

Article

Home Learning Environment and School Readiness of Kindergarten Learners in Cordova Central School

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Abstract: This study assessed the influence of the home learning environment on the school readiness of kindergarten learners. Specifically, it described the profile, determined the level of the home learning environment, assessed the level of school readiness, and examined the significant relationship between the two variables. The study employed a descriptive correlational research design. From a population of 219 kindergarten learners, 142 parents or guardians were selected through simple random sampling, with the sample size determined using Slovin's formula at a 0.05 margin of error. Four kindergarten teachers assessed the school readiness of the learners. Data were gathered using an adapted structured questionnaire for parents or guardians and a school readiness checklist completed by teachers. Frequency, percentage, mean, standard deviation, and Spearman rho correlation were used to analyze the data. Findings revealed that the home learning environment was rated Often, indicating that learning support was provided at home. Indoor learning activities obtained the highest rating, while digital learning activities received the lowest. School readiness was rated Always, showing that learners were prepared in social competence, learning dispositions, classroom rules, and cognitive and communication skills. Cognitive and communication skills obtained the highest rating. A significant positive moderate relationship was found between the home learning environment and school readiness, while digital learning activities were not significantly related to school readiness. Based on the findings, an action plan was proposed to strengthen home learning support, guided digital use, warmth and support, outdoor learning experiences, and home-school collaboration.

Keywords: Home Learning Environment, School Readiness, Kindergarten Learners, Parental Involvement, Early Childhood Education, Indoor Learning Activities

Introduction

Education is vital in developing children's knowledge, values, behavior, and lifelong skills, especially during early childhood when foundational competencies are formed

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(Loretha et al., 2023). Findings from UNESCO (2020) emphasized that quality education must be supported by inclusive and enabling learning conditions. Before formal schooling begins, the home already serves as the child's first learning environment, where language, habits, social interaction, and early thinking skills are nurtured through routines, conversations, play, and guidance. OECD (2021) noted that early interactions and meaningful experiences strongly influence children's development and learning outcomes. In the same way, UNICEF (2021) stressed that the family environment plays an important role in shaping children's well-being and readiness to participate in school. Thus, education and the home learning environment are closely linked in preparing children for formal learning.

Despite the value of the home as a learning space, many families face difficulties in providing young children with consistent educational support. Garbe et al. (2020) found that parents often struggled with work demands, stress, and limited resources while helping children learn at home. In many households, access to books, learning materials, devices, and internet connection remains inadequate, which weakens opportunities for regular learning engagement. Dong et al. (2020) also reported that young children frequently needed constant adult guidance and had difficulty maintaining attention during home-based learning activities. In addition, UNESCO et al. (2021) observed that unequal home conditions continued to affect children's access to quality learning opportunities. These problems reduce children's exposure to structured experiences that develop literacy, numeracy, behavior regulation, and school-related habits.

When problems in the home learning environment remain unaddressed, children may enter school lacking the readiness skills needed for successful classroom participation. The World Bank et al. (2022) warned that weak foundational learning in the early years may lead to long-term learning gaps and poor academic outcomes. Children with limited support at home may struggle to follow directions, communicate clearly, interact positively with peers, and complete tasks independently. UNESCO (2023) explained that unequal learning opportunities can widen developmental and educational disadvantages, especially among vulnerable learners. Likewise, OECD (2021) highlighted that early experiences affect children's cognitive, social, and emotional growth. If these home-related difficulties continue, kindergarten learners may have lower confidence, weaker self-regulation, and reduced capacity to adjust to classroom expectations and routines.

Several studies support the idea that the home learning environment significantly affects children's early development and school preparedness. For instance, Dong et al. (2020) showed that parents recognized the importance of home-based learning, although many reported challenges in keeping young children motivated and engaged. While, Garbe et al. (2020) similarly found that the quality of children's home learning experiences depended largely on parental time, emotional capacity, and access to resources. On a broader level, UNESCO et al. (2021) noted that disruptions in learning revealed how strongly home conditions shape children's educational opportunities. These studies suggest that children benefit when homes provide guided

activities, encouragement, and meaningful interaction. Altogether, existing research indicates that the home learning environment contributes to early cognitive growth, positive learning behavior, and school readiness.

