



## Research Journal of Social Sciences

ISSN: 1815-9125 EISSN: 2309-9631

JOURNAL home page: <http://www.aensiweb.com/RJSS>

2015 Special; 8(12): pages 7-13

Published Online 13 November 2015.

Research Article

### The Holistic Development of Kindergarten With and Without Nursery School Experience

<sup>1</sup>Rjay C. Calaguas and <sup>2</sup>Epifania S. Gosioco

<sup>1</sup>Northville 15 Integrated School, DepEd Angeles City, Pampanga, Philippines

<sup>2</sup>Alumni Office, Pampanga State Agricultural University, Pampanga, Philippines

Received 3 October 2015; Accepted 10 October 2015

Copyright © 2015 by authors and American-Eurasian Network for Scientific Information.  
This work is licensed under the Creative Commons Attribution International License (CC BY).  
<http://creativecommons.org/licenses/by/4.0/>



#### ABSTRACT

This study aimed to compare the holistic development of kindergarten with and without nursery school experience at Northville 15 Integrated School, Angeles City, Philippines during the school year 2014-2015. The qualitative research method was used in this study to gather information based on the performance of the kindergarten in Early Childhood Care and Development (ECCD) checklist. ECCD checklist consisted of skills, attitude and knowledge of children. It had different areas such as gross motor domain, fine motor development, self-help domain, receptive language domain, expressive language domain, cognitive domain, and social-emotional domain. Twenty-five kindergarten with nursery school experience and 25 kindergarten without nursery school experience served as the respondents for the study. Frequency and percentage were used to describe the holistic development of the respondents.

*Keywords: Kindergarten, Holistic Development, Early Childhood Education.*

#### INTRODUCTION

*“Train up a child in the way he should go, And when he is old he will not depart from it” (Proverbs 22:6 NKJV).*

Preschool education is the learning program given to children ages three to five or six years in preparation for their formal primary education. It is also known as nursery, day care, or kindergarten schooling [1].

Nursery school and Kindergarten education are designed to investigate and assist the mental, physical, emotional, linguistic, and also social upbringing. These also referred to any systematic program in which young children participate before they enter in primary schools that is designed to promote children’s social-emotional, academic,

linguistic, and literacy skills, and health and above all well being [8].

Nursery school education is the first step in child’s educational journey. Early childhood experts have the opinion that attending high quality preschool program helps to promote children’s social and emotional development and prepare them for kindergarten and beyond [6].

Children move through stages of development as they mature. The rate of development varies from one child to another. Development is influenced by the experiences the children have, as well as by hereditary factors. Children may grow rapidly in one area and more slowly in another. Kindergarten children, no matter what their cultural and experiential background, have characteristics in common with other children of their age while other

characteristics are theirs alone.

Before, preschool education in the Philippines was optional before entering the elementary level since not every one can afford it. However, recent events and activities show a high need for young children to undergo preschool education. For this reason, the Early Childhood Care and Development (ECCD) was enacted.

#### *Importance of Preschool Education:*

Preschool education is the foundation of child's education. It helps child to gain confidence and self-esteem by making learning fun and easy at this age and make him an eager lifelong learner. The skills and knowledge, not to mention aptitude and attitude that a child develops in the preschool years will have dramatic impact on child's success when formal schooling begins. Therefore, the child gains an edge in a competitive world and education climate, making him to be excellent academically. The child who does not receive the fundamentals during their preschool years, meanwhile, will be left behind by children who already possess the knowledge and skill development in the primary education [9].

Helle [3] cited five significant reasons for preschool education. Firstly, the brain development is highest during the first four years of life. This is the stage when the brain is forming important neural paths to help develop the child's ability to perform and function and learn well. Secondly, structure, which goes hand in hand with brain development, is vital for the young preschoolers. The child learns routine and expectations and begins to look forward to the next activity. Once the child is settled into the structure and routine of the preschool classroom, he begins to build a solid framework for his future school career which will be much more structured and demanding. Social skills compose the third reason on the list and they are important to learn at this age. It is important that a child learns early that the world does not revolve around him alone, and it helps the child learn that we live in a world full of many different kinds of people. The fourth reason is that academics are now being emphasized more than what was expected. Lastly, preschool is important because child needs time to be away from his parents and home to learn to be independent. When given the opportunity to do things on his own or with a group, the child learns important work attributes that are necessary in his future.

