



SOCIAL-EMOTIONAL SKILLS AND LITERACY EXERCISES AS PREDICTORS OF KINDERGARTNERS' READING AND WRITING SKILLS

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Abstract : Social-emotional skills, along with other factors, are proven to influence the literacy development of young learners. This study was conducted to measure the level of kindergartners' social-emotional skills (SEL), their performance in literacy exercises, and their combined influence on the reading and writing skills of kindergartners in public elementary schools within District 4, Division of Malaybalay City, during the 2022-2023 academic year. The participants in this study consisted of 70 parents of kindergartners and 4 kindergarten teachers. They were chosen using accessible sampling. A descriptive-correlational research design was adopted. Data were gathered using a social-emotional skills survey questionnaire adopted from CASEL. Sample literacy outputs of kindergartners were also collected and analyzed. Additionally, the learners' Form 9 or report cards were collected and analyzed to ascertain their level of reading and writing skills. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to measure the level of kindergartners' SEL and literacy outputs. Regression analysis was also used to examine the significant influence of the social-emotional skills and literacy activity outputs on the kindergartners' reading and writing skills. Findings revealed that kindergartners displayed notably very high levels of relationship skills and high levels of self-awareness and self-management skills. Moreover, these learners demonstrated mastery in literacy skills, with a significant majority achieving a 'consistent' level in tracing letters, initial writing, identifying beginning sounds, and producing beginning sounds. Furthermore, the summative assessment of kindergartners' reading and writing skills was generally categorized as 'consistent,' indicating frequent demonstration. Notably, the result of regression analysis revealed that both the kindergartners' SEL and their literacy exercises significantly influence their reading and writing skills. The study concluded that social-emotional skills and literacy exercises are predictors of kindergartners' reading and writing skills. Based on the findings of this study, it is recommended that teachers, parents, and other education stakeholders work collaboratively to enhance the level of social-emotional skills of young learners and their performance in reading and writing as these factors serve as the foundation of their academic success.

IndexTerms: social-emotional learning skills, learning activity outputs, kindergartner, literacy

I.INTRODUCTION

Social and emotional learning (SEL) skills, coupled with effective literacy exercises, are integral for preschoolers' school readiness and overall development. Accordingly, these skills, including positive relationship-building, self-control, motivation, and resilience, enhance children's adaptability to educational challenges (Schonert-Reichl, 2023). SEL equips children with emotional intelligence, promoting empathy and wise decision-making, fostering flexibility in handling uncertainty, transitions, and academic hurdles (Brackett et al., 2022). Proficiency in managing emotions positively influences academic engagement and achievement (Casie et al., 2022). While alphabet knowledge and letter recognition are often seen as the building blocks of reading, research increasingly points to the crucial role of social-emotional skills in predicting young children's literacy success. These skills, encompassing self-awareness, self-management, and relationship skills, act as invisible but essential ingredients in the early literacy recipe.

Understanding and managing emotions fosters a positive learning environment. Denham et al. (2017) found that kindergartners with strong self-awareness, and the ability to recognize and label their own emotions, demonstrated greater engagement in shared reading activities and displayed better decoding skills. This suggests that children who can name their

frustrations during reading challenges are more likely to persist and learn effectively. In addition, regulation and focus unlock the door to comprehension. Diamond et al.'s (2013) study revealed that kindergartners with strong self-management skills, particularly impulse control, and attention regulation, made faster progress in decoding and comprehension. When children can control distractions and focus on the task at hand, they can devote their cognitive resources to understanding the complexities of written language.

