

# Examining The Interest And Readiness In Writing Among The Young Learners From Three Public Elementary Schools In The Philippines

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## ABSTRACT

This study determined the level of interest and readiness in writing among the Kindergarten learners in the three distinct public elementary schools from the provinces of Cebu, Negros, and Leyte during the school year 2019-2020 as basis for a Localized Manipulative Materials Plan. A mixed sampling method was utilized to take the 20 learners as indirect participants, 5 teachers and 20 parents as respondents. Frequency count, percentage, Likert scale, weighted mean, standard deviation and Mann-Whitney U test were utilized to statistically treat the data. Results revealed that there was an almost equal distribution of 5-year old learners who spent 10-15 minutes in practice-writing. Also, the high school graduate parents were into business which allowed them to have a combined monthly family income of Php 7,000 and below. Nearly all of the teachers were novice who are still engaging in a master's degree and registered only a minimal attendance to relevant seminars and training for the past years. As assessed, the extent of interest in writing has a fair rating while the level of readiness has a good marking. Moreover, there was significant mean difference on the interest while none on the level of readiness. The test showed no significant correlation between the profile towards interest and readiness. Thus, there is enough evidence to claim that the extent of interest in writing among the Kindergarten learners in the three distinct public elementary schools was not that high while their level of readiness in writing as empirically inferred was assessed to be within an average state. However, future researchers were invited to further investigate the other confounding variables

**Keywords:** Kindergarten education, Interest and Readiness in Writing, School Support

## I. INTRODUCTION

Interest and readiness in writing among the young learners are both common concerns among school officials and subject teachers around the

world. In fact, there are diverse actions taken by the schools, teachers and parents to address these two aspects. Perhaps, it was somehow noted that kids' developing writing in kindergarten predicts

later proficiency abilities including deciphering, spelling, and perusing cognizance in first grade, and spelling in second grade.

Youngsters who utilized letters in their composing knew more letters and learned letters at a quicker rate over the preschool year than kids who didn't use letters in their composition. However, there are identified problems which have occurred when a child has writing readiness difficulties. One of those is their behaviors – where the children may avoid or refuse to participate in pencil and other fine motor tasks.

Also, when it comes to self esteem, these children who have a hard time dealing with difficulties in writing tend to show a low esteem especially after they compare their work against that of their peers. Moreover, with regards to their academic performance or achievement, those learners who were having difficulties in writing found it more pressing and be slower completing the tasks given to them. There are also cases where these learners who are not so ready to deal with writing preferred to get others to perform fine motors tasks for them under their direction, rather than actually doing themselves.

The most recent National Assessment of Education Performance writing test results reported only 33 percent of eighth grade and 24 percent of twelfth grade students exhibited proficient writing skills, a result essentially unchanged from 2002. These plain and brief accounts are equally observables in the local stations where the researchers are currently working. In fact, there were Filipino Kindergarten pupils at the identified environments who found it so difficult to write the given tasks even when told by their teachers. Some have shown disinterest to engage in such scribbling drills inside their respective classrooms despite the availability of needed

learning resource materials and constant monitoring of their work progress.

However, the real scene on the ground traverses from such fundamental requisites. Thus, it is the direction of this empirical undertaking to determine the level of interest and readiness among the Kindergarten pupils in writing with the goal towards the crafting of a localized manipulative materials development.

## **II. LITERATURE REVIEW**

Children are innately drawn to write even before introducing them to formal writing education. Beginning at the age of two, children start to scribble patterns and make marks in their surrounding environment (Rowe & Wilson, 2015). It was posited that children have began scribbling all over their direct environment, be it in walls or papers, using any medium the child can find (Hall et al., 2015). During the Covid-19 pandemic, the children utilized any online educational technologies which fueled their interest in writing. Such engagement has enhanced their writing skills when exposed to these available technologies. In fact, a current study posited that the use of online writing tools have influenced progress among the children in terms of vocabulary, spelling and writing skills (Haque, 2022). Although the inevitability of the child to write is said to be a natural course of development, research suggests that polishing this natural writing ability by introducing preschool-aged children to formal writing instruction produces its own set of advantages. Research by National Early Literacy Panel (NELP) found that engaging in writing practices for early education showed a relationship for reading abilities in later years (Hall et al., 2015) and academic achievement (Pelatti et al., 2014). Writing practices in early childhood education can also develop interest in life-long learning as writing and reading is an essential tool to education (Wollscheid et al., 2016).