Several studies support the idea that the home learning environment significantly influences children's early development and school preparedness. Dong et al. (2020) showed that parents recognized the value of home-based learning, although many found it difficult to sustain young children's attention and engagement during learning activities. Similarly, Garbe et al. (2020) found that children's learning experiences at home were shaped by parental stress, time constraints, and access to educational resources. In early childhood settings, Niklas et al. (2020) emphasized that the quality of the home learning environment is closely associated with children's emerging academic skills. Lehl et al. (2020) also highlighted that stimulating home experiences contribute to school-related development during the early years. In addition, Hanno et al. (2021) noted that home support is linked to children's learning competencies, while Susperreguy et al. (2021) showed that parental engagement in learning activities can strengthen children's readiness for formal schooling. Taken together, these studies suggest that supportive home environments promote early cognitive growth, positive learning behavior, and school readiness.

Although existing literature already confirms the importance of the home learning environment, there is still limited localized evidence focusing on kindergarten learners in Cordova Central School. Much of the available research was conducted in foreign settings or discussed home learning in broad terms rather than examining the specific dimensions of indoor learning activities, digital learning activities, warmth and support, and outdoor learning activities. OECD (2021) discussed the value of meaningful interactions in early childhood, while UNESCO (2023) examined how access to learning opportunities and technology can affect educational experiences. However, these discussions do not directly explain the actual home conditions of learners in Cordova Central School. This creates a need for context-specific evidence that will show how home learning factors relate to social competence, learning dispositions, classroom rules, and cognitive and communication skills.

This study aims to determine how the home learning environment affects the school readiness of kindergarten learners at Cordova Central School during School Year 2025–2026. It examined the learners' home learning environment in terms of indoor learning activities, digital learning activities, warmth and support, and outdoor learning activities. It was also determining the learners' school readiness in terms of social competence, learning dispositions, classroom rules, and cognitive and communication skills.

Literature Review

The home learning environment plays an important role in young children's early development because it provides opportunities for learning, interaction, exploration, and emotional support outside the formal classroom. A stimulating home

environment that includes shared reading, storytelling, educational play, conversations, and creative activities can support the development of early literacy, numeracy, language, and problem-solving skills (OECD, 2020). Parental involvement is also important because children benefit when adults actively guide and participate in learning activities rather than simply provide materials or resources (Egan et al., 2021). Digital learning activities have likewise become a more visible part of young children's home experiences, particularly as families increasingly use educational applications, videos, and online learning resources. However, the educational value of digital activities depends on the quality of the content, the amount of screen exposure, and the extent of parental guidance during technology use (UNESCO, 2023). In addition, warmth and support within the parent-child relationship can create a secure emotional environment that encourages children to explore, ask questions, persist in difficult tasks, and develop confidence as learners (UNICEF, 2021). Outdoor learning activities further complement indoor and digital experiences by allowing children to engage in physical movement, exploration, social interaction, and direct observation of their surroundings. Taken together, indoor learning activities, digital learning activities, parental warmth and support, and outdoor learning opportunities represent interconnected dimensions of the home learning environment that may contribute to children's holistic development and preparation for formal schooling.

School readiness is similarly viewed as a multidimensional concept that extends beyond children's early academic knowledge. It includes social competence, positive learning dispositions, the ability to follow classroom routines and rules, and cognitive and communication skills necessary for successful participation in school activities (OECD, 2020). Social competence enables kindergarten learners to cooperate with peers, communicate appropriately with teachers, manage emotions, and participate effectively in group tasks. Positive learning dispositions such as curiosity, persistence, attentiveness, confidence, and willingness to engage in unfamiliar tasks also influence how children adjust to classroom learning (UNICEF, 2021). At the same time, the ability to understand and follow classroom rules reflects children's behavioral self-regulation and their capacity to adapt to the structured expectations of formal schooling. Cognitive and communication readiness, including language development, reasoning, early literacy, and early numeracy, provides an important foundation for classroom participation and subsequent academic learning (OECD, 2020). These dimensions of school readiness may be strengthened by the quality of children's experiences at home. For example, regular parent-child learning activities can stimulate cognitive and language development, supportive family interactions may promote social-emotional competence, and guided digital and outdoor experiences can provide additional opportunities for exploration and skill development (Egan et al., 2021; UNESCO, 2023). Therefore, the home learning environment can be considered an important contextual factor that may influence the level of school readiness demonstrated by kindergarten learners.

