



## READINESS OF EARLY PRIMARY LEARNERS

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### Abstract

This study investigated the readiness of early primary learners as a basis for an intervention plan, which was conducted in the three Districts in a fourth-class component city in Central Philippines during the School Year 2023-2024. Utilizing a descriptive research design, the study involved 121 kindergarten to Grade 3 teacher-respondents selected through purposive sampling. Data were gathered using a researcher-validated questionnaire and analyzed in SPSS using frequency counts, means, and the Mann-Whitney U Test. Findings revealed that the majority of the Kindergarten to grade 3 learners have shown a high level of readiness in terms of motor development, oral, and social development, and sound production. However, the motor, oral, and sound development needs to be addressed to make them more ready to face the next level in education. In addition, the level of readiness of early primary learners in the areas of motor development, oral and social development, and sound production, when grouped and compared according to the variables of age, civil status, and length of service of the respondents, shows no statistically significant differences. Furthermore, the study recommended the development of targeted intervention plans aimed at strengthening early primary readiness in the identified specific activities for motor development, oral and social development, and sound production.

**Keywords:** *Early primary learners' readiness; motor development; oral and social development, sound production*

### Bio-profile

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## Introduction

### Rationale

Readiness in the context of early primary learners refers to the developmental stage at which a child possesses the necessary skills, knowledge, and abilities to engage in and benefit from the Early Primary curriculum. It encompasses various aspects of a child's physical, social, emotional, and cognitive development that are considered essential for a smooth transition into a formal educational setting like Kindergarten. Readiness is not solely determined by age but is rather a combination of factors that indicate a child's preparedness for the kindergarten environment.

The researchers examined trends in the students' long-run growth back to 2018, observing fairly steady growth until the onset of the pandemic in the spring of 2020. The trajectory flattened at that point and remained flat throughout the summer, indicating that children's reading abilities had stopped. "It was flat in an absolute sense, not just relative to years past," said Domingue, 2018.

Developing positive and trusting relationships during the early years of childhood is crucial. These are necessary for cognitive and emotional development, as well as social bonding. Increased physical activity may give motor benefits throughout childhood and adolescence (UNICEF, 2017); early childhood is the most crucial and rapid phase of complete and healthy cognitive development in human life (UNICEF, 2017; Riethmuller, Jones & Okely, 2009; Fisher et al., 2011). As a result, a better understanding of the role of physical activity in improving motor skills, cognition, and emotional skills in young children is necessary. With the prevailing conditions, the researcher personally experienced the mentioned difficulties and likewise wanted to find out the readiness of early primary learners and opted to provide several interventions to lessen these difficulties.

### Literature Review

School readiness among early primary learners is a multidimensional construct encompassing motor development, oral and social development, and sound production skills that collectively support children's transition to formal schooling. These interrelated domains underpin early academic learning, self-regulation, communication, and positive classroom engagement, making readiness a holistic rather than domain-specific phenomenon.

Motor development is a critical predictor of readiness, with both gross and fine motor skills linked to early literacy, numeracy, and self-care competencies. Gross motor skills typically emerge earlier due to neurological maturation, whereas fine motor skills require targeted instructional support (Cameron et al., 2012; Grissmer et al., 2010; Harris, 2015). Research demonstrates that structured physical activities enhance coordination, visual-motor integration, and executive functioning, while technology-enhanced approaches, such as augmented reality and educational robotics, further support motor planning, motivation, and execution in young learners (Cameron et al., 2015; Oostdam et al., 2016; Papadakis et al., 2018).

Oral language, social competence, and sound production skills form the foundation of literacy development and classroom participation. Oral language proficiency supports reading comprehension, while social skills contribute to emotional regulation and cooperative learning (Pianta, 2016). Phonological awareness skills, including rhyming, syllable segmentation, and



phoneme manipulation, are robust predictors of reading success, particularly for English language learners and children with language difficulties. Evidence indicates that explicit, systematic phonological instruction and technology-based interventions produce sustained gains in reading and spelling outcomes (Gillon et al., 2015; Zoski, 2015).

Sound production development is influenced by articulatory maturation, fine motor control, cognitive growth, and environmental language exposure, with phonological skills emerging in predictable developmental sequences (Bailey & Angell, 2017; Neuman & Dwyer, 2018). Limited vocabulary exposure and reduced social interaction constrain expressive language and accurate sound use (Dickinson & Tabors, 2015; Hart & Risley, 2015). Research consistently shows that variation in oral, social, and phonological readiness is more strongly associated with instructional quality and language-rich environments than with demographic factors, underscoring the importance of play-based and responsive teaching approaches (Hodson, 2017; Sylva et al., 2016).

Within the Philippine Early Childhood Care and Development (ECCD) framework, readiness is similarly conceptualized as a multifaceted construct. Local studies identify motor development as a foundational domain, with interventions such as Galaw Ko, Sulat Ko demonstrating improvements in fine motor coordination. Studies conducted in Nueva Ecija, Cebu City, and Butuan City report high levels of motor readiness linked to effective ECCD implementation and teacher–parent collaboration, although strong motor skills do not consistently correspond with readiness in language and socio-emotional domains (Galaw Ko, Sulat Ko, 2019; Tapadera, 2021; Gudio, 2025). Oral, social, and sound production readiness show greater variability and are influenced by parental background, teacher effectiveness, curriculum balance, and classroom practices (Beltran-Almazán et al., 2022; Ramos, 2021; Magudang, 2025).

Overall, evidence from both international and Philippine contexts indicates that early primary readiness is shaped by the interaction of learner development, instructional quality, and family and social environments. Teacher competence, scaffolding practices, and systematic support for emergent literacy play a pivotal role in readiness outcomes (Akubuilu, 2017; Estrella, 2015; Perena & Perez, 2019). These findings collectively support the need for integrated, evidence-based interventions that simultaneously address motor, oral–social, and sound production skills to promote holistic development and ensure successful transitions to formal schooling.