Barnett [2] of the National Institute for Early Education Research conducted a research about the lasting effect of preschool education. From the results of his study, he concluded that many different preschool programs have been shown to produce positive effects on children's learning and development and well-designed preschool education programs produce long term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education

attainment. The strongest evidence suggests that economically disadvantaged children or even children from all other socioeconomic backgrounds reap long-term benefits from preschool.

Similar with this was the study conducted by High Scope Educational Research Foundation which determined the lifetime effects of preschool through age 40. Researchers tracked 989 of those children and 550 similar children not in the program for 14 years. The children who did not participate were 70 percent more likely to be arrested for a violent crime by age 18. This program also cut child abuse and neglect. In Ypsilanti, Michigan, 3- and 4-year olds from low-income families who were randomly assigned to a group that did not receive preschool were five times more likely to have become chronic lawbreakers by age 27 than those who were assigned to the High/Scope Educational Research Foundation's Perry preschool Program.

Another study was conducted by Schweinhart to assess the impact of preschool education. They examined the lives of 123 African Americans born in poverty and at high risk of falling in school. From 1962-1967, at ages 3 and 4, the subjects were randomly divided into a program group that received a high-quality preschool program based on high Scope's participatory learning approach and a comparison group who received no preschool program. Almost 97% of the study participants still living were interviewed at age of 40. Additional data were gathered from the subjects' school, social services, and arrest records. The study found out that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool.

On the other hand, Lechuk [7] of the University of California Sacramento conducted a study that focused on non-English-speaking children who went to preschool. Pupils who had gone to preschool gained a head start on literacy and language skills that gave them a leg up through third grade. Other studies among numerous attempts to assess the impact of preschool in general, have established that universal preschool gives children a boost in kindergarten and beyond. By the end of third grade, according to his research, former preschoolers and children who did not attend preschool ended up on nearly equal footing in cognitive and social development, regardless of their mother tongue. He found out that children who attended preschool were less likely to be held back before they reached third grade or be identified as needing special education.

Joanne Hendrick holds that "for more than a decade, research on approaches to early childhood education has sought to investigate the effectiveness of various kinds of programs in changing the behavior and enhancing the development of young children. All good pre-school programs are built on

the foundations of sound human relationships. Warmth and empathic understanding have been shown to be effective means of influencing young children’s positive adjustment to nursery school, and it is apparent that genuine caring about the children and about other adults in the program is fundamental to success”.

2. Objectives:

1. How may the kindergarten with nursery school experience be described in the terms of:
  - 1.1 gross motor;
  - 1.2 self-help;
  - 1.3 fine motor;
  - 1.4 receptive language domain;
  - 1.5 expressive language domain;
  - 1.6 cognitive domain; and
  - 1.7 social-emotional domain?
2. How may the kindergarten without nursery school experience be described in terms of:
  - 2.1 gross motor;
  - 2.2 self-help;
  - 2.3 fine motor;
  - 2.4 receptive language domain;
  - 2.5 expressive language domain;
  - 2.6 cognitive domain; and
  - 2.7 social-emotional domain?
3. What are the similarities and differences of kindergarten with and without nursery school experience in terms of:
  - 3.1 gross motor;
  - 3.2 self-help;
  - 3.3 fine motor;
  - 3.4 receptive language domain;
  - 3.5 expressive language domain;
  - 3.6 cognitive domain; and
  - 3.7 social-emotional domain?

**MATERIALS AND METHODS**

3.1 Participants:

The participants of the study were the 25 kindergarten with nursery school experience and 25 kindergarten without nursery school experience

3.2 Instruments:

The main instrument utilized to assess the holistic development of kindergarten with and without nursery school experience was the Early

Childhood Care and Development (ECCD) checklist. ECCD checklist consisted of skills, attitude and knowledge of children. It had different areas such as gross motor domain; fine motor; self-help skill; receptive language domain; expressive language domain; cognitive domain; and social-emotional domain.