Methodology

This study employed a descriptive-correlational research design to determine the level of the home learning environment of kindergarten learners and their level of school readiness, as well as to examine the relationship between these variables. The design was appropriate because the study described existing conditions without manipulating any variable and investigated whether home learning experiences were significantly associated with learners' school readiness. The respondents consisted of 142 parents or guardians and four kindergarten teachers from Cordova Central School, Municipality of Cordova, Cebu, for a total of 146 respondents. Parents or guardians assessed the home learning environment of kindergarten learners in terms of indoor learning activities, digital learning activities, warmth and support, and outdoor learning activities. Kindergarten teachers, meanwhile, evaluated learners' school readiness in terms of social competence, learning dispositions, classroom rules, and cognitive and communication skills. Data were gathered using an adapted structured questionnaire. The home learning environment section was adapted from the Home Learning Environment Questionnaire of Krousorati et al. (2022), while the school readiness section was adapted from the Chinese Preschool Readiness Scale of Xie and Li (2019). The questionnaire was modified to suit the context of Cordova Central School and used a five-point Likert scale ranging from 1 (Never) to 5 (Always). Before data collection, formal approval was obtained from the concerned education authorities and school administration. Respondents were oriented regarding the purpose of the study, voluntary participation, confidentiality, and informed consent. Completed questionnaires were collected, checked, encoded, and processed using Microsoft Excel. Frequency and percentage were used to describe respondent distribution. Weighted mean and standard deviation were used to determine the levels of home learning environment and school readiness. Since the data were found to be non-normally distributed, Spearman rho correlation was applied to determine the significant relationship between the home learning environment and kindergarten learners' school readiness.

Results

The data showed that the level of Indoor Learning Activities is rated Always, with a grand mean of 4.52 and SD of 0.61. The highest-rated indicator is "Plays shape recognition games with the child" with a mean of 4.71, described as Always. This shows that parents most frequently engage their children in activities that develop recognition of shapes and basic visual thinking skills. On the other hand, the lowest-rated indicator is "Engage in role-playing games with the child" with a mean of 4.27, Table 1. Indoor Learning Activities

Indicators	Mean	SD	VD
Share reading time and discuss a book with the child.	4.64	0.71	Always

Indicators	Mean	SD	VD
Help the child write letters and words.	4.51	0.93	Always
Plays shape recognition games with the child.	4.71	0.56	Always
Do arts and crafts activities with the child.	4.45	0.82	Always
Play construction games with the child, such as building blocks.	4.52	0.74	Always
Engage in role-playing games with the child, such as pretending to be a baker and a customer	4.27	0.87	Always
Grand Mean	4.52	0.61	Always

but it is still described as Always. This means that although role-playing is the least practiced among the indicators, it is still regularly done at home. These findings imply that the parent-respondents provide strong indoor learning support for their children. The frequent practice of reading, writing, shape recognition, arts and crafts, construction games, and role-playing shows that learners are exposed to activities that may help develop early literacy, creativity, fine motor skills, imagination, and readiness for classroom learning.

Table 2. Digital Learning Activities

Indicators	Mean	SD	VD
Share and read an e-book with the child using smart devices such as a tablet, e-reader, or smartphone.	3.48	1.05	Often
Use literacy applications with the child on devices such as a tablet or smartphone.	3.51	1.11	Often
Use numeracy applications with the child on devices such as a tablet or smartphone.	3.43	1.19	Often
Browse the internet with the child to look for stories, songs, or similar learning materials.	3.68	1.17	Often
Play video games with the child.	2.31	1.25	Rarely
Grand Mean	3.28	0.94	Sometimes

The data showed that Digital Learning Activities obtained a grand mean of 3.28 with SD of 0.94, verbally described as Sometimes. The highest-rated indicator is “Browse the internet with the child to look for stories, songs, or similar learning materials” with a mean of 3.68, described as Often. This shows that parents commonly use the internet as a source of learning materials for their children. The lowest-rated indicator is “Play video games with the child” with a mean of 2.31, described as Rarely. Moreover, the findings indicate that digital learning activities are practiced only sometimes in the homes of the kindergarten learners. Although parents often use the internet and learning applications to support children’s learning, the lower rating for video games shows that parents are more selective in allowing technology use. This suggests that digital resources are present but may not be the primary learning support at home. The data also show that parents may prefer guided and educational technology use rather than recreational screen exposure.

