Preparing for the School Readiness of Early Childhood by Enhancing the Well-Being and Family Support

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ABSTRACT: School readiness during early childhood establishes the fundamental basis for prospective academic achievement, emphasizing the necessity for a comprehensive preparation that encompasses both mental and physical readiness. The current study examines the impact of child well-being and family support on school readiness among young learners. This Study used a correlational quantitative approach, the research involved 139 children between the ages of 4 and 7, along with their parents and 30 teachers selected through purposive sampling based on their socioeconomic status. The participants included 54.7% boys (n=76) and 45.3% girls (n=63) from families with varying income levels – low-income (25%), middle-income (29%), and upper-middle-income (46%). The results of the regression analysis indicated that both family support and child well-being have a significant influence on children's school readiness. Particularly, there is a notable positive association among all factors, a correlation between school readiness and child well-being at 42% (r = 0.420, p < 0.001), highlighting that higher levels of child well-being are linked to increased school readiness. Furthermore, family support exhibits a positive contribution to school readiness at 37% (r = 0.370, p < 0.001). The findings suggest that preparing children for school should extend beyond academic and motor skills development to include substantial psychological support, thus enhancing their ability to thrive in an academic environment.

Keywords: early childhood, emotion, emotion regulation, parenting, happiness

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1 INTRODUCTION

The new school year is often the time that parents look forward to sending their children off to school, especially at the formal elementary school level. The transition from kindergarten to formal elementary school is a significant milestone in a child's academic and developmental journey. However, this transition often presents challenges that can affect a child's ability to adapt and succeed in the new school environment. This challenges phenomenon is because children's readiness for school has not developed well during kindergarten education. Before children enter elementary school, they first go through kindergarten. During kindergarten, children prepare for learning maturity to enter elementary school. Even though the government issued a policy regarding the age for entering elementary school at 7 years (Minister of Education and Culture Regulation Number 21 of 2018), the maturity age for children for school varies and children's skills vary greatly. The concept of school readiness is critical here, as it encompasses a child's preparedness to meet the demands of elementary school, not just academically but also emotionally and socially.

School readiness is a fundamental condition that pertains to children who exhibit preparedness to embark on their academic journey in primary school. Despite the ideal expectations of school readiness, there is a significant disparity in the actual readiness level among children. This disparity is often due to variations in developmental achievements and the level of support received by children from their families and educational systems (Golshirazi & Sadeghi, 2021). The phase of transitioning into primary school from kindergarten represents a significant shift that may pose challenges for young learners (Halimah & Kawuryan, 2010; Rahmawati, 2018). Research indicates that many children enter elementary school without the necessary skills and developmental milestones achieved, leading to potential difficulties in adjusting to the structured and demanding environment of formal schooling. Moreover, school readiness signifies that the child possesses a repertoire of skills and has successfully accomplished developmental milestones during their time in kindergarten.

A holistic approach to development, which integrates cognitive, emotional, and social dimensions, is foundational in early childhood education. This multidimensional perspective is substantiated by theories within the field that assert the crucial role of comprehensive development in preparing children for school. These achievements serve as valuable assets that equip them to effectively engage in academic pursuits within the elementary school setting (Mariyati, 2017). Children's development in accordance with developmental tasks at their age becomes a valuable asset that equips them to be effectively involved in academic activities in the elementary school environment later (Atkins et al., 2022; Harrington et al., 2020; Jung & Choi, 2020; Kokkalia et al., 2019). For instance, research by Mariyati (2017) and Cress et al. (2012) highlight how emotional and social competencies are essential for managing the demands of elementary school. Within the context of this research, the concept of school readiness is delineated through

the utilization of an assessment tool developed by Epstein and Synhorst (in Cress et al., 2016; Cress et al., 2012)

School readiness is the condition of a child who is ready to enter elementary school. The period of entering elementary school is a transition period from Kindergarten to formal school which is not easy for children (Halimah & Kawuryan, 2010; Rahmawati, 2018). The process of transitioning a child to formal school is a step that has an impact on the child's academic success at the formal school level (primary school). School readiness for kindergarten children is very important as an indicator of how well a child is prepared to enter a formal education environment. School readiness also means that children have a set of skills and have completed developmental tasks in kindergarten as capital to carry out academic tasks in elementary school (Mariyati, 2017).