Despite the extensive empirical support of developing emergent writing skills to preschool children, a study conducted by Pelatti et al. (2014) showed that among 81 educators that participated, children are only afforded an average of two minutes of opportunities for writing instruction. Additionally, Gerde and Bingham (2012) pointed out that writing is a critical emergent literacy skills that is necessitated among the young learners as they forge forward for the acquirement of literacy skills and for reading achievements. On the otherhand, it was discovered that writing was not just an underrepresented action in preschool homerooms but also non-existent in certain occasions (van Hartingsveldt et al., 2014). In most cases, writing activities is limited to writing alphabet letters and writing student's own names (Rowe & Wilson, 2015).

Rowe & Wilson (2015) argues that the lack of writing tasks in preschool instruction is due to the lack of standard scoring and assessment of children's writing skills (Pelatti et al., 2014). Additionally, writing in childhood is variable and often times mistaken for developmentally inappropriate writing skills which make assessment challenging (Rowe & Wilson, 2015). Contrary to this, early quantitative tool to assess writing readiness which is the Writing Readiness Inventory Tool in Context (WRITIC) was developed by van Hartingsveldt et al. (2014) to address the matters. The WRITIC looks at factors such as the person-variable of the child (i.e., interest and attention), the environment and the paper-and-pencil tasks and is scored subjectively. Interest is a subdomain of the WRITIC under person-variable and accordingly, writing interest does not play any significant role with the child's competence in writing (i.e., drawing, coloring and handwriting) (van Hartingsveldt et al., 2014).

Readiness or emergent writing is one of the key aspects that researchers in early childhood education inspect as part of the child's language and literacy development. Much of the writing skills that pre-school children execute manifests in a form of drawing (Byington & Kim, 2017). Subsequently, each child has different writing levels depending on the individual variables that come into play. A lot of factors are involved in assessing children's level of writing readiness. To enumerate some of the recurring factors in the extant literature, these factors include individual characteristics such as temperament, risk-taking behavior and enthusiasm (Pelatti et al., 2014), type of writing instruction (i.e., focused in meaning or focused in writing technicalities), or children's contextual experiences such as culture, socioeconomic background, ethnicity, or literacy-learning opportunities (Duncheon & Tierney, 2014).

Duncheon and Tierney (2014) criticized the early perspectives on writing as it is heavily cognitively-based. Cognitively-based perspectives believe that writing includes mental structures and milestones that each individual reaches. This explanation tends to oversimplify the individual and disregard the contextual variables such as the varied social, cultural and historical contexts within the individual that the Socio-cultural perspective aims to fill (Duncheon & Tierney, 2014). Furthermore, Hall et al., (2015) have refined these perspectives into three philosophical perspectives namely the Maturationist, Behaviorist and Constructivist theories.

As to a Maturationist's perspective, this theory by Arnold Gessel sees that a child indeed passes through the usual developmental phases and further believes that his/her exposures to either formal and non-formal education reinforces that holistic growth instead of just filling in him/her with information (Saracho,

2017). Agreeably, this discussion on the Maturationist's perspective certainly speaks truly the vitality to deal with the maturation of children towards their interest and readiness in writing.

Additionally, the Behaviorist's perspective in contrast with the Maturationists' perspective believes that there should be a direct relay of information to the students by the adults. While the Maturationists' perspective alter the child's environment into a writing-activity induced space allowing for the child to engage in three activities naturally during play, the behaviorist perspective believes that there should be a systematic and direct transfer of skill-based writing instruction from teacher to student. Usually, the skills being improved in this perspective are letter writing, name writing, and handwriting skills (Hall et al., 2015).