### Theoretical Underpinnings

This study is anchored on the Theory of Readiness, which originates from early developmental theories in psychology and education and has evolved into a multidimensional concept. Readiness encompasses biological, cognitive, social, and environmental aspects of child development. The contributions of Gesell, Piaget, and Vygotsky collectively form the theoretical foundation of this study: Gesell emphasized biological maturation, Piaget highlighted cognitive readiness, and Vygotsky introduced the importance of social interaction and instructional support. Together, these perspectives underscore that successful entry into formal education depends on a child’s preparedness across multiple developmental domains, including cognitive, social-emotional, physical, language, and adaptive skills, all of which are shaped by both internal and external factors.



Piaget's constructivist theory explains readiness in terms of cognitive developmental stages, noting that early primary learners are typically in the preoperational stage, where symbolic thinking and language development are prominent. This suggests that learning experiences must be aligned with children's cognitive capacities. In contrast, Vygotsky's sociocultural theory emphasizes that readiness is influenced by social interaction and support systems through the Zone of Proximal Development. Both theories view readiness as dynamic rather than fixed, highlighting that it can be developed through appropriate teaching strategies and supportive environments. This theoretical framework provides a clear and relevant basis for assessing early primary learners' readiness and for designing developmentally appropriate educational interventions.

## Objectives

This study aimed to determine the level of readiness of Early Primary Learners in the three Districts in a fourth-class component city in Central Philippines during the School Year 2023-2024 as a basis for an intervention plan. Specifically, this study aimed to 1) determine the level of Readiness of Early Primary Learners according to the Motor Development, Oral and Social Development and Sound Production; 2) determine the level of Reading of Early Primary Learners when grouped according to the aforementioned variables; and 3) test whether a significant difference exists in the level of Readiness of Early Primary Learners when grouped and compared according to the aforementioned variables.

## Methodology

This chapter discusses the research design, locale of the study, respondents, data gathering instrument, validity and reliability, data gathering procedure, analytical schemes, and statistical tools.

## Research Design

This study employed a descriptive research design to determine the level of readiness of early primary learners across three districts in a fourth-class component city in Central Philippines during the 2023–2024 school year, serving as a basis for an intervention plan. According to De Ward (2017), descriptive research goes beyond data collection to describe and interpret existing conditions, relationships, practices, and emerging trends. This design is particularly suitable for examining school readiness because it focuses on current conditions and processes related to the identified variables, providing a systematic, detailed, and practical understanding of the factors influencing early primary learners' preparedness. By documenting existing conditions and influential factors, the approach establishes a foundation for evidence-based interventions and guides future research in early childhood education.

## Locale of the Study

This study was conducted in the 3 districts covering the entire city in a large division. The city is known for its vibrant hub of history, culture, tourism, and sports. It has evolved from a sugarcane plantation town into a dynamic city that honors its heritage while embracing innovation. The 3

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districts were headed by 3 magnificent, competent, and seasoned School District Supervisors (PSDS) whose passion is to provide quality education to the school children. The entire district was the home of rising athletes, particularly in the fields of swimming, volleyball, and badminton. District 1 was under the leadership of 7 school heads, while the second district was under 5 dynamic school principals and school heads, and lastly, the 3rd district was under 9 equally competent and dedicated school leaders. Among its greatest accomplishments were the Teachers Ikaw Na! Education Champion for Teachers, Seal of Excellence Awardee, and Best Banner Program for Literacy and Numeracy at the Division Level. Also, the city continues to shine in the national sports arena, with its athletes contributing to the region's impressive performance in the 2025 Palarong Pambansa, where Western Visayas, which includes Talisay City, secured third place overall.

### Respondents of the Study

The respondents of the study were the 121 early primary to Grade 3 teachers employed for the School Year 2023-2024. To determine the respondents of the study, Stratified and Random Sampling were used. Stratified sampling involves dividing a population into subgroups and then selecting participants from each subgroup to ensure that the sample accurately reflects the population's diversity. Random sampling is a method in which each individual in the population has an equal chance of being selected, making the selection process entirely based on chance. (Creswell, 2012)

### Data Gathering Instrument

A researcher-made type instrument is used in this study. It consisted of three (3) parts. Part I contained the personal information of the teacher-respondents, including their age, civil status, and length of service. Part II assessed the level of readiness of early primary learners with 10 line items per area and a total of 30 line items in the areas of Motor Development, Oral and Social Development, and Sound Production. The respondents were given options to choose from their responses; the questionnaire items used a Likert scale, following scores: 5 –Always; 4 – Often; 3 – Sometimes; 2 – Rarely; and 1 – Almost Never.

### Instrument Validity and Reliability

For this study, three jurors were selected and requested to validate the research instruments. The first validator was a graduate of the Master of Arts in Education Major in Early Childhood Education and a Kindergarten Teacher and District Kindergarten coordinator. The second validator was a graduate of the Master of Arts in Education, Education Program Chairperson, and a Pre-school teacher. The third validator was a graduate of the Master of Education major in Special Education and is currently an instructor 1 in the College of Education at one of the universities in the city.

To determine the reliability, the index of the research instrument was administered to 30 public early primary school teachers in the same district who were non-participants in the study. According to Carter Good and Douglas Scates, to ensure the instrument's validity, with 1 as poor and 5 as excellent. The interpretations are as follows: Excellent (4.21-5.00); Very Good (3.41- 4.20); Good (2.61-3.40); Fair ( 1.81-2.60), and Poor ( 1.00-8.00). The instrument obtained a validity index of 4.81, which is interpreted as "Excellent," indicating that the instrument is reliable.