The concept of school readiness covers several aspects of child development, including physical, emotional, social, motor skills and language skills (Lin & Faldowski, 2023). The characteristics that signify children possessing school readiness are delineated as follows (Cress et al., 2016; Cress et al., 2012; Mariyati, 2017). Firstly, self-sufficiency emerges as a crucial trait, indicating the child's ability to independently attend to their personal needs. Secondly, the child demonstrates initiative by engaging in activities proactively without constant supervision. Lastly, the child exhibits a growing capacity to manage and express emotions effectively, gradually gaining control over their emotional responses. Conditions in elementary school are different from those in kindergarten, these differences require student adaptation to be able to follow learning in elementary school. These differences include the demands of the learning process in elementary school (Lazarus, 1991) that requires longer focus, reduces hours for playing, and differences in relationship patterns between children and teachers (Domitrovich et al., 2017; Rahmawati, 2018). Apart from different academic conditions, children also must adapt to new environments and friends. This process is certainly not always easy for every child.

Based on previous research, there are several factors related to children's school readiness, including social maturity, family support, children's cognitive development (St. Laurent et al., 2021), children's personality, teacher support and children's emotional regulation abilities (Badarudin & Andriani, 2017; Cress et al., 2012; Halimah & Kawuryan, 2010; Harrington et al., 2020; Kokkalia et al., 2019; Mariyati, 2017). One of these factors that can be linked to a child's school readiness is the attention factor, where the most important factor for a child's school readiness is a child who has good family relationships in the form of love from his parents, the closer he is to his family, the easier it will be for a child to develop positive perception towards parents so that children can support their readiness to enter elementary school (Mariyati, 2017). Previous research (Turner et al., 2017) explains the importance of the role of the family in the child's learning process and preparing them to be ready to face the school environment. One of the roles that is quite significant is the role of the mother in the development of the child's learning process. The mother plays a role in increasing the child's ability to withstand pressure (Luby et al., 2012). Family support also financially plays a role in children's

development in preparing for the learning process (Hughes et al., 2018;Azra et al., 2023; Hughes et al., 2018; Risnawati et al., 2023)

Factors that also play an important role in children's development apart from cognitive development and family support are emotional development and the maturity of children's emotional regulation (Risnawati et al., 2023). The child's ability to regulate emotions and parental support for the child are related to the child's psychological well-being. Well-being according to Diener & Ryan (2009) is an assessment of an individual's subjective experience regarding his or her own experience which consists of three components, namely life satisfaction, the presence of positive affect and the absence of negative affect. Meanwhile, well-being from a psychological perspective is when an individual has meaningful aspects of life, is self-confident, can develop potential, can adapt well, has warm relationships with other people and is able to accept one's own shortcomings. Subjective well-being is very important and fundamental for individual development, especially in early childhood. The importance of fulfilling well-being in early childhood is because this period is the golden age throughout the span of human life, where what happens during this critical period is the foundation for future development. (Nurmaria & Risnawati, 2022; Risnawati Erna, Arisandi Alfida, 2019; Ryff, 1989; Ryff & Keyes, 1995)

A descriptive study on well-being in children conducted by Wahyuni and Reswita (2018) on 30 children showed that 40% of children felt lacking in their lives. Large-scale research on well-being from a material perspective of Indonesian children shows that 55% (N=7213) experience conditions of deprivation. Apart from that, the results of this research also show that children in lower-middle economic conditions have low subjective well-being (Sabriani, 2020; Borualogo & Casas, 2022). Research conducted by Dearly (2022) on young children with middle socioeconomic status showed that only 10% of children had high levels of subjective well-being. Previous research shows that there is a correlation between well-being and students' adjustment to a new school. When students are able to regulate emotion , have a family that only fits, and have their psychological and physical needs met, even though they are relative to each individual, then this condition helps students to adapt and excel at school (Ayriza et al., 2019; Gómez-Leal et al., 2022; Holzer et al., 2022; Kokkalia et al., 2019). However, research on school readiness and well-being was conducted on teenagers.

