CORRELATES OF THE READINESS OF GRADE I PUPILS IN THE DISTRICT OF PAGSANGHAN: IMPLICATIONS TO PRE-SCHOOL EDUCATION

A Thesis

Presented to

The Faculty of the College of Graduate Studies

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In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Education

Major in Elementary Education

MARIA TERESA E. DONADILLO

March, 2011

APPROVAL SHEET

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DEDICATION

"Gratitude can transform common days into thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings."

To Atanacio... for his love and strength

To Adrian, Ariel, Alfred and Alonah...
my bundles of joy, for their laughter and cheer

To my Pupils... for their inspiration

To my fellow Teachers...
for their pieces of encouragement

To all of YOU, thank you!

Teresa

ABSTRACT

This study the correlates of the readiness of Grade I pupils in the District of Pagsanghan during the school year 2009-2010. Using the descriptive correlational research design, this study determined the correlates of the readiness of grade I pupils in the District of Pagsanghan. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along self-help/ socio-emotional reveals a computed r of -0.02 which is interpreted as negligible relationship between the variables. The computed t-value was -0.30, which is less than the critical t-value of 1.96 at 0.05 level of significance and df=311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional domain and the pupil-respondents academic performance in Filipino". The academic performance of the pupil-respondents in the five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura, is "very high". The academic performance of the pupil-respondents in English and Mathematics is significantly related to their level of readiness along construction/visual motor integration. The academic performance of the pupil-respondents in English, Science and Health, and Sibika at Kultura is significantly related to their level of readiness along self-help/socio-emotional. For the recommendation, preschool education should be offered in elementary schools in every barangay, not only in central elementary schools.

TABLE OF CONTENTS

Chapter Page

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The child gets his first education from his family. The United Nations Convention on the Rights of the Child provides that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. Article 18 of the same Convention further states that State parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible (Working with Young Children and Families Resource Book, 2001: 22).

From the family, the child is introduced to the larger society through another social institution which is the school. This idea was echoed by sociologists that the school is the environment where the child is weaned away from home and is introduced into the larger society (Panopio, et al., 1994: 85). It is where he gets his education that enables him to harness his potentials. In fact, Article XIV, Section 2 of the 1987 Philippine Constitution recognizes the vital role of education of its people which says that "the State shall establish and maintain a system of free education in elementary and high school levels" (Cruz, 1994: 63).

low-performing schools, provision of Early Childhood Care and Development (ECCD) guidelines to day care workers, training of these workers and provision of books and other instructional materials (PIA Press Release, 2008:1 at http://archives.pia.gov.ph).

Nevertheless, this emphasis on the early childhood education of pupils is not new in the country. In fact, Presidential Decree No. 1567, otherwise known as "Barangay Day Care Center Law of 1978" was enacted even during the Marcos regime. It provided for the establishment and maintenance of day care centers in every barangay with at least one hundred families.

Early childhood education was identified as important vis-à-vis the need for health care and socialization of children as early as possible. Daycare centers facilitate the total development of the child through opportunities for play and learning experiences in programs designed specifically for young children and assist parents in fulfilling their responsibility of taking care of their children without taking over parental care. Rather, it aims to complement the care and education that pupils receive from their parents (Working with Young Children and Families Resource Book, 2001: 14).

Many educators have found that pupils who have been enrolled in preschool centers developed positive concept and basic understanding and skills that make them better able to apply their efforts to intellectual tasks when they enter formal school (Microsoft Encarta Encyclopedia, 2006:1). The implication is that a child's life is shaped and molded considerably during the early years. It is

well established that the most important years of learning are begun at birth since a child's brain at this age is making connections that will last for the rest of his life (Heyman, Dweck, and Cain, 1992:401-415). During these early years, a human being is capable of absorbing more information at a time than they will ever be able to again. The environment of the pupil influences the development of cognitive skills and emotional skills due to the rapid brain growth that occurs in the early years. Studies have shown that high quality or any high rated preschools have a long term effect in improving the outcomes of a pupil, especially a disadvantaged pupil (ibid).

Arguing along this light, it is thus safe to assume that pupils, who have pre-school education, even in day care centers in the community where they live, are more prepared to be in formal schools than those who have not acquired said level of education. It is for this reason that the researcher wanted to probe into – whether or not Grade I pupils with preschool education are well-prepared to be in said grade level. Yet, the researcher was also well aware of the fact that the readiness of these pupils might not be anchored on their pre-school education alone. Hence, the researcher probed into the correlates of the readiness of Grade I pupils in the District of Pagsanghan.

This research thus brought to fore the concept of assessment of readiness for school of every pupil. In a speech by Angara (2011: 1), he mentioned that an Asian Development Bank study showed that about 830,900 six-year-old children have not begun primary school in 2007 because 62.50 percent of them were still

in preschool while 37.5 percent have not started schooling at all. He further mentioned that a child is deemed ready to advance to Grade 1 if he obtains at least 75.00 percent rate of mastery of certain competencies. The DepEd has found, however, that only 74.00 percent - or 495,905 pupils - during the school year 2007-2008 were actually ready to begin Grade 1. This means that over 174,000 pupils wanted to enter Grade 1 during this school year alone but lacked adequate skills in reading, simple mathematics and basic comprehension.

As of the school year 2008-2009, only 85.1 percent of Filipino children of elementary school-age have actually entered the public and private education system (Angara, 2011:2 at http://www.edangara.com). Furthermore, the cohort survival rate - or the percentage of Grade 1 enrollees who actually make it to Grade 6 - was only 75.40 percent as of the school year 2008-2009 whereas the completion rate - the proportion of Grade 1 pupils who finish elementary - was even lower at 73.30 percent. In said speech, Angara expressed that these figures are alarming because they represent real Filipino children whose personal development are impaired and who are being left out of national progress because they are not able to get into school or stay in it. The primary reason behind these dismal figures is that scores of Filipino children are ill-equipped to cope with the demands of school work. Numerous six-year-old children set foot in school without the basic competence to participate in class discussions or answer their homework. It is not uncommon for children to quit school out of humiliation for failing to keep up with their peers.

The foregoing claims were supported by Tubeza (2009:1) in his article that states that according to the results of DepEd's Readiness Assessment Test of Grade 1 pupils in 2008, 58.00 percent were unprepared for elementary school. Worse, two out of 10 Grade I pupils eventually drop out before the school year ends because of poverty, health problems, and lack of preparation for school.

It is therefore safe to assume that the full development of the country's human capital should start at a critical phase of the education ladder - pre-school. Locally, the results of the School Readiness Assessment for Grade I (Posttest) in Pagsanghan District which has nine schools with day care centers revealed that three of these schools (Calanyugan ES, Cambaye ES, and Pange ES) had pupils who were 100 percent ready, followed by San Luis with pupils who were 96.97 percent ready and Bangon with pupils who were 89.47 percent ready. The remaining schools with day care centers had the following results: Caloloma ES-79.31 percent, Buenos Aires ES-70.00 percent, Villa Hermosa-56.00 percent, and Pagsanghan ES-51.94 percent.

While most schools registered that the pupils were ready to enter formal school - that is, Grade I - the remaining schools, specifically Pagsanghan ES, revealed that the pupils were not as ready as they ought to be to be enrolled in the first grade in the elementary. Based on the foregoing discussions, it is evident that there are correlates of the readiness of pupils to enter formal school (Grade I). On the basis of this premise, the researcher conceived of this study in

order to probe into whether or not attendance in preschool education is one of the correlates for school readiness.

Statement of the Problem

This study determined the correlates of the readiness of Grade I pupils in the District of Pagsanghan during the school year 2009-2010.

Specifically, this study sought answers the following questions:

1. What is the profile of the pupil-respondents in terms of:
    - 1.1 age and sex;
    - 1.2 family size;
    - 1.3 birth order;
    - 1.4 number of boy/girl siblings;
    - 1.5 nutritional status;
    - 1.6 average monthly family income;
    - 1.7 parents' educational background;
    - 1.8 parents' occupation;
    - 1.9 religion, and
    - 1.10 early childhood education attended?
2. What is the level of readiness for school of the pupil-respondents in terms of the following domains:
    - 2.1 gross motor;
    - 2.2 fine motor;

2.3 receptive/expressive language;

2.4 sensory discrimination;

2.5 concept formation;

2.6 numeracy;

2.7 reading readiness;

2.8 construction/visual motor integration, and

2.9 self-help/socio-emotional?

3. Is there a significant relationship between the level of readiness of the pupil-respondents in the nine domains and the following:

3.1 age and sex;

3.2 family size;

3.3 birth order;

3.4 number of boy/girl siblings;

3.5 nutritional status;

3.6 average monthly family income;

3.7 parents' educational background;

3.8 parents' occupation;

3.9 religion, and

3.10 early childhood education attended?

4. What is the academic performance of the pupil-respondents in the learning areas in Grade 1:

4.1 English;

4.2 Filipino;

4.3 Science;

4.4 Mathematics, and

4.5 Sibika at Kultura?

5. Is there a significant relationship between the academic performance of the pupil-respondents in the five learning areas and the following pupil-related variates:

5.1 age and sex;

5.2 family size;

5.3 birth order;

5.4 number of boy/girl siblings;

5.5 nutritional status;

5.6 average monthly family income;

5.7 parents' educational background;

5.8 parents' occupation;

5.9 religion, and

5.10 early childhood education attended?

6. Is there a significant relationship between the pupil-respondents' level of readiness in the nine domains and their academic performance in the five learning areas?

7. What implications to preschool education can be derived from the findings of the study?

Hypotheses

Based on the specific questions posed in this study, the following hypotheses were tested.

1. There is no significant relationship between the level of readiness of the pupil-respondents in the nine domains and the following:

   1.1 age and sex;

   1.2 family size;

   1.3 birth order;

   1.4 number of boy/girl siblings;

   1.5 nutritional status;

   1.6 average monthly family income;

   1.7 parents' educational background;

   1.8 parents' occupation;

   1.9 religion, and

   1.10 early childhood education attended.

2. There is no significant relationship between the academic performance of the pupil-respondents in the five learning areas and the following pupil-related variates:

   2.1 age and sex;

   2.2 family size;

   2.3 birth order;

   2.4 number of boy/girl siblings;

2.5 nutritional status;

2.6 average monthly family income;

2.7 parents' educational background;

2.8 parents' occupation;

2.9 religion, and

2.10 early childhood education attended.

3. There is no significant relationship between the pupil-respondents' level of readiness in the nine domains and their academic performance in the five learning areas.

Theoretical Framework

The study was primarily anchored on the Theory of Cognitive Development espoused by Piaget. According to him, individuals evolve in sequential stages of cognitively different level of intellectual development beginning with the sensory-motor stage and ending in formal operational stage (Piaget, 1958: 2). In his work, Piaget identified the child's four stages of mental growth. In the sensorimotor stage, occurring from birth to age 2, the child is concerned with gaining motor control and learning about physical objects. In the preoperational stage, from ages 2 to 7, the child is preoccupied with verbal skills. At this point, the child can name objects and reason intuitively. In the concrete operational stage, from ages 7 to 12, the child begins to deal with abstract

concepts such as numbers and relationships. Finally, in the formal operational stage, ages 12 to 15, the child begins to reason logically and systematically.

Obviously, preschool involves pre-operational stage which means that the child is preoccupied with verbal skills and that the child can name objects and reason intuitively. Preschool teachers expect preschoolers to learn to socialize with other children and learn about the basic of reading, writing and arithmetic.

This study also found theoretical anchorage on Freud's (Bustos and Espiritu, 1985:13) Psychoanalytical Theory of Development. The theory stressed that personality development progresses according to stages experienced in the growing years of infancy and adolescence. These stages are: oral stage (0-2 years.), the anal stage (2-4 years), the phallic stage (4-6 years), the latency stage (6-12 years) and the genital stage (12 years up).

In this theory, the kind and quality care given to the child during the first six years of life determine what he would be like in his later years. Awareness of parents and teachers of the role of experiences during the early stage of the life cycle maybe considered as the most outstanding contribution of Freud's theory to understand the concept of personality development. As such, attendance in day care services would provide baseline information to parents of pre-school aged children as to their level of readiness to attend the formal six-year elementary education.

Moreover, the present study found theoretical basis in the Theory of Behaviorism espoused by Watson, as cited by Gregorio (1988: 94-96). The said

theory maintains that learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skill, specific attitude and opinions. It may also include innovation, elimination or modification of response. He believed on the pre-conceived end to which the child is made to conform. To him, learning is the process of fixation.

The theorist emphasizes that the response most frequently associated with stimulus will be elicited by that same stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior. As such, the teacher chooses the pattern according to which he is going to mold the pupil and then goes to work. He sets up situation in which the child can successfully accomplish the task. A competent teacher provides a particular situation which offers constancy of stimulation sufficient to form bonds and habits and provides adequate practice of them. Thus, the teacher's success is mirrored in the performance of the learner. In relation to this study, the day care teacher sets up the situation to the children to achieve the desired quality of education to them.

Conceptual Framework

Figure 1 shows the conceptual framework of the study.

The figure shows that the respondents of this study were the Grade I pupils of Pagsanghan District, Pagsanghan, Samar, who had and had no early childhood education during school year 2009-2010.

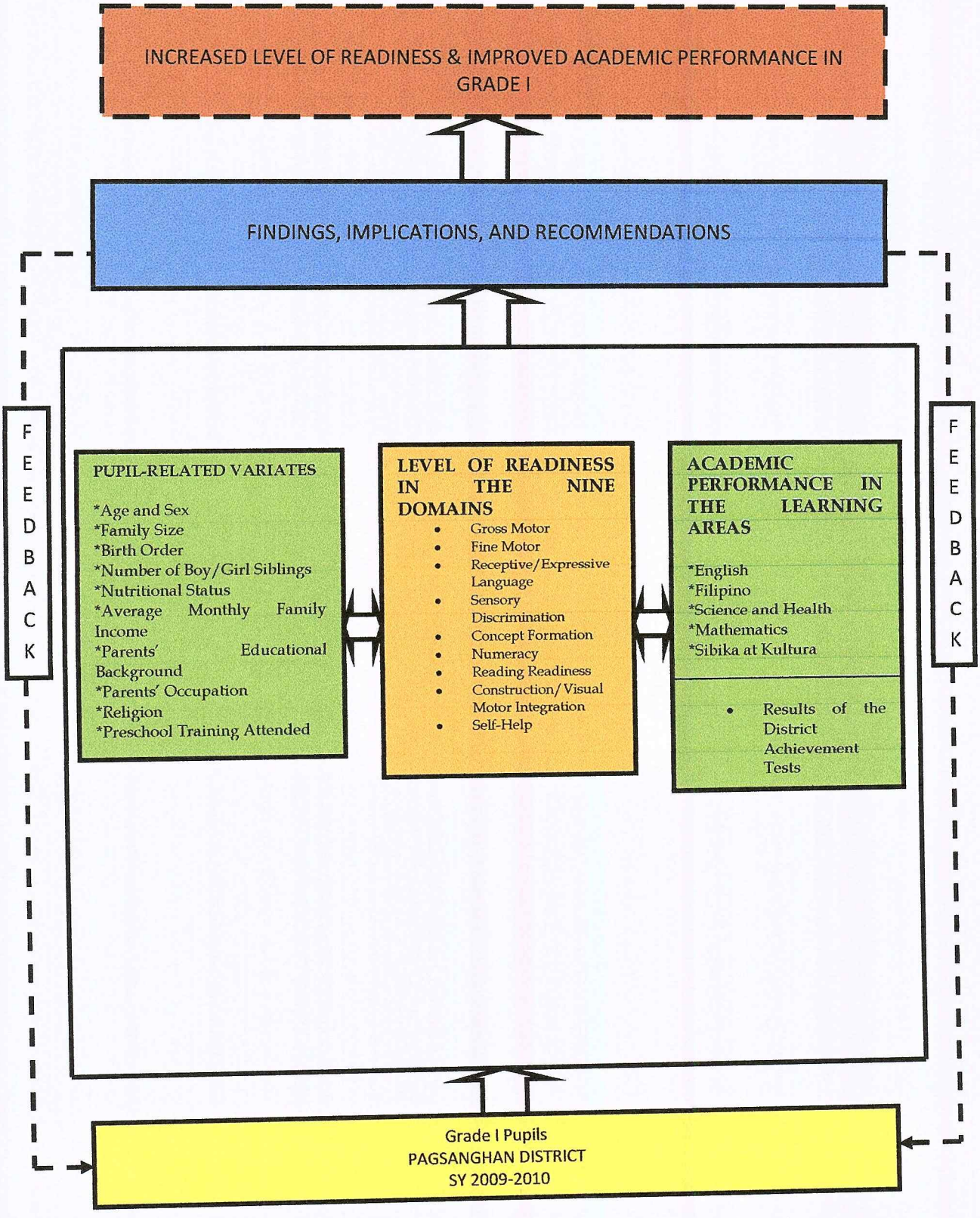


Figure 1. The Conceptual Framework of the Study

The study was primarily a descriptive correlational research aimed at determining the correlates of the level of readiness for school of Grade I pupils who had and had no early child education.

Pupils' profile variates such as age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended were investigated as possible correlates of pupils' readiness for grade I in the nine domains, namely: gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help/socio-emotional. In addition, this study determined the academic performance of Grade I pupils in the learning areas, namely: English, Filipino, Science and Health, Mathematics, and Sibika at Kultura. Lastly, correlation analyses were employed to determine the relationships between: 1) the level of readiness of pupils along nine domains and their profile variates, 2) the academic performance in the five learning areas of pupils and their profile variates, and 3) pupils' level of readiness in the nine domains and their academic performance in five learning areas.

The findings and recommendations of this study would serve as input for curriculum redirection to increase the level of readiness for Grade I of the preschool pupils with the ultimate aim of improving academic performance.

Significance of the Study

The result of this study would be highly important to the pupils, teachers, parents, school administrators, officials of the Department of Education (DepEd), day care workers, pre-schools, DSWD employees and future researchers.

To the pupils. The results of this study would prepare them for formal school - that is, the six years of elementary education - given their attendance in day care services. This would also provide them with knowledge as to how they perform in the different subject areas in Grade I such as in Filipino, English and Mathematics. Eventually, this would motivate them to do well in school.

To the teachers. They would be guided accordingly to know their pupils better - that is, in terms of what preschool education availed of, how prepared they are in entering formal school, and how their attendance in preschool would influence their academic performance in all the learning areas. This study would help them understand the nature of the child to make teaching effective and learning productive. They would be able to group appropriate and apt teaching strategies in accordance to the needs, interests, willingness, and abilities of the learner.

To the parents. The parents are the indirect beneficiaries of the study. This study would serve as an eye opener to them, enabling them to realize the importance of preschool education as an introduction of their children into formal schooling. This would encourage them to work hand-in-hand with the preschool personnel to enhance harmonious relationship between school and

home, parents and teachers for favorable learning condition in behalf of their children's development.

To the school administrators. The school administrators need to have information about the relevance of preschool education to the readiness of children to enter formal school. Such information would encourage pupils, parents, and teachers to work towards the common good for the improvement of the living condition of each member of the society. The result of this study might serve as the basis for improving further educational set up of every school in the Division of Samar.

To the DepEd officials. This study would provide baseline information to the officials of the Department of Education in order to lobby for policies in support of preschool education in the country.

To the day care workers. Inasmuch as the study dealt with the correlates of the readiness of the pre school pupils to be in Grade I, the day care workers would thus benefit in terms of increased awareness of the importance to provide a solid foundation for pupils enrolled in day care centers. This would enable them to devise ways by which they would be able to prepare preschool pupils to be in formal school physically, emotionally, socially and intellectually.

To the preschools. The results of this study would served as input to prepare children for formal school – that is, the six years of elementary education - given their attendance in day care services, nursery, and kindergarten. This would also provide them with knowledge as to how they perform in the

different subject areas in Grade I such as in Filipino, English and Mathematics. This idea will motivate them to do well in school.

To the DSWD employees. The result of the study would provide the DSWD input for improving their programs on education of children such as offering and opening of preschools.

To the future researchers. This would serve as literature for the conduct of future researches on preschool education.

Scope and Delimitation

This study determined the correlates of the level of readiness of Grade I pupils in the District of Pagsanghan. Meanwhile, this study was conducted in nine elementary schools in the District of Pagsanghan, Samar, namely: Bangon ES, Buenos Aires ES, Calanyugan ES, Caloloma ES, Cambaye ES, Pagsanghan ES, Pange ES, San Luis ES, and Villa Hermosa ES having preschools.

With a descriptive correlational research design, this study gathered data from 313 Grade I pupils using a questionnaire, test, and standard school readiness assessment test as data gathering instrument. The descriptive method was employed in order to explain the profile of the pupil-respondents in terms of their age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education

MUNICIPALITY OF GANDARA

TO CATBALOGAN

GANDARA RIVER

TAMBONGAN (GANDARA)

CONCEPCION (GANDARA)

BUENOS AIRES

PANGE RIVER

SAN LUIG

HINOGACAN (GANDARA)

PANGE

CALULUMA

VIEJO

LIBERTAD

STO. NIÑO

CANLAPWAS

BANGON

CAMBAYE

VILLAHERMOSA OGG

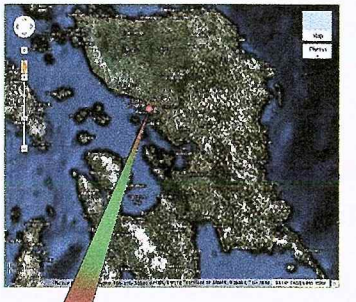
VILLAHERMOSA OR

EGOT RIVER

DAP-DAP

CAGANTUGAN

MUNICIPALITY OF TARANGNAN



MUNICIPALITY OF PAGSANGHAN

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REPUBLIC OF THE PHILIPPINES
PROVINCE OF SAMAR
MUNICIPALITY OF PAGSANGHAN

BASE MAP OF PAGSANGHAN

LAND AREA : 8,887.00
POPULATION : 7,343.00
HOUSEHOLDS : 1,340
NA. OF BARANGAYS : 13

LEGENDS:

- BARANGAY
- NATIONAL ROAD
- NAT'L/PROVINCIAL ROAD
- RIVER/CREEK
- MUNICIPAL BOUNDARY
- BARANGAY BOUNDARY

PREPARED BY:

OFFICE OF THE MUNI. PLANNING & DEVELOPMENT COORDINATOR

attended; the level of readiness of pupils along gross motor, fine motor, receptive/expressive language and sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration and self-help/socio-emotional; and their academic performance in the five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura.

Correlation was applied to determine the relationships between: (1) level of readiness of the pupil-respondents in the nine domains and the pupils' variates, (2) academic performance of the pupil-respondents in the five learning areas and pupil-related variates, and (3) pupil-respondents' level of readiness in the nine domains and their academic performance in the five learning areas.

Descriptive as well as inferential statistical tools were used in processing data which included frequency count, percentage, mean, standard deviation, Pearson r, and Fisher t-test. Finally, this study was conducted during the school year 2009-2010.

Definition of Terms

For better understanding of terms used in this study, a definition of terms is hereby provided conceptually and operationally.

Academic performance. The term is defined as the accomplishment level on learning subjects designated by test scores or by marks assigned by teachers (Webster, 1999:9). In this study, this referred to the scores in the District

Achievement Tests for English, Filipino, Mathematics and Sibika at Kultura of the Grade I pupils in Pagsanghan District.

Average monthly family income. It is the sum of all the wages, salaries, profits, interests payments, rents and other forms of earnings received by all the income-earning members of household in a given period of time, as in this case, in a month (Case and Fair, 2007:54). Operationally, it was used in the same context as it was defined in the foregoing statement, except that it specifically referred to the combined earnings of the household members of the pupil-respondents of this study.