## Data Gathering Procedure

The survey was administered as soon as the respondents comprehended the instructions. To ensure that all data was collected, the researcher managed both the administration and document retrieval. An SPSS program was utilized once the data were encoded and given to the statistician for analysis and interpretation. Similarly, the study's aims were represented through the creation of statistical tables.

## Ethical Considerations

This study strictly followed research ethics protocols to ensure that participants' rights were protected and that the research was conducted without bias or harm. The researcher upheld voluntary participation by allowing respondents to sign consent forms using initials or aliases and permitting them to withdraw at any time without explanation. Informed consent was ensured by thoroughly explaining the study's purpose, procedures, and potential risks to participants before they agreed to participate. To prevent any risk of harm, participants were not placed in situations that could compromise their well-being, and they were given the option to decline answering questions if they felt uncomfortable. Confidentiality and anonymity were also maintained, with identifying information kept strictly confidential and aliases used to ensure that respondents' identities remained unknown to anyone not directly involved in the study.

## Analytical and Statistical Schemes

Objective No. 1 also used the descriptive analytical scheme and mean to determine the Readiness of early primary Learners according to the areas of Motor Development, Oral and Social Development, and Sound Production. Objective No. 2 likewise used the descriptive analytical scheme and means to determine the readiness of early primary learners when grouped according to the aforementioned variables. Objective No.3 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the readiness of early primary learners when grouped and compared according to the aforementioned variables.

## Results and Discussion

This section deals with the presentation, analysis, and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

## Level of Teachers' Awareness on the Utilization of Special Education Fund according to Operation and Maintenance of School's Facilities and Equipment, Construction and Repair of School Building, Educational Research, and Purchase of Books and Periodicals



**Table 1**

*Level of Readiness of Early Primary Learners based on Motor Development*

Items	Mean	Interpretation
<i>The learners show readiness on</i>		
1. hopping and standing on one foot for more than 10 seconds	4.28	High
2. using the toilet independently	4.27	High
3. swinging and climbing independently	4.18	High
4. opening and closing containers independently	4.27	High
5. using a spoon and fork independently, and a knife with supervision	4.27	High
6. catching a ball most of the time	4.37	High
7. writing name independently	4.37	High
8. using the scissors independently	4.22	High
9. coloring within the lines	4.26	High
10. drawing shapes and figures	4.57	Very High
<b>Mean</b>	<b>4.30</b>	<b>High</b>

Table 1 was the Level of readiness of early primary learners in the area of motor development. The result reveals that there was an overall mean score of 4.30, interpreted as a high level. The highest mean score of 4.57, interpreted as very high, was on item number 10, "drawing shapes and figures", while the lowest mean score of 4.18, interpreted as high level, was on item 3, "swinging and climbing independently".

The result implies that early primary learners have shown their readiness in drawing shapes and figures as part of their motor development. Meanwhile, in terms of swinging and climbing independently, the early primary learners were not yet ready. This may be due to several factors such as some learners may lack confidence or experience fear when engaging in activities, limited exposure to playground equipment both at home and in school and safety concerns from parents or teachers may lead to overprotection, which restricts their opportunities to practice these gross motor skills. This implies a possible need for intervention activities that promote gross motor skills, such as more playground time, structured physical activities, or motor skill-enhancing exercises with strong parental support.

**Table 2**

*Level of Readiness of Early Primary Learners based on Oral and Social Development*

Items	Mean	Interpretation
<i>The learners show readiness on</i>		
1. following oral instructions	4.22	High
2. starting a conversation	4.28	High
3. asking and answering questions	4.38	High



4. using language for different purposes such as greeting, informing people about things, requesting, etc.	4.28	High
5. <i>adapt language</i> to meet the needs of the listener or situation, such as talking differently to a baby versus an adult, talking louder when there is lots of noise, etc	4.17	High
6. taking turns in conversations	4.39	High
7. using facial expressions and gestures	4.42	High
8. using terms correctly, such as 'ari', 'ara', 'atu', and 'ina.'	3.98	High
9. using language to discuss emotions and feelings more regularly	4.25	High
10. telling stories and can describe a sequence of events	4.45	High
<b>Mean</b>	4.28	<b>High</b>

Table 2 presents the Level of readiness of early primary learners in the area of oral and social development. It has an overall mean score of 4.28, interpreted as a high level. The highest level of early primary readiness has a mean score of 4.45 interpreted as high level was on item number 10 "telling stories and can describe sequence of events" while the lowest mean score of 3.98 interpreted as high level was on item number 8 using terms correctly, such as 'ari', 'ara', 'atu' and 'ina'.

The result implies that early primary learners have low readiness in oral development, specifically in using their mother tongue, due to several possible factors. One factor is that at home, they occasionally use their mother tongue and communicate in English. Then, another factor is that they are exposed to the use of their gadget where they speak English fluently, rather than their mother tongue. At this stage, early primary learners are developing their oral and social development through constant conversation with the adults.

**Table 3**

*Level of readiness of Early Primary learners in the area of sound production*

Items	Mean	Interpretation
<i>The learners show readiness on</i>		
1. picking up on sounds, syllables, and rhymes in the words heard	4.21	High
2. rhyming words in books, wordplay such as repetition and puns, independently	4.13	High
3. Following the beats, syllabicate words independently	4.23	High
4. identifying the sound of the initial letter of the word	4.26	High
5. connecting the beginning sounds with the rest of the word	4.24	High
6. hearing a word and taking it apart by using compound words	4.29	High
7. tracking the words in sentences.	4.38	High
8. counting, tapping, blending, or segmenting a word into syllables	4.42	High
9. identifying and matching initial sounds in words	4.33	High
10. distinguishing and remembering separate phonemes in a series	4.38	High
<b>Mean</b>	4.29	<b>High</b>



Shown in Table 3 is the Level of readiness of early primary learners in the area of sound production, with an overall mean score of 4.29, interpreted as a high level. The mean score of 4.42, interpreted as a high level, was on item number 8, "counting, tapping, blending, or segmenting a word in syllables," while the lowest mean score of 4.13, interpreted as a high level, was on item number 2, "rhyming words in books, wordplay such as repetition and puns independently".