This research introduces a novel perspective by focusing on psychological well-being as a core component of school readiness. While previous studies have concentrated on older children, this study aims to fill the gap by examining the influence of well-being on kindergarten children's readiness for elementary school. It posits that enhancing psychological well-being could significantly bolster a child's readiness and ease their transition into elementary school. The primary objective of this research is to investigate the role of psychological well-being in the school readiness of kindergarten children, assessing how well-being influences their adjustment to the elementary school environment. By identifying the elements of psychological well-being that are most

impactful, the study aims to provide insights that could help educators and parents support children more effectively during this critical transition.

2 METHOD

2.1 *Research Approach*

This quantitative exploratory study was designed to investigate the complex interplay between family support, well-being, and school readiness in early childhood. The primary aim was to quantitatively measure the strength and nature of relationships among these variables to understand better how each contributes to preparing children for the transition from kindergarten to elementary school. This approach enabled the utilization of statistical methods to provide empirical evidence on the effects of these environmental and personal factors on children's developmental outcomes (see Figure 1).
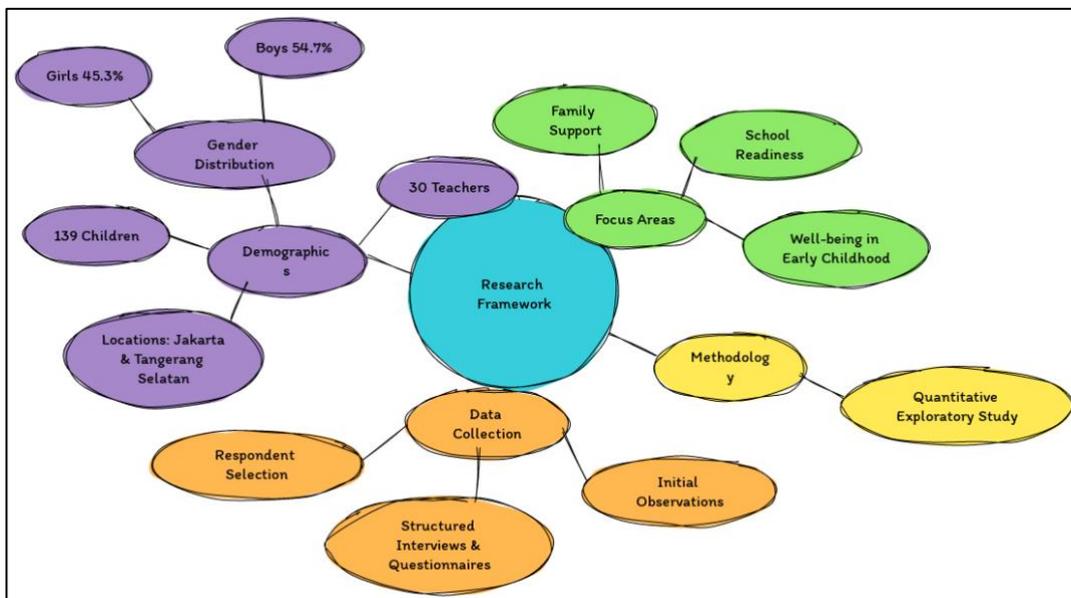

Figure 1. Research Framework

2.2 *Participants*

The study's participants comprised a total of 139 children aged between 4 to 7 years, along with 30 teachers, all recruited from three kindergartens located in Jakarta and Tangerang Selatan, Indonesia. Before collecting data, researchers made initial observations by selecting kindergartens. The selection of these kindergartens was strategic, intended to represent a diverse socio-economic cross-section, encompassing low income, middle-low income, and middle-up income categories. This diversity ensured that the study results would be broadly applicable across different demographic settings, thereby enhancing the generalizability of the findings. Furthermore, the selection criteria for participants were carried out which included living with parents, having complete parents and not having special needs.