Moreover, in the Constructivist's perspective the proponents believe that learning is not influenced by the natural development of pre-writing skills but also because of the facilitation and interaction with the people in the social circle of the child. Furthermore, this view posits that learning is a dynamic, two-way process that should allow active and simultaneous learning of writing components that involves both the higher and lower-level skills.

In line with this perspective, a study was conducted examining the effects of journal writing to students' interest in writing, emergent writing skills and reading readiness. Results of the study showed that kindergarten students exposed to journal writing showed greater interests and excitement in writing and greatly increased letter identification. Rochon (2014) suggests that the teacher's excitement greatly contributes to the students' interest in writing. Furthermore, educators conversing in complex language produced advanced language among young students compared with those exposed to

simple language (Piastra et al., 2012). This is in line with the constructivist perspective which believes that adults in the social world of the child greatly influence the child's learning development.

Although the constructivist theories center on the role the educators play in a child's learning development (Pelatti et al., 2014). However, Byington & Kim (2017) argues that it is important that educators are aware of the student's standing on their fine motor skills to be able to attend properly to their writing needs. Puranik and Lonigan (2014) presents a theoretical framework involving various knowledge children should possess to assess their writing readiness. These include the conceptual knowledge where children can identify meaning within prints and symbols.

The second is the procedural knowledge which involves the technical aspects of writing such as knowledge of the alphabet and spelling and involves activities such as name writing (Puranik and Lonigan, 2014) and invented spelling. Invented spelling is a system of spelling words dependent on the sounds heard in communicated language starting with detached sounds and advancing toward exact spelling. That is, whereas ball should be spelled with a "b-a-l-l", children instead spell "b-o-l" or "b-a-l" or spell the word as it sounded to the child. Lastly is the generative knowledge which involves words or phrases that already has proper meaning (Byington and Kim, 2017).

Research exhibits that children progress through different phases of writing. Conversely, Byington and Kim (2017) gave a point by point image of preschoolers' writing advancement as they create meaningless scribbles to symbols that already signify meaning. Children regularly start composing patterns on the page that may not take after any letters or drawing pictures that impart a

message. Next, children start to make nonstop jots with a reliable shape, regularly a crisscross or circling design. At that point, writing starts to isolate letter like images or structures. Later kids utilize a mix of letters and letter-like shapes. At that point kids start a procedure of utilizing progressively progressed created spelling. Ouellette and Sénéchal (2017) pointed out that as other researchers contend, invented spelling starts to emerge. Invented spelling is highly encouraged as this is a good indicator of high writing readiness (Ouellette & Sénéchal 2017). The last stage involves writing the precise spelling of the words which is evidence of the parallel structure of the theoretical framework of Puranik and Lonigan (2014).

According to Jean Piaget as cited by Waite-Stupiansky (2017), a child's learning development advances sequentially through four successive stages. First is the Sensorimotor stage (0-2 years old) then the Preoperational (2-7 years) followed by the Concrete operational (7-11 years) and lastly the Formal operational stage (11-15 years old). The sequence should be the same for all, although ages at which they reach each stage varies.

The early emergence of language is said to occur during the later stage of the sensorimotor stage. During this time, children not only develop object permanence, that is the ability to understand that objects remain situated in one place after displacement, but also start to experience a surge in vocabulary at age 10 to 31 months (Lindsey, 2016). Language continues to develop rapidly at the preoperational stage along with other aspects (i.e., social, intellectual and emotional) as specifically explained by Lindsey (2016). At the concrete operational stage according to Piaget as cited by Waite-Stupiansky (2017), children can comprehend laws of perseveration and reversibility and at the formal operational stage is where children already

possess a logical way of thinking and can process abstract concepts. Equivalently, such explanations provided a relevant connection on the tendency of the learners to progress towards their interest and readiness in writing as observed by the researchers in their respective locale.

