

# Aspects of kindergartners' reading and writing skills assessed by kindergarten teachers in the Atwima Kwanwoma District, Ghana

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**Abstract:** This study examined aspects of kindergartners' reading and writing skills assessed by kindergarten teachers in the Atwima Kwanwoma district, Ghana. A descriptive survey design was employed for the study. A sample of 131 trained early childhood teachers were drawn from a target population of 438 for the study. The sample size was determined using Yamene's (1967) formula. Simple random sampling technique was used to select the 131 respondents for the study. This was done using the rand function in Microsoft excel. Descriptive statistics was used to analyse the data. A questionnaire and checklist were employed for data gathering. The study revealed that kindergartners could perform certain reading and writing skills. Most kindergartners exhibit skills in print awareness, directionality, phonemic awareness and reading fluency. Again, almost every aspect of the kindergartener's reading and writing skills ought to be assessed are usually assessed by teachers. In particular, results showed that aspects such as oral language skills, pupils' alphabetic principles, phonemic awareness, phonics knowledge, reading fluency and the handwriting legibility of learners are usually assessed by teachers. The study recommends that the Atwima Kwawoma District education directorate should motivate kindergarten teachers within their district to maintain the positive work they have been doing in respecting to assessing the area of concern to kindergartners reading and writing skills. Specific motivational packages in form of funding for refresher courses and study leave should be instituted for such teachers to frequently update their knowledge on reading and writing skills assessment.

**Keywords:** reading skills, writing skills, aspects, kindergarten, assessment

## I. INTRODUCTION

Early childhood education offers a compassionate and essential framework for the learning of children. It provides a firm foundation for early learning as well as future learning. An increasing body of research suggests that early learning experiences are related to later academic success, mental and social well-being, lower grade retention, and decreased juvenile delinquency incidences. These outcomes are all factors associated with later adult productivity (Barnett, 2002). Neuroscience has established that learning is speedy at this stage (0-8 years) due to the rapid growth of the brain at this stage of human development (Tierney & Nelson, 2009). Owing to this rapid development of the brain, handlers of children are advised to enhance the holistic development of all

concerned domains of human development: social, cognitive, emotional, physical, and language.

As Kindergarten educators, it becomes more of a herculean responsibility because children spend relatively much quality time in school during their early stages. In helping and ensuring the holistic development of young children both in and outside the school environment, reading and writing competence are emphasised (Snow, 2006). Without considerable forethought and instruction, the ability to read and write does not develop spontaneously. To develop reading and writing skills, Children need to engage with print frequently and actively. When it comes to reading and writing, the specific skills needed emerge through firsthand exposure to oral and written language. Children's assumptions and expectations about being literate are formed throughout their early years, and the drive to strive toward learning to read and write is fueled by the experiences they gain by engaging with text and oral communication. From these experiences, children learn that reading and writing are useful tools that will help them do many things in life (NYAEC, 1998).

Reading and writing skills is an essential accomplishment for young learners. Developing reading and writing skills are an essential aspect of children's overall development. It is the cornerstone of performing better at school and socialising with others (Fellowes & Oakley, 2019). In their view, the provision of good reading and writing education to children in the early years translates to better outcomes later on (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002). The benefits of the kindergarten period for becoming a skilled reader are highlighted by well-known evidence that Kindergarten children's development in the areas of oral language, phonological awareness, and print knowledge is a result of how well they will learn to read once they start formal reading instruction at the early stage of their life (Lonigan, Allan, & Lerner, 2011). Heightened focus on these skills at the kindergarten level is essential in ensuring the future success of Learners.

Assessing children's early reading and writing skills is an integral component of a robust early childhood programme (McAfee, Leong & Bodrova, 2004). Assessing Reading and writing aspects such as Orthographic knowledge, comprehension, phonemic awareness, alphabetic knowledge,

letter identification, concepts of print, composition, mechanics, etcetera provide teachers, parents, and other relevant stakeholders with information about the learners' baseline skills to monitor progress and also to provide additional support.