The result implies that early primary learners' sound production is not fully ready because, at this stage, early primary learners are expected to be equipped with this skill, for the reason that they were not given a follow-up at home in order for them to be fully equipped in rhyming words and wordplay. It further implies that these skills might as well hamper the reading skills of the learners.

**Table 4**

*Level of readiness of Early Primary learners in the area of motor development when grouped according to age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>The learners show readiness on</i>				
1. hopping and standing on one foot for more than 10 seconds	4.17	High	4.37	High
2. using the toilet independently	4.19	High	4.32	High
3. swinging and climbing independently	4.07	High	4.25	High
4. opening and closing containers independently	4.19	High	4.32	High
5. using a spoon and fork independently, and a knife with supervision	4.21	High	4.31	High
6. catching a ball most of the time	4.35	High	4.38	High
7. writing name independently	4.35	High	4.38	High
8. using the scissors independently	4.29	High	4.17	High
9. coloring within the lines	4.21	High	4.3	High
10. drawing shapes and figures	4.60	Very High	4.55	Very High
<b>Mean</b>	4.26	<b>High</b>	4.34	<b>High</b>

Presented in Table 4 was the Level of readiness of early primary learners in the area of motor development when grouped according to age. There was a total mean score of 4.26 in favor of the younger respondents, while 4.34 in favor of the older respondents, and both were interpreted as high levels. For the younger respondents, there was a mean score of 4.60 interpreted as very high on item number 10 "drawing shapes and figures " and the lowest mean score of 4.07 interpreted as high on item number 3 "swinging and climbing independently . On the other hand, the older respondents have a mean score 4.55 interpreted as very high on item number 10 "drawing shapes and figures" and a mean score of 4.17 interpreted as high level on item number 8 "using the scissors independently ".

The result implies that both young and old respondents have shown readiness in their motor development, specifically in their fine skills, such as drawing shapes and symbols, which involve the



coordination of small muscles, particularly in the hands and fingers, often in coordination with the eyes. However, their readiness for "swinging and climbing independently and "using the scissors independently" is low. The low-level readiness of early primary learners, as perceived by their teachers, is swinging and climbing independently for younger respondents and using the scissors independently for older respondents. Older respondents, having more experience, were more confident in allowing their students to explore independently. In contrast, younger respondents were still adjusting and tended to be more cautious, particularly when it came to activities like swinging and climbing. With regard to scissor use, older respondents were more cautious, particularly about the type of scissors the students were using.

**Table 5**

*Level of readiness of Early Primary learners in the area of motor development when grouped according to civil status*

Items	Single		Married	
	Mea n	Interpretatio n	Mea n	Interpretatio n
<i>The learners show readiness on</i>				
1. hopping and standing on one foot for more than 10 seconds	4.23	High	4.34	High
2. using the toilet independently	4.28	High	4.26	High
3. swinging and climbing independently	4.2	High	4.16	High
4. opening and closing containers independently	4.26	High	4.27	High
5. using a spoon and fork independently, and a knife with supervision	4.3	High	4.24	High
6. catching a ball most of the time	4.38	High	4.36	High
7. writing name independently	4.41	High	4.32	High
8. using the scissors independently	4.25	High	4.19	High
9. coloring within the lines	4.28	High	4.24	High
10. drawing shapes and figures	4.66	Very High	4.49	High
<b>Mean</b>	4.32	<b>High</b>	4.29	<b>High</b>

Revealed in Table 5 was the Level of readiness of early primary learners in the area of motor development when grouped according to civil status. The single respondents have a total mean score of 4.32, interpreted as a very high level, while the married respondents have a total mean score of 4.29, interpreted as a high level. The respondents, regardless of their civil status, have common responses on their highest mean score of 4.66 and 4.49 on item number 10, "drawing shapes and figures and their lowest mean score of 4.2 and 4.16 on item number 3, "swinging and climbing independently".

The result implies that early primary learners may not yet be fully physically capable of performing gross motor activities that require balance, coordination, and upper body strength, such as swinging and climbing independently. Possible reasons such as safety concerns at home or parents restricting their children from exploring on their own. Additionally, there is a lack of appropriate facilities in school environments. The results show the need to plan targeted interventions that offer more



structured, safe opportunities for early primary learners to engage in activities that enhance gross motor skills. Integrating obstacle courses, climbing structures, and swinging exercises in their daily routines can help strengthen their overall motor development with strong teacher and parent collaboration and support.

**Table 6**

*Level of readiness of Early Primary learners in the area of motor development when grouped according to length of service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>The learners show readiness on</i>				
1. hopping and standing on one foot for more than 10 seconds	4.23	High	4.32	High
2. using the toilet independently	4.23	High	4.3	High
3. swinging and climbing independently	4.13	High	4.21	High
4. opening and closing containers independently	4.23	High	4.3	High
5. using a spoon and fork independently, and a knife with supervision	4.17	High	4.34	High
6. catching a ball most of the time	4.29	High	4.42	High
7. writing name independently	4.39	High	4.35	High
8. using the scissors independently	4.39	High	4.1	High
9. coloring within the lines	4.27	High	4.25	High
10. drawing shapes and figures	4.62	Very High	4.54	Very High
<b>Mean</b>	4.3	<b>High</b>	4.31	<b>High</b>

Revealed in Table 6 was the Level of readiness of early primary learners in the area of motor development when grouped according to length of service. It showed an overall mean score of 4.3 for respondents with shorter Length of Service, and an overall mean score of 4.31 for those with longer length of service, which were both interpreted as a High level. The respondents with shorter length of service has a highest mean score of 4.62 interpreted as very high level on item number 10 "drawing shapes and figures" and the lowest mean score of 4.13 on item number 3 "swinging and climbing independently". Additionally, the respondents with longer years of service has a highest mean score of 4.54 interpreted as high level on item number 10 "swinging and climbing independently" and the lowest mean score of 4.10 interpreted as high level on item number 8 "using scissors independently".