3.3 Procedure:

Permission was requested from school administration and parents prior to the data collection process. The test of gross motor skills, self-help skills, fine motor skills, receptive language domain, expressive language domain, and cognitive domain were carried out individually. The social-emotional scale was completed by group and the other items were based on the observation of the teacher.

Between November and December of 2014, the test was administered to the 50 respondents whose ages ranged from 5 to 6. The site was the Kindergarten classroom at Northville 15 Integrated School. Before the conduct of the test, the following materials were prepared: paper, pencil, scissors, different pictures of basic school materials, upper and lower case letters of the alphabet, different pictures of household things, pictures of table, dog, and mouse.

The classroom where the test was conducted was the classroom of the researcher. It was located at the first floor of the building 3, Northville 15 Integrated School. The researcher had to orient the child before the start of the test. While the test was being administered, documentation was being done thru video recording and note taking. The notes and video files were immediately reviewed and consolidated after the conduct of the test. To triangulate the data, the parents of the pupils were also interviewed, especially concerning how a particular skill was being done at home.

4. Results:

The data and other information in this section were organized and tabulated for analysis and interpretation to spread light to the objectives which the study attempted to answer.

The following tables present the performance the respondents in ECCD checklist.

**Table 1:** Performance of the respondents in gross motor skill.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
25(100%)	25(100%)	Moves body parts as directed.
21(84%)	25(100%)	Dances patterns / joins groups.
22(88%)	25(100%)	Throw ball overhead with direction.
19(76%)	25(100%)	No. of pupils who completed all the tasks.

When Group A were told to move their body parts, all of them (100%) were able to demonstrate

the skill. When Group B were told to move their body parts, all of them (100%) were able to

demonstrate the skill. They learned the different body parts by using various songs, games, and other activities.

Twenty-five (100%) in Group A danced patterns / joined groups while only 21 (94%) in Group B.

When Group A were told to throw the ball overhead with direction, all of them (100%) were

able to demonstrate the skill. In Group B, only 22 (88%) were able to demonstrate the skill.

As seen in table 1, there were 25 (100%) in group A, while only 19 (76%) in group B who completed all the tasks in gross motor skill. Kindergarten pupils with nursery school experience excel in this particular area.

**Table 2:** Performance of the respondents in self-help skill.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
24(96%)	25(100%)	Gets drink for self unassisted.
25(100%)	25(100%)	Feeds self with finger food (e.g. biscuits, bread) using fingers.
22(88%)	25(100%)	Pours from pitcher without spillage.
6(24%)	22(88%)	Prepares own food / snack.
6(24%)	22(88%)	No. of pupils who completed all the tasks.

Based on the observation of the teacher, when the Group A got drinks for themselves, all of them (100%) were able to get their own drink. According to their parents, their children were properly trained at home.

However, there is one child in Group B was not able to do so because he was not able to open the water jug properly.

All of the respondents in Group A and B, could feed themselves. At home, their parents allowed their children to eat without their help but with their supervision thus, the children were able to feed themselves without the help of the teacher.

When the teacher told them to pour water from pitcher, 25 (100%) in Group A were able to pour from pitcher without spillage, while 22 (88%) in

Group B were able to pour from pitcher without spillage. The 3 (12%) children in Group B were pouring water from pitcher with spillage because the quickly turned over the pitcher.

When the teacher told to prepare their snacks, 22 (88%) of the Group A were able to prepare their snacks. In Group B, only (24%) could prepare their own snacks. Majority in Group were not able to do so because they were still dependent on their parents or teachers in preparing their snacks.

As seen in table 2, there were 22 (88%) in group A, while only 6 (24%) in group B who completed all the tasks in self-help skill. Kindergarten pupils with nursery school experience excel in this particular area.

**Table 3:** Performance of the respondents in fine motor skill.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
25(100%)	25(100%)	Draws circle purposely.
22(88%)	25(100%)	Cuts a human figure.
23(92%)	23(92%)	Draws a house using geometric forms.
21(84%)	23(92%)	No. of pupils who completed all the tasks.