Table 3. Warmth/Support

Indicators	Mean	SD	VD
Listen to and respect the child's opinions during learning activities.	4.25	1.11	Always
Enjoy teaching the child, such as showing how to fold clothes.	4.55	0.85	Always
Encourage the child to explore and ask questions	4.60	0.85	Always
Encourage the child to continue an activity when he or she finds it challenging.	4.53	0.85	Always
Correct the child's mistakes in a supportive manner without making the child feel bad.	4.57	0.85	Always
Show pride in the child's efforts, even when the work is incomplete.	4.34	1.02	Always
Grand Mean	4.47	0.79	Always

The data show that Warmth/Support obtained a grand mean of 4.47 with SD of 0.79, verbally described as Always. The highest-rated indicator is "Encourage the child to explore and ask questions" with a mean of 4.60, described as Always. This means that parents frequently motivate their children to be curious, ask questions, and discover new things. The lowest-rated indicator is "Listen to and respect the child's opinions during learning activities" with a mean of 4.25, also described as Always. Although it received the lowest mean, it still shows that parents regularly listen to and value their children's ideas. The findings are supported by Lanjekar et al. (2022), who emphasized that warm and supportive family processes help promote children's adjustment and development. The findings suggest that warmth and support are consistently practiced in the learners' homes. Parents often encourage children to ask questions, continue difficult tasks, accept corrections, and feel proud of their efforts. These behaviors create a positive emotional climate where children may feel safe, valued, and motivated to learn.

Table 4. Outdoor Learning Activities

Indicators	Mean	SD	VD
Visit a library with the child.	4.03	1.24	Often
Play sports with the child, such as riding bicycles or playing football.	4.26	1.07	Always
Bring the child to sports activities, such as swimming lessons.	3.96	1.16	Often
Bring the child to art activities, such as dance or painting lessons.	4.06	1.07	Often
Bring the child to cultural events, such as the cinema, theater, or museums.	3.84	1.20	Often
Grand Mean	4.03	0.93	Often

The data showed that outdoor learning activities obtained a grand mean of 4.03, verbally described as Often. The highest-rated indicator is "Play sports with the child,

such as riding bicycles or playing football” with a mean of 4.26, described as Always. This shows that parents most frequently engage their children in physical outdoor activities. The lowest-rated indicator is “Bring the child to cultural events, such as the cinema, theater, or museums” with a mean of 3.84, described as Often. This means that cultural exposure is practiced, but less frequently compared to sports and other outdoor activities. This implies that parents provide meaningful outdoor experiences, especially those involving physical movement and active play. The findings are supported by Sun et al. (2023), who reported that physical activity contributes positively to children’s cognitive and developmental outcomes. Similarly, Walshe et al. (2024) found that outdoor and nature-based learning experiences support children’s engagement, well-being, and development. Moreover, the high rating in sports-related activities shows that children are given opportunities to develop physical skills, confidence, coordination, and social interaction through active play. Meanwhile, the lower but still favorable rating in cultural events suggests that learners have some exposure to broader community-based experiences, though these may occur less often. The results show that outdoor learning is part of the children’s home environment and may help strengthen their readiness for school by supporting physical development, exploration, communication, and social participation.

Table 5. Social Competence

Indicators	Mean	SD	VD
The learner shows self-confidence and believes that he/she can complete tasks.	4.43	0.91	Always
The learner shows willingness to interact and engage with peers.	4.45	0.79	Always
The learner participates in cooperative play with classmates.	4.49	0.88	Always
The learner actively communicates his/her thoughts to the teacher.	4.43	0.97	Always
Grand Mean	4.45	0.80	Always

The data show that Social Competence obtained a grand mean of 4.45 with SD of 0.80, verbally described as Always. The highest-rated indicator is “The learner participates in cooperative play with classmates” with a mean of 4.49, described as Always. This shows that learners frequently join group play and interact positively with peers. The lowest-rated indicators are “The learner shows self-confidence and believes that he/she can complete tasks” and “The learner actively communicates its thoughts to the teacher,” both with a mean of 4.43, but still described as Always. This implies that the learners demonstrate strong social readiness in the classroom. They are able to interact with classmates, participate in cooperative activities, and communicate with the teacher. This indicates that their active participation in cooperative play suggests that they are comfortable interacting with classmates and engaging in shared activities.