The result implies that respondents with shorter length of service identified "swinging and climbing independently" as the area where early primary learners are least ready, while those with longer service perceived "using scissors independently" as the lowest. This proposes that less experienced teachers may place more emphasis on gross motor activities, maybe due to greater exposure to outdoor play or a keen sensitivity to children's physical abilities. On the other hand, more experienced teachers may set higher expectations for fine motor tasks such as scissor use, which require advanced hand control and coordination. These differences suggest the importance of providing balanced motor skill development that addresses both gross and fine motor areas. Schools should consider offering professional development that helps teachers, regardless of tenure, identify the interconnectedness of motor skills



and their developmental stages. Moreover, learning environments should integrate both physical play and fine motor activities to support the holistic growth of early primary learners.

**Table 7**

*Level of readiness of Early Primary learners in the area of oral and social development when grouped according to age*

Items	Younger		Older	
	Mea n	Interpretatio n	Mea n	Interpretatio n
<i>The learners show readiness on</i>				
1. following oral instructions	4.25	High	4.2	High
2. starting a conversation	4.29	High	4.28	High
3. asking and answering questions	4.33	High	4.42	High
4. using language for different purposes such as greeting, informing people about things, requesting, etc.	4.27	High	4.28	High
5. <i>adapt language</i> to meet the needs of the listener or situation, such as talking differently to a baby versus an adult, talking louder when there is lots of noise, etc	4.09	High	4.22	High
6. taking turns in conversations	4.23	High	4.51	Very High
7. using facial expressions and gestures	4.37	High	4.47	High
8. using terms correctly, such as 'ari', 'ara', 'atu', and 'ina.'	4.01	High	3.95	High
9. using language to discuss emotions and feelings more regularly	4.25	High	4.25	High
10. telling stories and can describe a sequence of events	4.41	High	4.48	High
<b>Mean</b>	4.25	<b>High</b>	4.31	<b>High</b>

Table 7 presents the Level of readiness of early primary learners in the area of oral and social development when grouped according to age. The younger respondents have a total mean score of 4.25, interpreted as high level, and the older respondents have a total mean score of 4.31, interpreted as high level. As to the younger respondents, the highest mean score of 4.41 interpreted as a high level was on item number 10 "telling stories and can describe sequence of events" and the lowest mean score of 4.01 on item number 8 "using terms correctly, such as 'ari', 'ara', 'atu' and 'ina' ". Meanwhile, the older respondents have the highest mean score of 4.51, interpreted as a very high level on item number 6, "taking turns in conversations" and the lowest mean score of 4.01 on item number 8 "using terms correctly, such as 'ari', 'ara', 'atu' and 'ina' .

The result implies that regardless of age, all respondents have a common low level of readiness in their oral and social development in using the mother tongue languages correctly, which may be attributed to several reasons. These include inconsistent use of the mother tongue at home, exposure to gadgets,



and peer influence, which may contribute to the limited mastery of the mother tongue among early primary learners.

**Table 8**

*Level of readiness of Early Primary learners in the area of oral and social development when grouped according to civil status*

Items	Single		Married	
	Mea n	Interpretatio n	Mea n	Interpretatio n
<i>The learners show readiness on</i>				
1. following oral instructions	4.26	High	4.18	High
2. starting a conversation	4.38	High	4.19	High
3. asking and answering questions	4.43	High	4.34	High
4. using language for different purposes such as greeting, informing people about things, requesting, etc.	4.33	High	4.22	High
5. <i>adapt language</i> to meet the needs of the listener or situation, such as talking differently to a baby versus an adult, talking louder when there is lots of noise, etc	4.08	High	4.26	High
6. taking turns in conversations	4.3	High	4.49	High
7. using facial expressions and gestures	4.43	High	4.42	High
8. using terms correctly, such as 'ari', 'ara', 'atu', and 'ina.'	4.06	High	3.90	High
9. using language to discuss emotions and feelings more regularly	4.28	High	4.22	High
10. telling stories and can describe a sequence of events	4.45	High	4.45	High
<b>Mean</b>	4.30	<b>High</b>	4.27	<b>High</b>

Table 8 about the Level of readiness of early primary learners in the area of oral and social development when grouped according to civil status revealed an overall mean score of 4.30 for single respondents and 4.27 for married respondents, and were all interpreted as a high level.

For the single respondents, there was a highest mean score of 4.45 interpreted as high level on item number 10 “telling stories and can describe sequence of events” and the lowest mean score of 4.30 interpreted as high level on item number 8 “using terms correctly, such as ‘ari’, ‘ara’, ‘atu’ and ‘ina’”. Meanwhile, for married respondents, the highest mean score of 4.49 interpreted as high level was on item number 6 “taking turns in conversations” and the lowest mean score of 3.90 interpreted as high level on item number 8 “using terms correctly, such as ‘ari’, ‘ara’, ‘atu’ and ‘ina’”.

The result implies that regardless of the civil status of the respondents – whether single or married – their early primary learners commonly show low readiness in using terms correctly, such as "ari," "ara," "atu," and "ina. This indicated that the challenge in oral and social development is not influenced by the marital status of the respondents but may be rooted in wider language exposure and practice patterns at home and in the community. It implies that both single and married early primary teachers may have the same boundaries in modeling correct language use or may be inconsistent in strengthening these terms in daily communications. This emphasizes the need for targeted language-



enrichment activities and stronger collaboration between teachers and parents to ensure the appropriate and frequent use of the mother tongue dialect.