When the Group A and B were told to draw a circle, all of them (100%) demonstrated the skill. According to their parents, during their free time at home, they taught their children how to draw different shapes including circle.

All (100%) in Group A and 22 (88%) in Group B could cut a human figure. The pupils that were not able to do so were not yet fully developed, yet they needed proper training in order to do such thing like cutting a human figure.

When the Group A and B were asked to draw a house using geometric forms, 23 (92%) from both groups were able to demonstrate the skill.

As seen in table 3, there were 23 (92%) in group A, while only 21 (84%) in group B who completed all the tasks in self-help skill. Kindergarten pupils

with nursery school experience excel in this particular area.

When the Group A and B were told to point familiar things (crayons, ruler, pencil, etc.) all of them (100%) were able to do the task. They performed the task well because the things that the teacher showed to children were their basic materials in school.

Likewise, all of the children (100%) in Group A and B were able to point their five body parts. They remembered all those choruses of "head, shoulders, knees, and toes they had sung.

When the group A were asked to point named picture objects, all of them (100%) were able to do the task, while only 24 (96%) in Group B.

**Table 4:** Performance of the respondents in receptive language domain.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
25(100%)	25(100%)	Points to familiar things when asked to do so.
25(100%)	25(100%)	Points to 5 body parts on himself when asked to do so.
24(96%)	25(100%)	Points to 5 named pictured objects when asked to do so.
24(96%)	24(96%)	Follows one – step instructions that include simple prepositions (e.g. in, on, under etc).
25(100%)	25(100%)	Follows 2-step instructions.
24(96%)	24(96%)	No. of pupils who completed all the tasks.

In terms of following one-step instructions that included simple preposition, 24 (96%) were able to demonstrate the task in both groups. Both 25 (100%) in Group A and B could follow 2-step instructions. Children enjoyed following teacher's instructions when they were delivered in a fun and playful manner. However, there was one child in Group A and also one child in Group B who did not able to do

the task because they did not want to follow the teacher's instructions. They were still learning how to listen and pay attention to the instructions.

As seen in table 4, both 24 (96%) in group A and group B who completed all the tasks in receptive language domain. There was no difference in the performance of the two groups in this particular area.

**Table 5:** Performance of the respondents in expressive language domain.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
19(76%)	25(100%)	Speaks in grammatically correct 2-3 word sentences.
19(76%)	25(100%)	Gives account of recent experiences (with prompting) in order of occurrence using past tense.
22(88%)	24(96%)	Asks "what" question
20(80%)	24(96%)	Asks "who" and "why" questions
19(76%)	24(96%)	No. of pupils who completed all the tasks.

All of the children (100%) in Group A could speak in grammatically correct 2-3 word sentences, while only 19 (76%) in Group B. One of the reasons was that the children were shy when talking or that had no self-confidence yet.

In group A, all of them (100%) could give account of recent experiences in order of occurrence using past tense, while only 19 (76%) in Group B.

In terms of asking "what" question, 24 (96%) in

Group A could do it, while only 22 (88%) in Group B. In asking "who" and "why" questions, 24 (96%) in Group A could do it, while only 20 (80%) in Group B.

As seen in table 5, there were 24 (96%) in group A, while only 19 (76%) in group B who completed all the tasks in expressive language domain. Kindergarten pupils with nursery school experience excel in this particular area.

**Table 6:** Performance of the respondents in cognitive domain.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
24(96%)	25(100%)	States what common household items are used for.
21(84%)	25(100%)	Demonstrates an understanding of opposites by completing a statement.
24(96%)	23(92%)	With pictures, can state what is silly or wrong.
16(64%)	22(88%)	Matches upper and lower case letters.
14(56%)	20(80%)	No. of pupils who completed all the tasks.

When the Group A were told to state the common household used for, all of them (100%) were able to do the task, while only 24 (96%) in Group B. According to the children, the things that the teacher showed to them were common things at their home. However, there was one child in Group B who was not able to state the common household used for. According to him, he did not know what that was for.