Table 6. Learning Dispositions

Indicators	Mean	SD	VD
The learner concentrates during group activities most of the time.	4.25	0.98	Always
The learner is willing to cope with challenges during learning activities	4.25	0.98	Always
The learner actively responds to the teacher during group activities.	4.39	0.93	Always
The learner persists in completing tasks even after experiencing difficulty.	4.23	1.06	Always
Grand Mean	4.28	0.90	Always

The data show that Learning Dispositions obtained an overall mean of 4.28 with SD of 0.90, verbally described as Always. The highest-rated indicator is “The learner actively responds to the teacher during group activities” with a mean of 4.39, which indicates that learners are participative and responsive during class interactions. The lowest-rated indicator is “The learner persists in completing tasks even after experiencing difficulty” with a mean of 4.23, but it is still described as Always. This implies that the learners generally demonstrate positive learning behaviors such as attention, active participation, willingness to face challenges, and persistence in completing tasks. These findings are supported by Hughes (2024), which emphasized that positive learning dispositions help children adjust to classroom routines and learning demands. Similarly, McCartan et al., (2023) stated that persistence, attentiveness, and active engagement are important indicators of school readiness among young learners. This implies that the kindergarten learners generally show positive learning behaviors. They are able to concentrate during group activities, respond to the teacher, face challenges, and continue tasks despite difficulty. Although persistence received the lowest mean, the rating still shows that learners demonstrate effort and willingness to complete activities. Overall, the data suggest that the learners are prepared for classroom learning because they show attention, participation, perseverance, and readiness to engage in school tasks.

Table 7. Classroom Rules

Indicators	Mean	SD	VD
The learner takes turns and shares with classmates during activities.	4.49	0.74	Always
The learner lines up properly and stays in line when instructed.	4.44	0.77	Always
The learner needs to be repeatedly reminded of the rules during group activities.	3.86	1.16	Often
The learner puts back bowls and utensils properly after meals.	4.35	0.93	Always
Grand Mean	4.29	0.63	Always

The data show that Classroom Rules obtained an overall mean of 4.29 with SD of 0.63, verbally described as Always. The highest-rated indicator is “The learner takes turns

and shares with classmates during activities” with a mean of 4.49, showing that learners commonly practice sharing and turn-taking. The lowest-rated indicator is “The learner needs to be repeatedly reminded of the rules during group activities” with a mean of 3.86, described as Often. This indicates that the learners generally follow classroom routines and expected behaviors. They are able to share, take turns, line up properly, and return materials after use. However, the lower rating on repeated reminders shows that some learners still need teacher guidance in consistently following rules during group activities. Overall, the findings suggest that kindergarten learners demonstrate strong readiness in following classroom rules. Their high rating in turn-taking and sharing shows that they can participate positively in group activities and interact appropriately with classmates. Although some learners still need reminders, the overall result remains favorable. This indicates that classroom routines, modeling, repeated practice, and positive reinforcement should continue to be used to help learners become more consistent, independent, and responsible in following classroom expectations.

Table 8. Cognitive and Communication

Indicators	Mean	SD	VD
The learner recognizes basic colors (e.g., yellow, blue, green).	4.71	0.76	Always
The learner recognizes basic shapes (e.g., square, rectangle, circle).	4.65	0.79	Always
The learner pronounces words clearly when speaking.	4.44	0.88	Always
Grand Mean	4.60	0.77	Always

The data show that Cognitive and Communication obtained an overall mean of 4.60 with SD of 0.77, verbally described as Always. The highest-rated indicator is “The learner recognizes basic colors” with a mean of 4.71, showing that learners commonly identify basic colors such as yellow, blue, and green. The lowest-rated indicator is “The learner pronounces words clearly when speaking” with a mean of 4.44, but it is still described as Always. This indicates that the learners have strong cognitive and communication readiness. They are able to recognize colors and shapes and communicate through clear speech. Although pronunciation received the lowest mean, the rating still shows that learners generally express themselves clearly during classroom activities. This indicates that their strong ability to recognize basic colors and shapes shows that they have developed foundational thinking and visual discrimination skills needed for early classroom learning. The result on clear pronunciation also suggests that learners can express ideas and participate in classroom discussions. Although communication received the lowest mean, it remains at a very favorable level. These results show that the learners are prepared for basic learning tasks that require identifying, naming, describing, answering questions, and communicating with teachers.