However, it is important to note that Piaget's theory is not part of the maturationist perspective. In fact, a point of disagreement on the maturationist perspective has been explained that the family environment plays a crucial role in the child's learning development (Eliza, 2014). In a similar vein, Duncheon and Tierney (2014) suggests a complementary relationship between the cognitive-based and sociocultural frameworks which more likely results in the view of constructivist theories, again, emphasizing on the natural development of the individual as well as their interaction in their social world. Furthermore, the conceptualization of readiness in both Piagetian and constructivist theories are similar. Both theoretical perspectives posit that "learning cannot occur until the child is in appropriate state of readiness...". Readiness though is defined differently in various frameworks (Puranik & Lonigan, 2014).

Nevertheless, it is a known fact that forcing learning unto the child beyond their appropriate developmental capacity produces negligent results (Lindsey, 2016). Lev Vygotsky like Jean Piaget advocates the importance of social interaction in the development of language particularly in childhood play (Lindsey, 2016). Reviewing again the past writings of symbolic play and how the children converse when in such interaction showed that these two variables were both closely associated in terms of child's development (Quinn et al., 2018). Secondly, Vygotsky purports that at around age 4 or 5 years old, there is an emergence of rich symbolizations and meaning-making (Lindsey, 2016). Vygotsky (1962) "believed that children create speech by

mastering the speech of the adults with whom they interact” (Lindsey, 2016).

One of the guiding principles of program development in accordance to the National Early Learning Framework (NELF) of the R.A. 10157 is that the program should be a “child-centered” curriculum. The R.A. 10157 also states that the “teachers/parents/caregivers/adults should... facilitate explorations of our young learners in an engaging, creative, and child-centered curriculum...They are able to understand the world by exploring their environment, as they are encouraged to create and discover...”.

With the foregoing, the Department of Education (DepEd) issued the DepEd Order No. 47 series of 2016 on “Omnibus Policy on Kindergarten Education” where one of the highlights was on Instruction such as teaching methodologies and strategies. In such regard, the Order advised all divisions and school managers to take note of the requisites which shall include, but shall not be limited to, the following: (i) the two-track method (e.g. storytelling and reading, listening story, oral communication activities); (ii) interactive strategies; (iii) use of manipulative games; and (iv) experiential, small group discussions and Total Physical Response (TPR) among others.

With all these articulations relevant to the topic which is to investigate the level of interest and readiness of the Kindergarten pupils from the selected public elementary schools in the three (3) provinces of Cebu, Negros, and Leyte, the citations of well-founded theories on learning and social development, this recent study could provide assistance in addressing the incumbent issues and problems in writing among the younger generation of Filipino learners.

Writing is a basic action in early childhood since it bolsters the reconciliation of

significant language and developing proficiency aptitudes that establish the framework for kids' understanding abilities (Lifshitz & Har-zvi, 2015). There were equivalent research works which pointed out that the child's letter writing skills and development had been attributed to how their respective parents were involved in such drills or exercises (Puranki et al., 2018). In fact, such progress made by these children was likewise factored out by their level of motivation to engage in such writing exercises as their mothers or fathers were directly involved in their very own home.

### III. METHODOLOGY

The recent study employed a descriptive-correlation research design as it appraises the possible difference between the respondent-groups perception towards the children's interest and readiness in writing. Also, such research design is appropriate for use as it examined the probable association between the profile of the respondents and the interest and readiness in writing. To attain the goal of the recent study, five (5) subject teachers and 20 parents were deliberately taken in as respondents from the identified public elementary schools in Cebu, Philippines. The instrument which had been utilized in this study is a researcher-made questionnaire, where the contents are derived from the various survey tools being crafted by the seasoned educators and authorities in such field of specialization. Since this instrument is the fusions of some established interest and readiness surveys, thus, it has been subjected to pilot testing at its appropriate frequencies to ascertain the internal and external validity. Additionally, the same has undergone with the usual reliability and validity test that is cognizant of the Cronbach alpha ( $\alpha = 0.742$ ). Prior to the actual administration of the survey questionnaire, approvals from all concerned authorities have been expedited as well as the facilitation of the informed consent in observance of an established

