness was accepted. This implies that the social readiness of pupil respondents was not affected by their parents' educational attainment.

The data indicates that social readiness is not dependent to parents' educational attainment maybe because the child has nothing to do with what his/her parents' achievements.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between parents' educational attainment and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was 0.059 which is significant at 5 percent level. The null hypothesis of no significant relationship between parents' educational attainment and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by their parents' educational attainment maybe because what is important is the amount of care that they were going to receive.

Table 23 Mothers' Occupation and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Chi Square Computed	Degrees Of Freedom	Contingency Coefficient	Significance	Decision
Social	0.694	2	0.078	0.707	Accept Ho
Intellectual	5.055	4	0.206	0.282	Accept Ho

Social Readiness. The chi-square statistics was used to detect significant relationship/association between social readiness and mothers' occupation of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As presented in Table 23 the computed chi-square value between mothers' occupation and social readiness was 0.694 with a probability (significant) value of 0.707 which is not significant at 5 percent level. The null hypothesis of no significant relationship between mothers' occupation and social readiness was accepted. Hence, the level of social readiness of the pupils is not significantly influenced by their mothers' occupation maybe because the child tends to be more independent in the absence of his/her parents for work.

Intellectual Readiness. The chi-square statistics was used to detect significant relationship/association between intellectual readiness and mothers' occupation of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As presented in Table 23 the computed chi-square value between mothers' occupation and intellectual readiness was 5.055 with a probability (significant) value of 0.282 which is not significant at 5 percent level. The null hypothesis of no significant relationship between mothers' occupation and intellectual readiness was accepted. Hence, the level of intellectual readiness of the pupils is not significantly influenced by their mothers' occupation maybe because the child and his/her early experiences and the genetic endowment shape the child's intellect.

Table 24 Mothers' Position and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Chi Square Computed	Degrees of Freedom	Contingency Coefficient	Significance	Decision
Social	0.135	2	0.034	0.935	Accept Ho
Intellectual	3.015	4	0.161	0.555	Accept Ho

* Chi-Square Test

Social Readiness. The chi-square statistics was used to detect significant relationship/association between social readiness and mothers' job status of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As shown in Table 24 the computed chi-square value between mothers' job status and social readiness was 0.135 with a probability (significant) value of 0.935 which is not significant at 5 percent level. The null hypothesis of no significant relationship between mothers' job status and social readiness was accepted. Hence,

the level of social readiness of the pupils is not significantly influenced by their mothers' job status maybe because parents regardless of their job status at work tend to be the caregiver at home.

Intellectual Readiness. The chi-square statistics was used to detect significant relationship/association between intellectual readiness and mothers' job status of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As shown in Table 24 the computed chi-square value between mothers' job status and intellectual readiness was 3.015 with a probability (significant) value of 0.555 which is not significant at 5 percent level. The null hypothesis of no significant relationship between mothers' job status and intellectual readiness was accepted. Hence, the level of intellectual readiness of the pupils is not significantly influenced by their mothers' job status maybe because parents regardless of his/her job status do his/her ultimate goal to mold their children to become a better citizen of the world as they grow old.

Table 25. Fathers' Occupation and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	0.081	0.8586	Accept Ho
Intellectual	0.060	0.6310	Accept Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between fathers' occupation and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was 0.081 which is significant at 5 percent level. The null hypothesis of no significant relationship between fathers' occupation and social readiness was accepted. This implies that the social readiness of pupil respondents was not affected by their fathers' occupation.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between fathers' occupation and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was 0.060 which is significant at 5 percent level. The null hypothesis of no significant relationship between fathers' occupation and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by their fathers' occupation.

The data indicates that social and intellectual readiness had nothing to do with fathers' occupation because this is the time when the peer group tends to become more important to the child than his family.

Table 26 Fathers' Job status and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	t-computed	Decision
Social	0.122	1.2959	Accept Ho
Intellectual	0.076	0.8037	Accept Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between fathers' job status and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was 0.122 which is significant at 5 percent level. The null hypothesis of no significant relationship between fathers' occupation and social readiness was accepted. This implies that the social readiness of pupil respondents was not affected by their fathers' job status .