Respondent selection involves the deliberate use of the purposive sampling method to carefully choose participants from each individual kindergarten, ensuring a methodical and strategic

approach to participant selection. Additionally, the research included the participation of 30 teachers, further enriching the study with valuable insights and perspectives from educational professionals. The participants, comprising 139 children and 30 teachers, were selected from three distinct kindergartens located in Jakarta and Tangerang Selatan, ensuring a varied and comprehensive representation of the target population. Amid the participants, it was noted that 54.7% consisted of young boys (N=76), whereas 45.3% were young girls (N=63), indicating a nearly equal gender distribution within the research sample. This equilibrium in gender distribution contributes to the overall validity and reliability of the research findings, aligning closely with the demographic composition of the broader population under study.

2.3 *Implementation procedures*

Prior to the commencement of data collection, preliminary visits were made to potential kindergarten sites. These visits were crucial for assessing the suitability of the locations in terms of logistical support and alignment with the study's socio-economic stratification needs. Once kindergartens were selected, the study obtained necessary permissions from kindergarten administrations and parental consents for child participation. After these preparatory steps, purposive sampling was employed to select individual participants who met specific inclusion criteria: age appropriateness, residing with parents, having both parents, and absence of diagnosed special needs.

2.4 *Materials*

This study utilized three scales to assess school readiness, child well-being, and family support, each undergoing rigorous validation including translation, back-translation, and expert judgment by three developmental psychology specialists.

2.4.1 *School Readiness Scale*

The school readiness scale, crafted by Epstein, focuses on language and attention skills vital for preschool success, showing robust reliability (Cronbach's alpha = .874; item correlation coefficient = .425-.790).

2.4.2 *Child Well-being Scale*

Developed by Dearly et al. (2022), this modification of instrument contains 12 items divided into three dimensions. Well-being Scale, which comprises 12 items spanning the child's relationships with parents and the social environment, and material well-being. This scale uses a five-point facial expression range for responses, customized with different versions for boys and girls. Additionally, the well-being scale, based on Diener's theory, includes 14 items across three dimensions: personal relationships, material conditions, and happiness, demonstrating strong model fit (RMSEA = 0.075; SRMR = 0.047; NFI = 0.93; CFI = 0.94; IFI = 0.94; RFI = 0.89).

Figure 2. Well-being response scale

The subjective well-being measuring tool for parents and teachers uses a scale of 1-5 consisting of Very Unhappy (1), Unhappy (2), Somewhat Happy (3), Happy (4) and Very Happy (5) (see Figure 2). Meanwhile, for children aged 4-6 years, researchers used pictures of children's facial emotional expressions as answer choices. There are 5 facial emotional expressions arranged in gradation, starting from Very Sad (1), Sad (2), Slightly Happy (3), Happy (4) and Very Happy (5). Two versions of emotional expression pictures were also made, namely for boys and girls. Facial expression images are made by experts in the field of drawing art. Scoring is done by adding up the dimension scores and the total score for all items. The reliability of this measuring instrument is obtained through construct reliability (CR) calculations. The CR value for the personal relationship dimension is 0.704, the material dimension is 0.601 and the overall happiness dimension is 1.00. The CR value for the overall measuring instrument is 0.850.

2.4.3 *Family involvement Scale*

Family involvement was used modified Prebers Scale (Eipstein, 2006), assessed through teacher interviews, which revealed a Cronbach's alpha of 0.687 and an item correlation range of .340-.534, indicating reliable family role assessment.

2.5 *Collection Techniques*

Data were collected through a combination of structured interviews and detailed questionnaires. The interviews, conducted by the teachers, were designed to delve deep into the children's emotional and social states using questions derived directly from the well-being scale. Teachers were trained in interview techniques to ensure they could engage children effectively and extract meaningful data. In parallel, parents and teachers filled out questionnaires that provided additional insights into the children's readiness and overall well-being from different perspectives.

2.6 *Data Analysis and Interpretation*

Quantitative data were analyzed using descriptive statistics, Pearson correlation, and regression analysis to explore the relationships between well-being, family support, and school readiness. Statistical analyses were performed using software tools, with additional visualization conducted through Python to enhance the presentation and interpretation of the data.