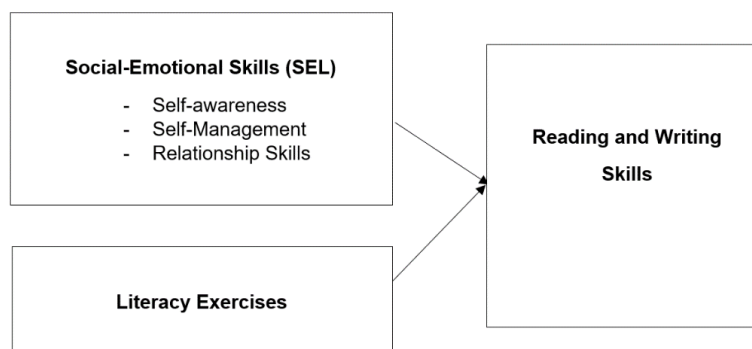
Furthermore, the ability to build and maintain positive relationships plays a crucial role in supporting literacy development. Duran et al. (2020) found that kindergartners with strong relationship skills, including collaboration and communication, were more likely to participate in discussions about story content and seek help from peers or teachers when facing reading challenges. This suggests that a supportive social environment, fostered by strong relationship skills, empowers children to learn from each other and overcome reading hurdles together.

Meanwhile, classroom reading and writing activities play a vital role in nurturing literacy skills in kindergartners (Almasi et al., 2023). These activities include but are not limited to identifying beginning sounds, producing vowel and consonant sounds, initial writing, and tracing letters. Beyond literacy, they foster critical thinking, communication, and empathy. Writing activities also boost fine motor skills and introduce children to written language, laying the groundwork for advanced writing skills (Hamilton et al., 2023). Overall, these activities prepare kindergartners for academic success, holistic development, and a lifelong appreciation for literacy (Duke et al., 2023).

In the critical developmental phase of early childhood education, understanding the intricate interplay between socio-emotional factors, learning activities, and emergent literacy skills is paramount. Multifaceted dynamics shape the reading literacy skills of kindergartners, with a particular focus on the influential roles played by socio-emotional experiences and various learning activities. As children transition from the home environment to the structured setting of kindergarten, they encounter a myriad of social interactions and educational stimuli that collectively contribute to their cognitive and emotional growth. Emotional intelligence and social skills are foundational elements that can either enhance or impede a child's engagement with literacy activities.

Framework

This study is grounded in CASEL's Social-Emotional Learning model (Alexander et al., 2019) encompassing core competencies like self-awareness, self-management, and relationship skills. These competencies significantly contribute to well-rounded student development and improved academic performance (Gross et al., 2020). For instance, self-awareness enhances intrinsic motivation and correlates with better academic outcomes (Hulleman et al., 2023). Additionally, relationship skills contribute to healthy friendships, effective collaboration, and constructive conflict resolution, enhancing overall well-rounded development (Harvey et al., 2023).



For kindergartners, the literacy journey extends beyond the realms of ABCs and phonics, delving deeply into the cultivation of foundational social-emotional skills (SEL). The pillars of self-awareness, self-management, and relationship skills emerge as pivotal elements in unlocking the full potential of their reading abilities. By nurturing these social-emotional skills, young learners are furnished with the emotional toolkit necessary to navigate the hurdles and pleasures of reading and writing. Analogous to the formation of a sturdy building foundation, these skills serve as a stable platform upon which kindergartners can construct their literacy prowess, paving the way for a lifelong love of learning.

Self-awareness is a foundational element in the emotional intelligence toolkit for young learners, marking the crucial point at which they begin to understand and articulate their own emotions. This facet of social-emotional learning (SEL) fosters not only engagement in shared reading activities but also in amplifying decoding skills (Denham et al., 2017). Accordingly, the ability to name and comprehend emotions serves as a powerful tool, empowering children not only to recognize their feelings but also to navigate through frustration and emotional challenges that may arise during complex tasks. Moreover, the positive effects extend beyond the immediate academic context, contributing to the development of perseverance as young learners build resilience in the face of difficulties. This process of emotional recognition and regulation becomes a cornerstone in shaping a positive attitude toward learning, as children learn to approach tasks with a mindset that embraces challenges and values the learning process itself.

Equally vital is self-management, encompassing the regulation of emotions and behaviors. Accordingly, kindergartners endowed with robust self-management skills, such as impulse control and attention regulation, exhibit improved focus during reading lessons and make accelerated strides in decoding and comprehension (Diamond et al., 2013). The ability to govern

impulses enables children to channel their energy into unraveling the intricacies of reading, rather than contending with emotional distractions. Consequently, a classroom environment that actively promotes and nurtures self-management skills lays the groundwork for a more comprehensive educational experience, with implications extending beyond the immediate literacy context. In essence, these findings emphasize the multifaceted advantages of cultivating self-management skills in kindergartners, suggesting a far-reaching impact on their cognitive development and academic success.