In Group A, all of them (100%), while only 21 (84%) in Group B could demonstrate an

understanding of opposites by completing the statement "Ang aso ay malaki, ang daga ay\_"/ "The dog is big, the mouse is".

With the picture of table, the teacher removed the one foot of the table, and questioned "What is wrong in this picture?", only 23 (92%) in Group A were able to answer the question correctly, while 24 (96%) in Group B.

When Group A were tasked to match the upper and lower cases letters, 22 (88%) were able to do the task, while only 16 (64%) in Group B. Children are

eager to recognize some letters, especially those in their names. However, there were 3 pupils in Group A and 9 in Group B who were not able to match the letters because they were not yet familiar with the letters of alphabet.

As seen in table 6, there were 20 (80%) in group A, while only 14 (56%) in group B who completed all the tasks in cognitive domain. Kindergarten pupils with nursery school experience excel in this particular area.

**Table 7:** Performance of the respondents in social-emotional domain.

Group B Kindergarten without nursery school experience	Group A Kindergarten with nursery school experience	Skills
25(100%)	25(100%)	Imitates adult activities.
19(76%)	23(92%)	Waits for turn.
22(88%)	25(100%)	Asks permission to play with toy being used by another.
24(96%)	25(100%)	Shares toys with others.
21(84%)	25(100%)	Plays organized games fairly.
21(84%)	24(96%)	Defends possessions with determination.
21(84%)	24(96%)	Persist when faced with a problem or obstacle to his wants.
22(88%)	24(96%)	Curious about environment but knows when to stop asking questions of adults.
25(100%)	25(100%)	Comfort playmates in distress.
24(96%)	25(100%)	Cooperates with adults and peers in group situation to minimize quarrels and conflicts.
21(84%)	25(100%)	Can talk about difficult feelings (e.g. anger, sadness, worry) he experienced.
0(0%)	10(40%)	Appropriately uses cultural gestures of greeting without much prompting (e.g. mano, bless, kiss, etc).
12(48%)	20(80%)	Demonstrate respect for elders using terms like "po" and "opo".
25(100%)	25(100%)	Helps with family chores.
25(100%)	25(100%)	Watches responsibly over younger siblings / family members.
25(100%)	25(100%)	Honors a simple bargain with caregiver.
0(0%)	10(40%)	No. of pupils who completed all the tasks.

According to Meltzoff, imitation is a powerful form of learning commonly used by children. A child's enthusiasm for imitative behavior prompts parental attention and interaction, and provides a mechanism for transmitting appropriate cultural and social behavior. All (100%) in Group A, as well as in Group B could imitate adult activities like sweeping the floor. They enjoyed doing what the teacher did. They particularly enjoyed spending time with their teacher and other children, and imitated the behaviors they observed.

Twenty-three (92%) of Group A showed the ability how to take turns, while only 19 (76%) in Group B. Most of them were starting to learn skills like how to take turns.

During their playtime, all (100%) in Group A asked permission to play with toy being used by another, while only 22 (88%) in Group B. All (100%) in Group A shared their toys with others while only 24 (96%) in Group B. In Group A, all of them (100%) played organized games fairly, while only 21 (84%) in Group B.

In Group A, 24 (96%) defended possessions with determination and persisted when faced with a problem or obstacle to his wants, while only 21 (84%) in Group B.

Children are curious by nature, you cannot keep them from exploring as they try to comprehend their environment. In Group A, 24 (96%) were curious about the environment but knew when to stop asking, while only 22 (88%) in Group B.

Both 25 (100%) in Group A and B comforted

their playmates in distress. Also, 25 (100%) in Group A cooperated with adults and peers in group situation to minimize quarrels and conflicts, while only 24 (96%) in Group B.

In Group A, all of them (100%) can talk about difficult feelings (e.g. anger, sadness, worry) they experienced, while only 21 (84%) in Group B. Four children were not able to do so because talking about feelings was a challenge for people at any age, but especially for young children who did not have many words to describe what they felt.

In Group A, 10 (40%) appropriately used cultural gestures of greeting without much prompting (e.g. bless, kiss), while none (0%) in Group B. They used in doing so because the parents did not reiterate the value of kissing hand of elders.