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between fathers' job status and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was 0.076 which is significant at 5 percent level. The null hypothesis of no significant relationship between fathers' job status and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by their fathers' job status .

Table 27

Parenting Styles and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Chi Square Computed	Degrees of Freedom	Contingency Coefficient	Significance	Decision
Social	0.055	2	0.022	0.973	Accept Ho
Intellectual	2.525	4	0.147	0.640	Accept Ho

* Chi-Square Test

Social Readiness. The chi-square statistics was used to detect significant relationship/association between social readiness and parenting styles of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As shown in Table 27 the computed chi-square value between parenting styles and social readiness was 0.055 with a probability (significant) value of 0.973 which is not significant at 5 percent level. The null hypothesis of no significant relationship between parenting styles and social readiness was accepted. Hence, the level of social readiness of the pupils is not significantly influenced by their parenting styles.

Intellectual Readiness. The chi-square statistics was used to detect significant relationship/association between intellectual readiness and parenting styles of pupil respondents while the contingency coefficient was used to measure the degree of their association.

As shown in Table 27 the computed chi-square value between parenting styles and intellectual readiness was 2.525 with a probability (significant) value of 0.640 which is not significant at 5 percent level. The null hypothesis of no significant relationship between parenting styles and intellectual readiness was accepted. Hence, the level of intellectual readiness of the pupils is not significantly influenced by their parenting styles.

The data indicates that parenting style had nothing to do with the social and intellectual readiness of the child maybe because the amount of care given is much more important than the styles of parenting.

Table 28.

Number of Siblings and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	Significance	Decision
Social	0.027	0.776	Accept Ho
Intellectual	-0.061	0.518	Accept Ho

* Spearman Rank

Social Readiness. It can be gleaned from Table 28 that the computed spearman rank correlation coefficient between number of siblings of pupil respondents at their level of social readiness was 0.027 with a probability value of 0.776 which is not significant at 5 percent level. Hence, the null hypothesis of no significant relationship between number of siblings of the pupil respondents at their level of social readiness was accepted. This indicates that number of siblings of the pupil respondents does not affect their level of social readiness. The data also revealed that regardless of the number of siblings of pupil respondents their level of social readiness were the same.

Intellectual Readiness. As shown in Table 28 the computed spearman rank correlation coefficient was -0.061 with a probability value (significant value) of 0.518 which is not significant at 5 percent level. The hypothesis of no significant relationship between number of siblings and their level of intellectual readiness was accepted. This means that the intellectual readiness of the pupil respondents was not affected by the number of siblings.

The data indicates that number of siblings had nothing to do with the social and intellectual readiness of the child maybe because the child individually received the amount of attention needed to their development.

Table 29
Presence of Housemaid and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	t-computed	Decision
Social	0.077	0.8176	Accept Ho
Intellectual	0.051	0.5408	Accept Ho

* Point Biserial

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between presence of housemaid and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was 0.077 which is not significant at 5 percent level. The null hypothesis of no significant relationship between presence of significant others and social readiness was accepted. This implies that the social readiness of pupil respondents was not affected by the presence of housemaid.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between presence of housemaid and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was 0.051 which is significant at 5 percent level. The null hypothesis of no significant relationship between presence of housemaid and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by the presence of housemaid.

The data indicates that presence of housemaid had nothing to do with social and intellectual readiness of the child may be because children do not merely listen to the housemaids.

Table 30. Presence of Relative in the family and its relationship to Social and Intellectual Readiness

Intellectual and Social Readiness	Correlation* Coefficient	t-computed	Decision
Social	0.185	1.9883	Accept Ho
Intellectual	-0.072	-0.7674	Reject Ho

* Point Biserial ,

Critical value of t-test = 1.96

Social Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between presence of relative in the family and their level of social readiness of pupil respondents. The computed point biserial correlation coefficient was 0.185 which is not significant at 5 percent level. The null hypothesis of no significant relationship between presence of relative in the family and social readiness was rejected. This implies that the social readiness of pupil respondents was affected by the relative in the family.

The data indicates that presence of relative in the family affects the social readiness of the pupil respondents maybe because in the absence of the pupils' parents grandparents are of help to develop/increase their social readiness. They also teach, advise, guide and support their grandchildren as to how to behave and handle different situations.