Extending beyond individual emotional awareness, relationship skills form another essential pillar of social-emotional learning (SEL), playing a pivotal role in a kindergartner's holistic development. Strong relationship skills, encompassing collaboration and communication, empower young learners to actively participate in discussions surrounding story content (Duran et al., 2020). Beyond the immediate benefits of literacy engagement, these skills also translate into a willingness to seek assistance from peers or teachers when faced with reading challenges. In essence, the ability to effectively interact with others becomes a scaffold for academic growth, as children learn not only from the content but also from the exchange of ideas and perspectives within a collaborative setting. Moreover, positive social interactions create a nurturing and supportive environment within the classroom, fostering a sense of belonging that is crucial for children to feel secure as they collectively explore the expansive realm of literacy. This social-emotional backdrop not only enhances the learning experience but also contributes to the development of crucial life skills that extend far beyond the confines of the academic setting.

Simultaneously, classroom reading and writing exercises are crucial for kindergartners' literacy development, creating an environment for language exploration, and comprehension. In kindergarten, both the reading and writing skills form the foundational blocks for a child's academic journey, introducing them to letters, sounds, and words (Bredenkamp et al., 2013). In the Philippine kindergarten curriculum, these activities include identifying beginning sounds, producing vowel and consonant sounds, tracing letters, and initial writing. Additionally, writing activities empower students to express themselves, enhance fine motor skills, and lay the foundation for proficient reading and writing. This research underscores the interconnectedness of social-emotional development and literacy, emphasizing their pivotal roles in early school success and overall well-rounded development.

Objective of the Study

This study attempted to measure the levels of kindergartners' social-emotional skills, their performance in literacy exercises, and the combined influence of these variables as predictors of kindergartners' reading and writing skills.

Methods

This study utilized a descriptive-correlational research design. To measure the social-emotional skills of kindergartners, a survey questionnaire adopted from the Social Skill Improvement System (SSIS) was employed. The research instrument was administered to parent participants who were selected through accessible sampling. Additionally, literacy exercises were gathered from kindergarten teachers for subsequent analysis. The assessment of kindergartners' performance in literacy exercises utilized the Philippine kindergarten curriculum rating standard. The summative performance of kindergartners in reading and writing was obtained from their respective report cards (Form 9). In determining the level of kindergartners' social-emotional skills, their performance in literacy exercises, as well as their reading and writing skills, statistical measures such as frequency, percentage, mean, and standard deviation were employed. Finally, regression analysis was utilized to evaluate the connection between the independent variables and the dependent variable in this study.

The researcher followed ethical guidelines set by Lourdes College for the study, obtaining approval from the Lourdes College Research Ethics Committee and seeking further permissions from the Division of Malaybalay City and School Principals in District IV. After completing the necessary protocols, questionnaires were distributed with the assistance of teacher-advisers. Prior to data collection, the researcher informed parent and teacher participants about the study's purpose, emphasizing the benefits for Kindergartners and their classes. Participants were assured of confidentiality, and their voluntary participation was formalized through signed Informed Consent Forms. Parents received a cash gift as reimbursement. Kindergartners were also informed and their permission sought. To protect personal information, the researcher adhered to the Data Privacy Act, implementing measures against unauthorized access or processing, ensuring the overall confidentiality and security of the collected data.

Results and Discussion

Table 1 presents the level of kindergartners' social-emotional skills. It shows the overall mean, qualitative description, and SD computation of each area of social-emotional skills, namely: self-awareness, self-management, and relationship skills. Overall, kindergartners possess a high level of social-emotional skills, having an overall mean rating of 4.34. As shown, the respective mean ratings of self-awareness ($M=4.48$) and self-management ($M=3.83$) are described as high level, while the kindergartners' relationship skills obtained a very high level ($M=4.73$). These results imply that kindergartners often exhibit the three areas of social-emotional skills as observed by their parents.