According to Strickland and Riley-Ayers (2006), Concerns regarding developments in early reading and writing skills assessment involve the usage of assessments that rely on a small variety of abilities and the quality of the assessments in use. Both factors may lead teachers, particularly when the stakes are large, to limit their curriculum and teaching practices. For example, the ability to identify letters of the alphabet is invariably assessed in a decontextualized way in which a child is required to name each letter of the alphabet as it is introduced, one at a time. This can contribute to instruction in which the letters of the alphabet are described separately away from children's names or the application of that information to other meaningful written materials. While children may be capable of identifying letters in a robotic-like, rote memorization way, they may struggle to achieve the long-term target, an awareness of how the letters work for reading and writing, and the capacity to use what they know to make sense of the print in their environment (Strickland & Riley-Ayers, 2006).

In all these important years accurate assessment of children's knowledge, skills, and attitudes in reading and writing will help teachers better match instruction with how and what children are learning. It is important to note that early reading and writing can't simply be assessed on standardised tests. These tests are often unreliable or valid indications of what children can perform in everyday situations. However, an effective assessment should be grounded on authentic reading and writing activities and should constantly document a broad variety of children's literacy activities in various settings. Assessment is critical for teachers to adapt appropriate instruction to learners and to determine when and how much intensive instruction is required.

National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas: phonemic awareness, phonics, fluency, vocabulary and comprehension. These five areas were incorporated into the No Child Left Behind Act of 2001 and the Reading First initiative as essential components of effective reading instruction. Again, the new curriculum for Ghana's primary schools, dubbed – "curriculum for change and sustainable development" requires that teachers develop skills such as phonemic awareness, concept of print, alphabetic knowledge, alphabetic principle, phoneme awareness, vocabulary, comprehension, fluency, handwriting legibility. The importance of developing the components of reading and writing cannot be overemphasized. However, to aid learners to develop the components, a baseline performance must be established, which necessitates assessment. Even though the concept of reading and writing

skills has been considerably explored within the early childhood enterprise, from the researcher's readings, there seems to be a dearth of studies examining various aspects of kindergarteners' reading and writing skills assessed by kindergarten teachers in the Atwima Kwanwoma District, Ghana. This gap in knowledge has spurred the researchers to action.

#### *Purpose of the Study*

The study sought to find out about the aspects of kindergarteners' reading and writing skills assessed by kindergarten teachers in the Atwima Kwanwoma District, Ghana.

#### *Research Question*

The study sought to answer the research question below:

1. What kind of reading and writing skills do kindergarteners exhibit in the classroom?
2. What aspects of kindergarteners' reading and writing skills are assessed by teachers?

## II. METHODOLOGY

#### *Research Design*

This study adopted the descriptive survey research design. As descriptive method tends to "look at individuals, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry" (Cohen, Manion, & Morrison, 2000). Another reason for using the survey design is that it describes a condition or phenomenon as it exists naturally without manipulations Nworgu (2006). it allows the researcher to get the opinion of the population and generate data that will inform policy and practice regarding the aspects of kindergarteners' reading and writing skills assessed by kindergarten teachers in the Atwima Kwanwoma District, Ghana.

#### *Population*

The population for this study was 438 Kindergarten teachers from 147 Kindergarten centres within the Atwima Kwanwoma District, Ghana. However, the accessible population comprised 194 teachers from 52 public kindergarten centres within the district. Public kindergarten centres were accessed because the teachers who teach in these schools have different levels of teacher training and the researcher believed their knowledge of the subject matter will enrich the study.

#### *Sample and Sampling Technique*

The sample size for the study consisted of 131 teachers. The sample size was calculated by using Yamane's (1976) formula with a 95% conventional confidence level. Yamane's formula (1967) is stated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where 'n' = sample size required, 'N' = Population, and 'e' = Margin of error (%).