Twenty (80%) in Group A demonstrated respect for elders using terms like "po" and "opo", while only 12 (48%) in Group B. Twenty (20) in Group A and 13 in Group B were not saying "po" and "opo" but they were saying "teacher" or "sir" as a sign of respect during their conversation to the teacher.

In helping with family chores like sweeping the floor and arranging the tables and chairs, both Group A and B could able to do that, because they were eager to help their teacher.

In watching responsibly over young siblings / family members and honor a simple bargain with caregiver (e.g. can play outside only after cleaning the room), both 25 (100%) in Group A and B possessed this skill. As seen in table 7, there were 10 (40%) in group A, while none in group B

who completed all the tasks in social-emotional domain. Kindergarten pupils with nursery school experience excel in this particular area.

#### *4.1 Discussion and Conclusion:*

Kindergarten pupils with nursery school experience perform better compared to those without nursery school experience in terms of gross motor skill, self-help skill, fine motor skill, expressive language domain, cognitive domain, and social emotional domain.

Nursery school education is important to be able to demonstrate all the different skills in ECCD checklist because among the 25 kindergarten pupils without nursery school experience, none (0%) demonstrated all the different skills.

These seem to affirm the claims made by Ogena [10] about the reasons of the parents for enrolling the children in preschool and revealed that preschool education is very important. It keeps their children develop positive behavior like honesty, self discipline and being responsible. Preschool education does not only develop a child cognitively but also socially and emotionally where in they learn to deal fair with other kids.

#### *4.2 Recommendations:*

Nursery education should identify specific areas in the development of the child by which they can be relevant like in social-emotional domain. Kindergarten teachers should identify the pupils without nursery education and should prioritize those weak areas. They should also inform the parents of such children to give appropriate training at home. To parents, they should continuously invest in the education of their children and always consider nursery school for their children since it helps in the development of their children.

#### *Authors' Contribution:*

Mr. Rjay C. Calaguas authored the current study and Dr. Epifania S. Gosioco, thesis adviser, guided the main author in the conceptualization and editing of the manuscript.

## REFERENCES

1. Alonsabe, Olga, 2011. History of Preschool Education in the Philippines. Retrieved from <http://olga-adbec.blogspot.com>
2. Barnett, S.W., 2008. Preschool Education and its Lasting Effects Research and Policy Implication. Retrieved from <http://papers.ssrn.com>
3. Helle, R., 2009. Why Preschool Education is Important to your Child? Retrieved from [rebekahelle.hupages.com/article](http://rebekahelle.hupages.com/article)
4. High Scope Educational Research Foundation, 2005. Lifetime Effects of Preschool. The High Scope Perry Preschool Study Through Age, 40.
5. Hendick, J., 1980. The Whole Child: New Trends in Early Education, 2d ed. (Saint Louis: Mosby), 4-7.
6. Wana, J., 2010. How to Choose the Best Preschool for your Child: The Ultimate Guide to Finding, Getting into, and Preparing for Nursery School (Naperville, Ill.: Sourcebooks).
7. Lelchuk, I., 2006. By Third Grade, No difference Shown Among Students. San Francisco Chronicle. Retrieved from [www.sfgate.com](http://www.sfgate.com)
8. Justice, L.M., C. Vukelich, 2008. Achieving Excellence in Preschool Literacy Instruction (New York: Guilford Press).
9. Mascle, D., 2005. Preschool Education- Why Should you Care About Preschool Learning? Retrieved from [www.myailymoment.com](http://www.myailymoment.com)
10. Ogena, T.C., 2003. Socio-economic Characteristics of Parents and their Reasons for Enrolling their Children in Preschool Classes.
11. Saskatchewan Online Curriculum, 2010. The Holistic development of Children
12. Schweinhart, L.J., 2003. Benefits, Costs and Explanation of the High Scope Perry Preschool Program. Retrieved from <http://www.highscope.org>
13. Strom, R., 2005. Preschool Education Harms children's Development. Retrieved from [www.wn.com](http://www.wn.com)