protocol. In fact, the whole process undertook the usual reviews by the local research ethics committee to ensure that no risks are involved and no privacy and rights were disregarded. Moreover, in statistically treating the raw data, the Mann Whitney U-test and Spearman rho correlation coefficient have both been employed to infer the possible difference in perception and the probable association between the profile of the respondents and the interest and readiness in writing. After all data underwent inferences, the scientific results were then carefully analyzed and interpreted to allow readers a full comprehension of the recent investigation. .

#### **IV. RESULTS AND DISCUSSIONS**

**Table 1 Extent of Kindergarten Learners' Interest in Writing**

Descriptive statistics is utilized to analyze the interest and readiness perception rating of both teachers and parents in Table 1 and 2. As seen on Table 1, 15 indicators which assessed the extent of interest in writing among the Kindergarten learners from the identified locales. On one hand, the data reveals that there were six (6) items that the respondent-groups perceived "A Little" of interest in writing, namely: Item-1 (in writing stories); Item-4 (in writing letters to people); Item-10 (to scribe about things that have happened to him/her; Item-11 (to write what he/she has read); Item-12 (in scribing letters of the alphabet); and Item-14 (in following what the others are writing, too).

Item	Interest in Writing (The learner exhibits interest.....)	Subject Teachers			Parents		
		Std. Dev.	Wtd. Mn	VD	Std. Dev.	Wtd. Mn	VD.
1	in writing stories	0.71	3.00	SM	1.00	2.55	LT
2	to write during his/her spare time	0.45	2.80	SM	0.65	3.00	SM
3	in scribbling his/her notes	0.89	2.60	SM	0.94	2.95	SM
4	in writing letters to people	0.55	2.40	LT	0.83	2.80	SM
5	to write something while in the school	0.55	2.60	SM	0.79	2.90	SM
6	to write things at home	0.55	2.60	SM	0.73	3.00	SM
7	of sharing his/her writing with others	0.84	2.80	SM	0.55	2.90	SM
8	to make a list of ideas before his/she writes	0.84	2.80	SM	0.51	2.95	SM
9	to write about things that he/she has learned	0.71	3.00	SM	0.69	3.05	SM
10	to scribe about things that have happened to him/her	0.55	2.40	LT	0.75	2.85	SM
11	to write what he/she has read	0.71	2.00	LT	0.62	2.80	SM
12	in scribing letters of the alphabet	0.55	2.40	LT	0.70	2.80	SM
13	in writing numbers or numerals	0.89	2.60	SM	0.79	3.10	SM
14	in following what the others are writing, too	0.89	2.40	LT	0.89	2.95	SM
15	In writing what the teacher wrote on the board	0.84	2.80	SM	0.62	2.80	SM
	Average	<b>0.70</b>	<b>2.61</b>	<b>SM</b>	<b>0.74</b>	<b>2.89</b>	<b>SM</b>

**Legend:** 4.20-5.00 means A whole lot (WL)      3.40-4.19 means A lot (AL)      2.60-3.39 means Some (SM)

1.80- 2.59 means A little (LT)

1.00-1.79 means Not at all (NAA)

On the other hand, the rest of the items indicate only “Some” interest in writing. The results indicate that the little interest portrayed by the respondents is due to the following rationale: 1) that the writing is of little concern, significance or effect to them. That is, children are only keen on writing something when it is important to them such as writing letters of gratitude to parents or teachers; Secondly, 2) children raised in the digital age are no longer used to writing scribbles traditionally, and lastly, 3) lack of support or

encouragement. An equally concerning result is the respondents lack of interest in mimicking what others are writing (i.e., item 12 and item 14). This could be increased with the teacher’s or parents’ involvement and intervention. As a matter of fact, in one of the previous studies, even with diverse language background it was found out that learners have been able to integrate drawing and writing during block play (Snow et al., 2018). This this indicates that learning can



take place only when the children are so interested and engrossed with an activity.