The overall results support the findings of Geurten et al. (2016) that kindergartners already exhibit some degree of self-awareness, often rooted in their natural curiosity and rapid cognitive development. At this stage, children are actively exploring their own identities, preferences, and emotions. They engage in imaginative play and express a growing understanding of themselves. Through activities that encourage self-expression and self-reflection, such as storytelling, drawing, and sharing

experiences with peers, kindergartners develop a foundation of self-awareness that lays the groundwork for emotional intelligence.

Table 1.

Kindergartners' Social-Emotional Skills

Social-Emotional Skills	Overall Mean	Qualitative Description	SD
Self-Awareness Skills	4.48	High level	0.46
Self-Management Skills	3.83	High level	0.56
Relationship Skills	4.73	Very High level	0.67
Overall	4.34	High level	0.56

This heightened self-awareness allows them to recognize and articulate their feelings, contributing to a sense of agency and autonomy as they navigate their early social interactions.

The data revealed that 47 percent of the kindergartners involved were assessed to have a high level of self-awareness skills. These learners always exhibit self-awareness at home and in the community. Only 17 percent of them were observed to have a high level of self-awareness and often display said skills. Lastly, 6 percent were rated at a moderate level of self-awareness. These learners exhibit said skill for sometimes only. These overall results coincide with the finding of Modesti et al. (2022) that although self-awareness develops gradually over time, many young children have a surprisingly high degree of self-awareness, even in the early years of life.

The findings imply that kindergartners exhibit self-awareness by identifying their emotions and understanding how these emotions influence their behavior. They display self-confidence, recognizing their strengths and weaknesses, which has a positive impact on their ability to regulate their emotions healthily (Palmer et al., 2017). Self-aware children often prefer independence and are less reliant on assistance, contributing to their cognitive, psychomotor, and affective skill development (Galinsky et al., 2010). Among specific self-awareness indicators, kindergartners excel in using polite language, such as saying "please" when requesting things. This skill development aligns with the early emphasis on self-awareness in kindergarten curricula (Department of Education, 2012), fostering social skills and effective communication. The study also reveals that kindergartners exhibit self-awareness by speaking positively about themselves without bragging, a common behavior during their cognitive development stage. This self-awareness skill contributes to their overall positive behavior and cooperative nature. Their understanding of the consequences of their actions and adherence to rules and routines result in a happy and eager-to-learn environment. However, the findings also reveal that kindergartners are only moderately aware of their thoughts and actions, reflecting their early stage of cognitive development, where logical thinking and considering others' perspectives are challenging. Additionally, they exhibit moderate awareness of reporting mistreatment, often assessing whether it's necessary to inform others about unfavorable situations.

Moreover, the data in Table 1 indicates that kindergartners have a high level of self-management implying that they often exhibit effective emotional and behavioral regulation. Such a finding implies that young learners can manage their emotions, thoughts, and behaviors in various situations. A significant portion (75 percent), exhibit a high level of self-management, and this competence is crucial for classroom success, as it enhances attention span, ability to follow instructions, and independence (Pan et al., 2021). Kindergartners were observed by their parents to pay attention when other people speak and remain calm when others point out their mistakes. Moreover, the ability of these learners to remain calm when corrected by peers or adults demonstrates early signs of emotional control that are connected to their self-awareness skills. However, some of them are still developing the skill of self-control when teased by adults. This is the reason why nurturing self-management competencies is emphasized in kindergarten education.

It was also found that kindergartners have a very high level of relationship skills. Among the indicators of relationship skills, playing games with others received the highest mean rating, indicating that this skill is consistently observed in kindergarten learners both at school and at home. This finding demonstrates the importance of play in promoting social interactions, peer relationships, and social competence among kindergartners. Asking for information when needed is another relationship skill that was highly rated. This reflects the natural curiosity of kindergartners who have an innate desire to understand the world around them.