**Table 9**

*Level of readiness of Early Primary learners in the area of oral and social development when grouped according to length of service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>The learners show readiness on</i>				
1. following oral instructions	4.31	High	4.15	High
2. starting a conversation	4.25	High	4.31	High
3. asking and answering questions	4.31	High	4.44	High
4. using language for different purposes such as greeting, informing people about things, requesting, etc.	4.25	High	4.3	High
5. <i>adapt language</i> to meet the needs of the listener or situation, such as talking differently to a baby versus an adult, talking louder when there is lots of noise, etc	4.07	High	4.24	High
6. taking turns in conversations	4.29	High	4.47	High
7. using facial expressions and gestures	4.33	High	4.5	High
8. using terms correctly, such as 'ari', 'ara', 'atu', and 'ina.'	4.03	High	3.94	High
9. using language to discuss emotions and feelings more regularly	4.25	High	4.25	High
10. telling stories and can describe a sequence of events	4.41	High	4.48	High
<b>Mean</b>	4.25	<b>High</b>	4.31	<b>High</b>

Table 9, about the Level of readiness of early primary learners in the area of oral and social development when grouped according to length of service, has a total mean score of 4.25 by those with shorter length of service and 4.31 by those with longer length of service, and both were interpreted as high level. For the respondents with shorter length of service, there was a highest mean score of 4.41 interpreted as high level on item number 10 "telling stories and can describe sequence of events and a mean score of 4.03 interpreted as high level on item number 8 using terms correctly, such as 'ari', 'ara', 'atu' and 'ina'. For those respondents with highest length of service, there was a highest mean score of 4.48 interpreted as high level on item number 10 "telling stories and can describe sequence of events" and lowest mean score 3.94 interpreted as high level on item number 8" using terms correctly, such as 'ari', 'ara', 'atu' and 'ina'".

The result indicates that regardless of the respondents' length of service—whether shorter or longer—the early primary learners consistently demonstrate low readiness in correctly using mother tongue terms such as "ari," "ara," "atu," and "ina." This suggests that teaching experience, whether wide or partial, does not meaningfully impact the learners' mastery of these specific terms. It may imply that both new and seasoned teachers face similar challenges in strengthening the correct use of mother tongue, such as "ari," "ara," "atu," and "ina". There are possible reasons why early primary teachers



encountered such challenges. One possible reason is the inconsistent use of the mother tongue at home and in the school environment. Another reason is the exposure to the gadgets, where they learned English more often than their mother tongue. Additionally, there is a lack of continuous professional training for early primary teachers. This emphasizes the need for planned language interventions and specialized training for teachers, regardless of their years of service, to strengthen the oral and social development of early primary learners.

**Table 10**

*Level of readiness of Early Primary learners in the area of sound production when grouped according to age*

Items	Younger		Older	
	Mea n	Interpretatio n	Mea n	Interpretatio n
<b>The learners show readiness on</b>				
1. picking up on sounds, syllables, and rhymes in the words heard	4.27	High	4.17	High
2. rhyming words in books, wordplay such as repetition and puns, independently	4.17	High	4.1	High
3. following the beats, syllabicate words independently	4.31	High	4.17	High
4. identifying the sound of the initial letter of the word	4.25	High	4.27	High
5. connecting the beginning sounds with the rest of the word	4.15	High	4.31	High
6. hearing a word and taking it apart by using compound words	4.21	High	4.35	High
7. tracking the words in sentences.	4.21	High	4.51	Very High
8. counting, tapping, blending, or segmenting a word into syllables	4.37	High	4.45	High
9. identifying and matching initial sounds in words	4.25	High	4.4	High
10. distinguishing and remembering separate phonemes in a series	4.41	High	4.37	High
<b>Mean</b>	4.26	<b>High</b>	4.31	<b>High</b>

Table 10 shows the Level of readiness of early primary learners in the area of sound production when grouped according to age. The younger respondents revealed an overall mean score of 4.26, while 4.31 the older respondents revealed a score of 4.31, which was interpreted as a high level. The younger respondents have a higher mean score of 4.41, interpreted as a high level on item number 10, "distinguishing and remembering separate phonemes in a series," and the lowest mean score of 4.15, interpreted as a high level on item number 5, "connecting the beginning sounds with the rest of the words". As for the older respondents, the lowest mean score of 4.1 on item number 2, "rhyming words in books, wordplay such as repetition and puns independently," and the highest mean score of 4.51, interpreted as a very high level, "tracking the words in sentences."



The results indicate that the level of readiness of early primary learners in the area of sound production differs when grouped according to the age of their teachers. Early primary learners under the guidance of younger early primary teachers showed the lowest readiness in connecting beginning sounds with the rest of the word, while those taught by older early primary teachers displayed low readiness in independently recognizing rhyming words, wordplay, and puns. This suggests that teaching strategies may differ based on the teacher's age and teaching experience. It implies that younger, early primary teachers might need further training in strengthening their foundational phonemic awareness skills and incorporating activities that help the phonological needs of early primary learners. Older teachers may benefit from updated strategies that promote engaging and higher-level sound manipulation activities. The implications show the importance of continuous professional development that addresses the specific areas of sound production, ensuring the teachers, regardless of age, are prepared to address the said phonological needs of early primary learners.