Intellectual Readiness. The point biserial correlation coefficient was used to measure the degree of relationship between presence of relative in the family and their level of intellectual readiness of pupil respondents. The computed point biserial correlation coefficient was -0.072 which is not significant at 5 percent level. The null hypothesis of no significant relationship between presence of relative in the family and intellectual readiness was accepted. This implies that the intellectual readiness of pupil respondents was not affected by the relative in the family.

The data indicates that the presence of relative in the family had nothing to do with the intellectual readiness of the child maybe because the child wants to discover, invent and develop on his own.

What are the predictors of social and intellectual readiness of the preschoolers?

The multiple regression analysis was used to determine significant predictors of social and intellectual readiness of pupil respondent. The family and personal characteristics of the pupil respondents which were significantly related to social and intellectual readiness were considered as the predictors. The stepwise regression analysis was also applied to determine the best of social and intellectual readiness.

Table 31. Predictors of Intellectual Readiness of the Respondents

Variables	Coefficient	Standard Error	t-computed	Significance
Constant	226.465	10.563	21.440	.000 s
Age child	-16.580	1.654	-10.022	.000 s

ns – not significant at 5% level , S – significant at 5% level, Multiple r = 0.688
Adjusted r square = 0.468

Intellectual Readiness. The personal and family characteristics of pupil respondents which significantly related to the intellectual readiness were the age and gender of the pupil. Hence, they were considered as the predictors of intellectual readiness.

Result of the stepwise regression analysis shows that the better predictor of intellectual readiness of the pupil respondents was their age as shown in Table 30. It further shows that the value of multiple correlation coefficient was 0.688 which is significant at 5 percent level. It also shows that the adjusted r – square was 0.468 which implies that 46.8 percent of the variability of intellectual readiness can be explained by the variability of the pupil’s age.

The regression equation was

$$Y = 226.465 - 16.580X_1$$

Where

Y – Intellectual Readiness

X₁ – Age of child

The regression equation above shows that if the age of the pupil is five (5) years old then it can be expected that the level of intellectual readiness of the pupil will be 143.55 which can be interpreted as very superior, while if the age of the pupil is seven (7) years old, then it can be expected that their level of intellectual readiness was 109.79 which can be interpreted as High Average. Hence, it can be concluded that the older the pupil the lower is their level of intellectual readiness and the younger the pupil the higher is the level of intellectual readiness.

The data indicates that age is the better predictor of intellectual readiness. According to Morrison (1997) in determining school readiness age does not appear to constitute an accurate determinant of intellectual readiness but actually involves number of factors, such as specific skills, health and nutritional status, social competence, psychological preparedness and other background such as social class, parental education, and child-care experience are more influential than the child’s age. In addition, the data revealed that younger pupil had the higher level of intellectual readiness than the older ones maybe because as the child progresses priorities regarding academics had been continuously changing they tend to focus more on play and social interactions.

Table 32. Predictors of Social Readiness of the Respondents

Variables	Coefficient	Standard Error	t-computed	Significance
Constant	100.473	1.039	96.743	.000 s
Presence of relatives in the family	3.502	1.753	1.997	.000 s

ns – not significant at 5% level, S – significant at 5% level
 Multiple r = 0.185 , Adjusted r square = 0.026

$$Y = 100.473 + 3.502X_1$$

Where Y - Social Readiness

X₁ - Presence of Relatives in the Family

Social Readiness. The presence of relatives in the family is the only personal and family characteristic which is significantly related to their social readiness.

Result of the regression analysis was shown in Table 31. It further shows that the value of multiple r was 0.185 and the adjusted r-square was 0.026 which are significant at 5 percent level.

The regression equation was

$$Y = 100.473 + 3.502X_1$$

Where

Y - Social Readiness

X₁ - Presence of Relatives in the Family

The regression equation above can be expected that if the pupil does not have a relative in the family the social readiness of the pupil will be 100.473 which can be interpreted as moderate .On the other hand, if there is a presence of relative in the family the expected level of social readiness will be 103.975 which can be interpreted as high level of social readiness.

The data indicates that presence of relative in the family had something to do with social readiness of the child maybe because the child does not feel alone and even feels complete even in the absence of their parents, also because they have grandparents who care.