However, some kindergartners face challenges in two areas of relationship skills. First, some hesitate to ask others to do things with them. This hesitance may be due to individual differences in social and emotional development, with some students being naturally more outgoing and assertive, while others have shyer or more reserved personalities. Second, taking turns when talking with others received a lower mean rating, indicating that some kindergartners may struggle with this skill due to developing self-regulation and impulse control skills.

Table 2 presents data on kindergartners' literacy exercises, specifically focusing on reading and writing. The data indicates that no kindergartners are at the 'beginning' level in reading and writing, suggesting that they have made significant development in their literacy skills. The data also reveals that a greater number of kindergartners have a 'consistent' level in both reading and writing compared to those at a 'developing' level. For example, a high percentage of kindergartners are consistent in tracing letters and identifying beginning sounds in reading. Having a consistent level implies that these learners have mastered the skills and concepts in these areas and can independently apply what they have learned.

The data revealed that more kindergartners have a 'consistent' level ($f=62$, percentage=88.57) in tracing letters than those who are at a 'developing' level ($f=8$, percentage=11.43). More kindergartners are also consistent in initial writing ($f=46$, percentage=65.71) than those who are in the developing level ($f=24$, percentage=34.29). Additionally, more learners have a consistent level of identifying beginning sounds ($f=58$, percentage=82.86) than those who are in the developing level ($f=12$, percentage=17.14). In terms of reading, 58 (82.86%) kindergartners are consistent in both identifying and producing beginning sounds. Having a consistent level means that students have mastered the skills and concepts in reading and writing areas. They can demonstrate a high level of knowledge and understanding, and they can apply what they have learned independently.

Kindergartners exhibit an ability to identify and produce sounds of the letters of the alphabet merely five months into their educational journey, owing to several key factors. Their innate curiosity for sounds, even preceding their kindergarten initiation, propels them to actively engage with their auditory surroundings, prompting them to mimic what they hear (Davis et al., 2007). This curiosity forms the foundation for their proficiency in sound recognition and production. Additionally, the rich linguistic exposure within the kindergarten environment greatly contributes to their skill development. Regular interactions with teachers, book reading, and musical activities collectively cultivate their understanding of language sounds. These results coincide with the findings of Walker et al. (2022) who found that kindergartners who received rich linguistic exposure, such as through exposure to a variety of texts, vocabulary instruction, and opportunities for conversation, had significantly higher literacy and language scores than students who did not receive rich linguistic exposure.

Table 2.

Frequency, Percentage, and Mean Distribution of the Kindergartners' Ratings in their Literacy Exercises

Range	Interpretation	Tracing		Initial Writing		Identifying Beginning Sound		Producing Vowel and Consonant Sounds	
		F	%	F	%	F	%	F	%
2.51 – 3.0	Consistent	62	88.57	46	65.71	58	82.86	58	82.86
1.51 – 2.50	Developing	8	11.43	24	34.29	12	17.14	12	17.14
1.0 – 1.50	Beginning	0	0.00	0	0.00	0	0.00	0	0.00
Total		70	100.0	70	100.0	70	100.0	70	100.0
Mean		2.89		2.66		2.83		2.66	
Interpretation		Consistent		Consistent		Consistent		Consistent	
SD		0.32		0.48		0.32		0.48	

Table 3 displays data regarding the skills of kindergartners in terms of reading, revealing that their overall mean rating is 2.69, indicating a consistent level of reading skills. These kindergartners occasionally demonstrate reading skills in the classroom, engaging in reading and writing activities with care and making progress. Interestingly, none of them remain at the beginning level, with the majority already capable of recognizing basic letter sounds and simple words after just five months of classroom instruction. These findings emphasize the effectiveness of kindergarten teachers in fostering early literacy skills among their learners. Such results are consistent with the finding that kindergartners, typically around the ages of 4 to 6, can already begin to engage with reading simple words due to their rapid cognitive development and inherent curiosity (Horowitz-Krauss et al. (2023). Accordingly, at this stage, their brains are highly adaptable and receptive to language acquisition, allowing them to recognize patterns and associations between letters and sounds. Through exposure to alphabet letters and phonics instruction, kindergartners can grasp the fundamental building blocks of language, enabling them to decode and sound out basic words.