Birth order. It is defined as a person's rank by age among his or her siblings (Sulloway, 2001:39). In this study, this referred to the same definition as mentioned in the preceding statement, but, specifically referred to the rank as child of the family of the pupil-respondents as first, second, third, fourth and others.

Concept formation. This term refers to forming a general idea specially an abstract one which provides pupils with an opportunity to explore ideas by making connections and seeing relationships between items of information and a method which can help them develop and refine their ability to recall and discriminate among key ideas, to see commonalities and identify relationships, to formulate concepts and generalizations, to explain how they have organized data, and to present evidence to support their organization of the data involved

(Feldman, 2003:227). It was in the same context that this term was used in the study.

Correlates. This term is defined as to bring into mutual or reciprocal relations (The New Webster Dictionary of the English Language, International Edition, 2004: 145). As applied to this study, these were the pupils' profile factors related to level of readiness in grade I which included age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended.

Day care services. This term refers to the pre-school educational program designed by the Department of Social Welfare and Development (DSWD) for the education of children whose age ranges from 3-5 years old to prepare them for formal schooling (http//www.dswd.gov.ph). It was in the same context that this term was used in the study.

English. It is a subject which is concerned with developing competence in listening, speaking, reading and writing which includes skills in auditory discrimination and cognitive comprehension, using language expressions and grammatical structures correctly, skills for vocabulary development, levels of comprehension, readiness skills, mechanics, guided writing, functional and creative writing (Handbook in English, Basic Education Curriculum, 2002: 1). Operationally, this term was used as it was defined above.

Filipino. It is a subject which is concerned with developing competence in listening, speaking, reading and writing in the national language with specific skills developed in communication situation using varied materials to the point of mastery where pupils are introduced to materials such as rhymes, poems, jingles, stories, and dialogues to their grades (Handbook in Filipino, Basic Education Curriculum, 2002: 1). Operationally, this term was used as it was defined above.

Family size. In this study, this referred to the total number of parents, and unmarried children living in one household.

Fine motor. This term refers to the coordination of small muscle movements which occur in body parts such as the fingers, usually in coordination with the eyes which includes movements that require a high degree of control and precision such as drawing shapes, writing, and cutting with a scissors, using eating utensils (Geddes and Grosset, Webster Universal Dictionary and Thesaurus, 2002: 201). It was in the same context that this term was used in the study.

Gross motor. This term refers to total muscular movement producing motion which involves the large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting, and throwing a ball (Santrock, 2007:12). It was in the same context that this term was used in the study.

Mathematics. In grade I, it includes the study of whole numbers, addition and subtraction, basic facts about multiplication and division, basics of geometry,

fractions, metric and local measurements, the use of money and their applications to practical problems based on real life activities (Handbook in Mathematics, Basic Education Curriculum, 2002: 1). Operationally, this term was used as it was defined above.

Number of boy/girl siblings. In this study, this referred to the total number of brothers/sisters of the pupil-respondents.

Numeracy. This term refers to basic understanding of numbers and arithmetic operations and is defined as the ability to reason and to apply simple numerical concepts, including fundamental mathematics like addition, subtraction, multiplication, and division (Handbook in Mathematics, Basic Education Curriculum, 2002:3). It was in the same context that this term was used in the study.

Nutritional status. It is conceptually defined as the condition of the body in those respects influenced by the diet; the levels of nutrients in the body and the ability of those levels to maintain normal metabolic integrity, including weight and height for age (Bender and Bender, 2005:210). In this study, this referred to the weight, height and common illness of pupil-respondents.

Parents' educational background. It is the acquired education of an individual to gain knowledge (Compton's Encyclopedia Vol. 7, 1996: 77). Operationally, this referred to the highest level of education obtained by the father and the mother of the pupil-respondents.

Parents' occupation. It is a certain person's usual or principal work in which he earns a living (Random House Webster's Concise College Dictionary, 1999: 265 - 598). Operationally, it referred to the job or source of income of the parents of the pupil-respondents as indicated in the questionnaire.

Preschool. This term refers to the provision of learning to children before the commencement of statutory and obligatory education, usually between the ages of zero and three or five which may be part of or separate from child care services needed by working parents and may be government-run programs or private ventures (Buysee and Wesley, 2005:132). Operationally, this term was taken in the same context as it was defined in the foregoing statement, except that it specifically referred to early education offered by the different schools in Pagsanghan District.

Preschool education. The term defined as the act of teaching and learning process of a child before he is old enough to go to school (Webster, 1998:1200). In this study, this term referred to attendance in daycare, nursery and kindergarten of the pupil-respondents of this study.

Pupils. This term pertains to a learner, or someone who attends an educational institution (Word Finder, 1998:1295). This referred to the Grade I pupils of the different schools in Pagsanghan District.

Readiness. It is the preschool children's ability to cope with formal school experiences which depend on training, experience and heredity (Preschool Education Handbook, 2003: 270). This term was used as it is defined above.

Reading readiness. This term refers to the point at which a person is ready to learn to read and the time during which a person transitions from being a non-reader into a reader which includes age-appropriate oral language development and vocabulary, appreciation of stories and books, phonemic awareness (ability to distinguish and manipulate individual sounds of language), understanding of basic print concepts, understanding of the alphabetic principle, ability to distinguish shapes (visual discrimination), and ability to identify at least some letters of the alphabet (Kahayon and Aquino, 1999: 413). It was in the same context that this term was used in the study.

Receptive/expressive language. This term refers to receipt or understanding of language (receptive) and when language is first enunciated by the mother and the child repeats by imitative sounds (expressive) (Kahayon and Aquino, 1999: 51). It was in the same context that this term was used in the study.

Religion. This term refers to a way of life or belief based on a person's ultimate relation to the universe or a god or gods (Microsoft Encarta Encyclopedia, 2002). In this study, the term was used as it was defined.

Science and Health. This subject aims to help the Filipino child gain a functional understanding of Science concepts and principles linked with real life situations, acquire science skills as well as scientific attitudes and values needed in solving everyday problems; pertain to health and sanitation, nutrition, food production, and the environment and its conservation, including simple science and health concepts such as the child's interaction to his immediate environment

which is integrated in English used in developing the skills in English (Handbook in Science and Health, Basic Education Curriculum, 2002:1). Operationally, this term was used as it was defined above.

Self-help. This term refers to provision of means to help oneself instead of relying on others (Geddes and Grosset, Webster Universal Dictionary and Thesaurus, 2002: 465). It was in the same context that this term was used in the study.

Sensory discrimination. This term refers to conveying information to the brain by the senses and distinguishing such information (Geddes and Grosset, Webster Universal Dictionary and Thesaurus, 2002: 160, 465). It was in the same context that this term was used in the study.

Sex. It is either of the two major forms of individual that occur in many species and are distinguished as male and female especially on the basis of their reproductive organs and structure (Merriam Webster's Collegiate Dictionary, 2003: 1140). Operationally, it was the distinction of the pupil-respondents as male (boy) and female (girl).

Sibika at Kultura. It constitutes the whole Makabayan learning area for Grades 1-3, where MSEP is integrated within it, Heograpiya, Kasaysayan, at Sibika (HKS) constitute the Araling Panlipunan (AP) or Social Studies component of Makabayan for Grade 4-6. (Handbook in Makabayan, Basic Education Curriculum, 2002: 1). Operationally, this term was used as it was defined above.

Visual motor integration. It is defined as the extent to which an individual can coordinate vision with body movement or parts of the body (en.wikipedia.org). It was in the same context that the term was used in this study.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents ideas from books, journals and other published materials and excerpts from master's theses and dissertations which were found related to the present study.

Related Literature

The foregoing is a discussion of the relevance of early education to the development of children taken from books, magazines, journals and other publications.

Panopio, et al. (1994: 85) said that education is essential in an individual's development in that it harnesses a person's potential and eventually produces a complete whole, including pre-school education. It is also an avenue whereby the individual is weaned from the homes and are introduced into the larger society.

The report of the Asian Development Bank (ADB) in 2004 found out that regional disparities are still large and some indicators have widened and the number of poor families has equally increased. Thus, the country's ultimate goal to compete with its neighbors in Asia remains unrealized. With this problem that confronts the country, education is seen to be one of the means by which the Philippines will be able to compete globally. As such, reforms to improve the quality of education should be installed and focus, although not exclusively, in

making progressive and responsive curricular programs to equip the graduates with right knowledge, appropriate skills and work values. Therefore, there must be a strong support in education especially in preschool level.

One of the important levels of the educational system in the Philippines is pre-school education which will determine the future of the children in higher-level education. Article XIV, Section 2 (1) of the 1987 Philippine Constitution provides that "the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society". This constitutional provision calls for a periodic evaluation of the curriculum in order to know the needs of the learners that should be integrated. Thus, the school should consistently keep itself attuned not only to the needs of the learners but also that of the society.

Guerrero (1997: 6) traced the development of preschool education to have started with the humanistic tradition during the time of Plato and Aristotle. During their times, there was recognition of the importance of early education among children. According to Guerrero, both Plato and Aristotle saw human beings as essentially good and they emphasized a society in which good people followed good laws. Not long after, there was introduction of the Montessori Method by Maria Montessori which was basically a belief that the intelligence of children undergoes changes in four stages of the construction of personality: an absorbent mind from birth to six, an enormous reasoning mind from 7 to 12 and concern for gaining economic independence from 12 to 18.

Guerrero (1997: 40) presents the universal characteristics of kindergarten, namely: a) each child is unique, b) kindergarten children may have different levels of maturity, c) young children are physical in their response, d) kindergarten children are eager learners, e) kindergarten children love to feel grown-ups, and f) growth in personality is a continuing process.

It is upon this last universal characteristic of kindergarten education that Briggs (1952: 229) stated that educational improvement must be a continuous organic process and not a series of separate, unrelated reforms. He added that educational continuity and integration must be maintained. This implies that the curriculum of the school must be supervised and integrated in order to equip the learners with the needed skills for acquiring knowledge and to increase their level of competence and competitiveness.

Myrdal (1991: 231-234) commented that education in lower levels should be strengthened in order to raise the quality of graduates in tertiary programs. The caliber of candidates of tertiary courses should possess the necessary skills as well as content in order to be efficient and effective career persons in the future. This means that the kind of education should prepare learners with the necessary skills as well as mastery of content. There is a need to device programs that would answer these needs.

Giron (1991: 235) pointed out that the present educational system is "inadequate" in that at present most schools produce graduates, which have difficulty getting employment. One of the more obvious reasons is the lack of

know-how and do-how skills necessary to train students well when they are still in school. One of the ways envisioned to address the education needs of the country is to conduct researches that address the needs of students.

One aspect of development with which schools are most concerned is cognitive development. Bustos and Spiritu, (1985:13) said that in the pre-operational stage, it is where the children begin to display an increased ability to assimilate new information and experiences and interpret their meanings. Therefore, good and quality education for the children is the main concern of the educational system.

Gaining the right education of the children is important because they believe what they see and hear, it cannot be forgotten and education is the precious legacy that parents can give to their children. Providing quality education is most desired by educators, parents and even teacher themselves. What they have gathered in their early stage will affect their future. So parents should look for the welfare of their children at the early stage of life.

Cusher and Safford (1992: 168) stressed that quality education can be attained by molding young individual starting from their formative years. The preschool years of the child have many stages. Indeed, a good or excellent school where every learner attains the fullest flowering of innate faculties is the best justification for continued support.

Aquino and Razon (1993: 47) said that the preschool age is the critical period in the child life. The basic structure of individual is laid down during the

first five years of life and subsequent growth for the most part is only elaboration of this basic structure. The child mind at this stage is very inquisitive. In this connection, the child should always be with a learning tool and in learning environment. Play is has a very vital role in this stage of development. It is imperative then that play periods should be provided to children, that parents and teacher play with children and more so that activities around this period to be organized and develop through play.

According to Kelly, there are study guides for pupils. First, the physical condition, which is fairly recognized, should be of superior physical performance. As such, pupils must be careful to follow certain rules of physical hygiene and must train physically for the performance in question. For mental activity, in contrast, pupils often act as if mental activity is unrelated to body nutrition. They will go to school without proper food, stay up most of the night before an examination, fail to get proper physical exercise and recreation, and still be surprised when an abused nervous system fails to respond as desired during examination.

Hirch (1985: 68) discussed the external and the internal factors that influence the development of the individual characteristics important for academic achievement. External factors are defined as conditions which influence a child's academic achievement by direct means, either through the effect upon the school or the home or upon the development of some of the individual child factors.

Internal factors are defined as characteristics of the individual pupil which have some direct bearing upon his school achievement. Hirch further cited some factors affecting academic achievement which are also known as the environmental and biological development of the individual.

Meantime, the relationship between religion and education should also be taken into consideration in assessing the academic performance of pupils. In all aspects of the relationship between religion and education, the practice must flow directly from the constitutional values of citizenship, human rights, equality, freedom from discrimination, and freedom of conscience, religion, thought, belief, and opinion (McComish, 2005:1). Public institutions have a responsibility to teach about religion in ways that reflect a profound appreciation of the spiritual, non-material aspects of life, but which are different from the religious education, religious instruction, or religious nurture provided by the home, family, and religious community.

Apart from the aforementioned factors related to academic performance of pupils, the birth order of a pupil is also worth of consideration. Birth order, like any other personal influence, must be viewed as one among many interplaying factors within the family framework. Birth order affects jobs and roles one takes on in family such as helper or confident. The most responsibility is given to the oldest and then chronologically dispersed after that (http://life.familyeducation.com). Here are some generalizations about the influence of birth order in one's personality: (a) the first child is theorized to

develop natural leadership qualities; (b) the oldest daughter is frequently her mother's angel, a loving position full of glory, devotion, and attention, however, gets the brunt of strong parental supervision; (c) the second child is supposed to benefit from older sibling's mistakes, and, therefore, be more adept in handling family dynamics and parents; (d) the middle child some say is lost in the shuffle; others identify the middle child as the peacemaker and non-confrontational member of the tribe; and (e) the youngest child is usually babied longer and may maintain a position of dependency. These generalizations may imply that the birth order of pupils may have significant bearing on their academic performance in school.

Miguel (1994:236 - 256) pointed out that there are some factors associated with academic achievements. The analysis of the educational system was done by determining the relationship between the input and the output factors and some of the following are the results: 1) Regional variations in academic achievement are related with socio-economic factors which in turn are associated with geographical and characteristics. It is widely known that there are large regional gaps in the levels of socio-economic development across regions of the country. The data from SOUTELE seemed to lend credence to the hypothesis that variations in socio-economic conditions are systematically translated into variations in academic achievement test scores; 2) Family income and parent's education combined to form critical determinants for academic achievement levels of barrio, central and private school students; 3) The teacher's expectation

is an important factor in determining the academic achievement of pupils. The teachers' responses to the questions, "How would you evaluate the general motivation of this pupils?" were analyzed and the results showed that the evaluation of the teachers were quite accurate and correspond closely to the students in the achievement tests as the teachers' evaluation became more positive the student's academic performance also increased above the levels of their own self esteem; 4) Pre-school attendances and the type of elementary school (e.g., private) are surrogate measures of socio-economic status.

The educational provisions mandated in the 1987 Constitution have articulated in the Education Act of 1982, Batas Blg. 232, (as cited by Sutaria, et. al.,1989), which provides that:

> The state shall promote the right of every individual to relevant quality education regardless of sex, age, creed, and socio-economic status, physical and mental condition, racial, as well as ethnic origin, political or other affiliation. The state shall promote equality and access to education as well as the enjoyment of the benefits of all its citizens.

Scar and Wimberg (1978:43) shed light on the influence of family background on academic achievement. They discussed the long term effects of family background influences on adult intellectual, occupational, and economic outcomes. Family environment and genetics difference can account for some differences in adult achievement. Half or more of the long term effects of family background on children's intellectual attainment depend upon genetic, not environmental transmission.

Kapunan (1978:48) cited some environmental factors possible to have influenced scholastic performance, namely: (1) city children were found to be better than country children because of availability of educational facilities; (2) parent's occupation has an influence on scholastic achievement; (3) children in isolated and backward sections do not acquire the kind of experience in their home, school and community more than children living in urban or progressive section do; and (4) children of well-to-do parents have greater accessibility to libraries, places of culture and other facilities than those of poor parents. It further reveals that environmental climate forms a dynamic linkage to scholastic achievement. The college or university therefore, must be supportive in creating and providing an environmental climate for a better achievement.

Related Studies

The following studies had significant bearing with the present study.

Cimfranca (2000) studied on "Home and School Partnership: Its Relation to the Early Childhood Education". It showed the following: 1) Greater number of mind-aged parents who have higher education shown more interest in sending their young children to school; 2) Age and Education are factors that would motivate parents to consider childhood education as good start for future of their children, and 3) Home and School activities need effective participation in terms of parents involvement in early childhood programs. It also showed that home is very helpful in child success and development. Thus, the parents are

designed to create and strengthen a close home-school relationship to promote growth of the child improvements in the social cooperative endeavor though parents and teachers harmonious relationship enhance pupils development.

The present study found significant relationship with the previous study inasmuch as the former also dealt with early childhood education of the pupil-respondents as they influence the academic performance of pupils in all the learning areas. They differed, however, because the previous study also probed into home and school partnership as they influenced the early childhood education of pupils.

Carlson (2005) conducted a study entitled "Correlates and Consequences of Retention". As a longitudinal research, the characteristics of children retained in early elementary school and the effects of retention on achievement and adjustment were examined throughout the elementary years and again at age 16 years. The subjects were selected from the 190 children participating in the Minnesota Mother-Child Interaction Project, a longitudinal study of children at risk for problems in social and emotional development. During the school-age years, assessments were completed when the subjects were in kindergarten, first, second-, third-, sixth-grade and at age sixteen. In each of these years, the assessment batteries included teacher interviews, child interviews and testing, and mother interviews.

It was revealed in the study that at the time of the baby's birth the mothers ranged in age from 12 to 37 years (M= 20.52; SD = 3.65). It also yielded the

following results: (a) sixty percent of the mothers were single and 86.00 percent of the pregnancies were unplanned; educational level ranged from junior high school to post-college graduate level, and 40.00 percent of the mothers had not graduated from high school by the time their infants were born; 80.00 percent of the mothers were white, 14.00 percent were black, and the remaining 6.00 percent were Native American or Hispanic; approximately 15.00 percent of the children were of mixed racial backgrounds; the percent of minority students in the retained, comparison, and control groups were 35.00 percent, 31.00 percent and 16.00 percent, respectively; and subjects attended over 120 different schools during the 32 period retention was assessed (kindergarten through third-grade); (b) when compared to a group of non-retained children who displayed similar levels of early achievement and were comparable on two measures of intelligence, the retained subjects were more likely to be males with significantly poorer adjustment; (c) parents of comparison children were higher on IQ and were more involved with the school than parents of retained children; (d) controlling for initial levels of achievement and adjustment, little evidence was found supporting retention as an intervention for improving educational outcomes; (e) the retained group showed a temporary advantage in math achievement, but this disappeared as both groups faced new material; and (f) the retained group exhibited significantly lower emotional health in the sixth-grade.

Based on the findings of this study, it concluded that elementary grade retention was an ineffective intervention for both achievement and adjustment.

Inasmuch as the study was on the determination of correlates of retention among pupils in elementary, the previous study thus found significant relationship with the present study which, in a sense, was also on the determination of correlates of readiness of Grade I pupils. They differed, however, in terms of the variates studied, research locale, and respondents involved. The previous study was on the determination of correlates for retention of pupils in elementary schools and its effects on achievement whereas the present study was on the determination of correlates of readiness of Grade I pupils with early childhood education.

The study also found significant relationship with the study conducted by Ramirez (2004) entitled "Home Management Styles, Classroom Management Styles and Academic Performance of Grade I Pupils", aimed at assessing the home management styles of parents, classroom management styles of teachers and academic performance of Grade I pupils.

The study concluded the following: (a) as regards the home management style of parents, the perceptions of the grade I pupils and their parents did not differ significantly; they "agreed" of such roles of parents as pal, counselor, athletic coach, and police officer; they differed significantly on their perception of parents as martyr, (b) relative to the classroom management style of teachers, the grade I pupils and their teachers had essentially similar perceptions on the teacher as martyr, pal, counselor, athletic coach and police officer, (c) home management styles of parents did not appear to be influenced by the educational

background of parents, their occupation and monthly income, and (d) classroom management styles of teachers were generally not influenced by the teachers' age, years of service as teachers, particularly as grade I teachers.

The use of academic performance of the pupils made the two studies related. The difference was that the previous study determined the relationships among the home management styles, classroom management styles and academic performance of Grade I pupils in Eastern Samar whereas the present study determined the correlates of the readiness of pupil-respondents to be in Grade I.

Tarrayo (2003), in her study entitled "Exposure to Day Care Training of Grade One Pupils of Oquendo District II", revealed that pupils with Day Care training showed better academic performance than those who did not undergo Day Care training.

This study was related to the present study because both dealt with academic performance of pupils who attended preschool training and those who had not undergone any. In spite of obvious similarities, the two studies were still different. First, they differed in their research environments and second, in the respondents involved.

Tabones (2003), in her study entitled "Correlates of Performance of Pupils in the Monograde and Multigrade Classes in the Districts of Wright I and II", attempted to determine the factors related to the performance of pupils in the monograde and multigrade classes in Wright I and II. The study revealed that

the monograde pupils had a mean age of 9.76 years with a SD of 2.20 years while the multigrade pupils registered an average age of 9.52 years with SD of 2.26 years. Both the monograde and multigrade pupils had a favorable attitude towards schooling as indicated by their agreement with seven out of ten attitude indicators resulting to grand means of 3.91 and 3.90, respectively. Both the monograde and multigrade pupils assessed themselves to have "often practiced" nine out of 10 study habits resulting to grand means of 3.85 and 3.72, respectively.

The study also revealed that both monograde and multigrade teachers were "undecided" on the attitude indicators as they assessed themselves with grand means of 3.26 and 3.42, respectively, interpreted as neutral attitude. Both the monograde and multigrade teachers assessed themselves to have "high mastery" on the lessons they taught, as indicated by the grand means of 3.80 and 3.77, respectively. Monograde schools had school facilities, equipment and instructional materials. Multigrade schools had the following facilities, equipment and instructional materials such as classrooms, comfort rooms, playground and garden, stage, library and others.

Moreover, in multigrade classes, grades IV and V topped them all with MPS of 44.18 and 45.79, respectively. The lowest were grades I and II which got 40.48 and 41.77, respectively. Across learning areas, still Sibika/HKS and Filipino had the greatest MPS of 47.17 and 45.31, respectively. MSEP and Math obtained the lowest MPS of 40.74 and 40.66, respectively.

The two studies found similarities in terms of one variate - academic performance. They also found relationship in terms of some variates used such as learning areas and achievement. However, they differed in the sense that the previous study compared the achievement of pupils in monograde and multigrade classes. The present study only concentrated on academic performance as influenced by the pupil-related variates, including the early childhood education they attended.

Perez (2001) in her study entitled, "Factors Affecting the Size of English Vocabulary of Six Years Old Preschoolers: Implication to Beginning Reading in English", implied that the environment is an important factor in the acquisition of vocabulary.

The study of Perez was related to the present study since both evaluated preschoolers' level of understanding in English. They differed in that the present study focused on relevance of preschool to the academic performance of grade I pupils not only in English but in all the learning areas, while the previous study focused on the environmental factors and focused in English only.

Casiber (2000), in her study entitled "A Management Model for Burauen Day Care Centers", revealed that Day Care Centers were properly managed in Burauen, Leyte and the barangays in the municipality were successfully implementing Republic Act No. 6972 known as the "Barangay Level Total Development and Protection of Children Act". One of the recommendations of this study was that barangay officials should be encouraged to take interest and

to actively participate in all the concerns and affairs of the Day Care programs of the municipalities.