2.7 *Data Exclusion and Inclusion Criteria*

144 children initially considered, only 139 were included in the final analysis. The exclusion of five *participants* was due to non-compliance with the age and family structure criteria established during the purposive sampling phase.

3 RESULT AND DISCUSSION

3.1 *Result*

This research was undertaken with the primary objective of delving into the concept of early childhood school readiness through a comprehensive analysis of the factors pertaining to child well-being and familial support. To effectively accomplish this aim, a meticulous selection process was employed to identify suitable participants meeting specific criteria: children within the age range of 4 to 7 years, devoid of any special requirements, raised in households with both biological parents present, and hailing from a variety of economic backgrounds to ensure a representative sample reflective of the
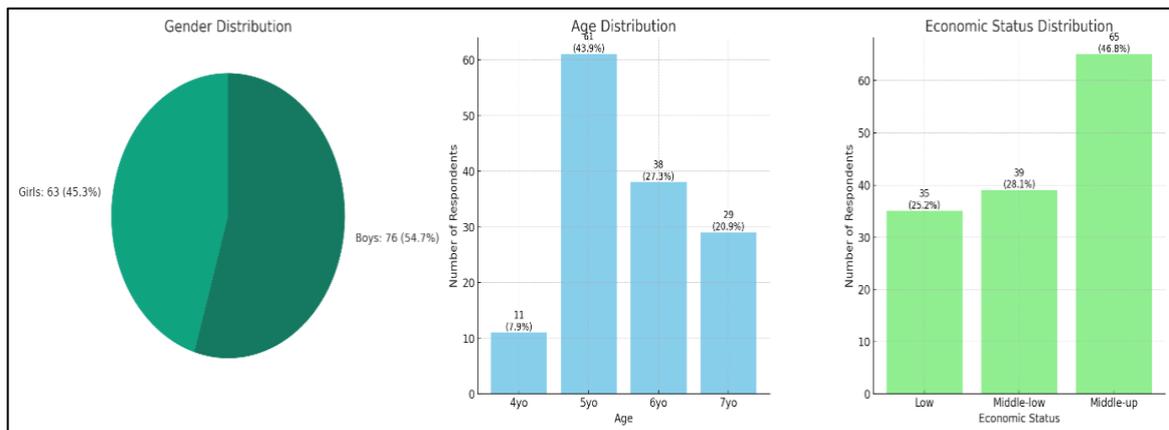
rich.

Figure 3. Demographic data

The data shows (Figure 1) that there is a relatively equal distribution between male and female participants, with slightly more males (54.7%, N=76) compared to females (45.3%, N=63). This shows that in this study, gender representation was quite good, which could provide a more diverse perspective regarding the topic under study. In the respondent age chart (see figure 1) participants were dominated by children aged 5 years (43.9%, N=61), followed by 6 years old (27.3%, N=38), 7 years old (20.9%, N=29), and finally 4 years (7.9%, N=11). This shows that most of this research involved children aged pre-school to early elementary school. the largest group (5-year-olds) indicate that this age is considered the most relevant or available for the research context. In the economic aspect, the 'Middle-up' group had the highest percentage, namely 46.7% (n=65), 'Middle-low' 28.1%, (n=39) and the 'Low' group had a slightly lower percentage (25.2%, N=35). This shows that there is an effort to involve families from various economic backgrounds, although there is a tendency for more participants to have middle to upper economic backgrounds.

Table 1. Descriptive Statistic

	Mean	Std. Deviation	N
School Readiness	24.68	2.423	139
Family Support	13.61	.921	139
Child Well-being	59.19	5.269	139

Based on Table 1, it is found that children's school readiness has an average (mean) of 24.68 with a standard deviation of 2,423. This data shows variations in school readiness among participants. Family Support has a mean of 13.61 with a relatively low standard deviation (0.921), indicating that family involvement tends to be consistent among participants, while for child well-being the mean value is 59.19 with a standard deviation of 5.269, indicating wider variation in Teachers' perceptions of children's well-being.

3.1.1 *Correlation analysis between variables*

The ongoing exploration of factors influencing school readiness reveals significant insights into how family support and child well-being contribute to early educational success. Utilizing Pearson Correlation and Regression Analyses, the study quantitatively assesses the relationships among these variables, as summarized in Table 2 and Table 3. These tables present a clear statistical foundation, showing the degree to which each factor, family support and child well-being, impacts school readiness.