In addition to their reading skills, kindergartners demonstrate competence in writing, with 57 percent considered competent and 43 percent at a developing level. These learners are at a developmental stage where their fine motor skills, creativity, and cognitive abilities converge, enabling them to begin writing simple words (Rogers et al., 2023). Through activities like drawing, coloring, and playing with manipulatives, they refine their hand-eye coordination and muscle control, laying the groundwork for forming letters and shapes. Moreover, their enthusiasm for exploration and learning drives them to decipher words they encounter in their environment, such as signs, labels, and books. This early exposure to reading not only fosters a sense of accomplishment but also lays a strong foundation for more complex literacy skills as they progress through their educational journey.

Subsequently, kindergartners are at a developmental stage where their fine motor skills, creativity, and cognitive abilities converge to enable them to begin writing simple words. Through activities like drawing, coloring, and playing with manipulatives, they refine their hand-eye coordination and dexterity, laying the groundwork for forming letters and shapes. By introducing them to basic letter formations and guiding them in phonetic spelling, educators and caregivers empower kindergartners to make connections between spoken and written language. This early writing experience not only cultivates their confidence

Table 3.

Frequency, Percentage, and Mean Distribution of the Kindergartners' Level of Reading and Writing Skills

Scale	Interpretation	Reading		Writing	
		F	%	F	%
2.51 – 3.0	Consistent	30	42.9	40	57.1
1.51 – 2.50	Developing	40	57.1	30	42.9
1.0 – 1.50	Beginning	0	0.0	0	0.0
Total		70	100.0	70	100.0
Overall Mean		2.69		2.76	
Interpretation		Consistent		Consistent	
SD		0.36		0.35	

but also initiates their understanding of the symbolic nature of communication, setting the stage for their ongoing development as proficient writers as they progress in their educational journey.

Moreover, kindergartners possess an inherent curiosity and rapid cognitive development that makes them well-suited to both reading and writing simple words (Hand et al., 2022). Their brains are primed for language acquisition, enabling them to recognize patterns, associate letters with sounds, and decode basic words. This newfound ability to decipher words fuels their eagerness to explore written language in their surroundings. Additionally, their fine motor skills develop in tandem, allowing them to practice forming letters and words through writing. By simultaneously introducing reading and writing, educators harness these learners' natural enthusiasm for learning, fostering a symbiotic relationship between the two skills. This holistic approach not only encourages a deeper understanding of language's mechanics but also nurtures creativity and communication, setting a strong foundation for their future literacy journey.

Children who can read are also inclined to write due to the interconnected nature of language skills and the synergistic development of cognitive processes (Goswami et al., 2009). Reading exposes children to various words, sentence structures, and writing conventions, providing them with models for their writing endeavors. As they engage with written texts, they internalize vocabulary, syntax, and narrative structures, which they naturally draw upon when attempting to compose their written expressions. Writing becomes a means to emulate the authors they encounter, allowing them to experiment with language and convey their thoughts creatively. Moreover, the act of reading fosters an understanding of written communication's purpose and power, motivating children to wield the same influence through their writing. This reciprocal relationship between reading and writing not only enhances children's language proficiency but also nurtures their cognitive flexibility, imagination, and capacity for self-expression.

Table 4 presents the regression analysis on the combined influence of social-emotional skills and learning exercises on kindergartners' reading and writing skills. As shown in the data, the Beta value of social-emotional skills (SEL) is -.111. This result indicates an inverse relationship between the kindergartners' SEL and their reading and writing skills. This implies that as the level of kindergartners' SEL increases by one standard deviation, their literacy skills are predicted to decrease by 0.111 standard deviations. However, such a value is considered a small effect size, suggesting a relatively weak relationship between the variables. Moreover, the T value of the SEL variable (T=-1.95) is not statistically significant at a 5% level, suggesting moderate evidence against the null hypothesis of the study. Hence, it suggests a tendency for an inverse relationship between the SEL variable and the kindergartners' literacy level.