Findings

Based on the data gathered, the following results have been obtained.

The personal characteristic of the pupil respondents were as follows:

- Most of the preschoolers' age in the three schools was within 6 years old to 6 years and 11 months with a percentage of 48.2 percent and with an overall mean of 6.34.
- Concerning gender, most of them were female with a percentage of 54.5 percent.
- A little less than the majority of the preschoolers were in the preparatory level with a percentage of 48.2 percent.
- The data under sibling position revealed that most of the preschoolers were first born or eldest sibling in the family with a percentage of 48.2 percent and with an overall mean of 1.88.

The family characteristic of the pupil respondents were as follows:

- About parent's educational attainment, majority were college level with a percentage of 91.2 percent.
- In terms of parents' occupation, data revealed that majority of parents were employed. To further, mothers' occupation had a little less than the majority with a percentage of 47.4 percent while fathers' occupation had the majority with a percentage of 88.9 percent.
- Parent's job status revealed that many were full time employee. Mothers had a percentage of 50.9 while fathers had a percentage of 90.7.
- The parenting style inventory showed that the most frequent parenting style used by the parents was the Authoritative Parenting Style with a percentage of 64 percent.
- Number of siblings' profile of the respondents also revealed that most of the pupil respondents were in the 1 to 2 bracket with a percentage of 58.8 percent.

Profile of the presence of housemaid showed that majority of the families can work without housemaids with a percentage of 64.9 percent. However, presence of relative in the family marked that majority of the grandparents live in the family with a percentage of 57.5 percent.

The social readiness inventory showed that pupil respondents had a moderate social readiness with a percentage of 51.8 percent and had an overall mean of

101.7. However, the intellectual readiness showed that pupil respondents had a superior intellectual readiness with a mean of 121.41.

The relationship between the personal characteristics of the respondents in terms of age, gender, grade level and sibling position and the social and intellectual readiness of preschoolers were as follows:

The relationship of age and social readiness with the computed spearman rank correlation coefficient of $-.127$ with a probability value of $.178$ at 5 percent level of significance was accepted. More so, relationship of age and intellectual readiness with the computed spearman rank correlation coefficient of -0.646 with a probability value of $.000$ at 5 percent level of significance was rejected.

The relationship of gender and social readiness with the computed point biserial correlation coefficient of $-.007$ at 5 percent level of significance was accepted. The relationship of gender and intellectual readiness with the computed point biserial correlation coefficient of -0.235 at 5 percent level of significance was rejected.

The relationship of grade level and social readiness with the computed point biserial correlation coefficient of $-.005$ at 5 percent level of significance was accepted. The relationship of grade level and intellectual readiness with the computed point biserial correlation coefficient of 0.142 at 5 percent level of significance was accepted.

The relationship of sibling position and social readiness with the computed spearman rank correlation of 0.095 with a probability value of 0.314 at 5 percent level of significance was accepted. The relationship of sibling position and intellectual readiness with the computed spearman rank correlation of -0.129 with a probability value of 0.173 at 5 percent level of significance was accepted.

The relationship between the family characteristics of the respondents and the social and intellectual readiness of the preschoolers are as follows:

The relationship of their parents' educational attainment to social readiness with the computed point biserial correlation coefficient of 0.089 at 5 percent level of significance was accepted. The relationship of their parents' educational attainment to intellectual readiness with the computed point biserial correlation coefficient of 0.059 at 5 percent level of significance was accepted.

The relationship of their mothers' occupation to social readiness with computed chi-square value of 0.694 was accepted. The relationship of their mothers' occupation to intellectual readiness with computed chi-square value of 5.055 with probability value of 0.282 was accepted. However, the relationship of their fathers' occupation to social readiness with computed point biserial correlation coefficient of 0.081 was accepted. More so, the relationship of their fathers' occupation and intellectual readiness with the computed correlation coefficient of 0.060 was accepted.

The relationship of their mothers' job status to social readiness with computed chi-square value of 3.015 was accepted. The relationship of mothers' job status and intellectual readiness with the computed chi-square value of 3.015 was accepted. On the other hand, the relationship of their fathers' job status to social readiness with the computed point biserial correlation coefficient of 0.122 was accepted. The relationship of fathers' job status and intellectual readiness with the point biserial correlation coefficient of 0.076 was accepted.