Table 2. Pearson Correlation and Regression

	Pearson Correlation	Sig
Family Support	.370	.000
Child Well-being	.420	.000
Regression Analysis		

R	R Square	Adjusted R Square	Std. Error of the Estimate
.505ᵃ		.255	.244

Table 3. Partial Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	206.321	2	103.160	23.238	.000ᵇ
	Residual	603.751	136	4.439		
	Total	810.072	138			

a. Dependent Variable: School Readiness
b. Predictors: (Constant), Child well-being, Family Support

	Unstandardized Coefficients		Standardized Coefficients			Correlations		
Model	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1 (Constant)	4.758	3.022		1.574	.118			
Prebers_fam_inv	.758	.200	.288	3.788	.000	.370	.309	.280
SWB Children	.162	.035	.353	4.637	.000	.420	.369	.343

a. Dependent Variable: School Readiness

Based on table 2, there is a significant positive relationship between all variables, with a correlation between school readiness and child well-being (r = 0.420, p < 0.001), indicating that the better the child's well-being, the higher the child's school readiness. Family support is also positively correlated with school readiness (r = 0.370, p < 0.001), indicating that the higher the family involvement, the better the child's school readiness. Table 3 shows that a regression model that includes family involvement and child well-being can explain 25.5% of the variance in school readiness (R² = 0.255). This means that about a quarter of the variation in school readiness can be predicted from these two variables. Overall, the regression analysis shows a significant significance figure (F = 23.238, p < 0.001), namely that one of the predictor variables is significantly correlated in predicting school readiness.
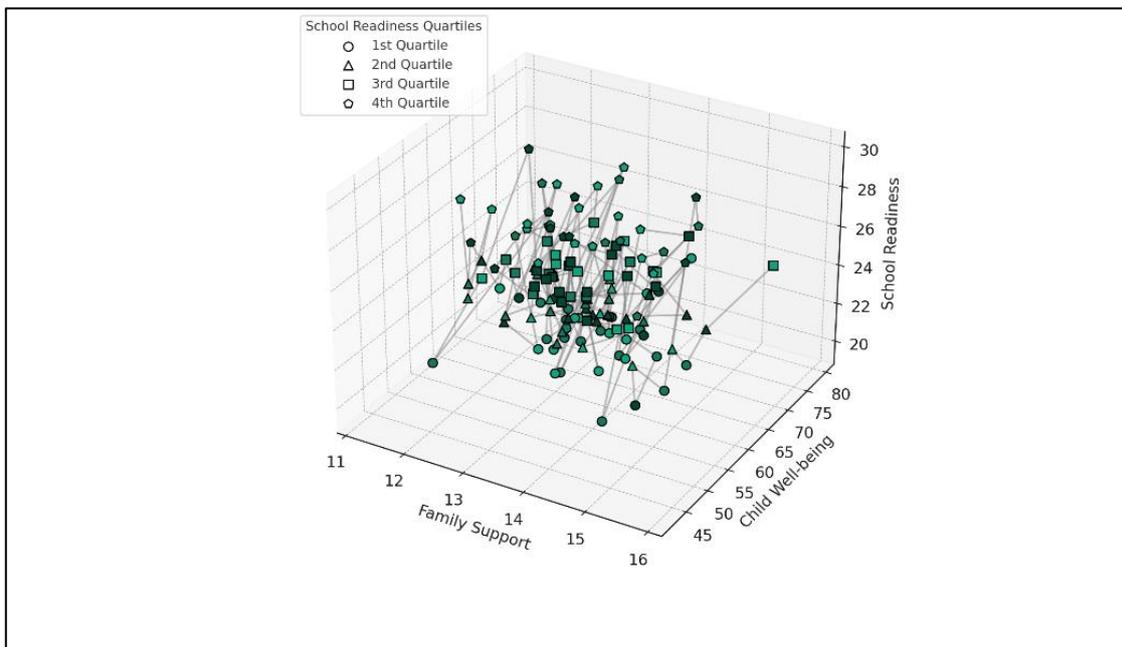

Figure 2. Correlation Between Variables

From the visualization of the relationship between these three variables, we can see that the level of school readiness tends to increase along with increases in family involvement and child well-being. This reaffirms the importance of these two factors in improving preschool school readiness. Apart from that, the relationship between the variables is also revealed; Not all points have high family involvement or child well-being so individual variations play a big role.