The present study was related inasmuch as pupils' academic performance was concerned. They differed, however, in terms of respondents involved, nature of the study and other variates used.

Poltingca (2000) studied the scholastic performance of pupils with and without preschool education. The results of her study revealed that pupils with preschool education showed better scholastic performance than those without any. Pupils without preschool education were considered low achievers.

The present study was the same to the forgoing study in the sense that they both investigated the effect of preschool education to the performance of pupils. The difference however, lay on the scope since Poltingca studied the scholastic performance while the present study was on how relevant day care services to the readiness for school of the pupils and how the latter influenced the academic performance of Grade One pupils.

The study entitled, "Barangay Day Care Centers Services: Their Contribution to Child and Community Development", Favenir (2002)aimed to determine the contribution of the day care center services on child and community development in Nabua, Camarines Sur, CY 2001. It tried to answer the following specific questions: 1) what services are provided by the selected Day Care Centers? 2) To what extent have these services contributed to the child's mental, physical and social development? 3) Is there a significant

difference as to the contribution rendered among the three areas of development? 4) What is the perceived contribution of the program to community development? Descriptive-evaluative method was used to determine the contribution of the day care services to child and community development in Nabua, Camarines Sur for C/Y 2001. There were 200 respondents involved in this study: 73 implementors and 127 day care parents.

Major conclusions were: 1) Along mental development, services always provided were: language mastery, knowledge and skills development, sensory integration and 3rs mastery while hands-on experience was only frequently provided; along physical development, the services always provided were: good grooming, self-help and physical fitness and frequently provided were: health and nutrition, play and outdoor games, and fine motor skills development; along social development, always provided were: respect for individual differences and social interaction and frequently provided was school and community participation. 2) Along mental development, very extensive contribution was effective communication through listening, speaking, writing and reading promoted and least perceived was enhancement of science education; along physical development, very extensive contribution in the development of helpful attitudes and cooperation, and extensive on awareness of social bonding. 3) Along mental development some aspects were significantly different so with aspects of physical development and social development. 4) As for the contribution of Day Care Centers on parent-community partnership, this was

perceived very extensive along the education of parents and caregivers and only extensive along government support; only extensive along the enhancement of mothers' productivity.

The study of Favenir aimed to determine the contribution of the Day Care Center Services on child and community development while the present study was focused on finding correlates of the level of readiness for grade I of the pupil-respondents from Pagsanghan District for those who attended preschool and with no early childhood education.

Cleofas' (2000) study entitled, "Academic Performance in Mathematics of Grade One Pupils in Midsayap District, Cotabato" aimed to assess the academic performance in mathematics of grade one pupils in selected public elementary school in the four districts of Midsayap, Cotabato Division during the school year 1999-2000. The findings revealed: 1) Pupils' sex is not significantly related to their performance in content areas as shown by the t-values with their corresponding probability values. 2) School location is significantly related with pupils' performance in whole numbers, geometry, measurement and total scores in favor to the town schools, but significantly related to pupils' performance on rational numbers as shown by the t-values with their corresponding probability values. 3) Employment status of parents is significantly related to pupils' performance in whole numbers, geometry, measurement, total scores in favor of pupils with employed parent; but significantly related to pupils' performance in rational numbers as shown by the t-values and corresponding probability values.

4) There are statistically significant differences in the pupil performance in each content area and in total score in favor of the pupils with employed parents as shown by their t-values and corresponding probability values. Likewise, there is significant difference in the total scores of the two groups in favor of puypils with employed parents as revealed by the t-values and the probability value.

The study of Cleofas bore similarity with the present study since both studies were concerned with elementary mathematics performance of pupils. However, the present study was not only on the performance in mathematics but in all five learning areas in grade I.

The study entitled, "Variables Associated with the Levels of Academic Achievement of Grade Five SMART and Non-SMART Pupils" Masillones (2003) determined the variables associated with the academic achievement of the Grade Five SMART and Non- SMART pupils in the Division of Davao del Sur based on the raw scores in the District Achievement Test, SY 2001-2002, in English, Mathematics and Science subjects. It further determined the academic achievement of Grade Five pupils in SMART and Non-SMART classes, the family background of the pupils, teachers' demographic characteristics and teachers' performance as observed using the TLOC and the average grade of the SMART and Non-SMART pupils in English, Mathematics and Science subjects. A total of 48 SMART and Non-SMART teachers and 188 SMART and Non-SMART pupils in the Division of Davao del Sur were selected through stratified random sampling by proportionate allocation as respondents of the study. The raw scores

in the District Achievement Test were taken and the mean was obtained to determine the difference between the SMART and Non-SMART pupils' academic achievement in English, Mathematics and Science subjects. Interviews were conducted on the pupil respondents to gather data on their family background which included: monthly family income, educational level of the parents, and size of the family.

The pupils' family background was obtained by taking the percentage of each variable and multiple regression analysis was used in determining the relationship of the variables with the academic achievement and the average grade in the last grading period in English, Mathematics and Science subjects. Questionnaires on demographic characteristics of the teachers were distributed and retrieved by the researcher. The TLOC was used by the researcher in rating the teacher-respondents in the class observation during the teaching-learning processes.

The study came up with these findings: 1) there was a significant difference in the academic achievement between Grade five pupils in SMART and Non-SMART classes. Pupils in Smart classes performed significantly better; 2) There was a significant relationship between performance and the family background of the pupils which includes: a) monthly family income, b) educational level of the parents, and c) size of the family and the academic achievement of the Grade Five SMART and Non-SMART pupils in the District Achievement Test in English, Mathematics and Science and the average grade in

the last grading period in the same subjects; 3) There was a significant relationship between pupils' performance and the teachers' demographic characteristics such as: civil status, age, designation, years in service, monthly salary, educational qualification, number of trainings, teaching load and number of civil service eligibilities and teachers' performance as observed using the Teaching-Learning Observation Chart (TLOC) and the academic achievement of the Grade Five SMART and Non-SMART pupils n English, Mathematics and Science and the average grade in the last grading period; 4) There was a significant relationship between the average grade in the last grading period of the Grade Five SMART and Non- SMART pupils in English, Mathematics, and Science and the academic achievement of the pupils in the same subjects.

The study concluded SMART classes performed better than non-SMART classes. The performance was influenced by family-related and teacher-related factors.

The study of Masillones bore similarity with the present study since both studies were on variables/factors/correlates influencing level of academic achievement. But, while in the study of Masillones it studied academic performance in only three subjects, namely, English, Mathematics and Science subjects, the present study was on the five learning areas, namely, Mathematics, Science, English, Filipino and Sibika at Kultura. In addition, while the present study included grade I pupils as respondents, the study of Masillones had grade

V pupils as respondents. Also, the study of Masillones considered pupils and teachers variables whereas the present study considered only those variables inherent in the pupil-respondents.

All related literatures and studies which were reviewed in this chapter pointed out to the importance of giving attention to the correlates of academic performance of pupils, specifically those that are inherent in the pupils, including their early childhood education.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures used in this study. This includes the research design, instrumentation, validation of the instruments, sampling procedure, as well as the statistical treatment of data.

Research Design

Using the descriptive correlational research design, this study determined the correlates of the readiness of grade I pupils in the District of Pagsanghan.

The descriptive method was employed in order to explain the profile of the pupil-respondents in terms of their age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended. Also, it was used to explain the level of readiness along gross motor, fine motor, receptive/expressive language and sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration and self-help/socio-emotional, and the academic performance of the pupil-respondents in English, Filipino, Science, Mathematics and Sibika at Kultura.

Correlation analysis was applied to determine the relationship between: (1) level of readiness of the pupil-respondents in the nine domains and the pupil-

related variates, (2) academic performance of the pupil-respondents in five learning areas and pupil-related variates, and (3) pupil-respondents' level of readiness in the nine domains and their academic performance in five learning areas.

The research instrument used included a questionnaire developed by the researcher to generate the pupil-respondents' profile, such as their age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended. It also used the School Readiness Assessment Test for the pupil-respondents' readiness along the nine domains, namely, gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help/socio-emotional. Lastly, District Achievement Posttest was used as instrument to determine the pupils' performance in the learning areas, namely, English, Filipino, Science, Mathematics, and Sibika at Kultura.

The statistical tools used in the processing of data included both descriptive as well as inferential statistical tools such as frequency, percentage, mean, standard deviation, Pearson r, and Fisher's t-test.

Instrumentation

This research employed a researcher-made questionnaire, school readiness assessment test and district achievement test as instruments.

Questionnaire. The questionnaire was used to gather data regarding the pupil-respondents' profile such as their age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended.

District achievement tests. This was used to measure the academic performance of the pupil-respondents in the learning areas - English, Filipino, Mathematics, Science and Health, and Sibika at Kultura. The test was a 125 - item multiple choice tests which consisted of 25-items for each of the five learning areas, namely: English, Filipino, Mathematics, Science and Health, and Sibika at Kultura .

School Readiness Assessment. This is a standard test given by the Department of Education (DepEd) to Grade I entrants. The first assessment is usually given on the second week of May of each school year, while the second one is administered after the children have undergone the eight-week curriculum focusing on the competencies not manifested by the child during the first assessment. The results of the exams are used as basis for grouping and guide to Grade one teachers in providing appropriate instruction and assistance to address the specific needs of the pupils through the utilization of the eight-

week curriculum. As such, this tool was used to gather data on the readiness of grade I pupils in the nine domains: gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help/socio-emotional.

Validation of Instrument

No validation was made to the two instruments, namely, the School Readiness Assessment Test and the District Achievement Test for Grade I, since they were both standardized tests and were already validated by the district. Inasmuch as the questionnaire only contained data on the personal profile of the pupil-respondents which were too simple to answer, it did not necessitate validation.

Sampling Procedure

The respondents of the study were the Grade I pupils of Pagsanghan District. Total enumeration was used to get a more generalized finding of the study.

Table 1 presents and enumerates the different elementary schools in Pagsanghan District. It also presents the number of Pupils enrolled in grade I in each of these schools based on the SReA and the number of samples per school.

Table 1

The Respondents of the Study by School

Schools	Total No. of Grade I Pupils	No of Samples
Bangon ES	24	26
Buenos Aires ES	30	30
Calanyugan ES	9	9
Caloloma ES	29	29
Cambaye ES	8	12
Pagsanghan CES	130	112
Pange ES	16	16
San Luis ES	33	29
Villa Hermosa ES	50	50
Total	**329**	**313**

School Readiness Assessment for Grade I (SReA)

As seen in the table, the total number of Grade I pupils in the District of Pagsanghan was 329. Yet, this study only involved 313 pupil-respondents. This was because some of them were absent during the conduct of this study while others had dropped out from school before the conduct of this study, hence were not included as samples.

The said table also showed that there were schools which had higher number of pupils than were actually selected as respondents of this study, and there were also schools with lesser number of pupils than were actually selected as respondents of this study. Take for instance the case of Bangon Elementary School which had a population of only 24 pupils as against the 26 pupils involved in this study. This scenario was due to the fact that during the conduct of this study, two students from Pagsanghan Central Elementary School had

transferred to Bangon Elementary School. This was also the case observed in Cambaye Elementary School. In Cambaye Elementary School, four pupils transferred and hence, were added as respondents of this study.

Data Gathering Procedure

In gathering the needed data, the researcher secured a letter noted by the Dean of the College of Graduate School, Samar State University (SSU), Catbalogan City, and submitted for approval to the Schools Division Superintendent of the Department of Education (DepEd), Division of Samar, requesting permission to conduct this study. Upon the approval of said letter, the researcher showed the same letter to the District Supervisor of Pagsanghan District for approval to administer the instruments of this study. After which, the questionnaires were administered to the pupil-respondents.

Alongside the administration of the questionnaires to the pupil-respondents, the researcher copied their scores in the District Achievement Test in English, Filipino, Science and Health, Mathematics, and HEKASI which measured their academic performance in these learning areas, and their scores in the School Readiness Assessment Test for Grade I as to the nine domains, to wit, gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help/socio-emotional.

The questionnaire was administered personally by the researcher and during class hours to ensure 100 percent retrieval. Finally, the data collected were tabulated, computed and analyzed.

Statistical Treatment of Data

This study used both inferential and descriptive statistical tools to analyze the data collected, including frequency count, percentage, mean, SD, Pearson Product Moment Correlation Coefficient (Pearson r), and Fisher's t-test.

Frequency. This was used in reporting the pupil-respondents' age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early education attended.

Percentage. This was used in analyzing and interpreting the pupil-respondents' data on age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended.

Mean. This was used to determine the quantitative characteristics or profile of the pupil-respondents in terms of age, family size, number of boy/girl siblings, and average monthly family income.

Standard deviation. This measure determined the variability of each set of data with reference to the mean. It is an absolute measure of variability. It is the

test upon the square of every measure from the arithmetic mean. The short method is used when there are many cases or when the scores are grouped in the frequency distribution.

Pearson r. This statistical tool determined the relationship between two independent variables. Correlation analyses were conducted between, (1) level of readiness of the pupil-respondents in the nine domains and the pupils' variates, (2) academic performance of the pupil-respondents in five learning areas and pupil-related variates, and (3) pupil-respondents' level of readiness in the nine domains and their academic performance in five learning areas. The Pearson Product Moment Correlation Coefficient (Pearson r) was used (Walpole, 1982:381).

The reliability of the computed correlation was interpreted using the following scale (Ebel, 1965: 202):

Reliability	Degree of Reliability
0.95 – 0.99	Very High, rarely found among teachers made test
0.90 – 0.94	High, equaled by few test
0.80 – 0.89	Fairly high, adequate for individual measurement
0.70 – 0.79	Rather low, adequate for group measurement but not very satisfactory for individual measurements.
Below 0.70	Low entirely inadequate for individual measurement although useful for group average and school survey.

Fisher's t-test. To test for the significance of the coefficient of correlation between a set of paired variables, the Fisher's t-test was used.

The testing of the hypothesis was done, using $\alpha = 0.05$ as the level of significance with df = 311 using two tailed test.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of the presentation of the data gathered through the questionnaires. The data include the profile of the pupil-respondents, level of readiness for school of the pupil-respondents along the nine domains, academic performance of the pupil-respondents in the learning areas, namely, English, Filipino, Science, Mathematics and Sibika at Kultura. It also includes results of the tests of hypotheses and implications derived from the study.

Profile of the Pupil -Respondents

The profile of the pupil-respondents includes age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended.

Age and sex. Table 2 shows the distribution of the pupil-respondents in terms of age and sex.

As to ages of the respondents, the youngest pupil-respondents are 6 years old while the oldest is 13 years old. Most of the respondents are 7 years old with 142 respondents or 45.37 percent. This must be because the respondents are grade I pupils and the usual age of Grade I is 7 years old. Moreover, 105 pupil-

Table 2

Distribution of the Pupil Respondent as to Age and Sex

Age	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
6	59	37.11	46	29.87	105	33.55
7	76	47.80	66	42.86	142	45.37
8	22	13.84	33	21.43	55	17.57
9	1	0.63	2	1.30	3	0.96
10	1	0.63	2	1.30	3	0.96
11	0	0.00	3	1.95	3	0.96
12	0	0.00	1	0.65	1	0.32
13	0	0.00	1	0.65	1	0.32
Total	**159**	**100.00**	**154**	**100.00**	**313**	**100.00**
Percent	**50.80**	-	**49.20**	-	**100.00**	-
Mean	**6.8 yrs.**	-	**7.13 yrs.**	-	**6.96 yrs.**	-
SD	**0.74 yr.**	-	**1.18 yrs.**	-	**0.99 yr.**	-

respondents or 33.55 percent are six years old, 55 or 17.57 percent are 8 years old. A small number of them (11 pupil-respondents, adding the frequencies of these ages) are 9, 10, 11, 12 and 13 years old. These respondents are old to be Grade I.

The mean age was pegged at 6.96 years old and the SD obtained was 0.99 year, which shows that there is a slight dispersion in their ages from the mean age. Since, the ages of the pupil-respondents were 6 and 7, the pupil-respondents have ages which are just right for their grade level.

As to sex, majority of the respondents were females with 159 out of 313 or 50.80 percent. The male respondents totaled to 154, which was 49.20 percent. On the whole, the majority of the pupil-respondents are females.

Family size. Table 3 shows the family size of the pupil-respondents.

Table 3

Distribution of the Respondents as to Size of the Family

Family Size	Frequency	Percentage
2	1	0.32
3	20	6.39
4	49	15.65
5	61	19.49
6	59	18.85
7	55	17.57
8	31	9.90
9	19	6.07
10	8	2.56
11	5	1.60
12	1	0.32
13	4	1.28
Total	**313**	**100.00**
Mean	**6 members**	-
SD	**2 members**	-

As seen in the table, the smallest size of the respondents' family is two, which implies a single parent and the biggest is 13. Most respondents (61 or 19.49 percent) have a family size of 5. The table shows that there are 190 pupil-respondents whose family size is 6 and below. The mean family size is 6 members in the family, while 123 of them have a family size above the mean which can be considered big, such as, 7, 8, 9, 10, 11, 12, and 13 family members. The mean obtained for the size of the family of the pupil-respondents was 6 members and the SD was 2 members, which shows that the distribution of the

size of the family of the respondents is slightly dispersed from the mean obtained for family size.

Birth order. Table 4 shows the birth order of the pupil-respondents. As seen in the table, most of the respondents were first born children (79 or 25.24 percent), this is followed by 73 (23.32 percent) pupil-respondents who were 2nd born children, 60 (19.17 percent) 3rd born, 45 respondents or 14.38 percent 4th born, 28 or 8.95 percent who were 5th born, and 17 or 5.43 percent who were 6th born children of the families.

Table 4

Distribution of the Pupil-Respondents as to Birth Order

Birth Order	Frequency	Percentage
1st	79	25.24
2nd	73	23.32
3rd	60	19.17
4th	45	14.38
5th	28	8.95
6th	17	5.43
7th	7	2.24
8th	3	0.96
9th	1	0.32
Total	**313**	**100.00**

Number of siblings. Table 5 presents the total number of siblings or the total number of brothers and sisters of the pupil-respondents.

For the number of brothers, the pupil-respondents have a mean of two brothers and an SD of one brother. As to the distribution of the number of brothers, most of the respondents (91 or 29.07 percent) have two brothers. This is followed by 82 or 26.20 percent respondents with one brother. Sixty-nine or 22.04 percent of the respondents have no brother, which could mean that at present they are only child or they may have a sister but no brother. Based on the table, the highest/greatest number of brothers that a respondent has is six and the smallest number of brothers that they have is one, this is for respondents with brothers or they are not only child.

As to the number of sisters, the mean is two and the SD value is 2. As to the distribution of the number of sisters, most of the respondents (97 or 30.99 percent) have one sister. This is followed by 78 or 24.92 percent respondents with two sisters. Seventy-eight or 24.924 percent of the respondents have no sister, which could mean that at present they are the only child or they may have a brother but no sister. Based on the table, the highest/greatest number of sisters that a respondent has is 8 and the smallest number of sisters that they have is one, this is for respondents with sisters or they are not only child.

Table 5

Distribution of the Respondents as to Number of Siblings (Number of Brothers and Sisters)

No. of Siblings	BOYS (Brothers)		GIRLS (Sisters)	
	Frequency	Percentage	Frequency	Percentage
0	69	22.04	78	24.92
1	82	26.20	97	30.99
2	91	29.07	78	24.92
3	45	14.38	34	10.86
4	16	5.11	20	6.39
5	6	1.92	4	1.28
6	4	1.28	0	0.00
7	0	0.00	1	0.32
8	0	0.00	1	0.32
9				
10				
Total	**313**	**100.00**	**313**	**100.00**
Mean	**1.68 (2)**		**1.55 (2)**	
SD	**1.36 (1)**		**1.6 (2)**	

The majority (188 respondents) of the pupil-respondents have three and less number of siblings (counting frequencies). On the whole, the pupil – respondents have three siblings as indicated in the mean number of siblings.

Nutritional status. The pupil-respondents' nutritional status is discussed in terms of weight, height and common illness. Weight and height is presented in Table 6 while common illness is presented in Table 7.

As to weight, Table 6 reveals that majority (264 or 84.35 percent) of the pupil-respondents had normal weight for Grade I, 47 or 15.02 percent have below normal weight or underweight, and two or 0.64 percent of them are above normal weight.

Table 6

Distribution of the Pupil-Respondents as to Nutritional Status As to Weight and Height

Nutritional Status	Weight		Height	
	Frequency	Percentage	Frequency	Percentage
Below Normal	47	15.02	50	15.97
Normal	264	84.35	263	84.03
Above Normal	2	0.64		
Total	**313**	**100.00**	**313**	**100.00**

As to height, the same table reveals that majority (263 or 84.03 percent) of the pupil-respondents had normal height for Grade I, and 50 or 15.97 percent have below normal height or under height.

As to common illness, Table 7 reveals that 45 of them responded that they "always" suffer from common illness, 65 of them "often" encounter common illness and 203 of them responded with rarely encounters common illness. Of the 45 pupil-respondents who responded as "always" suffering from common illness, 42 indicated that they suffer from common colds, 6 of them indicated that they suffer from influenza, three of them from toothache, and two from diarrhea.

For the 65 respondents, who signify as "often" suffering from illness, 52 of them have common colds, 14 have diarrhea, 13 have toothache, and 11 have influenza, and for the 203 who rarely suffer from common illness indicated that 173 of them suffer from common colds, 149 from diarrhea, 136 from influenza,

Table 7

Distribution of the Respondents as to Nutritional Status
(In terms of Common Illness)

Common Illness	Always (N=45)	Often (N=65)	Rarely (N=203)	Total (N=313)
Common Colds	42	52	173	267
Influenza	6	11	136	153
Diarrhea	2	14	149	165
Mumps			93	93
Toothache	3	13	177	193

177 from toothache and 93 from mumps. The data implies that although the 203respondents responded that they rarely suffer from these common illnesses some of them have already experienced them although rarely, others may have four of the listed illness or three or two of the listed illness.

On the whole, of the 313 respondents, 267 of them have common colds, 153 have influenza, 165 have diarrhea, 93 have mumps and 193 have toothache, with varying degree of occurrences - always, others often and still others, rarely have the illness.

Average monthly family income. As to the average monthly family income, Table 8 reveals that the lowest income is less than to Php 5,000.00 and the highest income is Php 25000.00 and above. The majority (285 respondents or 91.052 percent) of the respondents have income of less than Php 5000.00. The mean income is pegged at Php 6,950.00 which showed that majority of the family of the pupil-respondents are living below the poverty threshold set by NEDA in

2005 which was P15,866.00 for a family of six members (NCSO Report, posted January 25, 2005).

Table 8

Distribution of the Pupil-Respondents in terms of Average Monthly Family Income

Average Monthly Family Income	Frequency	Percentage
Less than to Php 5000	285	91.05
Php 6000 -Php 10000	18	5.75
Php 11000-Php 15000	2	0.64
Php 16000-Php 20000	2	0.64
Php 21000-Php 25000	2	0.64
More than Php 25000	4	1.28
Total	**313**	**100.00**
Mean	**Php 6,950**	-
SD	**Php 3,800**	-

The data implies that majority of the families of the Grade I elementary pupils in Pagsanghan District are low income. The SD obtained for income is Php 3,800.00, which indicated that there were variations in the income of the respondents from the mean income.

Parents' educational background. Table 9 shows the educational background of the parents of the pupil-respondents.