**Table 11**

*Level of readiness of Early Primary learners in the area of sound production when grouped according to civil status*

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
<b>The learners show readiness on</b>				
1. picking up on sounds, syllables, and rhymes in the words heard	4.28	High	4.14	High
2. rhyming words in books, wordplay such as repetition and puns, independently	4.21	High	4.04	High
3. following the beats, syllabicate words independently	4.25	High	4.21	High
4. identifying the sound of the initial letter of the word	4.3	High	4.22	High
5. connecting the beginning sounds with the rest of the word	4.18	High	4.31	High
6. hearing a word and taking it apart by using compound words	4.36	High	4.22	High
7. tracking the words in sentences.	4.31	High	4.45	High
8. counting, tapping, blending, or segmenting a word into syllables	4.41	High	4.42	High
9. identifying and matching initial sounds in words	4.33	High	4.34	High
10. distinguishing and remembering separate phonemes in a series	4.43	High	4.34	High
<b>Mean</b>	<b>4.31</b>	<b>High</b>	<b>4.27</b>	<b>High</b>

Table 11. Level of readiness of early primary learners in the area of sound production when grouped according to civil status. There was an overall mean score of 4.31 by the single respondents, and 4.27 by the married respondents, and both were interpreted as a high level. For the respondents categorized



as single, there was a highest mean score of 4.43, interpreted as a high level on item number 10 "distinguishing and remembering separate phonemes in a series" and the lowest mean score of 4.18, interpreted as a high level on item number 5 "connecting the beginning sounds with the rest of the word". Meanwhile, for the respondents categorized as married, there was a highest mean score of 4.45, interpreted as a high level on item number 7 "tracking the words in sentences," and the lowest mean score of 4.04, interpreted as a high level on item number 2 "rhyming words in books, wordplay such as repetition and puns independently".

The result indicates that the level of readiness of early primary learners in sound production shows diverse challenges when grouped according to the civil status of their teachers. Learners under the guidance of single early primary teachers showed low readiness in connecting beginning sounds to the rest of the word, while learners under the guidance of married early primary teachers showed low readiness to independently recognize rhyming words, wordplay, and puns. This may suggest that the instructional strategies differ between the two groups. As with the single early primary teachers, there is a possibility that they focus less on blending activities, and for the married early primary teachers, potentially providing fewer opportunities for playful, engaging, and sound-based language activities. It also implies that regardless of the teacher's civil status, there is a need for reinforcement in specific areas of phonological development. This highlights the importance of equal training and resources for teachers, whether single or married, that will address the whole progression of sound production skills to guarantee early primary learners receive comprehensive phonological support.

**Table 12**

*Level of readiness of Early Primary learners in the area of sound production when grouped according to length of service*

Items	shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>The learners show readiness on</i>				
1. picking up on sounds, syllables, and rhymes in the words heard	4.31	High	4.14	High
2. rhyming words in books, wordplay such as repetition and puns, independently	4.21	High	4.07	High
3. following the beats, syllabicate words independently	4.35	High	4.14	High
4. identifying the sound of the initial letter of the word	4.21	High	4.3	High
5. connecting the beginning sounds with the rest of the word	4.15	High	4.31	High
6. hearing a word and taking it apart by using compound words	4.25	High	4.32	High
7. tracking the words in sentences.	4.23	High	4.5	Very High
8. counting, tapping, blending, or segmenting a word into syllables	4.39	High	4.44	High
9. identifying and matching initial sounds in words	4.27	High	4.38	High



10. distinguishing and remembering separate phonemes in a series	4.41	High	4.37	High
<b>Mean</b>	4.28	<b>High</b>	4.3	<b>High</b>

Table 12. Level of readiness of early primary learners in the area of sound production when grouped according to length of service. The result shows that there was an overall mean score of 4.28 for those respondents who hold a shorter length of service and 4.3 for those who have a longer length of service, and both were interpreted as a high level. For those with shorter length of service, there was a highest mean score of 4.41, interpreted as a high level on item number 10, "distinguishing and remembering separate phonemes in a series." There was a lowest mean score of 4.15 interpreted as a high level on item number 5, "connecting the beginning sounds with the rest of the word". For those with longer years of service, there was a highest mean score of 4.5, interpreted as a very high level on item number 7 "tracking the words in sentences" and a lowest mean score of 4.07, interpreted as a high level on item number 2 "rhyming words in books, wordplay such as repetition and puns independently".

The results imply that the level of readiness of early primary learners in sound productions presents different challenges when grouped according to the length of service of their teachers. Learners under the guidance of early primary teachers with shorter length of service showed low readiness in connecting beginning sounds with the rest of the word, while those under the guidance of teachers with longer length of service struggled with independently recognizing rhyming words, wordplay, and puns. This implies that less experienced early primary teachers may need additional development in terms of strengthening foundational phonemic awareness skills, such as sound blending, and those early primary teachers who are more experienced may benefit from updated techniques that cater to higher-level phonological tasks involving creative and engaging language use. The findings emphasized the need for continuous, various professional development that equips both beginner and seasoned early primary teachers with age-appropriate and skill-specific phonological instruction strategies that will be effective in supporting the early primary learners in their sound production development.

**Table 13**

*Difference in the Level of readiness of Early Primary learners in the Area of motor development When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	5	56.77	1569.500	0.256	0.05	Not Significant
	Older	7	64.08				
Civil Status	Single	5	58.99	1682.500	0.589	0.05	Not Significant
	Married	7	62.46				
Length of Service	Shorter	6	64.08	1711.500	0.538	0.05	Not Significant



Longer	6 1	57.97
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Presented in Table 13. Difference in the Level of readiness of early primary learners in the Area of motor development When Grouped and Compared According to the Aforementioned Variables. Results reveal that as to age, there was a p-value of 0.256, as to civil status is 0.589, and as to length of service is 0.538, interpreted as not significant, which are all greater than the tabular p-value of 0.05. Therefore, hypothesis number 1, which states that there is a Difference in the Level of readiness of early primary learners in the Area of motor development When Grouped and Compared According to the variables of age, civil status, and length of service, is accepted.