Simple random sampling technique was used to select the 131 respondents for the study. This was done using the rand function in Microsoft excel. The excel rand function returns unique random numbers between 0 and 1 to each individual within the sampling frame. With this, the names of the teachers were arranged in a single column in a systematic order. Each teacher was assigned a random number using the rand function. The function is volatile, meaning the assigned values change anytime a cell is edited. To stop the random numbers from being updated, the researcher copied and pasted the values. The researcher proceeded by sorting the random numbers and the first 131 teachers were selected for the study.

#### *Instruments for Data Collection*

The study employed a structured questionnaire and checklist as data collection instruments for this study. The structured questionnaire was selected because it is used for collecting statistically quantifiable data, allowing straightforward statistical analysis of the responses. Also, it is proven to be excellent data to obtain quantitative data about people's attitudes, values, experiences, and past behaviour (Bell, 2008). Again, when similar questions are administered simultaneously to a large number of people, the acquired data are more identical, correct, and standard (Zohrabi, 2013). The checklist was used to collect data on the kind of reading and writing skills kindergartners exhibit in the classroom. The checklist assisted the researchers to observe the behaviour and skills of individuals (Given, 2008).

#### *Pre-Testing of the Questionnaire*

Before the actual data was collected, the research instruments were pre-tested in fifteen (20) Kindergarten centres in the Atwima Nwabiagya District. Forty (40) Kindergarten teachers were selected for the pre-test. The respondents were given draft copies of the questionnaire. They were made to answer the questions and discuss with the researcher, clarity, and relevance of the items on the instrument, format, order, and sequence of the questions, and any other thing that can help improve the instrument for the main study. All the issues raised during the discussion were duly acknowledged and all necessary corrections were affected before the actual data collection commenced in the study area.

#### *Validity of the Questionnaire*

To establish the validity of the questionnaire for this study, face and content validity was adopted. Establishing face validity, a draft of the questionnaire was given to the researcher's colleagues for them to share their opinions on the readability, feasibility, clarity of language and consistency of style and formatting of the questionnaire items and also whether the instruments will obtain the desired data. To ensure content validity, the researcher presented the instruments to professors with knowledge of language and

literacy to assess whether the content measured what it intends to measure before using it for data collection.

#### *Reliability of the Questionnaire*

Reliability of the questionnaire was checked by using Cronbach alpha. Cronbach alpha reliability coefficient was selected because it is a much more reliable way of establishing the internal consistency of the instrument (Creswell, 2013). The obtained reliability coefficients were calculated or determined in sections. the instrument yielded an alpha level of 0.795. This was an indication that the questionnaire was reliable. This is because according to (Griethuijzen et al., 2014; Creswell, 2013; Fraenkel and Wallen 2000), if a Cronbach alpha reliability coefficient value of 0.7 is obtained, then, the instrument is reliable.

#### *Data Analysis*

The data obtained were analysed with the aid of the Statistical Product for Service Solution (SPSS) version 21. The mean and standard deviation scores were generated through the use of the software. These variables helped show which aspects of reading and writing skills are more assessed by kindergarten teachers.

### III. RESULTS AND DISCUSSIONS

*Research Question One: What kind of reading and writing skills do kindergartners exhibit in the classroom?*

This question aimed at finding out the kind of reading and writing skills kindergartners exhibit in the classroom. Data in Table 1.0 present the results.

Table 1.0: Reading and writing skills kindergartners exhibit in the classroom

Statement (skills exhibited)	Yes		No	
	F	%	F	%
<b>Concepts of print awareness</b>				
Are learners able to identify letters?	18	90	2	10
Are learners able to make out words?	14	70	6	30
Can learners recognize tenses?	9	45	11	55
Can learners identify the end of a sentence? (Punctuation mark)	12	60	8	40
Can learners identify the front of a book?	20	100	0	0
Are learners able to identify the back of a book?	20	100	0	0
<b>Total Average</b>	<b>15.5</b>	<b>77.5</b>	<b>4.5</b>	<b>22.5</b>
<b>Directionality</b>				
Do learners understand that books are opened from left to right?	20	100	0	0
Do learners understand left to right letter sweep?	20	100	0	0
Do learners understand return sweep?	20	100	0	0
Do learners understand that a book is read from top to bottom?	20	100	0	0
<b>Total Average</b>	<b>20</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Phonemic awareness</b>				
Can learners match phonemes?	14	70	6	30
Can learners isolate phoneme – initial (first) sound?	13	65	7	35
Are learners able to isolate phoneme – final (last) sound?	12	60	8	40
Can learners isolate phoneme – medial	9	45	11	55