Table 9. Relationship between the dimensions of home learning environment and school readiness

Home Learning Environment Dimension	Spearman rho	p-value	Decision	Interpretation
Indoor Learning Activities	0.540	<0.001	Reject Ho	Significant; Positive Moderate
Digital Learning Activities	0.053	0.646	Fail to Reject Ho	Not Significant; Positive Negligible
Warmth/Support	0.485	<0.001	Reject Ho	Significant; Positive Moderate
Outdoor Learning Activities	0.462	<0.001	Reject Ho	Significant; Positive Moderate

*Significant at $p < 0.05$

The data showed that Indoor Learning Activities have the highest relationship with school readiness, with a Spearman rho of 0.540 and p-value of <0.001, interpreted as a significant positive moderate relationship. This means that learners who experience more reading, writing, shape games, arts, construction play, and role-playing at home tend to show higher school readiness. Warmth/Support and Outdoor Learning Activities also show significant positive moderate relationships, with rho values of 0.485 and 0.462, respectively. These results indicate that emotional support and active real-world experiences are also associated with better readiness for school. On the other hand, Digital Learning Activities obtained a Spearman rho of 0.053 and p-value of 0.646, which means the relationship is not significant. This suggests that digital activities are not strongly connected with school readiness in this study. Overall, the findings imply that hands-on learning, parental encouragement, and outdoor experiences are more related to learners' school readiness than technology-based activities alone.

Table 10. Significant Relationship Between Home Learning Environment and School Readiness

Variables	Spearman rho	p-value	Decision	Interpretation
Home Learning Environment and School Readiness	0.470	<0.001	Reject Ho	Significant; Positive Moderate

*Significant at $p < 0.05$

The findings show that the overall Home Learning Environment has a significant positive moderate relationship with School Readiness, with a Spearman rho of 0.470 and a p-value of <0.001. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that learners who experience stronger home learning support tend to show higher school readiness. However, when viewed by dimension, Digital Learning Activities were found to be not significantly related to school readiness. This

suggests that although the overall home learning environment matters, not all parts contribute equally. The significant relationship may be more influenced by hands-on indoor activities, warmth/support, and outdoor learning experiences rather than digital activities alone.

Discussions

The findings indicate that kindergarten learners generally experienced a supportive home learning environment and demonstrated a high level of school readiness. Among the dimensions of the home learning environment, indoor learning activities and warmth and support were consistently practiced by parents, while outdoor learning activities were also frequently provided. These results suggest that parents regularly engaged their children in reading, writing, shape-recognition games, creative activities, encouragement, and active play. In contrast, digital learning activities were practiced less frequently than hands-on and interpersonal learning experiences, indicating that technology-based learning was not the dominant form of support at home. In terms of school readiness, the learners showed favorable levels across social competence, learning dispositions, classroom rules, and cognitive and communication skills. This suggests that they generally possessed the social, behavioral, motivational, cognitive, and communication competencies needed to participate effectively in kindergarten activities.

The correlational findings further showed that the overall home learning environment had a significant positive moderate relationship with kindergarten learners' school readiness. Indoor learning activities showed the strongest relationship with school readiness, followed by warmth and support and outdoor learning activities. These findings indicate that hands-on learning experiences, emotionally supportive parent-child interactions, and opportunities for active exploration are associated with better readiness for formal schooling. On the other hand, digital learning activities were not significantly related to school readiness, suggesting that technology use alone may not have a strong connection with children's readiness unless it is appropriately guided and combined with meaningful interaction and other learning experiences. Overall, the results highlight the importance of a balanced home learning environment that emphasizes direct parent-child engagement, purposeful activities, emotional support, and active exploration in promoting kindergarten learners' readiness for school.

Conclusion

Based on the findings, early childhood practices may be strengthened by sustaining meaningful indoor activities, warmth and support, and outdoor learning experiences at home. Greater attention may be given to guided digital learning so that technology

complements hands-on and interactive activities. Teachers and parents may also use school readiness results to identify areas requiring continued support in social competence, learning dispositions, classroom routines, and cognitive and communication development. These findings may guide the implementation of a coordinated home-school program that provides parents with practical learning strategies, promotes regular communication with teachers, and encourages developmentally appropriate activities. Through these measures, home learning support can become more consistent, balanced, and responsive to kindergarten learners' overall developmental needs.

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