Table 9

Distribution of the Pupil-Respondents in terms of Educational Background of Parents

Educ. Background	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
No Schooling	0	0.00	1	0.32
Elem. Level	139	44.41	109	34.82
Elem Graduate	66	21.09	69	22.04
HS Level	40	12.78	60	19.17
HS Graduate	30	9.58	40	12.78
College Level	23	7.35	20	6.39
College Graduate	15	4.79	14	4.47
Total	**313**	**100.00**	**313**	**100.00**

For the parent-fathers' educational attainment, the table reveals that 139 or 44.41 percent of them reached elementary level, 66 or 21.09 percent were elementary graduates, 40 or 12.78 percent were high school level, 30 or 9.58 percent were high school graduates, 23 or 7.35 percent were college level, and 15 or 4.79 percent are college graduates. All the fathers have attended school as seen in the table, or no father has any schooling. On the whole, the majority of the parent-fathers were at least elementary graduates (184 fathers by adding the frequencies).

For the parent-mothers, the distribution of their educational attainment is as follows: most of them, 109 or 34.82 percent have reached elementary level of education, 69 or 22.04 percent were elementary graduates, 60 or 19.17 percent were high school level, 40 or 12.78 percent were high school graduates, 20 or 6.39

percent were college level, and 14 or 4.47 percent were college graduates. The majority of the mothers have attended school as seen in the table except for one mother who has no schooling. On the whole, the majority of the parent-mothers were at least elementary graduates (203 mothers by adding the frequencies). The data on the table shows that the parents of the pupil-respondents were at least elementary graduates (both father and mother).

Parents' occupation. Relative to the occupation of parents, Table 10 reveals that the occupations of the pupil-respondents' fathers were distributed as follows: 224 or 71.57 percent are farmers/fishermen, 55 or 17.57 percent are construction worker/laborer/carpenters, 15 or 4.79 are private employees, five each or 1.60 percent are government employees and teachers, LGU officials, and vendors/store owners/businessman, two each are OFWs/OCWs, and no work. On the whole, the occupations of the respondents' fathers were related to agriculture - a farmer/fisherman.

Of the 313 mothers, the majority of them were housewives (255 or 81.47 percent). This is followed by 23 mothers or 7.35 percent who are farmers, 18 or 5.75 percent are private employees, and the rest were LGU officials, vendors/storeowner/businesswomen, private employee and OFW. On the whole, respondents' mothers were involved in occupations which will not contribute much to the income of the family.

Table 10

Distribution of the Respondents as to Parents' Occupation

Occupation of Parents	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Housewife	-	-	255	81.47
No work	2	0.64	-	-
Farmer/Fisherman	224	71.57	23	7.35
Construction worker/ Laborer/Carpenter	55	17.57	-	-
Private Employee	15	4.79	18	5.75
Government Employees & Teachers	5	1.60	3	0.96
LGU Officials	5	1.60	7	2.24
Vendors/Storeowner/ Businessman	5	1.60	6	1.92
OFW	2	0.64	1	0.32
Total	**313**	**100.00**	**313**	**100.00**

On the whole, the majority of the parents (both mother and father) were engaged in occupations which are not among the listed occupations which are highly paid in 2008 (a monthly salary/wage of Php 30,000 and higher) (The Internet).

Religion. Table 11 presents the religion of the pupil-respondents. As seen in the table, the majority of the pupil-respondents were of the Roman Catholic faith (238 or 76.04 percent). The other pupil-respondents were Protestant (42 or 13.42 percent), Iglesia ni Cristo (15 or 4.79 percent), Born Again (11 or 3.51 percent), Jehovah Witnesses (5 or 1.60 percent) and one is a Bible Baptist and an Aglipay. The table reveals that the majority of the respondents are

Roman Catholic, which is the major religion of the residents in Pagsanghan. This must be because the dominant religion in Samar is Roman Catholicism.

Table 11

Distribution of the Pupil-Respondents as to Religion

Religion	Frequency	Percentage
Aglipay	1	0.32
Bible Baptist	1	0.32
Born Again	11	3.51
Iglesia ni Cristo	15	4.79
Jehovah Witnesses	5	1.60
Protestant	42	13.42
Roman Catholic	238	76.04
Total	**313**	**100.00**

Early childhood education attended. Table 12 presents the distribution of the pupil-respondents as to early childhood education attended. Majority of the respondents (209 or 66.77 percent) have attended day care while 86 or 27.48 percent have attended daycare and preschool in public and private schools and 18 or 5.75 percent have not attended daycare or preschool or they have no early childhood education. This must be because it is only in Central School that offers preschool. In barangay schools only day care is offered.

Table 12

Distribution of the Respondents as to Early Childhood Education Attended

Preschool Education	Frequency	Percentage
No Daycare and Preschool Attended (No ECE)	18	5.75
Day Care	209	66.77
Day Care & Preschool (Public & Private)	86	27.48
Total	**313**	**100.00**

Level of Readiness for School of the Pupil-Respondents

The level of readiness for school of the pupil-respondents is presented as to the nine domains-gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, self-help/socio–emotional.

Gross motor. As to gross motor, Table 13 presents the pupil-respondents' readiness for Grade I. As seen in the table, 310 pupil-respondents obtained a score of 3, 4, and 5 of the five items under gross motor or these respondents have scored 50 percent and above, 287 respondents got a perfect score of 5 under gross motor.

The mean obtained is 4.88 which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (Grade I) as to gross motor.

Table 13

Level of Readiness for School (Grade I) of the Pupil-respondents as to Gross Motor

Gross Motor Scores	Frequency	Percentage
0	0	0.00
1	0	0.00
2	3	0.96
3	6	1.92
4	17	5.43
5	287	91.69
Total	-	**100.00**
Mean	**4.88**	**Ready**
SD	**0.45**	-

Legend:
Score: 0-2 Not Ready 3-5 Ready

Fine motor. As to fine motor, Table 14 presents the pupil-respondents readiness for Grade I. As seen in the table, 279 pupil-respondents obtained a score of 3, 4, and 5 of the five items under fine motor. In addition, 215 respondents obtained a score of 5 for readiness as to fine motor but nine of them got 0.

The mean obtained is 4.31 which shows that majority of the pupil-respondents had obtained score of 3 and greater than 3, which shows that the pupil-respondents are ready for school (grade I) as to fine motor.

Table 14

Level of Readiness for School (Grade I) of the Pupil-respondents as to Fine Motor

Fine motor	Frequency	Percentage
0	9	2.88
1	9	2.88
2	16	5.11
3	24	7.67
4	40	12.78
5	215	68.69
Total	**313**	**100.00**
Mean	**4.31**	**Ready**
SD	**1.26**	-

Legend:

Score: 0-2 Not Ready 3-5 Ready

Receptive/expressive language. As to receptive/expressive language, Table 15 presents the pupil-respondents' readiness for Grade I as to receptive/expressive language. As seen in the table, 237 pupil-respondents obtained a score of 3, 4, and 5 of the five items under receptive/expressive language, while 76 obtained 0, 1 and 2. A total of 149 respondents got score of 5, but 22 got zero.

Table 15

Level of Readiness for School (Grade I) of the Pupil-respondents as to Receptive/Expressive Language

Receptive/Expressive Language	Frequency	Percentage
0	22	7.03
1	17	5.43
2	37	11.82
3	43	13.74
4	45	14.38
5	149	47.60
Total	**313**	**100.00**
Mean	**3.66**	**Ready**
SD	**1.61**	-

Legend:

Score: 0-2 Not Ready 3-5 Ready

The mean obtained is 3.66, which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (grade I) as to receptive/expressive language.

Sensory discrimination. As to sensory discrimination, Table 16 presents the pupil-respondents' readiness for Grade I. As seen in the table, 218 pupil respondents obtained a score of 3, 4, and 5 of the five items under sensory discrimination, while 95 obtained 0, 1, and 2. The mean obtained is 3.39 which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (Grade I) as to sensory discrimination.

Table 16

Level of Readiness for School (Grade I) of the Pupil-respondent as to Sensory Discrimination

Sensory Discrimination	Frequency	Percentage
0	25	7.99
1	23	7.35
2	47	15.02
3	50	15.97
4	46	14.70
5	122	38.98
Total	**313**	**100.00**
Mean	**3.39**	**Ready**
SD	**1.65**	-

Legend:

Score: 0-2 Not Ready 3-5 Ready

Concept formation. As to concept formation, Table 17 presents the pupil-respondents' readiness for Grade I. As seen in the table, the highest score of 5 was obtained by 110 pupils and the lowest score of 0 was obtained by 21 pupils. Moreover, 226 pupil-respondents obtained a score of 3, 4, and 5 of the five items under concept formation, while 87 pupil-respondents obtained scores of 0, 1, and 2. The mean obtained is 3.42 which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (grade I) as to concept formation.

Table 17

Level of Readiness for School (Grade I) of the Pupil-respondent as to Concept Formation

Concept Formation	Frequency	Percentage
0	21	6.71
1	13	4.15
2	53	16.93
3	64	20.45
4	52	16.61
5	110	35.14
Total	**313**	**100.00**
Mean	**3.42**	**Ready**
SD	**1.53**	-

Legend:

Score: 0-2 Not Ready 3-5 Ready

Numeracy. As to numeracy, Table 18 presents the pupil-respondents' readiness for Grade I.

As seen in the table, 212 pupil-respondents obtained a score of 3, 4, and 5 of the five items under numeracy, and only 101 pupil–respondents obtained a score of 0, 1, and 2. The highest score of 5 was obtained by 93 pupils and the lowest score of 0 was obtained by 20 pupils. The mean obtained is 3.27 which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (Grade I) as to numeracy.

Table 18

Level of Readiness for School (Grade I) of the Pupil-respondent as to Numeracy

Numeracy	Frequency	Percentage
0	20	6.39
1	16	5.11
2	65	20.77
3	70	22.36
4	49	15.65
5	93	29.71
Total	**313**	**100.00**
Mean	**3.27**	**Ready**
SD	**1.5**	**-**

Legend:

Score: 0-2 Not Ready 3-5 Ready

Reading readiness. As to reading readiness, Table 19 presents the pupil-respondents' readiness for Grade I. As seen in the table, 134 pupil-respondents obtained a score of 6, 7, 8, 9 and 10 of the ten items under reading readiness, but 179 of them obtained a score of 0, 1, 2, 3, 4, and 5. There were 51 pupils who got scores of 10 but 48 of them got scores of 0. The mean obtained is 5.02 which shows that majority of the pupil-respondents had obtained score of 5 and below, which shows that the majority of the pupil-respondents are not ready for school (Grade I) as to reading readiness.

Table 19

Level of Readiness for School (Grade I) of the Pupil-respondents as to Reading Readiness

Reading Readiness	Frequency	Percentage
0	48	15.34
1	10	3.19
2	14	4.47
3	26	8.31
4	38	12.14
5	43	13.74
6	32	10.22
7	26	8.31
8	20	6.39
9	5	1.60
10	51	16.29
Total	**313**	**100.00**
Mean	**5.02**	-
SD	**3.25**	-

Legend:

Score: 0-5 Not Ready 6-10 Ready

Construction/visual motor integration. As to construction/visual motor integration, Table 20 presents the pupil-respondents readiness for Grade I. As seen in the table, 213 pupil-respondents obtained a score of 3, 4, and 5 of the five items under construction/visual motor integration, and only 100 of them obtained a score of 0, 1, and 2.

Table 20

Level of Readiness for School (Grade I) of the Pupil-respondents as to Construction/Visual Motor Integration

Construction/visual motor Integration	Frequency	Percentage
0	48	15.34
1	7	2.24
2	45	14.38
3	72	23.00
4	47	15.02
5	94	30.03
Total	**313**	**100.00**
Mean	**3.1**	-
SD	**2.9**	-

Legend:
Score: 0-2 Not Ready 3-5 Ready

The mean obtained is 3.10, which shows that majority of the pupil-respondents had obtained score of 3 and above 3, which shows that the pupil-respondents are ready for school (grade I) as to construction/visual motor integration.

Self-help/socio-emotional. As to self-help/socio-emotional, Table 21 presents the pupil-respondents' readiness for Grade I. As seen in the table, 299 pupil-respondents obtained a score of higher than 14 and 4 obtained a score of 14 and lower of the 27 items under self-help/socio-emotional. The mean obtained is 25.32, which shows that majority of the pupil-respondents had obtained score higher than 50 percent of the total score, which shows that the pupil-respondents are ready for school (grade I) as to self-help/socio-emotional.

Table 21

Level of Readiness for School (Grade I) of the Pupil-respondents as to Self-help/Socio-emotional

Self -Help /Socio-emotional	Frequency	Percentage
9	1	0.32
11	1	0.32
14	2	0.64
16	2	0.64
18	3	0.96
19	4	1.28
20	7	2.24
21	7	2.24
22	10	3.19
23	16	5.11
24	20	6.39
25	39	12.46
26	43	13.74
27	158	50.48
Total	**313**	**100.00**
Mean	**25.32**	-
SD	**2.69**	-

Legend:

Score: 0-14 Not Ready 15-27 Ready

Relationship between Level of Readiness for School of the Pupil-Respondents in the Nine Domains and Pupil-Respondents' Profile Variates

The relationship between the level of readiness of the pupil-respondents for school (Grade I) along the nine domains - gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, self-

help/socio–emotional and overall readiness (total readiness in the nine domains) and pupil-related variates is presented in Table 22 to Table 37.

Age. Table 22 shows the relationship between the level of readiness for school of the Grade I pupil-respondents in the nine domains and their age.

Table 22

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Age

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.03	0.45	1.96	Accept Ho. /NS
Fine Motor	-0.02	-0.28	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.05	-0.82	1.96	Accept Ho. /NS
Sensory Discrimination	-0.02	-0.39	1.96	Accept Ho. /NS
Concept Formation	-0.03	-0.60	1.96	Accept Ho. /NS
Numeracy	-0.11	-1.98	1.96	Reject Ho. /S
Reading Readiness	-0.05	-0.87	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.01	-0.12	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.08	1.38	1.96	Accept Ho. /NS

As can be gleaned from the table, only the domain on numeracy was found significantly related to the pupil-respondents' age as shown by the r-value of -0.11, which indicated a negligible negative relationship. The computed t-value was -1.98, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the

hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along numeracy and their age". Thus, the pupil-respondents' numeracy is influenced by their age. It implies further that a pupil-respondent who is six years old may have different readiness for numeracy than a pupil-respondent who is already seven years old when enrolled as Grade I.

Table 22 also shows that there were no significant relationships between the level of readiness for school of the pupil-respondents in the remaining eight domains, namely, gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, reading readiness, construction/visual motor integration and self-help emotional and their profile variate of age as shown by their respective r-values.

Sex. Table 23 presents the relationship between the level of readiness for school of the pupil-respondents in the nine domains and their sex.

As can be gleaned from the table, the domains of fine motor and sensory discrimination were found significantly related to the pupil-respondents' sex as shown by their r-values. For fine motor, the coefficient of correlation was posted at -0.25, which indicated a low negative relationship. The computed t-value was -4.64, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their sex".

Table 23

Relationship between Level of Readiness for School of the(Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Sex

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/Interpret
Gross Motor	-0.09	-1.58	1.96	Accept Ho. /NS
Fine Motor	-0.25	-4.64	1.96	Reject Ho. /S
Receptive/Expressive Language	-0.05	-0.87	1.96	Accept Ho. /NS
Sensory Discrimination	-0.13	-2.28	1.96	Reject Ho. /S
Concept Formation	-0.03	-1.03	1.96	Accept Ho. /NS
Numeracy	-0.06	-1.04	1.96	Accept Ho. /NS
Reading Readiness	0.09	1.66	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.05	-0.97	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.06	0.98	1.96	Accept Ho. /NS

Thus, the pupil-respondents' fine motor is influenced by their sex. It implies further that the readiness of the pupil-respondents along fine motor differs according to their sexes. A male pupil-respondent may have a different fine motor readiness than a female pupil-respondent.

As for the coefficient of correlation between the pupil-respondents' readiness for school along sensory discrimination, there was a negative negligible relationship as indicated by an r-value of -0.13. The computed t-value was -2.28, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance and df=311. This then led to the rejection of the

hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their sex". Thus, the pupil-respondents' sensory discrimination is influenced by their sex. It implies further that the readiness of the pupil-respondents along sensory discrimination differs according to their sexes. A male pupil-respondent may have a different sensory discrimination readiness than a female pupil-respondent.

Family size. Table 24 discloses the results of the correlation analysis made between the pupil-respondents' level of readiness for school in the nine domains and their family size.

As it is shown in the said table, the nine domains of the readiness for school of the pupil-respondents were not significantly related to their family size as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their family size". Thus, the pupil-respondents' level of readiness for school along the nine domains are not influenced by their family size. It implies further that whether the pupil-respondents' families have three, four, five or more members; their level of readiness for school along the nine domains is the same.

Table 24

Relationship between Level of Readiness for School of the(Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Family Size

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.04	0.63	1.96	Accept Ho. /NS
Fine Motor	0.01	0.20	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.03	-0.57	1.96	Accept Ho. /NS
Sensory Discrimination	-0.04	-0.68	1.96	Accept Ho. /NS
Concept Formation	-0.06	-1.10	1.96	Accept Ho. /NS
Numeracy	-0.05	-0.90	1.96	Accept Ho. /NS
Reading Readiness	-0.04	-0.77	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.06	-1.11	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.02	0.36	1.96	Accept Ho. /NS

Birth order. The results of the computation of the relationship between the level of readiness of the pupil-respondents in the nine domains and their birth order are shown in Table 25.

As it is shown in the said table, the nine domains of the readiness for school of the pupil-respondents were not significantly related to their birth order as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their birth order".

Table 25

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Birth Order

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.07	1.20	1.96	Accept Ho. /NS
Fine Motor	-0.02	-0.31	1.96	Accept Ho. /NS
Receptive/Expressive Language	0.02	0.42	1.96	Accept Ho. /NS
Sensory Discrimination	-0.02	-0.43	1.96	Accept Ho. /NS
Concept Formation	-0.01	-0.23	1.96	Accept Ho. /NS
Numeracy	-0.05	-0.90	1.96	Accept Ho. /NS
Reading Readiness	0.04	0.73	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.01	-0.17	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	-0.05	-0.90	1.96	Accept Ho. /NS

Thus, the pupil-respondents' level of readiness for school along the nine domains are not influenced by their birth order. It implies further that whether the pupil-respondent is a first-born child, second born, third born or the youngest, their level of readiness for school along the nine domains is the same.

Number of boy/girl siblings. The results of the computation of the relationship between the level of readiness of the pupil-respondents in the nine domains and their number of boy/girl siblings are shown in Tables 26 and 27, respectively.

Table 26

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Number of Boy Siblings

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.08	1.40	1.96	Accept Ho. /NS
Fine Motor	-0.03	-0.49	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.07	-1.23	1.96	Accept Ho. /NS
Sensory Discrimination	-0.04	-0.63	1.96	Accept Ho. /NS
Concept Formation	-0.01	-0.13	1.96	Accept Ho. /NS
Numeracy	-0.01	-0.12	1.96	Accept Ho. /NS
Reading Readiness	-0.03	-0.52	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.01	-0.24	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.07	1.31	1.96	Accept Ho. /NS

As it is shown in Table 26, the nine domains of the readiness for school of the pupil-respondents were not significantly related to their number of boy siblings as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their number of boy siblings". Thus, the pupil-respondents' level of readiness for school along the nine domains are not influenced by their number of boy siblings or brothers. It implies further that

whether the pupil-respondent has one, two, three or more number of boy siblings or brothers, their level of readiness for school along the nine domains is the same.

On the other hand, Table 27 shows the results of the computation of the correlation between the level of readiness for school of the pupil-respondents in the nine domains and their number of girl siblings or sisters.

As seen in Table 27, concept formation and construction/visual motor integration are significantly related to the pupil-respondents' number of girl siblings or sisters.

Table 27

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Number of Girl Siblings

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.01	0.19	1.96	Accept Ho. /NS
Fine Motor	0.02	0.37	1.96	Accept Ho. /NS
Receptive/Expressive Language	0.01	0.16	1.96	Accept Ho. /NS
Sensory Discrimination	-0.04	-0.63	1.96	Accept Ho. /NS
Concept Formation	-0.11	-2.00	1.96	Reject Ho. /S
Numeracy	-0.07	-1.15	1.96	Accept Ho. /NS
Reading Readiness	-0.08	-1.36	1.96	Accept Ho. /NS
Construction/ Visual Motor Integration	-0.11	-1.98	1.96	Reject Ho. /S
Self-Help/Socio-Emotional	-0.04	-0.77	1.96	Accept Ho. /NS

The coefficient of correlation between the level of readiness for school of the pupil-respondents along concept formation was -0.11 which implied a negligible negative relationship. The computed t-value of -2.00 was posted, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their number of girl siblings". Thus, the pupil-respondents' level of readiness for school along concept formation is influenced by their number of girl siblings or sisters. It implies further that a pupil-respondent with three sisters has a different level of readiness for school along concept formation than a pupil-respondent with two sisters.

The coefficient of correlation between the level of readiness for school of the pupil-respondents along construction/visual motor integration was -0.11 which implied a negligible negative relationship. The computed t-value of -1.98 was posted, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their number of girl siblings". Thus, the pupil-respondents' level of readiness for school along construction/visual motor integration is influenced by their number of girl siblings or sisters. It implies

further that a pupil-respondent with three sisters has a different level of readiness for school along construction/visual motor integration than a pupil-respondent with two sisters.

Nutritional status. Tables 28 to 30 present the relationship between level of readiness of pupil-respondents in the nine domains and their nutritional status in terms of their weight, height and common illness.

Table 28 shows the results of correlation analysis conducted between level of readiness for school of the pupil-respondents in the nine domains and their weight. As shown in the said table, two of the nine domains, namely, receptive/expressive language and construction/visual motor integration were found significantly related to their nutritional status as to weight.

An r-value of -0.12 which indicated a negligible negative relationship was obtained between level of readiness for school of the pupil-respondents along receptive/expressive language and their weight. The computed t-value of -2.14 was obtained, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their nutritional status in terms of weight". Thus, the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their weight. It implies further that a pupil-respondent with heavier weight

has a different level of readiness for school along receptive/expressive language than a pupil-respondent with lighter weight.

Table 28

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Nutritional Status (Weight)

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	-0.01	-0.16	1.96	Accept Ho. /NS
Fine Motor	0.02	0.34	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.12	-2.14	1.96	Reject Ho. /S
Sensory Discrimination	-0.09	-1.53	1.96	Accept Ho. /NS
Concept Formation	0.02	0.37	1.96	Accept Ho. /NS
Numeracy	0.02	0.30	1.96	Accept Ho. /NS
Reading Readiness	0.01	0.09	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.13	-2.28	1.96	Reject Ho. /S
Self-Help/Socio-Emotional	0.06	1.10	1.96	Accept Ho. /NS

Also, an r-value of -0.13 which indicated a negligible negative relationship was obtained between level of readiness for school of the pupil-respondents along construction/visual motor integration and their weight. The computed t-value of -2.28 was obtained, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents

construction/visual motor integration and their nutritional status in terms of weight". Thus, the pupil-respondents' level of readiness for school along construction/visual motor integration is influenced by their weight. It implies further that a pupil-respondent with heavier weight has a different level of readiness for school along construction/visual motor integration than a pupil-respondent with lighter weight.

Table 29, on the other hand, shows the results of correlation analysis conducted between level of readiness for school of the pupil-respondents in the nine domains and their height. Only the domain on construction/visual motor integration was significantly related to the pupil-respondents' nutritional status as to height. The coefficient of correlation was posted at -0.14 with a t-value of -2.46, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. As such, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in construction/visual motor integration and their nutritional status in terms of height" was rejected. Thus, the pupil-respondents' level of readiness for school along construction/visual motor integration is influenced by their height. It implies further that a pupil-respondent who is taller has a different level of readiness for school along construction/visual motor integration than a pupil-respondent who is shorter and conversely.