**Table 2 Level of Readiness Kindergarten Learners in Writing**

Item	Readiness in Writing (The learner exhibits readiness.....)	Subject Teachers			Parents		
		Std. Dev.	Wtd. Mn	VD	Std. Dev.	Wtd. Mn	VD.
1	through his/her hand and finger strength	0.89	2.60	SM	0.72	2.90	SM
2	by drawing the nine pre-writing shapes	1.34	2.40	LT	0.72	2.90	SM
3	In the efficiency of how the pencil is held	0.71	3.00	SM	0.59	2.65	SM
4	through processing info by hand eye coordination	1.30	2.20	LT	0.64	2.75	SM
5	with aptness to skillfully manipulate tools	0.55	2.60	SM	0.59	2.85	SM
6	by the brain's ability to interpret of visual images	1.64	2.80	SM	0.51	2.55	LT
7	with his/her ability to identify the letters	0.45	3.20	SM	0.65	3.00	SM
8	through writing the capital letters of the alphabet	0.55	2.60	SM	0.76	2.95	SM
9	by his/her motivation to write with peers	0.55	2.60	SM	0.67	2.85	SM
10	with his/her interest to write even when alone	1.52	2.40	LT	0.55	3.10	SM
11	by consistent use of one hand for task performance	0.45	3.20	SM	0.60	2.95	SM
12	use of thumb, index & middle finger for manipulation	0.55	3.40	AL	0.64	3.10	SM
13	through display of a tidy handwriting	1.30	2.20	LT	0.76	3.05	SM
14	consistency in staying within the lines when coloring	0.45	2.80	SM	0.55	2.90	SM
15	With good endurance for pencil based activities	0.84	3.20	SM	0.88	2.85	SM
	Average	<b>0.87</b>	<b>2.75</b>	SM	<b>0.65</b>	<b>2.89</b>	SM

**Legend:** 4.20-5.00 means A whole lot (WL)      3.40-4.19 means A lot (AL)      2.60-3.39 means Some (SM)      1.80- 2.59 means A little (LT)      1.00-1.79 means Not at all (NAA)

Table 2 pointed out the level of readiness of these learners from the three (3) research locale in writing. For this table, it can be noticed that there were 15 indicators that the respondents have answered to evaluate the level of readiness among the learners in writing. The data showed that there were five (5) items which acquire a verbal rating of "A Little" particularly Item-2 (by drawing the nine pre-writing shapes), Item-4 (through processing info by hand eye

coordination), Item-6 (by the brain's ability to interpret of visual images), Item-10 (with his/her interest to write even when alone), and Item-13 (through display of a tidy handwriting), correspondingly. The rest of the items not mentioned received a "Some" or average rating. The interplay between the reader and writer through text is an active approach which warranted certain inventory of skills (Shin & Crandall, 2019). Thus, the low rating of chosen

items indicates that there appears to be a gap in the writing skills of the students which includes fine-motor skills in writing basic strokes, visual interpretation skills, and improving engagement

and self-efficiency skills to engage in writing alone without referencing to friends or authority figures.

**Table 3 Significant Mean Difference on the Kindergarten Learners’ Extent of Interest and Level of Readiness in Writing As perceived between the respondent-groups**

Sub-variables under Inference	Ave. Wt. Mean	Comp. U-value	Critical Value	Comp. p-value	Test Results	Decision
Learners’ Extent of Interest in Writing	2.75	40	64	0.00278	There is a significant difference	Reject Null Hypothesis
Learners’ Level of Readiness in Writing	2.82	81.5	64	0.20408	NO significant Difference	Accept Null Hypothesis

**Legend:** Test of difference at 0.05 level of significance (two tailed)

Table 3 shows the results of the differences in perception between the teachers and parents rating on the children’s interest and readiness in writing using the Mann-Whitney U-test. The data suggests a significant difference (U=40, p=.00278) of the rating perceptions of Interest in Writing between the parents and teachers with the parents rating their children with M=2.89 (Some) and the teachers with M=2.61 (A little). This should be interpreted with caution since the parents’ descriptive data suggests that they may spend lesser time monitoring their child’s progress in writing. As such, their interest perception report may be a bit skewed in this regard. Following this, the interpretation and report of the teacher-respondents could be said to have more accuracy than the parents based on the hour spent with the children.