The result clearly implies that the variables age, civil status, and length of service had No Significant Difference. There is no statistically significant difference in the level of readiness of early primary learners in motor development when grouped and compared according to the variables of: 1. Age: The p-value of 0.256 indicates that age does not have a significant impact on motor development readiness. 2. Civil Status: The p-value of 0.589 suggests that the civil status (married or single) of teachers does not significantly affect early primary learners' motor development readiness. 3. Length of Service: The p-value of 0.538 implies that the length of service of teachers does not have a significant impact on early primary learners' motor development readiness. The hypothesis that there is no significant difference in the level of readiness of early primary learners in motor development when grouped and compared according to these variables is accepted.

**Table 14**

*Difference in the Level of readiness of Early Primary learners in the Area of oral and social development When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	60.15	1741.500	0.818	0.05	Not Significant
	Older	70	61.62				
Civil Status	Single	51	59.38	1702.500	0.663	0.05	Not Significant
	Married	70	62.18				
Length of Service	Shorter	60	64.08	1645.000	0.334	0.05	Not Significant
	Longer	61	57.97				

Presented in Table 15. Difference in the Level of readiness of early primary learners in the Area of oral and social development When Grouped and Compared According to the Aforementioned Variables. Results reveal that as to age, there was a p-value of 0.818, as to civil status is 0.663, and as to length of



service is 0.334, interpreted as not significant, which are all greater than the tabular p-value of 0.05. Therefore, hypothesis number 1 that states that there is a Difference in the Level of readiness of early primary learners in the Area of oral and social development When Grouped and Compared According to the variables of age, civil status, and length of service is accepted.

This implies that there is no statistically significant difference in the level of readiness of early primary learners in oral and social development when grouped and compared according to the variables: (1) Age, with a p-value of 0.818, indicating that age does not have a significant impact on oral and social development readiness. (2.) Civil Status: The p-value of 0.663 suggests that the civil status (married or single) of teachers does not significantly affect early primary learners' oral and social development readiness. (3.) Length of Service: The p-value of 0.334 implies that the length of service of teachers does not have a significant impact on early primary learners' oral and social development readiness. The hypothesis that states that there is no significant difference in the level of readiness of early primary learners in oral and social development when grouped and compared according to these variables is accepted.

**Table 15**

*Difference in the Level of readiness of Early Primary learners in the Area of sound production When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	58.23	1643.500	0.455	0.05	Not Significant
	Older	70	63.02				
Civil Status	Single	51	59.68	1717.500	0.721	0.05	Not Significant
	Married	70	61.96				
Length of Service	Shorter	60	62.92	1715.000	0.549	0.05	Not Significant
	Longer	61	59.11				

Presented in Table 15. Difference in the Level of readiness of early primary learners in the Area of sound production When Grouped and Compared According to the Aforementioned Variables. Results reveal that as to age, there was a p-value of 0.455, as to civil status is 0.721, and as to length of service is 0.549, interpreted as not significant, which are all greater than the tabular p-value of 0.05. Therefore, hypothesis number 1 that states that there is a Difference in the Level of readiness of early primary learners in the Area of oral and social development When Grouped and Compared According to the variables of age, civil status, and length of service is accepted.

The findings imply that there is no statistically significant difference in the level of readiness of early primary learners in sound production when grouped and compared according to the variables of: (1) Age: The p-value of 0.455 indicates that age does not have a significant impact on sound production readiness. (2.) Civil Status: The p-value of 0.721 suggests that the civil status (married or single) of teachers does not significantly affect early primary learners' sound production readiness. (3.) Length of Service: The p-value of 0.549 implies that the length of service of teachers does not have a significant



impact on early primary learners' sound production readiness. The hypothesis that there is no significant difference in the level of readiness of early primary learners in sound production when grouped and compared according to these variables is accepted.

### Conclusion

This study employed a descriptive research design to determine the level of readiness of early primary learners across three districts in a fourth-class component city in Central Philippines during the 2023–2024 school year, serving as a basis for an intervention plan. Descriptive research emphasizes documenting and interpreting existing conditions, relationships, and trends rather than merely collecting data, making it well-suited for examining school readiness and the factors influencing learners' preparedness (De Ward, 2017). Data were collected from respondents with varying ages, civil statuses, and lengths of service to provide a comprehensive understanding of early primary readiness in the areas of motor development, oral and social competence, and sound production.

Findings indicate that learners generally demonstrate high levels of readiness across all domains, though specific skills remain underdeveloped. In motor development, learners showed competence overall but exhibited challenges in tasks such as swinging, climbing, and using scissors independently. In oral and social development, learners were proficient in general communication but struggled with the correct use of mother tongue terms, including 'ari,' 'ara,' 'atu,' and 'ina.' Sound production readiness was also high, yet learners faced difficulties with phonological tasks such as recognizing rhymes, engaging in wordplay, and blending initial sounds with the rest of a word. Comparisons across teacher demographics revealed no significant differences, suggesting that readiness levels are largely independent of teacher age, civil status, or tenure.

Based on these findings, targeted interventions are recommended to support holistic development. Structured gross and fine motor activities should be incorporated to strengthen coordination, balance, and fine motor control, while language-rich activities, including role-playing, storytelling, and consistent mother tongue reinforcement, can address gaps in oral and social development. Phonological awareness should be enhanced through rhyming games, sound blending exercises, interactive reading, and exposure to wordplay and songs. Schools and supervisors should provide professional development, monitoring, and collaborative partnerships with parents to ensure equitable support, while parents are encouraged to reinforce these skills at home. Future research should explore additional variables, such as instructional strategies, classroom environment, and access to learning materials, that may influence early primary readiness across developmental domains.

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### Authorship Contribution Statement

**Mendoza:** Concept and design, literature review, data collection, analysis, and interpretation.

**Daulong:** Editing, reviewing, supervision, and material support.

### Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. I affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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