Table 29

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Nutritional Status (Height)

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.01	0.24	1.96	Accept Ho. /NS
Fine Motor	0.08	1.48	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.05	-0.94	1.96	Accept Ho. /NS
Sensory Discrimination	-0.01	-0.18	1.96	Accept Ho. /NS
Concept Formation	0.05	0.85	1.96	Accept Ho. /NS
Numeracy	-0.08	-1.35	1.96	Accept Ho. /NS
Reading Readiness	-0.09	-1.63	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	-0.14	-2.46	1.96	Reject Ho. /S
Self-Help/Socio-Emotional	0.07	1.25	1.96	Accept Ho. /NS

The remaining eight domains, namely, gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, and self-help/socio-emotional were not significantly related to the pupil-respondents' nutritional status in terms of their height, as indicated by their r-values and t-values which were lower than the critical t-value of 1.96 at 0.05 level of significance.

Finally, Table 30 shows the results of correlation analysis conducted between level of readiness for school of the pupil-respondents in the nine domains and their common illnesses.

As seen in Table 30, gross motor, receptive/expressive language, sensory discrimination, reading readiness and construction/visual motor integration were significantly related to the pupil-respondents' nutritional status in terms of their common illnesses.

Table 30

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Nutritional Status (Common Illnesses)

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.17	3.02	1.96	Reject Ho. /S
Fine Motor	0.08	1.34	1.96	Accept Ho. /NS
Receptive/Expressive Language	0.31	5.66	1.96	Reject Ho. /S
Sensory Discrimination	0.19	3.50	1.96	Reject Ho. /S
Concept Formation	-0.02	-0.34	1.96	Accept Ho. /NS
Numeracy	0.08	1.46	1.96	Accept Ho. /NS
Reading Readiness	0.17	3.11	1.96	Reject Ho. /S
Construction/Visual Motor Integration	0.20	3.59	1.96	Reject Ho. /S
Self-Help/Socio-Emotional	-0.05	-0.80	1.96	Accept Ho. /NS

An r-value of 0.17, indicating a negligible positive relationship, was obtained between the level of readiness for school along gross motor of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.02 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents gross motor and their nutritional status in terms of common illnesses". Thus, the pupil-respondents' level of readiness for school along gross motor is influenced by their common illnesses. It implies further that a pupil-respondent who experiences common illnesses has a different level of readiness for school along gross motor than a pupil-respondent who does not experience common illnesses and conversely.

An r-value of 0.31, indicating a low positive relationship, was obtained between the level of readiness for school along receptive/expressive language of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 5.66 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents receptive/expressive language and their nutritional status in terms of common illnesses". Thus, the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their common illnesses. It implies further that a pupil-

respondent who experiences common illnesses has a different level of readiness for school along receptive/expressive language than a pupil-respondent who does not experience common illnesses and conversely.

An r-value of 0.19, indicating a negligible positive relationship, was obtained between the level of readiness for school along sensory discrimination of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.50 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents sensory discrimination and their nutritional status in terms of common illnesses". Thus, the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their common illnesses. It implies further that a pupil-respondent who experiences common illnesses has a different level of readiness for school along sensory discrimination than a pupil-respondent who does not experience common illnesses and conversely.

An r-value of 0.17, indicating a negligible positive relationship, was obtained between the level of readiness for school along reading readiness of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.11 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness

for school of the Grade I pupil-respondents along reading readiness and their nutritional status in terms of common illnesses". Thus, the pupil-respondents' level of readiness for school along reading readiness is influenced by their common illnesses. It implies further that a pupil-respondent who experiences common illnesses has a different level of readiness for school along reading readiness than a pupil-respondent who does not experience common illnesses and conversely.

An r-value of 0.20, indicating a negligible positive relationship, was obtained between the level of readiness for school along construction/visual motor integration of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.59 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their nutritional status in terms of common illnesses". Thus, the pupil-respondents' level of readiness for school along construction/visual motor integration is influenced by their common illnesses. It implies further that a pupil-respondent who experiences common illnesses has a different level of readiness for school along construction/visual motor integration than a pupil-respondent who does not experience common illnesses and conversely.

Average monthly family income. Table 31 presents the results of the correlation between the level of readiness for school of the pupil-respondents in the nine domains and their average monthly family income.

Table 31

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Average Family Monthly Income

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	-0.03	-0.45	1.96	Accept Ho. /NS
Fine Motor	0.05	0.80	1.96	Accept Ho. /NS
Receptive/Expressive Language	0.09	1.60	1.96	Accept Ho. /NS
Sensory Discrimination	0.09	1.66	1.96	Accept Ho. /NS
Concept Formation	-0.01	-0.09	1.96	Accept Ho. /NS
Numeracy	-0.02	-0.34	1.96	Accept Ho. /NS
Reading Readiness	0.01	0.24	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	0.06	1.03	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	-0.05	-0.91	1.96	Accept Ho. /NS

As shown in the table, the level of readiness for school of the pupil-respondents along the nine domains of gross motor, fine motor, receptive/expressive language, sensory discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help emotional were not significantly related to their average family monthly

income as shown by their r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance.

Parents' educational background. Tables 32 and 33 show the results of the computation of the coefficient of correlation between the level of readiness for school of the pupil-respondents along the nine domains and their parents' educational background.

Table 32 presents the results of the correlation analysis made between the level of readiness for school of the pupil-respondents along the nine domains and their fathers' educational background.

Table 32

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Fathers' Educational Background

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.05	0.90	1.96	Accept Ho. /NS
Fine Motor	0.16	2.94	1.96	Reject Ho. /S
Receptive/Expressive Language	0.08	1.46	1.96	Accept Ho. /NS
Sensory Discrimination	0.16	2.83	1.96	Reject Ho. /S
Concept Formation	0.07	1.16	1.96	Accept Ho. /NS
Numeracy	0.07	1.32	1.96	Accept Ho. /NS
Reading Readiness	0.03	0.47	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	0.08	1.38	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	-0.02	-0.35	1.96	Accept Ho. /NS

As regard the relationship between the level of readiness for school of the pupil-respondents along fine motor and their fathers' educational background, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.94 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their fathers' educational background". It follows therefore that the pupil-respondents' level of readiness for school along fine motor is influenced by their fathers' educational background. It implies further that the pupil-respondents' readiness for school along fine motor differ with respect to their fathers' educational background.

As regard the relationship between the level of readiness for school of the pupil-respondents along sensory discrimination and their fathers' educational background, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.83 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents sensory discrimination and their fathers' educational background". It follows therefore that the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their fathers' educational background. It implies further that the pupil-respondents' readiness

for school along sensory discrimination differ with respect to their fathers' educational background.

Table 33 shows the results of the computation of the correlation coefficient between the level of readiness for school of the pupil-respondents and their mothers' educational background.

Table 33

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Mothers' Educational Background

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.10	1.86	1.96	Accept Ho. /NS
Fine Motor	0.22	3.99	1.96	Reject Ho. /S
Receptive/Expressive Language	0.17	3.08	1.96	Reject Ho. /S
Sensory Discrimination	0.20	3.64	1.96	Reject Ho. /S
Concept Formation	0.18	3.27	1.96	Reject Ho. /S
Numeracy	0.05	0.91	1.96	Accept Ho. /NS
Reading Readiness	0.04	0.69	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	0.11	2.01	1.96	Reject Ho. /S
Self-Help/Socio-Emotional	-0.03	-0.53	1.96	Accept Ho. /NS

As regard the relationship between the level of readiness for school of the pupil-respondents along fine motor and their mothers' educational background, an r-value of 0.22, indicating a negligible positive relationship, was obtained. The

computed t-value was 3.99 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their mothers' educational background" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along fine motor is influenced by their mothers' educational background. It implies further that the pupil-respondents' readiness for school along fine motor differ with respect to their mothers' educational background.

As regard the relationship between the level of readiness for school of the pupil-respondents along receptive/expressive language and their mothers' educational background, an r-value of 0.17, indicating a negligible positive relationship, was obtained. The computed t-value was 3.08 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their mothers' educational background" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their mothers' educational background. It implies further that the pupil-respondents' readiness for school along receptive/expressive language differ with respect to their mothers' educational background.

As regard the relationship between the level of readiness for school of the pupil-respondents along sensory discrimination and their mothers' educational background, an r-value of 0.20, indicating a low positive relationship, was obtained. The computed t-value was 3.64 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their mothers' educational background" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their mothers' educational background. It implies further that the pupil-respondents' readiness for school along sensory discrimination differ with respect to their mothers' educational background.

As regard the relationship between the level of readiness for school of the pupil-respondents along concept formation and their mothers' educational background, an r-value of 0.18, indicating a low positive relationship, was obtained. The computed t-value was 3.27 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their mothers' educational background" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along concept formation is influenced by their mothers' educational background. It implies further that the pupil-

respondents' readiness for school along concept formation differ with respect to their mothers' educational background.

As regard the relationship between the level of readiness for school of the pupil-respondents along construction/visual motor integration and their mothers' educational background, an r-value of 0.11, indicating a negligible positive relationship, was obtained. The computed t-value was 2.01 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their mothers' educational background" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along construction/visual motor integration is influenced by their mothers' educational background. It implies further that the pupil-respondents' readiness for school along construction/visual motor integration differ with respect to their mothers' educational background.

Parents' occupation. The computation of the coefficient of correlation between the level of readiness for school of the pupil-respondents in the nine domains and their parents' occupation is shown in Table 34 and Table 35.

Table 34 presents the results of the correlation analysis made between the level of readiness for school of the pupil-respondents in the nine domains and their fathers' occupation. The computation of the correlation between level of readiness for school along fine motor of the pupil-respondents and their fathers'

occupation revealed an r-value of 0.12, indicating a negligible positive relationship. Meanwhile, the computed t-value was 2.07, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their fathers' occupation" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along fine motor is influenced by their fathers' occupation. It implies further that the pupil-respondents' readiness for school along fine motor differ with respect to their fathers' occupation.

Table 34

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Fathers' Occupation

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.08	1.50	1.96	Accept Ho. /NS
Fine Motor	0.12	2.07	1.96	Reject Ho. /S
Receptive/Expressive Language	0.13	2.30	1.96	Reject Ho. /S
Sensory Discrimination	0.17	3.12	1.96	Reject Ho. /S
Concept Formation	0.10	1.71	1.96	Accept Ho. /NS
Numeracy	-0.05	-0.88	1.96	Accept Ho. /NS
Reading Readiness	0.02	0.36	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	0.04	0.71	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.00	-0.08	1.96	Accept Ho. /NS

The computation of the correlation between level of readiness for school along receptive/expressive language of the pupil-respondents and their fathers' occupation revealed an r-value of 0.13, indicating a negligible positive relationship. Meanwhile, the computed t-value was 2.30, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their fathers' occupation" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their fathers' occupation. It implies further that the pupil-respondents' readiness for school along receptive/expressive language differ with respect to their fathers' occupation.

The computation of the correlation between level of readiness for school along sensory discrimination of the pupil-respondents and their fathers' occupation revealed an r-value of 0.17, indicating a negligible positive relationship. Meanwhile, the computed t-value was 3.12, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their fathers' occupation" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their fathers' occupation. It implies further that

the pupil-respondents' readiness for school along sensory discrimination differ with respect to their fathers' occupation.

Table 35, on the other hand, presents the computation of the coefficient of correlation between the level of readiness for school in the nine domains of the pupil-respondents and their mothers' occupation.

Table 35

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Mothers' Occupation

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.05	0.81	1.96	Accept Ho. /NS
Fine Motor	0.09	1.67	1.96	Accept Ho. /NS
Receptive/Expressive Language	0.14	2.40	1.96	Reject Ho. /S
Sensory Discrimination	0.14	2.47	1.96	Reject Ho. /S
Concept Formation	0.08	1.41	1.96	Accept Ho. /NS
Numeracy	-0.06	-1.13	1.96	Accept Ho. /NS
Reading Readiness	-0.02	-0.30	1.96	Accept Ho. /NS
Construction/Visual Motor Integration	0.05	0.93	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	-0.07	-1.20	1.96	Accept Ho. /NS

Table 35 shows that the r-value between the level of readiness for school of the pupil-respondents along receptive/expressive language and their mothers' occupation was 0.14, indicating a negligible positive relationship. The computed t-value was 2.40 which was greater than the critical t-value of 1.96 at 0.05 level of

significance. This resulted to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their mothers' occupation" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their mothers' occupation. It implies further that the pupil-respondents' readiness for school along receptive/expressive language differ with respect to their mothers' occupation.

Table 35 shows that the r-value between the level of readiness for school of the pupil-respondents along sensory discrimination and their mothers' occupation was 0.14, indicating a negligible positive relationship. The computed t-value was 2.47 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This resulted to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their mothers' occupation" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their mothers' occupation. It implies further that the pupil-respondents' readiness for school along sensory discrimination differ with respect to their mothers' occupation.

Religion. In Table 36, the results of the correlation analysis conducted between the level of readiness for school in the nine domains of the pupil-respondents and their religion are presented. As shown in Table 36, only the

level of readiness for school along concept formation of the pupil-respondents was found significantly related to their religion given by the coefficient of correlation posted at 0.14. The computed t-value of 2.42 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311 was obtained. This led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their religion" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along concept formation is influenced by their religion. It implies further that the pupil-respondents' readiness for school along concept formation differ with respect to their religion.

Table 36

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Religion

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.05	0.80	1.96	Accept Ho. /NS
Fine Motor	-0.02	-0.37	1.96	Accept Ho. /NS
Receptive/Expressive Language	-0.04	-0.63	1.96	Accept Ho. /NS
Sensory Discrimination	0.02	0.40	1.96	Accept Ho. /NS
Concept Formation	0.14	2.42	1.96	Reject Ho. /S
Numeracy	0.08	1.37	1.96	Accept Ho. /NS
Reading Readiness	0.10	1.71	1.96	Accept Ho. /NS
Construction/ Visual Motor Integration	0.05	0.88	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	0.01	0.26	1.96	Accept Ho. /NS

Early childhood education attended. Table 37 presents the computation made as to the relationship between the level of readiness for school of the pupil-respondents' in the nine domains and their early childhood education.

Table 37 shows that the level of readiness for school of the pupil-respondents along fine motor was significantly related to their early childhood education given the r-value of 0.12 which was a negligible positive relationship. The computed t-value was 2.20, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their early childhood education" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along fine motor is influenced by their early childhood education. It implies further that the pupil-respondents' readiness for school along fine motor differ with respect to their early childhood education.

Table 37 shows that the level of readiness for school of the pupil-respondents along receptive/expressive language was significantly related to their early childhood education given the r-value of 0.25 which was a negligible positive relationship. The computed t-value was 4.56, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their early childhood education" was

rejected. It follows therefore that the pupil-respondents' level of readiness for school along receptive/expressive language is influenced by their early childhood education. It implies further that the pupil-respondents' readiness for school along receptive/expressive language differ with respect to their early childhood education.

Table 37

Relationship between Level of Readiness for School of the (Grade 1) Pupil-Respondents in the Nine Domains and Pupil-Respondents' Early Childhood Education

Domains	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
Gross Motor	0.10	1.71	1.96	Accept Ho. /NS
Fine Motor	0.12	2.20	1.96	Reject Ho. /S
Receptive/Expressive Language	0.25	4.56	1.96	Reject Ho. /S
Sensory Discrimination	0.23	4.25	1.96	Reject Ho. /S
Concept Formation	0.21	3.72	1.96	Reject Ho. /S
Numeracy	-0.08	-1.49	1.96	Accept Ho. /NS
Reading Readiness	0.03	0.47	1.96	Accept Ho. /NS
Construction/ Visual Motor Integration	0.07	1.23	1.96	Accept Ho. /NS
Self-Help/Socio-Emotional	-0.04	-0.69	1.96	Accept Ho. /NS

Table 37 shows that the level of readiness for school of the pupil-respondents along sensory discrimination was significantly related to their early childhood education given the r-value of 0.23 which was a negligible positive

relationship. The computed t-value was 4.25, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311.

Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their early childhood education" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along sensory discrimination is influenced by their early childhood education. It implies further that the pupil-respondents' readiness for school along sensory discrimination differ with respect to their early childhood education.

Table 37 shows that the level of readiness for school of the pupil-respondents along concept formation was significantly related to their early childhood education given the r-value of 0.21 which was a negligible positive relationship. The computed t-value was 3.72, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their early childhood education" was rejected. It follows therefore that the pupil-respondents' level of readiness for school along concept formation is influenced by their early childhood education. It implies further that the pupil-respondents' readiness for school along concept formation differ with respect to their early childhood education.

Academic Performance of the Pupil-Respondents in the Learning Areas

Tables 38 to 42 present the academic performance of the pupil-respondents in the five learning areas, namely English, Filipino, Science, Mathematics, and Sibika at Kultura. It also presents the over-all performance of the pupil-respondents in the five learning areas based on the District Achievement Posttest Scores for grade I which is a 25-item multiple choice test for every learning area.

English. As seen in Table 38, the highest score in the District Achievement Posttest in English of the pupil-respondents is a score of 25 interpreted as "very high achievement", which was obtained by 56 of the pupil-respondents, which is a perfect score in English in the DAT of Pagsanghan District, and the lowest is a score 16 interpreted as "high performance" with five pupil-respondents obtaining this score.

There were a total of 123 respondents (adding the frequency) which obtained scores which fall under the range of "high academic performance" or score which ranges from 16 to 20, a total of 190 respondents (adding frequency) have obtained scores interpreted as "very high academic performance" or scores ranging from 21 to 25, no pupil-respondents have scores interpreted as "very low", "low" and "average" academic performance or scores ranging from 0-75.

Table 38

Academic Performance in English of the Pupil-Respondents Based on their Scores in the District Achievement Posttest

Scores	Frequency	Percentage	Interpretation
16	5	1.60	High Performance
17	6	1.92	High Performance
18	18	5.75	High Performance
19	34	10.86	High Performance
20	60	19.17	High Performance
21	40	12.78	Very High Performance
22	26	8.31	Very High Performance
23	48	15.34	Very High Performance
24	20	6.39	Very High Performance
25	56	17.89	Very High Performance
Total	**313**	**100.00**	-
Mean	**21.56**	-	**Very High Performance**
SD	**2.39**	-	-

Legend:
0-5 - Very Low Performance
6-10 - Low Performance
11-15 - Average Performance
16-20 - High Performance
21-25 - Very High Performance

The mean score of their academic achievement in English is a score of 21.56, which is based on the scale used for interpreting their academic performance, is interpreted as "very high academic performance" in English. The SD is 2.39 which showed a slight variation of their scores obtained in the DAT for English from the mean score.

Filipino. As seen in Table 39, the highest score in the District Achievement Posttest in Filipino of the pupil-respondents is a score of 25 interpreted as "very high achievement", which was obtained by 31 of the pupil-

respondents, and the lowest is a score 15 interpreted as "average performance" with three pupil-respondents obtaining this score.

Table 39

Academic Performance in Filipino of the Pupil-Respondents based on their Scores in the District Achievement Posttest

Scores	Frequency	Percentage	Interpretation
15	3	0.96	Average Performance
16	9	2.88	High Performance
17	33	10.54	High Performance
18	32	10.22	High Performance
19	44	14.06	High Performance
20	34	10.86	High Performance
21	25	7.99	Very High Performance
22	26	8.31	Very High Performance
23	64	20.45	Very High Performance
24	12	3.83	Very High Performance
25	31	9.90	Very High Performance
Total	**313**	**100.00**	-
Mean	**20.68**	-	**High Performance**
SD	*2.66*	-	-

Legend:
0-5 - Very Low Performance
6-10 - Low Performance
11-15 - Average Performance
16-20 - High Performance
21-25 - Very High Performance

There were a total of three respondents which obtained scores which fall under the range of "average academic performance", 152 respondents which obtained scores (adding the frequency) which fall under the range of "high academic performance" or score which ranges from 16 to 20, and a total of 158

respondents (adding frequency) who obtained scores interpreted as "very high academic performance" or scores ranging from 21 to 25, no pupil-respondents have scores interpreted as "very low", and "low" academic performance or scores ranging from 0-50.

The mean score of their academic achievement in Filipino is a score of 20.68, which is based on the scale used for interpreting their academic performance, is interpreted as "high academic performance" in Filipino. The SD is 2.66 which showed a slight variation of their scores obtained in the DAT for Filipino from the mean score.

Science. As seen in Table 40, the highest score in the District Achievement Posttest in Science of the pupil-respondents is a score of 25 interpreted as "very high achievement", which was obtained by 39 of the pupil-respondent and the lowest is a score 16 interpreted as "high performance" with 18 pupil-respondents obtaining this score.

There were a total of 164 respondents (adding the frequency) which obtained scores which fall under the range of "high academic performance" or score which ranges from 16 to 20. A total of 149 respondents (adding frequency) have obtained scores interpreted as "very high academic performance" or scores ranging from 21 to 25, no pupil-respondents have scores interpreted as "very low", "low" and "average" academic performance or scores ranging from 0-75.

The mean score of their academic achievement in Science is a score of 20.52, which is based on the scale used for interpreting their academic

performance, is interpreted as "high academic performance" in Science. The SD is 1.69 which showed a slight variation of their scores obtained in the DAT for Science from the mean score.

Table 40

Academic Performance in Science of the Pupil-Respondents Based on their Scores in the District Achievement Posttest

Scores	Frequency	Percentage	Interpretation
16	18	5.75	High Performance
17	42	13.42	High Performance
18	33	10.54	High Performance
19	41	13.10	High Performance
20	30	9.58	High Performance
21	22	7.03	Very High Performance
22	20	6.39	Very High Performance
23	52	16.61	Very High Performance
24	16	5.11	Very High Performance
25	39	12.46	Very High Performance
Total	**313**	**100.00**	-
Mean	**20.52**	-	**High Performance**
SD	**1.69**	-	-

Legend:
0-5 - Very Low Performance
6-10 - Low Performance
11-15 - Average Performance
16-20 - High Performance
21-25 - Very High Performance

Mathematics. As seen in Table 41, the highest score in the District Achievement Posttest in Mathematics of the pupil-respondents is a score of 25 interpreted as "very high achievement", which was obtained by one of the pupil-

respondent, and the lowest is a score 16 interpreted as "high performance" with three pupil-respondents obtaining this score.

Table 41

Academic Performance in Mathematics of the Pupil-Respondents Based on their Scores in the District Achievement Posttest

Scores	Frequency	Percentage	Interpretation
16	3	0.96	High Performance
17	6	1.92	High Performance
18	27	8.63	High Performance
19	56	17.89	High Performance
20	51	16.29	High Performance
21	95	30.35	Very High Performance
22	32	10.22	Very High Performance
23	30	9.58	Very High Performance
24	12	3.83	Very High Performance
25	1	0.32	Very High Performance
Total	**313**	**100.00**	-
Mean	**20.55**	-	**High Performance**
SD	**2.86**	-	-

Legend:
0-5 - Very Low Performance
6-10 - Low Performance
11-15 - Average Performance
16-20 - High Performance
21-25 - Very High Performance

There were a total of 143 respondents (adding the frequency) which obtained scores which fall under the range of "high academic performance" or score which ranges from 16 to 20. A total of 170 respondents (adding frequency) have obtained scores interpreted as "very high academic performance" or scores

ranging from 21 to 25, no pupil-respondents have scores interpreted as "very low", "low" and "average" academic performance or scores ranging from 0-75 in the subject.

The mean score of their academic achievement in Mathematics is a score of 20.55, which is based on the scale used for interpreting their academic performance, is interpreted as "high academic performance" in Mathematics. The SD is 2.86 which showed a slight variation of their scores obtained in the DAT for Mathematics from the mean score.

Sibika at Kultura. As seen in Table 42, the highest score in the District Achievement Posttest in Sibika at Kultura of the pupil-respondents is a score of 25 interpreted as "very high achievement", which was obtained by 36 of the pupil-respondent, and the lowest is a score 15 interpreted as "average performance" with five pupil-respondents obtaining this score.