Table 4.
Regression Analysis on the Influence of the Kindergartners' Social-emotional Skills and Literacy Exercises on their Reading and Writing Skills

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.849	.336		2.52	.014
Social- Emotional Skills	-.124	.063	-.111	-1.95	.055
Literacy Exercises	.862	.056	.867	15.30**	.000
Model Summary					
R =	.888	R ² = .788	Adjusted R ² = .782	F = 124.87**	p = .000

**significant at 0.01 level
*significant at 0.05 level

Additionally, a p-value of .055 of kindergartners' SEL in Table 4 is very close to the conventional threshold of .05 for statistical significance. Hence, there is not quite enough evidence to definitively reject the null hypothesis that there's no relationship at the .05 level. Nevertheless, the result does suggest a trend towards significance. Instead, it indicates some evidence of a relationship between the variables. In some situations, a p-value of .055 might be considered suggestive evidence, while in others, it might not be considered strong enough to support a conclusion of significance. In terms of the kindergartners' literacy exercises, the Beta value is .867. This result indicates a strong, positive relationship between the kindergartners' performance in literacy exercises (independent variable) and their reading and writing skills (dependent variable). This means that as the said independent variable increases by one standard deviation, the dependent variable is predicted to increase by 0.867 standard deviations. Lastly, a Beta of .867 suggests a relatively large effect compared to other predictors in the study.

The impact of social-emotional skills on literacy development is acknowledged, but their significance may be relatively minimal in the early stages of education, particularly in kindergarten. Graham and Harris (2015) emphasize the paramount importance of phonological awareness during this phase, asserting that the ability to manipulate sounds in language takes precedence. Kindergarten instruction and practice predominantly focus on developing this foundational skill, placing social-emotional skills in a less direct role. Additionally, the maturation of working memory, a crucial building block for literacy, occurs significantly between ages 4 and 7, as noted by Arina et al. (2015). Limited working memory capacity in younger children may constrain the impact of social-emotional skills that rely on efficient working memory functioning.

Meanwhile, a T-value of 15.30 in the regression analysis indicates a highly statistically significant relationship between the kindergartners' literacy exercises and their reading and writing skills. A value of 15.30 is considerably above the conventional threshold with a 5% significance level. The positive sign of the T-value indicates a positive relationship between the independent and dependent variables of this study. This means that as the kindergartners' performance in literacy exercises increases by one unit, their reading and writing skills are predicted to increase. This finding strengthens the conclusions drawn from the regression analysis and supports the theoretical framework of this study. However, such statistical significance doesn't always equate to causality.

The significance value of kindergartners' literacy exercises (.000) indicates the strongest possible evidence for a statistically significant relationship between these literacy exercises and their reading and writing skills. Such a p-value of .000 allows the researcher to definitively reject the null hypothesis and conclude that the observed relationship between the independent variables is likely not due to chance. Hence, the observed relationship between the variables is genuine and meaningful. Additionally, an adjusted R-squared of .782 in the regression analysis indicates a very good model fit, suggesting that the model explains 78.2% of the variability in the dependent variable. This level of adjusted R-squared often suggests that the result has good predictive capabilities. It can likely generate accurate predictions of the dependent variable based on the independent variables considered in this study.

Overall, an F value of 124.87 of the regression indicates an extremely significant model. A high F value, like 124.87, suggests that the explained variance is much larger than the unexplained variance, strongly implying at least one independent variable in the model has a significant relationship with the dependent variable. Hence, in this case, the p-value associated with an F value of 124.87 is likely to be extremely low, indicating a very low probability that the results occurred by chance. Moreover, the overall significance value of .000 in Table 4 indicates the strongest possible evidence for a statistically significant relationship between the independent and dependent variables in this study. Such a p-value of .000 implies that the observed relationship between the variables is genuine and meaningful.

Conclusion

The study's findings indicate that the social-emotional skills of kindergartners, except for relationship skills, and their performance in literacy exercises are significant contributors to their reading and writing skills. These interconnected skills are crucial for success, affirming the theory that kindergartners who can independently engage in activities and demonstrate knowledge are more likely to succeed in literacy learning. The study underscores the importance of a holistic approach to early childhood education, highlighting the interdependence of social-emotional growth and cognitive development.

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