(middle) sound?				
Are learners able to blend phonemes?	15	75	5	25
Can learners segment phonemes?	13	65	7	35
<b>Total Average</b>	<b>12.67</b>	<b>63.33</b>	<b>7.33</b>	<b>36.67</b>
<b>Reading Fluency</b>				
Can learners identify words as quickly and accurately in a specified time?	7	35	13	65
Can learners identify words automatically?	6	30	14	70
Are learners able to read from a list of words?	11	55	9	45
<b>Total Average</b>	<b>8</b>	<b>40</b>	<b>12</b>	<b>60</b>
<b>Handwriting Fluency</b>				
Are learners able to write from memory, the letters of the alphabet in order?	12	60	8	40
Can learners copy as many sentences as possible within a given period of time?	14	70	6	30
<b>Total Average</b>	<b>13</b>	<b>65</b>	<b>7</b>	<b>35</b>
<b>Handwriting Legibility</b>				
Are learners able to adequately grasp a writing material?	19	95	1	5
Do learners demonstrate appropriate posture when writing?	17	85	3	15
Do learners close letters that are closed?	19	95	1	5
Do learners loop letters that are looped?	17	85	3	15
Do learners loop straight letters?	3	15	17	85
Do learners dot letters (j, i) directly above?	19	95	1	5
Do learners cross letters (x, t) accurately?	20	100	0	0
Are learners able to accurately form upper case letters?	16	80	4	20
Are learners able to form numbers correctly?	17	85	3	15
Do learners reverse letters?	20	100	0	0
Do learners form letters on lines?	18	90	2	10
<b>Total Average</b>	<b>16.82</b>	<b>84.09</b>	<b>3.18</b>	<b>15.91</b>

Table 1.0 shows the various reading and writing skills that are exhibited by kindergarteners in the classroom within the Atwima Kwawoma District. The observational checklist presents data on the kind of reading and writing skills kindergartners exhibit in the classroom. The researchers

observed that 77% of kindergarteners exhibited the skill of print awareness whereas 22.5% of them did not exhibit such skill. Also, it could be seen from Table 1.0 that all the kindergarteners observed (100%) exhibited directionality skill. Again, the data reveal that 63.3% of the kindergarteners observed demonstrated phonemic awareness skill whereas 36.67% did not exhibit such skill. In addition, the data shows that 40% of the learners observed demonstrated reading fluency skill while 60% of them demonstrated weakness in this skill. Reasoning from the results, it could imply most kindergarteners are performing averagely well in print awareness, directionality, phonemic awareness and reading fluency. This could be a result of teachers employing developmentally appropriate teaching methods in enhancing these skills.

It could further be observed from Table 1.0 that 65% of the kindergarteners observed could write fluently while 35% could not write fluently. Similarly, the results revealed that 84.09% of the learners observed could write legibly. However, 15.91% of them could not write legibly. This suggests that the majority of kindergarteners observed in the Atwima Kwawoma District could write legibly.

The analysis of the data obtained suggests that kindergarteners demonstrate some level of efficacy in reading and writing skills. Most kindergarteners performed averagely well in print awareness, directionality, phonemic awareness and reading fluency. The results lend ample support to the study by the National Institute of Child Health and Human Development (2000) which through several decades of scientific research identified phonemic awareness, phonics, fluency, vocabulary, comprehension, and legibility as the key skills children demonstrate in the classroom.

*Research Question Two: What Aspects of Kindergarteners' Reading and Writing Skills are Assessed by Teachers?*

This question sought to find out the aspects of kindergarteners' reading and writing skills assessed by kindergarten teachers. Data in Table 2.0 present the results.