There were a total of five pupil-respondents which obtained score interpreted as "average performance", 176 respondents (adding the frequency) which obtained scores which fall under the range of "high academic performance" or score which ranges from 16 to 20, a total of 132 respondents (adding frequency) have obtained scores interpreted as "very high academic performance" or scores ranging from 21 to 25, no pupil-respondents have scores interpreted as "very low", and "low" academic performance or scores ranging from 0-50.

The mean score of their academic achievement in Sibika at Kultura is a score of 20.17, which is based on the scale used for interpreting their academic performance, is interpreted as "high academic performance" in Sibika at Kultura. The SD is 2.90 which showed a slight variation of their scores obtained in the DAT for Sibika at Kultura from the mean score.

Table 42

Academic Performance in Sibika at Kultura of the Pupil-Respondents Based on their Scores in the District Achievement Posttest

Scores	Frequency	Percentage	Interpretation
15	5	1.60	Average Performance
16	19	6.07	High Performance
17	44	14.06	High Performance
18	43	13.74	High Performance
19	48	15.34	High Performance
20	22	7.03	High Performance
21	17	5.43	Very High Performance
22	28	8.95	Very High Performance
23	37	11.82	Very High Performance
24	14	4.47	Very High Performance
25	36	11.50	Very High Performance
Total	**313**	**100.00**	-
Mean	**20.17**	-	**High Performance**
SD	**2.90**	-	-

Legend:
0-5 - Very Low Performance
6-10 - Low Performance
11-15 - Average Performance
16-20 - High Performance
21-25 - Very High Performance

Relationship between Academic Performance in the Five Learning Areas and the Pupil- Related Variates

Tables 43–49 present the relationship between the academic performance in the learning areas, namely, English, Filipino, Mathematics, Science and Sibika at Kultura and the pupil-related variates of age and sex, family size, birth order, number of boy/girl siblings, nutritional status, average monthly family income, parents' educational background, parents' occupation, religion, and early childhood education attended.

Age. Table 43 presents the results of the computation of correlation coefficient between the academic performance in the five learning areas and the pupil-respondents' age. As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' age as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' age".

Table 43

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Age

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.05	-0.80	1.96	Accept Ho. /NS
Filipino	0.09	1.59	1.96	Accept Ho. /NS
Science	-0.02	-0.30	1.96	Accept Ho. /NS
Mathematics	-0.05	-0.89	1.96	Accept Ho. /NS
Sibika at Kultura	0.04	0.77	1.96	Accept Ho. /NS

Sex. Table 44 shows the results of the correlation analysis made between the academic performance in the five learning areas of the pupil-respondents and their sex.

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' sex as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' sex".

Table 44

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Sex

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.02	-0.43	1.96	Accept Ho. /NS
Filipino	-0.03	-0.56	1.96	Accept Ho. /NS
Science	-0.06	-1.12	1.96	Accept Ho. /NS
Mathematics	-0.05	-0.86	1.96	Accept Ho. /NS
Sibika at Kultura	-0.03	-0.47	1.96	Accept Ho. /NS

Family size. Table 45 reveals the coefficients of correlation between the academic performance in the five learning areas of the pupil-respondents and their family size.

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' family size as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' family size".

Table 45

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Family Size

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.10	1.84	1.96	Accept Ho. /NS
Filipino	-0.05	-0.84	1.96	Accept Ho. /NS
Science	0.00	0.02	1.96	Accept Ho. /NS
Mathematics	-0.03	-0.54	1.96	Accept Ho. /NS
Sibika at Kultura	-0.05	-0.83	1.96	Accept Ho. /NS

Birth order. Table 46 is a presentation of the results of the correlation analysis made between the academic performance in five learning areas of the pupil-respondents and their birth order.

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' birth order as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' birth order".

Table 46

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Birth Order

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.10	1.72	1.96	Accept Ho. /NS
Filipino	-0.06	-1.01	1.96	Accept Ho. /NS
Science	-0.01	-0.11	1.96	Accept Ho. /NS
Mathematics	-0.01	-0.14	1.96	Accept Ho. /NS
Sibika at Kultura	-0.09	-1.62	1.96	Accept Ho. /NS

Number of boy/girl siblings. Tables 47 and 48 are presentations of the correlation analysis made between the academic performance in the five learning areas of the pupil-respondents and their number of brothers and sisters, respectively.

As to the relationship between the academic performance in the five learning areas of the pupil-respondents and their number of brothers, Table 47 presents the coefficients of correlation. Only the academic performance in Sibika at Kultura was found significantly related to the pupil-respondents' number of boy siblings or brothers. An r-value of -0.11, indicating a negligible negative relationship, was obtained. The computed t-value was posted at 2.02, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant

relationship between the academic performance in Sibika at Kultura and the pupil-respondents' number of boy siblings".

Table 47

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Number of Boy Siblings

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.06	1.10	1.96	Accept Ho. /NS
Filipino	-0.04	-0.77	1.96	Accept Ho. /NS
Science	0.02	0.34	1.96	Accept Ho. /NS
Mathematics	-0.09	-1.64	1.96	Accept Ho. /NS
Sibika at Kultura	-0.11	2.02	1.96	Reject Ho. /S

Said result implies that the academic performance of the pupil-respondents in Sibika at Kultura is influenced by their number of brothers. This means further that a pupil-respondent who has one brother has a different academic performance in Sibika at Kultura than a pupil-respondent who has two or more brothers.

Table 48, on the other hand, presents the results of the computation of correlation between the academic performance in the five learning areas and the pupil-respondents' number of girl siblings or sisters.

Table 48

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Number of Girl Siblings

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.11	2.02	1.96	Reject Ho. /S
Filipino	-0.06	-1.15	1.96	Accept Ho. /NS
Science	-0.01	-0.21	1.96	Accept Ho. /NS
Mathematics	0.07	1.22	1.96	Accept Ho. /NS
Sibika at Kultura	0.00	0.06	1.96	Accept Ho. /NS

It is shown in Table 48 that the academic performance in English of the pupil-respondents was significantly related to their number of girl siblings or sisters. The coefficient of correlation obtained was 0.11, indicating a negligible positive relationship. Meantime, the computed t-value was 2.02, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in English and the pupil-respondents' number of girl siblings". This implies that the number of sisters that the pupil-respondents have influence their academic performance in English.

Nutritional status. Tables 49 to 51 disclose the results of the computation of the correlation between the academic performance in the five learning areas of

the pupil-respondents and their nutritional status in terms of their weight, height and common illnesses.

Table 49, on the one hand, has the results of the coefficient of correlation between the academic performance in the five learning areas of the pupil-respondents and their nutritional status in terms of their weight.

Table 49

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Nutritional Status (Weight)

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	DECISION/INTERPRET
English	0.10	1.82	1.96	Accept Ho. /NS
Filipino	0.05	0.91	1.96	Accept Ho. /NS
Science	-0.02	-0.34	1.96	Accept Ho. /NS
Mathematics	0.09	1.65	1.96	Accept Ho. /NS
Sibika at Kultura	0.05	0.83	1.96	Accept Ho. /NS

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' weight as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' weight".

Table 50, on the other hand, presents the results of the correlation analysis made between the academic performance in the five learning areas of the pupil-respondents and their nutritional status in terms of their height.

Table 50

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Nutritional Status (Height)

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.11	1.99	1.96	Reject Ho. /S
Filipino	0.07	1.32	1.96	Accept Ho. /NS
Science	-0.04	-0.79	1.96	Accept Ho. /NS
Mathematics	0.18	3.32	1.96	Reject Ho. /S
Sibika at Kultura	0.02	0.34	1.96	Accept Ho. /NS

As can be gleaned from the table, the academic performance in English and Mathematics were significantly related to the pupil-respondents' height. As for the academic performance in English, an r-value of 0.11 was obtained, indicating a negligible positive relationship between the academic performance in English of the pupil-respondents' and their height. The computed t-value was posted at 1.99 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in English and the pupil-respondents' height". This meant further that the pupil-respondents'

height influenced their academic performance in English. Furthermore, taller and shorter pupil-respondents have different academic performance in English.

Likewise, the academic performance in Mathematics was significantly related to the pupil-respondents' height. An r-value of 0.18 was obtained, indicating a negligible positive relationship between the academic performance in Mathematics of the pupil-respondents' and their height. The computed t-value was posted at 3.32 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Mathematics and the pupil-respondents' height". This meant further that the pupil-respondents' height influenced their academic performance in Mathematics. Furthermore, taller and shorter pupil-respondents have different academic performance in Mathematics.

Lastly, Table 51 reveals the results of the computation of correlation between the academic performance in the five learning areas of the pupil-respondents and their common illnesses.

Only the academic performance in Filipino was significantly influenced by the pupil-respondents common illnesses experienced. An r-value of 0.14, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their common illnesses. The computed t-value was posted at 2.47, which value was greater than the

Table 51

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Nutritional Status (Common Illnesses)

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.02	-0.38	1.96	Accept Ho. /NS
Filipino	0.14	2.47	1.96	Reject Ho. /S
Science	-0.06	-1.11	1.96	Accept Ho. /NS
Mathematics	0.05	0.80	1.96	Accept Ho. /NS
Sibika at Kultura	0.07	1.20	1.96	Accept Ho. /NS

critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' common illnesses" was rejected. It further implied that the academic performance in Filipino of the pupil-respondents was influenced by their common illnesses. The pupil-respondent who experiences common illnesses may have a different academic performance in Filipino than a pupil-respondent who has not experienced any illnesses, and conversely.

Average family monthly income. Table 52 showcases the results of the correlation analysis made between the academic performance in the five learning areas of the pupil-respondents and their average family monthly income.

Table 52

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Average Family Monthly Income

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	DECISION/INTERPRET
English	0.09	1.61	1.96	Accept Ho. /NS
Filipino	0.07	1.23	1.96	Accept Ho. /NS
Science	-0.09	-1.68	1.96	Accept Ho. /NS
Mathematics	0.05	0.94	1.96	Accept Ho. /NS
Sibika at Kultura	-0.01	-0.11	1.96	Accept Ho. /NS

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' average family monthly income as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' average family monthly income".

Parents' educational background. Tables 53 and 54 are the results of the computation of correlation between the academic performance in the five learning areas of the pupil-respondents and their parents' educational background.

As to the relationship between the academic performance in the five learning areas of the pupil-respondents and their fathers' educational background, Table 53 presents the results of the correlation analysis made.

Table 53

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Fathers' Educational Background

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.06	-1.15	1.96	Accept Ho. /NS
Filipino	0.09	1.52	1.96	Accept Ho. /NS
Science	0.04	0.71	1.96	Accept Ho. /NS
Mathematics	0.15	2.60	1.96	Reject Ho. /S
Sibika at Kultura	0.06	1.14	1.96	Accept Ho. /NS

Only the academic performance in Mathematics was significantly influenced by the pupil-respondents' fathers' educational background. An r-value of 0.15, indicating a negligible positive relationship, was obtained between the academic performance in Mathematics of the pupil-respondents and their fathers' educational background. The computed t-value was posted at 2.60, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Mathematics and

the pupil-respondents' fathers' educational background" was rejected. It further implied that the academic performance in Mathematics of the pupil-respondents was influenced by their fathers' educational background.

The pupil-respondent who has fathers who earned a degree in college may have a different academic performance in Mathematics than a pupil-respondent who has fathers who only reached elementary level, and conversely.

As to the relationship between the academic performance in the five learning areas of the pupil-respondents and their mothers' educational background, Table 54 presents the results of the correlation analysis made.

Only the academic performance in Filipino was significantly influenced by the pupil-respondents' mothers' educational background. An r-value of 0.12, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their mothers' educational background. The computed t-value was posted at 2.14, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' mothers' educational background" was rejected. It further implied that the academic performance in Filipino of the pupil-respondents was influenced by their mothers' educational background.

Table 54

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Mothers' Educational Background

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.01	-0.21	1.96	Accept Ho. /NS
Filipino	0.12	2.14	1.96	Reject Ho. /S
Science	0.07	1.26	1.96	Accept Ho. /NS
Mathematics	0.07	1.15	1.96	Accept Ho. /NS
Sibika at Kultura	-0.04	-0.62	1.96	Accept Ho. /NS

Parents' occupation. Tables 55 and 56 are the results of the computation of correlation between the academic performance in the five learning areas of the pupil-respondents and their parents' occupation.

Table 55 shows the results of the computation of correlation between the academic performance in the five learning areas of the pupil-respondents and their fathers' occupation. Only the academic performance in Filipino was significantly influenced by the pupil-respondents' fathers' occupation. An r-value of 0.17, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their fathers' occupation. The computed t-value was posted at 3.08, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the

academic performance in Filipino and the pupil-respondents' fathers' occupation" was rejected. It further implied that the academic performance in Filipino of the pupil-respondents was influenced by their fathers' occupation.

Table 55

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Fathers' Occupation

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.05	0.82	1.96	Accept Ho. /NS
Filipino	0.17	3.08	1.96	Reject Ho. /S
Science	0.01	0.18	1.96	Accept Ho. /NS
Mathematics	0.01	0.11	1.96	Accept Ho. /NS
Sibika at Kultura	0.00	-0.06	1.96	Accept Ho. /NS

Table 56 shows the results of the computation of correlation between the academic performance in the five learning areas of the pupil-respondents and their mothers' occupation.

As seen in the said table, all five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' mothers' occupation as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' mothers' occupation".

Table 56

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Mothers' Occupation

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.11	1.91	1.96	Accept Ho. /NS
Filipino	0.03	0.57	1.96	Accept Ho. /NS
Science	-0.01	-0.10	1.96	Accept Ho. /NS
Mathematics	0.03	0.48	1.96	Accept Ho. /NS
Sibika at Kultura	0.02	0.30	1.96	Accept Ho. /NS

Religion. Table 57 shows the results of the correlation analysis made between the academic performance in the five learning areas of the pupil-respondents and their religion.

As can be gleaned from Table 57, the academic performance in English and Filipino were found significantly related to the pupil-respondents' religion. As for the relationship between the academic performance in English and the pupil-respondents' religion, an r-value of 0.24, indicating a low positive relationship was obtained. Meantime, the computed t-value of 4.38 was obtained and said value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance English and the pupil-respondents' religion". This meant that the pupil-respondents' academic performance in English was significantly influenced by their religion. A Roman

Catholic pupil-respondent may have a different academic performance in English than a Protestant pupil-respondent, and conversely.

Table 57

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Religion

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.24	4.38	1.96	Reject Ho. /S
Filipino	-0.12	-2.20	1.96	Reject Ho. /S
Science	0.09	1.68	1.96	Accept Ho. /NS
Mathematics	0.06	1.08	1.96	Accept Ho. /NS
Sibika at Kultura	-0.11	-1.86	1.96	Accept Ho. /NS

Likewise, Table 57 reveals the relationship between the academic performance in Filipino and the pupil-respondents' religion. As for the relationship between the academic performance in Filipino and the pupil-respondents' religion, an r-value of -0.12, indicating a negligible negative relationship was obtained. Meantime, the computed t-value of -2.20 was obtained, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' religion". This meant that the pupil-respondents' academic performance in Filipino was significantly influenced by their religion. A Roman Catholic pupil-respondent may have a

different academic performance in Filipino than a Protestant pupil-respondent, and conversely.

Early childhood education attended. Table 58 presents the computation of the coefficient of correlation between the academic performance in the five learning areas and their early childhood education attended.

As can be seen in the table, the academic performance in two learning areas, to wit: Filipino and Mathematics obtained t-values greater than the critical t-value of 1.96 at 0.05 level of significance. As for the academic performance in Filipino of the pupil-respondents and their early childhood education, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.92, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' early childhood education". It implies further that the pupil-respondents' academic performance in Filipino is influenced by their early childhood education. Thus, a pupil-respondent who has taken an early childhood education may have better academic performance in Filipino than one who has not taken an early childhood education, and conversely.

Table 58

Relationship between Academic Performance of the (Grade I) Pupil-Respondents in the Five Learning Areas and Pupil-Respondents' Early Childhood Education

Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.11	1.92	1.96	Accept Ho. /NS
Filipino	0.16	2.92	1.96	Reject Ho. /S
Science	-0.08	-1.33	1.96	Accept Ho. /NS
Mathematics	0.22	3.89	1.96	Reject Ho. /S
Sibika at Kultura	0.01	0.24	1.96	Accept Ho. /NS

As for the academic performance in Mathematics of the pupil-respondents and their early childhood education, an r-value of 0.22, indicating a low positive relationship, was obtained. The computed t-value was 3.89, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Mathematics and the pupil-respondents' early childhood education". It implies further that the pupil-respondents' academic performance in Mathematics is influenced by their early childhood education. Thus, a pupil-respondent who has taken an early childhood education may have better academic performance in Mathematics than one who has not taken an early childhood education, and conversely.

Relationship between Level of Readiness for School (Grade I) in the Nine Domains and Academic Performance of the Pupil-Respondents in the Five Learning Areas

The correlation between the level of readiness for school (Grade I) in the nine domains of the pupil-respondents and their academic performance in the five learning areas, namely, English, Filipino, Science and Health, Mathematics, Sibika at Kultura is presented from Table 58-Table 67.

Gross motor. As to level of readiness for school (Grade I) in the nine domains along gross motor and academic performance of the pupils in the five learning areas, Table 58 presents it.

Table 59

Relationship between Pupil – Respondents Level of Readiness for School along Gross Motor and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Gross Motor VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher 's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.05	0.86	1.96	Accept Ho. /NS
Filipino	0.06	1.04	1.96	Accept Ho. /NS
Science and Health	-0.05	-0.92	1.96	Accept Ho. /NS
Mathematics	0.01	0.26	1.96	Accept Ho. /NS
Sibika at Kultura	-0.01	-0.11	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along gross motor reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.86, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in English". This indicates that the level of readiness for school (Grade I) along gross motor and academic performance in English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (grade I) with respect to gross motor domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along gross motor reveals a computed r of 0.06, which is interpreted as negligible relationship between the variables. The computed t-value was 1.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along gross motor and academic performance in Filipino is not significantly related. The result meant

that pupils' academic performance in Filipino does not differ with respect to gross motor domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along gross motor domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. As level of readiness for school (Grade I) along gross motor domain increases, academic performance in Science and Health decreases.

The computed t-value was -0.92, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for school (Grade I) along gross motor domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along gross motor domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along gross motor domain reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.26,

which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Mathematics. This indicates that the level of readiness for school (Grade I) along gross motor domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along gross motor domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along gross motor reveals a computed r of -0.01, which is interpreted as negligible relationship between the variables. As the level of readiness for school (Grade I) along gross motor domain increases, the academic performance in Sibika at Kultura decreases.

The computed t-value was 0.86, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along gross motor and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils'

academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (Grade I) along gross motor.

Fine motor. As to level of readiness for school (grade I) along fine motor domain and academic performance of the pupils in the five learning areas, Table 59 presents it.

Table 60

Relationship between Pupil–Respondents' Level of Readiness for School along Fine Motor and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Fine Motor VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.07	-1.31	1.96	Accept Ho. /NS
Filipino	0.01	0.16	1.96	Accept Ho. /NS
Science and Health	0.02	0.38	1.96	Accept Ho. /NS
Mathematics	0.04	0.79	1.96	Accept Ho. /NS
Sibika at Kultura	0.10	1.75	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along fine motor reveals a computed r of -0.07, which is interpreted as negligible relationship between the variables. It implies further that as the level of readiness for school along fine motor increases, the pupil-respondents' academic performance in English

decreases. The computed t-value was -1.31, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in English. This indicates that the level of readiness for school (Grade I) along fine motor and academic performance in English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (Grade I) with respect to fine motor domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along fine motor reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.16, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along fine motor and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to fine motor domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along fine motor domain reveals a computed r of 0.04, which is interpreted as negligible relationship between the variables. The computed t-value was 0.79, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor domain and the pupil-respondents academic performance in Mathematics. This indicates that the level of readiness for school (Grade I) along fine motor domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along fine motor domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along fine motor domain reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-value was 0.38, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for

school (Grade I) along fine motor domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along fine motor domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along fine motor reveals a computed r of 0.10, which is interpreted as negligible relationship between the variables. The computed t-value was 1.75, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along fine motor and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (Grade I) along fine motor.

Receptive/expressive language. As to level of readiness for school (grade I) along receptive/expressive language and academic performance of the pupils in the five learning areas, Table 61 presents it.

Table 61

Relationship between Pupil – Respondents' Level of Readiness for School along Receptive/Expressive Language and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Receptive/Expressive Language VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher 's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.05	0.86	1.96	Accept Ho. /NS
Filipino	0.06	1.04	1.96	Accept Ho. /NS
Science and Health	-0.05	-0.92	1.96	Accept Ho. /NS
Mathematics	0.01	0.26	1.96	Accept Ho. /NS
Sibika at Kultura	-0.01	-0.11	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along receptive/expressive language reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was 0.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311.This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in English. This indicates that the level of readiness for school (Grade I) along receptive/expressive language and academic performance in

English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (grade I) with respect to receptive/expressive language.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along receptive/expressive language reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-value was 0.31, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along receptive/expressive language and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to receptive/expressive language domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along receptive/expressive language domain reveals a computed r of -0.01, which is interpreted as negligible relationship between the variables. As level of readiness for school (Grade I) along receptive/expressive language domain increases, academic performance in Science and Health decreases. The

computed t-value was -0.18, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for school (Grade I) along receptive/expressive language domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (grade I) along receptive/expressive language domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along receptive/expressive language domain reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.95, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Mathematics. This indicates that the level of readiness for school (grade I) along receptive/expressive language domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to

their level of readiness for school (Grade I) along receptive/expressive language domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along receptive/expressive language reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.10, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (grade I) along receptive/expressive language and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (Grade I) along receptive/expressive language.

Sensory discrimination. As to level of readiness for school (Grade I) along sensory discrimination and academic performance of the pupils in the five learning areas, Table 62 presents it.

Table 62

Relationship between Pupil – Respondents' Level of Readiness for School along Sensory Discrimination and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Sensory Discrimination VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.05	-0.85	1.96	Accept Ho. /NS
Filipino	0.07	1.19	1.96	Accept Ho. /NS
Mathematics	0.00	-0.02	1.96	Accept Ho. /NS
Science and Health	0.04	0.73	1.96	Accept Ho. /NS
Sibika at Kultura	0.03	0.61	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along sensory discrimination reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. It implies that as level of readiness for school along sensory discrimination increases, pupil-respondents' academic performance in English decreases. The computed t-value was -0.85, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in English. This indicates that the level of readiness for school (Grade I) along sensory

discrimination and academic performance in English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (Grade I) with respect to sensory discrimination domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along sensory discrimination reveals a computed r of 0.07, which is interpreted as negligible relationship between the variables. The computed t-value was 1.19, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along sensory discrimination and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to sensory discrimination domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along sensory discrimination domain reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was -0.02, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the

hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Mathematics. This indicates that the level of readiness for school (Grade I) along sensory discrimination domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along sensory discrimination domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along sensory discrimination domain reveals a computed r of 0.04, which is interpreted as negligible relationship between the variables. The computed t-value was 0.73, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for school (Grade I) along sensory discrimination domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along sensory discrimination domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along sensory discrimination reveals a computed r of 0.03, which is interpreted as negligible relationship between the variables. The computed t-value was 0.61, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along sensory discrimination and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (grade I) along sensory discrimination.

Concept formation. As to level of readiness for school (Grade I) along concept formation and academic performance of pupils in the five learning areas, Table 63 presents it.

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along concept formation reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-value was 0.27, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship

between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in English. This indicates that the level of readiness for school (Grade I) along concept formation and academic performance in English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (Grade I) with respect to concept formation.