The coefficients for family support (B = 0.758, p < 0.001) and child well-being (B = 0.162, p < 0.001) indicate that these two variables significantly predict school readiness, with each unit increase in family involvement and child well-being (according to teachers) was associated with increases in school readiness scores of 0.758 and 0.162 points, respectively.

3.2 *Discussion*

In this section, we delve into the substantial roles that family support and child well-being play in enhancing school readiness. By interpreting the results presented in Table 4, this discussion aims to elucidate the mechanisms through which these factors exert their influence and the magnitude of their impacts. With the use of regression analysis, the data compellingly demonstrate the positive correlations between these variables and school readiness, offering insights into how increments in family support and child well-being can significantly elevate a child's preparedness for school.

3.2.1 *The role of family support in children's school readiness*

The regression equation presented in table 4 shows a coefficient of 0.758 with a *p*-value of less than 0.001, indicating that family support has a very significant positive influence on school readiness. This means that every one-unit increase in family support (as rated by teachers) is associated with an average increase of 0.758 points in a child's school readiness score. The very small p value (<0.001) emphasizes that the likelihood of this relationship occurring by chance is very low, thus underscoring the limitations of this finding.

The significant influence of family support aligns with ecological systems theory (El Zaatari & Maalouf, 2022) , which posits that a child's development is heavily influenced by their closest relationships and environments. The statistical significance (p < 0.001) of the findings supports the hypothesis that nurturing family environments provide the emotional, educational, and social foundations critical for successful adaptation and learning in school settings. Family support seems to have a very important role in preparing children for school. This can include aspects such as parental involvement in the child's education, emotional support, organization of the home learning environment, and joint learning activities. In this research, family support includes how children feel like they have a family, interact positively with parents, interact positively with siblings, and engage in a sense of trust in parents.

This research is in line with previous research which discusses the role of the family, especially in materially impacting children's school readiness, as well as the very significant role of mothers in children's learning processes, especially mathematics learning (Lombardi & Dearing, 2021). Other research discusses that family function in preschool children's school readiness can be mediated by the mother's affective care and efforts to apply discipline to preschool children before entering elementary school age (Jung & Choi, 2020). Apart from support from the nuclear family, the role of the environment and interaction between teachers and parents in the child's learning process greatly influences aspects of the child's mental readiness to enter school (Atkins et al., 2022).

Theoretically, this research strengthens the importance of family involvement in education and highlights the need for policies that encourage family involvement in early childhood education. Practically, this suggests that interventions aimed at increasing

family support can be useful for improving school readiness (Barnett et al., 2020; Golshirazi & Sadeghi, 2021). Early childhood teachers should consider these findings when designing learning programs that support family involvement in early childhood learning, facilitate parent involvement in children's school projects and evaluate children's educational progress together with teachers.

The current study extends these findings by quantitatively demonstrating the broad impact of family support beyond the mother's role, including interactions with siblings and the overall home learning environment. The idea of familial assistance explored in this research is extensive, covering emotional backing, participation in educational endeavors, positive connections within the household, and the establishment of a nurturing atmosphere for learning at home. This diverse method of comprehending family support enables a thorough evaluation of how different aspects of family interactions impact a child's preparedness for school. This is in alignment with all-encompassing educational philosophies that highlight the significance of a caring home environment in the early stages of a child's growth and readiness for learning.