Table 2.0: Aspects of kindergarteners' reading and writing skills assessed

Statement	SA	A	D	SD	Total (n)	Mean/Std.
I assess oral language skills of learners	97 (74.0%)	33 (25.2%)	1 (0.8%)	0 (0.0%)	131 (100%)	3.73/0.46
I assess learners' skills in alphabetic principle	89 (67.9%)	42 (32.1%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.68/0.47
I assess learners' skills in concept of letters and words	107 (81.7%)	22 (18.3%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.82/0.39
I assess learners' directionality skills	94 (71.8%)	36 (27.5%)	0 (0.0%)	1 (0.8%)	131 (100%)	3.70/0.52
I assess learners' skills on orientation of books	95 (72.5%)	35 (26.7%)	0 (0.0%)	1 (0.8%)	131 (100%)	3.71/0.50
I assess learners' knowledge in vocabulary	105 (80.2%)	26 (19.8%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.80/0.40
I assess learners' alphabet knowledge	101 (71.1%)	30 (22.9%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.77/0.43
I assess learners' knowledge in phonemic awareness	98 (74.8%)	33 (25.2%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.75/0.44
I assess learners' phonics knowledge	105 (80.2%)	26 (19.8%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.80/0.40
I assess learners' reading fluency	96 (73.3%)	35 (26.7%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.73/0.44
I assess the handwriting legibility of learners	100 (76.3%)	31 (23.7%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.76/0.43
I assess learners' comprehension skills	110 (84.0%)	21 (16.0%)	0 (0.0%)	0 (0.0%)	131 (100%)	3.84/0.37

NB: SA=Strongly agreed; A=Agreed; SD=Strongly disagreed; D=Disagreed; Std=Standard deviation



Table 2.0 displays the responses ratings to a series of statements that relates to the aspects of kindergarteners' reading and writing skills that are assessed by kindergarten teachers using a Likert scale which ranges from 1 being strongly disagreed (SD) to 4 being strongly agreed (SA). Result reveals that 97 of the respondents which represent 74.0% strongly agreed with the statement "I assess oral language skills of learners", whereas 33 of them representing 25.2% agreed with this statement, however, the analysis further shows that 1 of the respondents which represent 0.8% disagreed to "I assess oral language skills of learners" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.73 (Std=0.46). This implies that kindergarten teachers assess the oral language skills of kindergarteners.

Also, it could be observed that 89 of the respondents which represent 67.9% strongly agreed with the statement "I assess learners' skills in alphabetic principle", while 42 of them which represents 32.1% agreed with it as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. Furthermore, the analysis reveals that 107 of the respondents which represent 81.7% strongly agreed with the statement "I assess learners' skills in the concept of letters and words" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers, while 22 of them accounting for 18.3% also agreed to this statement as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.82 (Std=0.47). This means that kindergarteners' skills in the concept of letters and words are assessed by kindergarten teachers.

Similarly, the result reveals that about 94 respondents which represent 71.8% strongly agreed with the statement "I assess learners' directionality skills", while 36 of them which represents 27.5% agreed to it as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. However, it could be seen that 1 of the respondents which represent 0.8% strongly disagreed with "I assess learners' directionality skills" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.70 (Std=0.52). Additionally, the analysis reveals that 72.5% and 26.7% of the respondents either strongly agreed or agreed with the statement "I assess learners' skills on the orientation of books" respectively as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers, however, 1 of the respondents which accounted for 0.8% strongly disagreed to this statement. The statement obtained a mean value of 3.71 (Std=0.50). The inference is that kindergarten teachers assess kindergarteners' directionality skills and skills on the orientation of books.

Furthermore, the data in Table 2.0 shows that 80.2% and 19.8% of the respondents either strongly agreed or agreed respectively to the statement "I assess learners' knowledge in vocabulary" as an aspect of kindergarteners' reading and

writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.80 (Std=0.40). Besides, it could be observed that 101 of the respondents which represents 71.1% strongly agreed with the statement "I assess learners' alphabet knowledge", whereas 30 of them which represented 22.9% agreed to this statement as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.75 (Std=0.44). The conclusion is that kindergarten teachers assess Kindergarteners' knowledge of vocabulary, as well as their alphabet knowledge.