Table 63

Relationship between Pupil – Respondents Level of Readiness for School along Concept Formation and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Concept Formation VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	0.02	0.27	1.96	Accept Ho. /NS
Filipino	0.04	0.64	1.96	Accept Ho. /NS
Science and Health	0.09	1.53	1.96	Accept Ho. /NS
Mathematics	0.03	0.49	1.96	Accept Ho. /NS
Sibika at Kultura	-0.03	-0.46	1.96	Accept Ho. /NS

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along concept formation reveals a computed r of 0.04, which is interpreted as negligible relationship between the variables. The computed t-value was 0.64, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led

to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along concept formation and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to concept formation domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along concept formation domain reveals a computed r of 0.09, which is interpreted as negligible relationship between the variables. The computed t-value was 1.53, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for school (Grade I) along concept formation domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along concept formation domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I)

along concept formation domain reveals a computed r of 0.03, which is interpreted as negligible relationship between the variables. The computed t-value was 0.49, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in Mathematics. This indicates that the level of readiness for school (Grade I) along concept formation domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along concept formation domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along concept formation reveals a computed r of -0.03, which is interpreted as negligible relationship between the variables. As level of readiness for school along concept formation increases, pupil-respondents' academic performance in Sibika at Kultura decreases. The computed t-value was -0.46, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along

concept formation and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (Grade I) along concept formation.

Numeracy. As to level of readiness for school (Grade I) along numeracy and academic performance of the pupils in the five learning areas, Table 64 presents it.

Table 64

Relationship between Pupil–Respondents' Level of Readiness for School along Numeracy and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Numeracy VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	- 0.05	-0.83	1.96	Accept Ho. /NS
Filipino	-0.11	-1.96	1.96	Reject Ho. /S
Mathematics	0.05	0.97	1.96	Accept Ho. /NS
Science and Health	0.05	0.83	1.96	Accept Ho. /NS
Sibika at Kultura	-0.04	-0.72	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along numeracy reveals a computed r of -0.05, which is interpreted as negligible relationship between the

variables. The computed t-value was -0.83, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in English". This indicates that the level of readiness for school (Grade I) along numeracy and academic performance in English is not significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (Grade I) with respect to numeracy domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along numeracy reveals a computed r of -0.11, which is interpreted as negligible relationship between the variables. It implies that as level of readiness for school along numeracy increases, pupil-respondents' academic performance in Filipino decreases. The computed t-value was -1.96, which is equal to the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy domain and the pupil-respondents academic performance in Filipino". This indicates that the level of readiness for school (Grade I) along numeracy and academic performance in Filipino is significantly related. The result meant that pupils' academic performance in Filipino differ with respect to numeracy domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along numeracy reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.97, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents academic performance in Mathematics". This indicates that the level of readiness for school (Grade I) along numeracy domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along numeracy domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along numeracy domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.83, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in Science and Health". This indicates that the level of readiness for school (grade I) along numeracy domain and academic performance in Science

and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along numeracy domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along numeracy reveals a computed r of -0.04, which is interpreted as negligible relationship between the variables. As level of readiness for school along numeracy increases, pupil-respondents' academic performance in Sibika at Kultura decreases. The computed t-value was -0.72, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along numeracy and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (Grade I) along numeracy.

Reading readiness. As to level of readiness for school (Grade I) along reading readiness and academic performance of the pupils in the five learning areas, Table 65 presents it.

Table 65

Relationship between Pupil–Respondents' Level of Readiness for School along Reading Readiness and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Reading Readiness VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	- 0.05	-0.85	1.96	Accept Ho. /NS
Filipino	-0.03	-0.51	1.96	Accept Ho. /NS
Mathematics	-0.05	-0.93	1.96	Accept Ho. /NS
Science and Health	0.00	0.00	1.96	Accept Ho. /NS
Sibika at Kultura	0.00	-0.04	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along reading readiness reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. As level of readiness for school along reading readiness increases, pupil-respondents' academic performance in English decreases. The computed t-value was -0.85, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in English". This indicates that the level of readiness for school (Grade I) along reading readiness and academic performance in English is not

significantly related. The result meant that pupils' academic performance in English does not differ with respect to level of readiness for school (Grade I) with respect to reading readiness domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along reading readiness reveals a computed r of -0.03, which is interpreted as negligible relationship between the variables. As level of readiness for school along reading readiness increases, pupil-respondents' academic performance in Filipino decreases. The computed t-value was -0.51, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness domain and the pupil-respondents' academic performance in Filipino. This indicates that the level of readiness for school (Grade I) along reading readiness reading readiness and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to reading readiness domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along reading readiness domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.93, which is less than the critical t-value of 1.96 at 0.05 level of

significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Mathematics". This indicates that the level of readiness for school (Grade I) along reading readiness domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along reading readiness domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along reading readiness domain reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was 0.00, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Science and Health. This indicates that the level of readiness for school (Grade I) along reading readiness domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along reading readiness domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along reading readiness reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. As level of readiness for school along reading readiness increases, pupil-respondents' academic performance in Sibika at Kultura decreases. The computed t-value was -0.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Sibika at Kultura. This indicates that the level of readiness for school (Grade I) along reading readiness academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura does not differ with respect to their level of readiness for school (grade I) along reading readiness.

Construction/visual motor integration. As to level of readiness for school (grade I) along construction/visual motor integration and academic performance of the pupils in the five learning areas, Table 66 presents it.

Table 66

Relationship between Pupil–Respondents Level of Readiness for School along Construction/Visual Motor Integration and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Construction/Visual Motor Integration VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.16	-2.87	1.96	Reject Ho. /S
Filipino	-0.08	-1.35	1.96	Accept Ho. /NS
Science and Health	0.01	0.20	1.96	Accept Ho. /NS
Mathematics	-0.12	-2.11	1.96	Reject Ho. /S
Sibika at Kultura	0.01	0.26	1.96	Accept Ho. /NS

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along construction/visual motor integration reveals a computed r of -0.16, which is interpreted as negligible relationship between the variables. It implies that as level of readiness for school along construction/visual motor integration increases, pupil-respondents' academic performance in English decreases. The computed t-value was -2.87, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along

construction/visual motor integration and the pupil-respondents' academic performance in English". This indicates that the level of readiness for school (Grade I) along construction/visual motor integration and academic performance in English is significantly related. The result meant that pupils' academic performance in English differ with respect to level of readiness for school (grade I) with respect to construction/visual motor integration domain.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along construction/visual motor integration reveals a computed r of -0.08, which is interpreted as negligible relationship between the variables. It implies as level of readiness for school along construction/visual motor integration increases, pupil-respondents' academic performance in Filipino decreases. The computed t-value was -1.35, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration domain and the pupil-respondents academic performance in Filipino". This indicates that the level of readiness for school (Grade I) along construction/visual motor integration and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to construction/visual motor integration domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along construction/visual motor integration domain reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.20, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Science and Health". This indicates that the level of readiness for school (Grade I) along construction/visual motor integration domain and academic performance in Science and Health is not significantly related. The result meant that pupils' academic performance in Science and Health does not differ with respect to their level of readiness for school (Grade I) along construction/visual motor integration domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along construction/visual motor integration domain reveals a computed r of -0.12, which is interpreted as negligible relationship between the variables. As level of readiness for school along construction/visual motor integration increases, pupil-respondents' academic performance in Mathematics decreases. The computed t-value was -2.11, which absolute value is greater than the critical

t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Mathematics". This indicates that the level of readiness for school (Grade I) along construction/visual motor integration domain and academic performance in Mathematics is significantly related. The result meant that pupils' academic performance in Mathematics differ with respect to their level of readiness for school (Grade I) along construction/visual motor integration domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along construction/visual motor integration reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.26, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Sibika at Kultura". This indicates that the level of readiness for school (Grade I) along construction/visual motor integration and academic performance in Sibika at Kultura is not significantly related. The result meant that pupils' academic performance in Sibika at Kultura

does not differ with respect to their level of readiness for school (Grade I) along construction/visual motor integration.

Self-help/socio-emotional. As to level of readiness for school (Grade I) along self-help/socio-emotional and academic performance of the pupils in the five learning areas, Table 67 presents it.

Table 67

Relationship between Pupil–Respondents Level of Readiness for School along Self-help/Socio-emotional and Academic Performance in the Five Learning Areas

Level of Readiness for School (Grade I) As to Self-help/Socio-Emotional VS Academic Performance in the Five Learning Areas	r_{xy}	Fisher's t	Critical t @ df=311 and α=0.05	Decision/ Interpret
English	-0.13	-2.24	1.96	Reject Ho. /S
Filipino	-0.02	-0.30	1.96	Accept Ho. /NS
Science and Health	-0.11	1.99	1.96	Reject Ho. /S
Mathematics	-0.08	-1.41	1.96	Accept Ho. /NS
Sibika at Kultura	0.12	2.05	1.96	Reject Ho. /S

As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along self-help/socio-emotional reveals a computed r of -0.13, which is interpreted as negligible relationship between the variables. It implies that as level of readiness for school

along self-help/socio-emotional increases, pupil-respondents' academic performance in English decreases. The computed t-value was -2.24, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in English". This indicates that the level of readiness for school (Grade I) along self-help/socio-emotional and academic performance in English is significantly related. The result meant that pupils' academic performance in English differ with respect to level of readiness for school (Grade I) with respect to self-help/socio-emotional.

As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along self-help/socio-emotional reveals a computed r of -0.02 which is interpreted as negligible relationship between the variables. As level of readiness for school along self-help/socio-emotional increases, pupil-respondents' academic performance in Filipino decreases. The computed t-value was -0.30, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional domain and the pupil-respondents academic performance in Filipino". This indicates that the level of readiness for school (Grade I) along

self-help/socio-emotional and academic performance in Filipino is not significantly related. The result meant that pupils' academic performance in Filipino does not differ with respect to self-help/socio-emotional domain.

As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along self-help/socio-emotional domain reveals a computed r of 0.11, which is interpreted as negligible relationship between the variables. The computed t-value was 1.99, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Science and Health". This indicates that the level of readiness for school (Grade I) along self-help/socio-emotional domain and academic performance in Science and Health is significantly related. The result meant that pupils' academic performance in Science and Health differ with respect to their level of readiness for school (Grade I) along self-help/socio-emotional domain.

As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I), along self-help/socio-emotional reveals a computed r of -0.08, which is interpreted as negligible relationship between the variables. As level of readiness for school along self-help/socio-emotional increases, pupil-

respondents' academic performance in Mathematics decreases. The computed t-value was -1.41, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Mathematics". This indicates that the level of readiness for school (Grade I) along self-help/socio-emotional domain and academic performance in Mathematics is not significantly related. The result meant that pupils' academic performance in Mathematics does not differ with respect to their level of readiness for school (Grade I) along self-help/socio-emotional domain.

As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along self-help/socio-emotional reveals a computed r of 0.12, which is interpreted as negligible relationship between the variables. The computed t-value was 2.05, which is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Sibika at Kultura". This indicates that the level of readiness for school (Grade I) along self-help/socio-emotional and academic performance in Sibika at Kultura is significantly related. The result meant that pupils' academic

performance in Sibika at Kultura differ with respect to their level of readiness for school (Grade I) along self-help/socio-emotional.

Implications

The following were the implications based on the findings of the study:

1. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to gross motor and common illness of the pupil-respondents implies that children who are sickly even when they were in preschool should be attended closely by parents when they enter formal school (Grade I). Activities that teachers should initiate and implement in class should be attuned to the level of readiness of pupils as to gross motor and common illnesses that they experience.

2. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents along fine motor and their sex implies that the teacher in preschool and in grade school should have different activities for boys and girls because they have different physical make-up.

3. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to fine motor and parents' educational background (father and mother) implies that parents who are educationally qualified should understand the aims of preschool education and should support them. In addition, they should understand what preschool offers and why it is important for the development of their young children.

4. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to fine motor and their fathers' occupation implies that fathers should be supportive of the demands of their children in preschool regardless of their occupations for the much-needed parent-child bonding in preschool.

5. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to fine motor and early childhood education attended of the pupil-respondents implies that pre-school age children should be made to attend preschool by parents since preschool training helps in making the child ready for school as to fine motor.

6. A significant correlation between the level of readiness for school (Grade I) of the pupil-respondents as to receptive /expressive language and their sex implies that preschool teachers should vary their classroom activities considering their sex especially if such activities will develop their receptive/expressive language.

7. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to receptive expressive language and their weight implies that teachers should consider the pupils' weight in assigning activities to them which will develop their receptive/expressive language.

8. A significant correlation between the level of readiness for school (Grade I) of the pupil-respondents as to receptive/expressive language and common illness implies that preschoolers who are sickly should be given

attention by the teachers since it is possible that due to being sickly his/her receptive/expressive language development is not at par with their classmates.

9. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to receptive/expressive language and mothers' educational background implies that mothers, especially those with college education or have reached college level, should talk to their children in preschool for better development of their receptive/expressive language.

10. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to receptive expressive language and parents' occupations (father and mother) implies that considering their occupations parents should send their pre-school aged children to preschool because of the attention that they cannot give due to the demands of their occupations or that they should give attention to them especially that they are home during the evening since their occupations is not demanding since majority are farmers for the father and housekeepers for the mother.

11. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to receptive/expressive language and early childhood education attended implies that attendance in early childhood education should be considered by the parents since its main objective is socialization and the preschoolers develop their receptive/expressive language through contact with other children.

12. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to sensory discrimination and their sex implies that as early as preschool the preschool teachers should consider gender biases, hence, should group together girls separately from boys.

13. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to sensory discrimination and their common illness implies that preschool teachers should exert more attention to preschoolers who are sickly and should group them with children of the same condition so that they will not feel inferior over healthy children.

14. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to sensory discrimination and parents' educational background (father and mother) implies that parents who are educationally equipped to help their preschool children should help the preschool teachers by teaching them at home with activities aimed at developing sensory discrimination.

15. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to sensory discrimination and parents' occupation (father and mother) implies that parents should help the preschools and the preschool teachers to make pupils ready at home by using their financial resources to enhance the level of readiness as to sensory discrimination of pupils by giving them functional and educational toys.

16. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to sensory discrimination and early childhood education attended of the pupil-respondents implies that parents should send their preschool children to any early childhood education in order to experience and avail of materials, facilities and equipment which will develop their sensory discrimination.

17. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to concept formation and number of sisters implies that older sisters should be tapped by teachers and parents to help the preschoolers in concept formation. A bond should be developed between the sisters and the preschool child especially that in Filipino families the task of taking care of the young ones are the responsibility of the older sisters, especially in the absence of the parents.

18. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to concept formation and mothers' educational background implies that mothers who graduated from college, or have reached college are in better position to augment the learning of pupils in school. As such, they should devise ways by which the learning of pupils in school will be reinforced at home, including constant and close monitoring of assignments.

19. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to concept formation and religion implies

that pupil-respondents should capture the benefits of spiritual activities like Sunday schools such as Bible reading in order to enhance their readiness in concept formation.

20. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to concept formation and early childhood education attended implies that attendance in any early childhood education of the pupils will enhance their concept formation through interaction with other children.

21. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to numeracy and their age implies that preschool aged child should be made to attend preschool to develop their numeracy.

22. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to reading readiness and common illness implies that pupils' parents should take extra time to help their children read at home especially if the child is always sick or sickly and miss out classes.

23. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to construction/visual motor integration and number of sisters implies that the number of sisters should be tapped by the preschool teachers since the sisters can act as teachers-at-home of the preschoolers.

24. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to construction/visual motor integration and weight implies that teachers should give differentiated activities considering their weight because they might differ as to agility due to weight.

25. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to construction/visual motor integration and height implies that teachers should give differentiated activities considering their height because they might differ in experiences due to height.

26. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to construction/visual motor integration and common illness of the pupil-respondents implies that teachers should give different activities for developing children's construction and visual motor integration considering their health.

27. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents as to construction/visual motor integration and mothers' educational background implies that teachers should ask the help of the mothers especially to help develop the pupils' readiness as to construction/visual motor integration.

28. A significant correlation between level of readiness for school (Grade I) of the pupil-respondents and common illness implies that common illness that pupils experience should be given attention by teachers and their

parents by initiating linkages with health agencies in terms of immunization, de-worming, vaccination, feeding program and others.

29. A significant correlation between academic performance of the pupil-respondents in English and number of sisters implies that teachers should make it their concern to know the education level of the sisters of the preschool children since their performance in English can be enhanced or improved if the sisters know English. The teachers can tap the sisters of the preschool children to teach them English at home.

30. A significant correlation between academic performance of the pupil-respondents in English and height implies that the seating arrangement should be arranged in such a way that taller pupils are made to sit at the back. This implies that teachers should consider the height of the pupils in giving them activities in their English classes. The teachers should consider also not only the height but the sight or vision of the pupils.

31. A significant correlation between academic performance of the pupil-respondents in English and religion implies that Grade I teachers should consider the religion of their pupils to those whose religion are not Roman Catholic to give them assignment such as stories from the bible which are familiar to the children.

32. A significant correlation between academic performance of the pupil-respondents in Filipino and common illness implies that the teachers should give advanced homework or exercises for pupils who are sickly or if not

advanced exercises or assignments when they report for classes since they are absent from classes in Filipino because of their being sickly.

33. A significant correlation between academic performance of the pupil-respondents in Filipino and educational background of their mothers implies that teachers should give their assignment in Filipino for mothers of pupils who have not reached college or are elementary graduates only since if the assignment is written in Filipino the mothers can help their children.

34. A significant correlation between academic performance of the pupil-respondents in Filipino and occupation of the fathers of the pupil-respondents implies that teachers should consider the occupation of the fathers in giving them requirements such as workbooks, exercise sheets, among others since it is possible that pupils will not be able to secure this because of limited financial resources to afford them.

35. A significant correlation between academic performance of the pupil-respondents in Filipino and religion implies that teachers should give pupils the chance to share their religion to their classmates by means of bible stories in Filipino.

36. A significant correlation between academic performance of the pupil-respondents in Filipino and early childhood education attended implies that since Filipino is the language used in preschool, parents should send them to any early childhood education institutions to develop their ability in Filipino.

37. A significant correlation between academic performance of the pupil-respondents in Mathematics and their height implies that teachers should re-arrange the classroom in such a way that taller pupils are placed at the back. In this way, the shorter pupils will have better understanding of the lessons because of their proximity to the blackboard and to their teachers.

38. A significant correlation between academic performance of the pupil-respondents in Mathematics and their fathers' educational background implies that teachers should harness the resources of the fathers in making them available for tutorial in Mathematics at home.

39. A significant correlation between academic performance of the pupil-respondents in Mathematics and early childhood education attended implies that pupils should be enrolled in early childhood education institutions since these institutions will give initial activities aimed at developing their skills in Mathematics.

40. A significant correlation between academic performance of the pupil-respondents in Sibika at Kultura and number of brothers of the pupil-respondents implies that teachers should relay the importance of encouraging the brothers to tutor their siblings at home, especially with respect to lessons in Sibika at Kultura which the brothers are well-versed at.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the summary of findings of this study, the conclusions and recommendations.

Summary of Findings

The major findings of this study were:

1. The Grade I pupil-respondents of the study from the District of Pagsanghan, having a mean age of 6.96 years, majority were females, having a mean family size of 6 members, majority of them were first-, second-, third- and fourth-born child, have a mean number of brothers of 2 and sisters of 2 with a mean total sibling of 3, majority of them have normal weight and height, majority of them rarely experience common illnesses, majority of them have income below Php 5,000, majority of the parents are at least elementary graduates, with fathers who are fishermen and mothers who are housewives, majority are Roman Catholics, and majority of them attended day care as early childhood education.

2. The level of readiness for school of the pupil-respondents with a mean of 4.88 for gross motor, 4.31 for fine motor, 3.66 for receptive/expressive language, 3.39 for sensory discrimination, 3.42 for concept formation, 3.27 for numeracy, 5.02 for reading readiness, 3.10 for construction/visual motor

integration, 25.32 for self-help/socio-emotional. Only in reading readiness are the respondents not ready for Grade I.

3. Only the domain on numeracy was found significantly related to the pupil-respondents' age as shown by the r-value of -0.11, which indicated a negligible negative relationship. The computed t-value was -1.98, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along numeracy and their age".

4. The domain of fine motor was found significantly related to the pupil-respondents' sex. The coefficient of correlation was posted at -0.25, which indicated a low negative relationship. The computed t-value was -4.64, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their sex".

5. As for the coefficient of correlation between the pupil-respondents' readiness for school along sensory discrimination and their sex, there was a negative negligible relationship as indicated by an r-value of -0.13. The computed t-value was -2.28, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance and df=311. This then led to the rejection of the hypothesis which states that "There is no significant relationship

between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their sex".

6. The nine domains of the readiness for school of the pupil-respondents were not significantly related to their family size as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their family size".

7. The nine domains of the readiness for school of the pupil-respondents were not significantly related to their birth order as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their birth order".

8. The nine domains of the readiness for school of the pupil-respondents were not significantly related to their number of boy siblings as indicated by their respective r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance, df=311. This led to the acceptance of the hypothesis which states that "There is no significant

relationship between level of readiness for school of the Grade I pupil-respondents in the nine domains and their number of boy siblings".

9. The coefficient of correlation between the level of readiness for school of the pupil-respondents along concept formation was -0.11 which implied a negligible negative relationship. The computed t-value of -2.00 was posted, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their number of girl siblings".

10. The coefficient of correlation between the level of readiness for school of the pupil-respondents along construction/visual motor integration was -0.11 which implied a negligible negative relationship. The computed t-value of -1.98 was posted, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis which states "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their number of girl siblings".

11. The r-value of -0.12 which indicated a negligible negative relationship was obtained between level of readiness for school of the pupil-respondents along receptive/expressive language and their weight. The computed t-value of -2.14 was obtained, the absolute value of which was greater

than the critical t-value of 1.96 at 0.05 level of significance. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their nutritional status in terms of weight".

12. The r-value of -0.13 which indicated a negligible negative relationship was obtained between level of readiness for school of the pupil-respondents along construction/visual motor integration and their weight. The computed t-value of -2.28 was obtained, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. This then led to the rejection of the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents construction/visual motor integration and their nutritional status in terms of weight".

13. Only the domain on construction/visual motor integration was significantly related to the pupil-respondents' nutritional status as to height. The coefficient of correlation was posted at -0.14 with a t-value of -2.46, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. As such, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents in construction/visual motor integration and their nutritional status in terms of height" was rejected.

14. An r-value of 0.17, indicating a negligible positive relationship, was obtained between the level of readiness for school along gross motor of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.02 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents gross motor and their nutritional status in terms of common illnesses".

15. An r-value of 0.31, indicating a low positive relationship, was obtained between the level of readiness for school along receptive/expressive language of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 5.66 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents receptive/expressive language and their nutritional status in terms of common illnesses".

16. An r-value of 0.19, indicating a negligible positive relationship, was obtained between the level of readiness for school along sensory discrimination of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.50 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the

rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents sensory discrimination and their nutritional status in terms of common illnesses".

17. An r-value of 0.17, indicating a negligible positive relationship, was obtained between the level of readiness for school along reading readiness of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.11 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along reading readiness and their nutritional status in terms of common illnesses".

18. An r-value of 0.20, indicating a negligible positive relationship, was obtained between the level of readiness for school along construction/visual motor integration of the pupil-respondents and their nutritional status in terms of common illnesses. The computed t-value was posted at 3.59 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. This then led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their nutritional status in terms of common illnesses".

19. The level of readiness for school of the pupil-respondents along the nine domains of gross motor, fine motor, receptive/expressive language, sensory

discrimination, concept formation, numeracy, reading readiness, construction/visual motor integration, and self-help emotional were not significantly related to their average family monthly income as shown by their r-values and t-values which were lesser than the critical t-value of 1.96 at 0.05 level of significance.

20. As regard the relationship between the level of readiness for school of the pupil-respondents along fine motor and their fathers' educational background, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.94 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their fathers' educational background".