Corollary to this, the inference on the level of readiness among the Kindergarten learners in writing as appraised between the respondent-groups arrived at an almost common terms which produced no significant difference (U= 8.5, p=.20408). This result entails that both respondent-groups have similar views to what level are the Kindergarten learners ready in the aspect of writing. The Subject Teachers and Parents have both agreed that the learners exhibited readiness through their hand and finger strength, efficiency of how their pencils are held, aptness in manipulating tools, identification of letters, and through writing the capital letters of the alphabet, staying within the lines when coloring and other pencil-based activities.

**Table 4 Significant Relationship between the Demographic Profile of the Kindergarten Learners and their Extent of Interest and Level of Readiness**

Sub-variables under Scientific Inference	Comp. r-value	Critical Value	Comp. p-value	Test Results	Decision
Learners' Age and Interest in Writing	-0.3919	± 0.514	0.1484	No significant relationship	Accept null hypothesis
Learners' Sex and Interest in Writing	0.3153	± 0.514	0.2524	No significant Relationship	Accept null hypothesis
Minutes in practice-writing and Interest	0.2309	± 0.514	0.4077	No significant Relationship	Accept null hypothesis
Learners' Age and Readiness in Writing	0.5527	± 0.514	0.0326	With significant relationship	Reject null hypothesis
Learners' Sex and Readiness in Writing	0.1734	± 0.514	0.5366	No significant relationship	Accept null hypothesis
Minutes in practice-writing & Readiness	-0.1269	± 0.514	0.6520	No significant relationship	Accept null hypothesis

**Legend:** Test of correlation at 0.05 level (two-tailed)

Table 4 presents the relationship between the children's demographic profile and their interest or readiness in writing using Spearman rho correlation coefficient. The results suggests that only Learner's age and readiness in writing has a significant positive relationship ( $r = .5527$ ,  $p = .0326$ ). This means that the older the child gets, the more they developed skills to prepare them for writing tasks. This is consistent to the readiness variables where most items indicate a parallel development of biological milestones such as, finger strength, hand-eye coordination, visual interpretation, endurance, and others. Contrary to this, age and interest produced a nonsignificant relationship. This implied that the interest in writing does not depend totally of the learner's age. A study showed that the number of engaging activities employed in the classroom produced a significant relationship on children's interest in writing rather than age (Snow et al., 2018).

Following this, the sex ( $r = 0.3153$ ,  $p = 0.2524$ ) and minutes in practice-writing ( $r = 0.2309$ ,  $p = 0.4077$ ) all produced a nonsignificant relationship on the student's interest in writing. The same nonsignificant results is reflected on the student's readiness and sex ( $r = 0.1734$ ,

$p = 0.5366$ ), and the students' readiness and minutes practicing ( $r = -0.1269$ ,  $p = 0.6520$ ). This implied that interest and readiness in writing does not depend on the sex nor the time spent in practicing. In fact, actual observations of the researchers at the local station showed that both boys and girls are not so keened on writing. Moreover, the nonsignificant results of minutes of practicing has been supported in research where there are those learners who were known to study for fewer minutes but have exhibited a certain degree of readiness in such scholastic medium.

## V. CONCLUSION

Based on the findings of the study, the extent of interest in writing among the Kindergarten learners in the three (3) identified Philippine public elementary schools was not that high while their level of readiness in writing, as empirically inferred, was assessed to be within an average state. Therefore, it can be safely generalized that the interest and readiness of children in writing is influenced by multiple factors – with critical part from a positive learning environment and parents' full support to their kids' early childhood education.

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