In addition, the analysis revealed that 74.8% of the respondents rated the statement "I assess learners' knowledge in phonemic awareness" as strongly agreed while 25.2% of them rated this same statement as agreed. The statement obtained a mean value of 3.75 (Std=0.44). Moreover, the result reveals that 80.2% and 19.8% of the respondents either respectively strongly agreed or agreed with the statement that "I assess learners' phonics knowledge" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.80 (Std=0.40). This implies that kindergarteners' teachers assess learners' knowledge of phonemic awareness and phonic knowledge.

Also, the result in Table 2.0 shows that 96 respondents representing 73.3% and 35 of them, representing 26.7% either strongly agreed or agreed respectively to the statement "I assess learners' reading fluency" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.73 (Std=0.43). The data again reveals that 76.3% and 23.7% of the respondents either strongly agreed or agreed respectively to the statement that "I assess the handwriting legibility of learners" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.76 (Std=0.43). Finally, the result reveals that 84.0% of the respondents strongly agreed with the statement "I assess learners' comprehension skills" as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers, while 16.0% of them agreed with this same statement as an aspect of kindergarteners' reading and writing skills that are normally assessed by teachers. The statement obtained a mean value of 3.84 (Std=0.37). The conclusion is that kindergarten teachers assess learners' reading fluency, handwriting legibility and comprehension skills.

The results from Table 2.0 suggest that kindergarten teachers in the Atwima Kwanwoma District assess the oral language skills of learners. The teachers agreed to assess kindergarteners' oral language skills. Some teachers pointed out the relevance of assessing the oral language skills of kindergarteners. Benner, Nelson, & Epstein (2002) offer evidence to support the fact that oral language skill is useful and its importance to learners' success cannot be overstated. The authors mentioned that oral language skill lend itself to

understanding the meaning of and use of appropriate words, and to group them into phrases and sentences following standard organisational rules (grammar) that communicate a message that others can understand.

Besides, oral language skills, skills in the concept of letters and words emerged as an aspect of kindergarteners' reading and writing skills assessed by teachers in the Atwima Kwanwoma District. The finding corresponds with Strickland and Schickedanz, (2004). According to Strickland and Schickedanz (2014), Print experiences within the kindergarten classroom can be planned by addressing the materials provided, the exposure and uses, and the interactions that occur between adults and children. They further commented that children must have many opportunities to experience the varied and meaningful uses of print by fostering awareness of print by sharing information, such as looking at the day's schedule, the alphabet, or reading the daily menu.

Furthermore, directionality, book orientation, alphabetic knowledge, phonemic awareness, vocabulary handwriting legibility and comprehension skills came out as aspects of reading and writing skills of kindergarteners assessed by teachers. Inferring from the results presented in Table 4.4, and excerpts from the interview, it can be concluded that kindergarten teachers in the Atwima Kwanwoma District assess the various aspects of reading and writing skills of kindergartners.

#### IV. CONCLUSION

Based on the findings of this study, it was concluded that kindergarteners demonstrate some level of efficacy in reading and writing skills. Most kindergarteners exhibit skills in print awareness, directionality, phonemic awareness and reading fluency. Again, almost every aspect of the kindergartener's reading and writing skills ought to be assessed are usually assessed by teachers. In particular, results showed that aspects such as oral language skills, pupils' alphabetic principles, phonemic awareness, phonics knowledge, reading fluency and the handwriting legibility of learners are usually assessed by teachers.

#### V. RECOMMENDATIONS

It is recommended that the Atwima Kwawoma District education directorate should motivate kindergarten teachers in the district to maintain the positive work they have been doing with respect to assessing the areas of concern to kindergarteners reading and writing skills. Specific motivational packages in form of funding for refresher courses and study leave should be instituted for such teachers to frequently update their knowledge on reading and writing skills assessment.

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