21. As regard the relationship between the level of readiness for school of the pupil-respondents along sensory discrimination and their fathers' educational background, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.83 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their fathers' educational background".

22. As regard the relationship between the level of readiness for school of the pupil-respondents along fine motor and their mothers' educational background, an r-value of 0.22, indicating a negligible positive relationship, was obtained. The computed t-value was 3.99 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their mothers' educational background".

23. As regard the relationship between the level of readiness for school of the pupil-respondents along receptive/expressive language and their mothers' educational background, an r-value of 0.17, indicating a negligible positive relationship, was obtained. The computed t-value was 3.08 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their mothers' educational background".

24. As regard the relationship between the level of readiness for school of the pupil-respondents along sensory discrimination and their mothers' educational background, an r-value of 0.20, indicating a low positive relationship, was obtained. The computed t-value was 3.64 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness

for school of the Grade I pupil-respondents along sensory discrimination and their mothers' educational background".

25. As regard the relationship between the level of readiness for school of the pupil-respondents along concept formation and their mothers' educational background, an r-value of 0.18, indicating a low positive relationship, was obtained. The computed t-value was 3.27 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their mothers' educational background".

26. As regard the relationship between the level of readiness for school of the pupil-respondents along construction/visual motor integration and their mothers' educational background, an r-value of 0.11, indicating a negligible positive relationship, was obtained. The computed t-value was 2.01 which was greater than the critical t-value of 1.96 at 0.05 level of significance. Thus, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along construction/visual motor integration and their mothers' educational background" was rejected.

27. The computation of the correlation between level of readiness for school along fine motor of the pupil-respondents and their fathers' occupation revealed an r-value of 0.12, indicating a negligible positive relationship.

Meanwhile, the computed t-value was 2.07, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their fathers' occupation" was rejected.

28. The computation of the correlation between level of readiness for school along receptive/expressive language of the pupil-respondents and their fathers' occupation revealed an r-value of 0.13, indicating a negligible positive relationship. Meanwhile, the computed t-value was 2.30, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their fathers' occupation" was rejected.

29. The computation of the correlation between level of readiness for school along sensory discrimination of the pupil-respondents and their fathers' occupation revealed an r-value of 0.17, indicating a negligible positive relationship. Meanwhile, the computed t-value was 3.12, the value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their fathers' occupation" was rejected.

30. The r-value between the level of readiness for school of the pupil-respondents along receptive/expressive language and their mothers' occupation was 0.14, indicating a negligible positive relationship. The computed t-value was 2.40 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This resulted to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their mothers' occupation".

31. The r-value between the level of readiness for school of the pupil-respondents along sensory discrimination and their mothers' occupation was 0.14, indicating a negligible positive relationship. The computed t-value was 2.47 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This resulted to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along sensory discrimination and their mothers' occupation".

32. Only the level of readiness for school along concept formation of the pupil-respondents was found significantly related to their religion given by the coefficient of correlation posted at 0.14. The computed t-value of 2.42 which was greater than the critical t-value of 1.96 at 0.05 level of significance, df=311 was obtained. This led to the rejection of the hypothesis that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their religion".

33. The level of readiness for school of the pupil-respondents along fine motor was significantly related to their early childhood education given the r-value of 0.12 which was a negligible positive relationship. The computed t-value was 2.20, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along fine motor and their early childhood education" was rejected.

34. The level of readiness for school of the pupil-respondents along receptive/expressive language was significantly related to their early childhood education given the r-value of 0.25 which was a negligible positive relationship. The computed t-value was 4.56, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along receptive/expressive language and their early childhood education" was rejected.

35. The level of readiness for school of the pupil-respondents along sensory discrimination was significantly related to their early childhood education given the r-value of 0.23 which was a negligible positive relationship. The computed t-value was 4.25, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the

Grade I pupil-respondents along sensory discrimination and their early childhood education" was rejected.

36. The level of readiness for school of the pupil-respondents along concept formation was significantly related to their early childhood education given the r-value of 0.21 which was a negligible positive relationship. The computed t-value was 3.72, a value greater than the critical t-value of 1.96 at 0.05 level of significance, df=311. Therefore, the hypothesis which states that "There is no significant relationship between level of readiness for school of the Grade I pupil-respondents along concept formation and their early childhood education" was rejected.

37. The academic performance in English of the pupil-respondents obtained a mean of 21.56 interpreted as a very high performance.

38. The academic performance in Filipino of the pupil-respondents obtained a mean of 20.68 interpreted as a high performance.

39. The academic performance in Science of the pupil-respondents obtained a mean of 20.52 interpreted as a high performance.

40. The academic performance in Mathematics of the pupil-respondents obtained a mean of 20.55 interpreted as a high performance.

41. The academic performance in Sibika at Kultura of the pupil-respondents obtained a mean of 20.17 interpreted as a high performance.

42. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-

respondents' age as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' age".

43. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' sex as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' sex".

44. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' family size as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' family size".

45. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' birth order as indicated by their r-values and t-values which were

less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' birth order".

46. Only the academic performance in Sibika at Kultura was found significantly related to the pupil-respondents' number of boy siblings or brothers. An r-value of -0.11, indicating a negligible negative relationship, was obtained. The computed t-value was posted at 2.02, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Sibika at Kultura and the pupil-respondents' number of boy siblings".

47. The academic performance in English of the pupil-respondents was significantly related to their number of girl siblings or sisters. The coefficient of correlation obtained was 0.11, indicating a negligible positive relationship. Meantime, the computed t-value was 2.02, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in English and the pupil-respondents' number of girl siblings".

48. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-

respondents' weight as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' weight".

49. As for the academic performance in English, an r-value of 0.11 was obtained, indicating a negligible positive relationship between the academic performance in English of the pupil-respondents' and their height. The computed t-value was posted at 1.99 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in English and the pupil-respondents' height".

50. Likewise, the academic performance in Mathematics was significantly related to the pupil-respondents' height. An r-value of 0.18 was obtained, indicating a negligible positive relationship between the academic performance in Mathematics of the pupil-respondents' and their height. The computed t-value was posted at 3.32 which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Mathematics and the pupil-respondents' height".

51. Only the academic performance in Filipino was significantly influenced by the pupil-respondents common illnesses experienced. An r-value

of 0.14, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their common illnesses. The computed t-value was posted at 2.47, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' common illnesses" was rejected.

52. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-respondents' average family monthly income as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' average family monthly income".

53. Only the academic performance in Mathematics was significantly influenced by the pupil-respondents' fathers' educational background. An r-value of 0.15, indicating a negligible positive relationship, was obtained between the academic performance in Mathematics of the pupil-respondents and their fathers' educational background. The computed t-value was posted at 2.60, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no

significant relationship between the academic performance in Mathematics and the pupil-respondents' fathers' educational background" was rejected.

54. Only the academic performance in Filipino was significantly influenced by the pupil-respondents' mothers' educational background. An r-value of 0.12, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their mothers' educational background. The computed t-value was posted at 2.14, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' mothers' educational background" was rejected.

55. Only the academic performance in Filipino was significantly influenced by the pupil-respondents' fathers' occupation. An r-value of 0.17, indicating a negligible positive relationship, was obtained between the academic performance in Filipino of the pupil-respondents and their fathers' occupation. The computed t-value was posted at 3.08, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' fathers' occupation" was rejected.

56. All five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura were not significantly related to the pupil-

respondents' mothers' occupation as indicated by their r-values and t-values which were less than the critical t-value of 1.96 at 0.05 level of significance. This then led to the acceptance of the hypothesis that "There is no significant relationship between the academic performance in the five learning areas and the pupil-respondents' mothers' occupation".

57. As for the relationship between the academic performance in English and the pupil-respondents' religion, an r-value of 0.24, indicating a low positive relationship was obtained. Meantime, the computed t-value of 4.38 was obtained and said value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance English and the pupil-respondents' religion".

58. As for the relationship between the academic performance in Filipino and the pupil-respondents' religion, an r-value of -0.12, indicating a negligible negative relationship was obtained. Meantime, the computed t-value of -2.20 was obtained, the absolute value of which was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' religion".

59. As for the academic performance in Filipino of the pupil-respondents and their early childhood education, an r-value of 0.16, indicating a negligible positive relationship, was obtained. The computed t-value was 2.92,

which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Filipino and the pupil-respondents' early childhood education".

60. As for the academic performance in Mathematics of the pupil-respondents and their early childhood education, an r-value of 0.22, indicating a low positive relationship, was obtained. The computed t-value was 3.89, which value was greater than the critical t-value of 1.96 at 0.05 level of significance. This led to the rejection of the hypothesis which states that "There is no significant relationship between the academic performance in Mathematics and the pupil-respondents' early childhood education".

61. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along gross motor reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.86, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in English".

62. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along gross motor reveals a computed r of 0.06, which is interpreted as negligible

relationship between the variables. The computed t-value was 1.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor domain and the pupil-respondents' academic performance in Filipino.

63. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along gross motor domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.92, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Science and Health".

64. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along gross motor domain reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.26, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Mathematics".

65. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along gross motor reveals a computed r of -0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.86, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along gross motor and the pupil-respondents' academic performance in Sibika at Kultura".

66. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along fine motor reveals a computed r of -0.07, which is interpreted as negligible relationship between the variables. The computed t-value was -1.31, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in English".

67. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along fine motor reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.16, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led

to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor domain and the pupil-respondents' academic performance in Filipino".

68. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along fine motor domain reveals a computed r of 0.04, which is interpreted as negligible relationship between the variables. The computed t-value was 0.79, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor domain and the pupil-respondents academic performance in Mathematics".

69. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along fine motor domain reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-value was 0.38, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in Science and Health".

70. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along fine motor reveals a computed r of 0.10, which is interpreted as negligible relationship between the variables. The computed t-value was 1.75, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along fine motor and the pupil-respondents' academic performance in Sibika at Kultura.

71. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along receptive/expressive language reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was 0.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311.This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in English".

72. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along receptive/expressive language reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-

value was 0.31, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language domain and the pupil-respondents' academic performance in Filipino".

73. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along receptive/expressive language domain reveals a computed r of -0.01, which is interpreted as negligible relationship between the variables. The computed t-value was -0.18, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Science and Health".

74. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along receptive/expressive language domain reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.95, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school

(Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Mathematics".

75. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along receptive/expressive language reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.10, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along receptive/expressive language and the pupil-respondents' academic performance in Sibika at Kultura".

76. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along sensory discrimination reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.85, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in English".

77. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along sensory discrimination reveals a computed r of 0.07, which is interpreted

as negligible relationship between the variables. The computed t-value was 1.19, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination domain and the pupil-respondents' academic performance in Filipino".

78. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along sensory discrimination domain reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was -0.02, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Mathematics".

79. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along sensory discrimination domain reveals a computed r of 0.04, which is interpreted as negligible relationship between the variables. The computed t-value was 0.73, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of

readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Science and Health".

80. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along sensory discrimination reveals a computed r of 0.03, which is interpreted as negligible relationship between the variables. The computed t-value was 0.61, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along sensory discrimination and the pupil-respondents' academic performance in Sibika at Kultura".

81. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along concept formation reveals a computed r of 0.02, which is interpreted as negligible relationship between the variables. The computed t-value was 0.27, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in English".

82. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along concept formation reveals a computed r of 0.04, which is interpreted as

negligible relationship between the variables. The computed t-value was 0.64, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation domain and the pupil-respondents' academic performance in Filipino".

83. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along concept formation domain reveals a computed r of 0.09, which is interpreted as negligible relationship between the variables. The computed t-value was 1.53, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in Science and Health".

84. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along concept formation domain reveals a computed r of 0.03, which is interpreted as negligible relationship between the variables. The computed t-value was 0.49, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school

(Grade I) along concept formation and the pupil-respondents' academic performance in Mathematics".

85. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along concept formation reveals a computed r of -0.03, which is interpreted as negligible relationship between the variables. The computed t-value was -0.46, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along concept formation and the pupil-respondents' academic performance in Sibika at Kultura".

86. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along numeracy reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.83, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in English".

87. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along numeracy reveals a computed r of -0.11, which is interpreted as negligible

relationship between the variables. The computed t-value was -1.96, which is equal to the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy domain and the pupil-respondents academic performance in Filipino".

88. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along numeracy reveals a computed r of 0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.97, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents academic performance in Mathematics".

89. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along numeracy domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was 0.83, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in Science and Health".

90. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along numeracy reveals a computed r of -0.04, which is interpreted as negligible relationship between the variables. The computed t-value was -0.72, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along numeracy and the pupil-respondents' academic performance in Sibika at Kultura".

91. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along reading readiness reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.85, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in English".

92. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along reading readiness reveals a computed r of -0.03, which is interpreted as negligible relationship between the variables. The computed t-value was -0.51, which is less than the critical t-value of 1.96 at 0.05 level of significance and df =

311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness domain and the pupil-respondents' academic performance in Filipino".

93. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along reading readiness domain reveals a computed r of -0.05, which is interpreted as negligible relationship between the variables. The computed t-value was -0.93, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Mathematics".

94. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along reading readiness domain reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was 0.00, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Science and Health".

95. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along reading readiness reveals a computed r of 0.00, which is interpreted as negligible relationship between the variables. The computed t-value was -0.04, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along reading readiness and the pupil-respondents' academic performance in Sibika at Kultura".

96. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along construction/visual motor integration reveals a computed r of -0.16, which is interpreted as negligible relationship between the variables. The computed t-value was -2.87, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in English".

97. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along construction/visual motor integration reveals a computed r of -0.08, which

is interpreted as negligible relationship between the variables. The computed t-value was -1.35, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration domain and the pupil-respondents academic performance in Filipino".

98. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along construction/visual motor integration domain reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.20, which absolute value is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Science and Health".

99. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I) along construction/visual motor integration domain reveals a computed r of -0.12, which is interpreted as negligible relationship between the variables. The computed t-value was -2.11, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of

the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Mathematics".

100. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along construction/visual motor integration reveals a computed r of 0.01, which is interpreted as negligible relationship between the variables. The computed t-value was 0.26, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along construction/visual motor integration and the pupil-respondents' academic performance in Sibika at Kultura".

101. As to English, the correlation between the pupil-respondents' academic performance in English and level of readiness for school along self-help/socio-emotional reveals a computed r of -0.13, which is interpreted as negligible relationship between the variables. The computed t-value was -2.24, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in English".

102. As to Filipino, the correlation between the pupil-respondents' academic performance in Filipino and level of readiness for school (Grade I) along self-help/socio-emotional reveals a computed r of -0.02 which is interpreted as negligible relationship between the variables. The computed t-value was -0.30, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional domain and the pupil-respondents academic performance in Filipino".

103. As to Science and Health, the correlation between the pupil-respondents' academic performance in Science and Health and level of readiness for school (Grade I) along self-help/socio-emotional domain reveals a computed r of 0.11, which is interpreted as negligible relationship between the variables. The computed t-value was 1.99, which absolute value is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Science and Health".

104. As to Mathematics, the correlation between the pupil-respondents' academic performance in Mathematics and level of readiness for school (Grade I), along self-help/socio-emotional reveals a computed r of -0.08, which is interpreted as negligible relationship between the variables. The computed t-

value was -1.41, which is less than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the acceptance of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Mathematics".

105. As to Sibika at Kultura, the correlation between the pupil-respondents' academic performance in Sibika at Kultura and level of readiness for school (Grade I) along self-help/socio-emotional reveals a computed r of 0.12, which is interpreted as negligible relationship between the variables. The computed t-value was 2.05, which is greater than the critical t-value of 1.96 at 0.05 level of significance and df = 311. This led to the rejection of the hypothesis, which states, "There is no significant relationship between level of readiness for school (Grade I) along self-help/socio-emotional and the pupil-respondents' academic performance in Sibika at Kultura".

Conclusions

The following were the conclusions derived from the study:

1. The Grade I pupils of Pagsanghan District attended early childhood education in the form of attendance in day care centers.

2. Majority of the Grade I pupils in Pagsanghan District were not yet ready to be in formal school based on the School Readiness Assessment (SReA) Test along the nine domains, namely, gross motor, fine motor,

receptive/expressive language, sensory discrimination, construction/visual motor integration, reading readiness, concept formation, numeracy, and self-help/socio-emotional.

3. The level of readiness for school along the nine domains is related to the pupil-respondents' age, sex, parents' educational background (both father and mother), parents' occupation (both father and mother), number of girl siblings or sisters, nutritional status in terms of weight, height and common illness, religion, and early childhood education.

4. The academic performance of the pupil-respondents in the five learning areas, to wit: English, Filipino, Science, Mathematics and Sibika at Kultura, is "very high".

5. The academic performance of the pupil-respondents in the five learning areas is significantly related to their nutritional status in terms of their height and common illness, parents' educational background (both father and mother), fathers' occupation, number of boy siblings or brothers, number of girl siblings or sisters, religion, and early childhood education.

6. The academic performance of the pupil-respondents in Filipino is significantly related to their level of readiness along numeracy.

7. The academic performance of the pupil-respondents in English and Mathematics is significantly related to their level of readiness along construction/visual motor integration.

8. The academic performance of the pupil-respondents in English, Science and Health, and Sibika at Kultura is significantly related to their level of readiness along self-help/socio-emotional.

Recommendations

The following were the recommendations of the study:

1. Preschool education should be recommended as early childhood education of Grade I pupils of Pagsanghan District apart from day care services available in every barangay.

2. Preschool education should be offered in elementary schools in every barangay not only in central elementary schools.

3. The teachers in preschools should be certified so that the level of preschool education would be higher and better.

4. All pupils seeking admission for Grade I should be admitted because of the mandate of Education for All (EFA) even if they are not yet ready but their teachers should conduct the 8-week curriculum for pupils who are assessed as "not ready" based on the SReA.

5. The results of the School Readiness Assessment (SReA) Test should be used by teachers as guides in devising teaching styles attuned to the level of readiness for school of the pupils.

6. Parents should be encouraged to send their children to preschool.

7. The preschool program should be assessed periodically to assess if it serves its purpose.

8. School activities in preschool should always involve the parents as partners of teachers and the school in improving the level of readiness and academic performance of the pupils.

9. The preschool program should be intensified by including the training and re-training of preschool teachers, provision of materials and needed facilities and equipment to preschools.

10. Future researches should be conducted to validate the results of this study involving different groups of respondents and in other areas.

11. A sequel study should be conducted to determine the relationship between level of readiness for school of Grade I pupils using variates other than those that are inherent in them.

12. A sequel study should be conducted to develop and validate a Readiness for School Program using the results of the School Readiness Assessment (SReA) Test.

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APPENDICES

Appendix A

Republic of the Philippines
Samar State University
Catbalogan, Samar

APPROVAL OF THESIS TITLE

April 3, 2009

The Dean of Graduate Studies
Samar State University
Catbalogan, Samar

Madam:

In my enthusiastic desire to begin writing my thesis proposal, I have the honor to *submit for you approval one of the following research problems, preferably number one.*

1. **THE DAY CARE SERVICES: ITS RELEVANCE TO THE READINESS OF GRADE I PUPILS IN THE DISTRICT OF PAGSANGHAN**
2. **ADMINTRATORS' PRESENCE/ABSENCE IN A SCHOOL IT'S *EFFECT ON THE PERFORMANCE OF TEACHERS AND PUPILS***
3. **TEACHERS' SOCIO-ECONOMIC STATUS IT'S EFFECT ON THE LEARNING ENVIRONMENT OF PUPILS**

Thank you for your action on this request.

Very truly yours,

(Sgd.) MARIA TERESA E. DONADILLO
Researcher

Approved:

(Sgd.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Republic of the Philippines
Samar State University
Catbalogan, Samar

March 8, 2010

The Dean of Graduate Studies
Samar State University
Catbalogan, Samar

Madam:

In my desire to finish my master's thesis I am submitting to you my questionnaire for approval.

I am also asking for your endorsement to the Schools Division Superintendent for the administration of the questionnaire to my target respondents.

Thank you and more power.

Very truly yours,

(Sgd.) MARIA TERESA E. DONADILLO
Researcher

APPENDIX B

THE QUESTIONNAIRE
(For the Pupil-Respondents)

Part I – Personal Profile

Direction: Please check the boxes corresponding to your answers.
(Ask the help of your parents in accomplishing the questionnaire).

Name: _____

School: _____

Address: _____

Age: [ ] 6 years old [ ] 7 years old [ ] 8 years old and above

Sex: [ ] Male [ ] Female

Family size (Include in counting parents and children only) : _____

Birth order: [ ] first [ ] second [ ] third [ ] fourth [ ] fifth

[ ] Others (Please write): _____

Number of Siblings: _____ Brothers _____ Sisters

Average monthly family income (in pesos) : [ ] Php 5000 and below

[ ] Php 6000 to Php 10,000 [ ] Php 11000 to Php 15000 [ ] Php 16000 to Php 20000

[ ] Php 21000 to Php 25000 [ ] more than Php 25,000 [ ] Others (Please write):___

Nutritional Status:

Weight:
[ ] Above normal [ ] Normal [ ] Below Normal

Height:
[ ] Above Normal [ ] Normal [ ] Under Height

Common Diseases Incurred since birth (Check):

Name of Diseases	How many times?	If Hospitalized
Common colds	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No
Influenza	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No
Diarrhea	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No
Mumps	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No
Tooth Ache	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No
Others (Please write):	[ ] Always [ ] Often [ ] Rarely	[ ] Yes [ ] No

Immunization (Please check if you have been immunized):
[ ] BCG [} Diptheria [ ] Tetanus [ ] polio [ ] Measles
[ ] Whooping cough pertusis [ ] Hepa B

Parents' Educational Attainment:

Father	Educational Attainment	Mother
[ ]	Elementary Level	[ ]
[ ]	Elementary Graduate	[ ]
[ ]	High School Level	[ ]
[ ]	High School Graduate	[ ]
[ ]	College Level	[ ]
[ ]	College Graduate	[ ]
[ ]	Others: _____	[ ]

Parents' Occupations:

Father	Parents' Occupations	Mother
[ ]	**Farming/Fishing**	[ ]
[ ]	**Laborer**	[ ]
[ ]	**Government Employee**	[ ]
[ ]	**Private Employee**	[ ]
[ ]	**Vendor/Store Owner**	[ ]
[ ]	**Housewife**	[ ]

_____ **Others (Please write):** _____

Religion: [ ] Roman Catholic [ ] Protestant [ ] Born Again
[ ] Bible Baptist [ ] Iglesia ni Cristo
[ ] Jehovah Witnesses [ ] Others (Please write): _____

Early Childhood Education Attended:

[ ] Day Care Service [ ] 10 months Public School

[ ] Private School

Thank You and More Power!

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Maria Teresa E. Donadillo
Address	:	Barangay San Luis, Pagsanghan, Samar
Date of Birth	:	April 10, 1970
Place of Birth	:	Pagsanghan, Samar
Civil Status	:	Married
Sex	:	Female
Husband	:	Atanacio G. Donadillo
Children	:	Adrian, Ariel, Alfred, Alonah

EDUCATIONAL BACKGROUND

Elementary	:	San Luis Elementary School San Luis, Pagsanghan, Samar
Secondary	:	Tiburcio Tancinco Memorial Institute of Science and Technology Calbayog, City
College	:	Bachelor of Elementary Education Sacred Heart College, Catbalogan City
Graduate Studies	:	Master of Arts in Elementary Education Samar State University

ELIGIBILITY

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TEACHING EXPERIENCE

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March, 2008 - date

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For the Elementary Grade Teachers
May 26-28, 2008

District Re-Echo Seminar-workshop
On Teaching Strategies in Science
March 27-28, 2008

LIST OF TABLES

Table | Page

Table | Page

Table

Page

Table

Page

Table

Page

Table | Page

Table | Page

LIST OF FIGURES