The relationship of parenting style and social readiness with the computed chi-square value of 0.055 with a probability value of 0.973 was accepted. The relationship of parenting style and intellectual readiness with the computed chi-square value of 2.525 with a probability value of 0.640 was accepted.

The relationship of number of siblings and social readiness with a computed spearman rank correlation coefficient of 0.027 with a probability value of 0.776 was accepted. The relationship of number of siblings and intellectual readiness with a computed spearman rank correlation coefficient of -0.061 with a probability value of 0.518 was accepted.

The relationship of the presence of housemaid and social readiness with the computed correlation coefficient of 0.077 was accepted. The relationship of presence of housemaid and intellectual readiness with the computed correlation coefficient of 0.051 was accepted. Moreover, the relationship of relatives in the family and social readiness with the computed point biserial correlation coefficient of -.072 which is not significant at 5 percent level, was rejected. On the other hand, the relationship of the relatives in the family and intellectual readiness with the computed point biserial correlation coefficient of .072 which is not significant at 5 percent level was accepted.

Based on the result the of the multiple regression analysis the personal and family characteristics of pupil respondents which is significantly related to intellectual readiness were the age and gender of the pupil. Hence, they were considered as the predictors of intellectual readiness. However, the result of the stepwise regression analysis shows that the better predictor of intellectual readiness of the pupil respondents was their age. On the other hand, the presence of relatives in the family is the only personal and family characteristic, which is significantly related to their social readiness.

Recommendations

In the light of the foregoing data, here are some ideas that the researcher wanted to recommend:

1. Since the social readiness of the pupil respondents was moderate, parents should continuously provide their children positive social experiences that will improve their readiness. School Administrators should make and design programs for the preschoolers to improve their level of social readiness. Teachers should also be aware and work

hand in hand with the school and parents in facilitating the said programs.

2. Since the intellectual readiness of the pupil respondents were superior, school administrators should set and make programs to improve the intellectual readiness of the pupil respondents and avoid its decline but to improve more. Also, parents should be aware to continuously provide ample time to educate their children as to the best they can.
3. Age is the better predictor of the intellectual readiness. The school administrators should consider the age of the child who will enter preschool before they will admit him/her. Teachers should be aware of this result to further help the young ones. Parents should also take into consideration the age of their children before entering school.
4. Relative in the family is the only predictor of the social readiness. Parents of the pupil respondents should encourage their parents to continuously give support for the family. To further, there should be seminars or trainings as to how grandparents will educate their grandchildren to become more socially ready.
5. Further studies can be conducted on the predictors of social and intellectual readiness in order to validate the result of this study.

REFERENCES

- Bee, H. (1995). *The developing child*. Seventh Edition.
- Belardo, M.J.P. (1997). Factors affecting the nutritional status of preschoolers of Blessed Christ Academy Dasmariñas, Cavite SY 1996 - 1997. De La Salle University – Dasmariñas, Cavite.
- Belen, L.M. (1997). Early childhood experiences program (ECEP): Success or Failure?. De La Salle University – Dasmariñas, Cavite.
- Billman, J. and Sherman, J. (1997). *Observation and participation in early childhood settings. A practicum guide*. Second Edition.
- Alexander: e-magazine.adoption.com/articles/462/the-world-of-the%20adopted-child.php.
- <http://ceep.crc.uiuc.edu/eeearchive/digests/191/kats91.html>
- <http://ourworld.compuserve.com/homepages/hstein/birthord.htm>
- http://psychology.about.com/od/theoriesofpersonality/a/psychosocial_2.htm
- http://www.visualstatistics.net/web%20Visual%20Statistics/Visual%20Statistics%20Multimedia/point_biserial_coefficient_of_correlation
- <http://www.ericdigests.org/pre-9219/readiness.htm>
- Lally: hsnrc.org/CDI/rlally1.cfm
- Knitzer & Leftkowitz: nccp.org/publications/pdf/text_648.pdf
- Sweeney, T. (1998). *Adlerian Counseling: A practitioners approach*. Fourth Edition.