3.2.2 *The impact of child well-being on school readiness*

As reported in Table 4, the regression analysis reveals a positive correlation between child well-being and school readiness, with a regression coefficient of 0.162 and a statistically significant p-value of less than 0.001. This quantitative finding indicates that improvements in child well-being are associated with measurable increases in school readiness scores, although the effect size is smaller compared to that of family support. This data, derived from a carefully structured regression model, provides a clear, processed representation of how child well-being impacts readiness for school. These findings underscore the importance of family support and child well-being in the context of school readiness. This suggests that interventions or programs aimed at improving children's school readiness can focus efforts on increasing family involvement and child well-being as two main areas. Furthermore, these findings can inform policy makers, educational practitioners, and researchers about priority areas for the development of supporting programs and further research.

Child well-being is a multifaceted concept that involves not only the physical and emotional health of a child, but also encompasses their access to essential material resources, nutritious food, quality relationships with parents, family members, and peers, as well as ensuring their overall safety and protection in various environments (Seran et al., 2017). These components play a crucial role in shaping a child's growth and development, equipping them with the necessary skills and resilience to actively participate in educational settings and navigate challenges effectively. This research confirms previous research that parents play a role in children's development, especially in the emotional aspect, when the parents' emotional condition is good, in this case the low level of parenting stress experienced by parents, this is correlated with the child's psychological condition(Mashar & Pudji Astuti, 2022). In a longitudinal study, it was stated that the physical and emotional condition of children plays a major role in the well-

being of students which plays a role in their readiness to face the academic environment (Gregory et al., 2021).

In other research, it was found that the relationship between mothers and their children plays a very important role in children's emotional development and has an impact on children's readiness in the academic environment. It was found that mothers who work part-time have a positive relationship on children's emotional development and children's readiness to enter school compared to other children. with a mother who works full time (Lombardi, 2023).

The operationalization of child well-being within this framework is likely to encompass a wide spectrum of diverse experiences, circumstances, and factors that collectively contribute to a child's readiness to thrive in a learning environment and succeed academically. Theoretically, this research contributes to the exploration of literature that examines sustainable child development and its impact on educational outcomes. Practically, these findings indicate that educational interventions and policies must prioritize improving children's well-being alongside family support as important for improving school readiness.

Educational practitioners and policymakers are advised to design programs that focus on increasing parental involvement and promoting a healthy emotional and physical environment for children. Practically, teachers can create various social emotional development programs. An example of a program that teachers can carry out in an effort to improve children's welfare is by providing an introduction to the names of emotions in children as a first step. Teachers can also apply socio-emotional learning with the aim of developing children's empathy for themselves and their friends. Give children opportunities to develop their socio-emotional aspects instead of providing academic assignments that are too demanding. Apart from that, it is also necessary to educate parents to pay attention to children's welfare, especially psychological well-being, such as feeling happy, pleasant conditions at home and fulfilling the child's needs for feeling safe and comfortable. Furthermore, this research underscores the need for interventions tailored to specific family conditions, such as parental employment status and its impact on child development. Insights like these can guide the development of more diverse support systems that accommodate diverse family dynamics and increase children's readiness to thrive academically.

5. CONCLUSSION

This research showed that the presence of both family support and the child well-being are pivotal aspects that significantly influence a child's preparedness for school, albeit to different extents. This deduction stems from the findings of the data analysis, which clearly indicate the notable importance of these two variables in relation to school readiness. The two crucial elements, there is family support and the well-being of the child, synergistically contribute to the enhancement of early childhood school readiness.

Family support as a solid groundwork for the child's cognitive and emotional growth, while the well-being of the child ensures that they are adequately prepared to receive and effectively utilize such support. Consequently, any initiatives or schemes aimed at bolstering school readiness should concentrate their endeavors on these domains, understanding that progress in one domain can positively impact the other. It holds a critical significance for policymakers, educational professionals, and scholars to accord precedence to family support and the well-being of the child as pivotal focal points in the development of programs and further exploration. By adopting a comprehensive and interconnected methodology, a nurturing atmosphere can be established that not only readies the child for scholastic triumph but also constructs a robust groundwork for enduring well-being and individual growth. Future research could explore longitudinal designs to establish causal relationships more firmly. It would also be beneficial to disaggregate the components of family support to identify which aspects are most predictive of school readiness. Furthermore, examining these relationships across different cultural contexts could enhance the generalizability of the findings.

4 ACKNOWLEDGEMENT

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