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# Improving Fine Motor Skills of Kindergarten through H.E.L.P

( Handwriting Enhancement for Learners Program )

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## Abstract

This research aimed to make the school's teaching and learning more accessible in response to current environmental and logistical challenges. The project implementation on which this research is based primarily focuses on tutorial programs in order to reach out to students who lack the ability to handle this scenario in the educational system and have no one to lean on. Each teacher at the school served as a tutor for a member of their own advisory class who was struggling to get along with others. Since this experiment will continue to be conducted, the target responders will be continuously monitored. This just serves to demonstrate that all teachers have aspirations of fostering high-quality instruction in the school in order to meet the established goals.

Keywords: Teacher; Kindergarten; Fine Motor Skills

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## I. CONTEXT AND RATIONALE

As indicated in DepEd Order no.20, s.2018, an amendment to Deped Order No.47, S.2016 ECD checklist must be administered to the learner prior to the start of the opening of the school year, to ensure that the learner is capable of meeting the expectations of the grade level. It is designed objectively monitor a child's development in several domains: gross-fine motor skills, receptive and expressive language, cognitive, self-help and socio-emotional. This is intended for children aged 3 years and 1 month to 5 years and 11 months. The result of the checklist may be used by the teacher to determine the necessary interventions attaining holistic development of a kindergarten learner.

One of the domains of early childhood development is the fine motor skills. Fine motor skills are the collective skills and activities that involve using the hands and fingers (Amundson & Weil,2001;Case-Smith,1996). Fine motor skills are those skills that require the small muscles of the hand to work together to perform precise and refined movements. Fine motor skills obviously develop in a reasonably consistent and predictable patterns in the early years of childhood development.

For some children, their hands do not seem to work together in the way that they should ( Woodward &

Swinth,2002). In most cases, this is a temporary setback and children catch up with their peers sooner or later. Children who have difficulty coordinating the small muscle groups in their hands have difficulty in dressing, feeding themselves, and manipulating pencils, crayons and scissors. This difficulty makes children dependent on others, opens them to peer ridicule, and prevents them from meeting the demands of school ( Losse et al.,2001). This may lead to such frustration that they may resist activities that require them to coordinate all of the muscles and joints in their hands and fingers. As a result, they do not get to practice these skills correctly or develop the correct muscles ( Shaffer,2002). This in turn may affect the development of higher-level fine motor skills, such as writing ( Amundson & Weil,2001).

Writing is one of the four macro skills in language art. It is the final stage in the process of communication that needs to be mastered after listening, speaking and reading It is considered as one of the foundation skills for literacy. The ability to write is an essential skill which can benefit students for the rest of their lives. ( G. Magulod Jr.Ph.D, 2017).

Fine motor skills are extremely important for healthy childhood development. Not only does a child need to develop vital life skills such as bathing, dressing, eating and hand writing, these skills are part of their overall healthy development in other areas such as gross motor skills.

All these skills are connected, developing together and in partnership. Gross motor skill strengths and weaknesses impact growth in the fine motor areas. Core strength, bilateral coordination, crossing midline, and neck and shoulder strength are needed in order for fine motor skills to flourish.

As a result, it's essential for parents and teachers to understand how a child's fine motor skill development may affect their general behavior in class. Establishing an environment for success in school and at home involves working to help learners develop the best fine motor skills possible at an early age.

Despite the pandemic's current effects on the environment, the researcher wants to increase the accessibility of the school's teaching and learning. The project implementation on which this research is based largely focuses on tutorial programs in order to reach out to students who lack the capacity to deal with this predicament in the educational system and have no one to lean on. Every teacher at the school helped a student in their own advisory class who was having trouble interacting with others. The target responders will be continually observed because this experiment will continue to be run. This just serves to show that all teachers aspire to promote high-quality instruction in the classroom in order to achieve the set objectives.

## **II. ACTION RESEARCH QUESTIONS**

This study aims to determine if the use of H.E.L.P will improve the fine motor skills of kindergarten learners in Manuel L. Quezon Elementary School during the school year 2024 – 2025.

Specifically, the study aims to answer the following questions:

1. What is the level of fine motor skills of the kindergarten learners based on the Pre - ECCD result?
2. How can H.E.L.P improve fine motor skills of Kindergarten Learners?

**III. PROPOSED INNOVATION, INTERVENTION AND STRATEGY**

The Manuel L. Quezon Elementary School aims to help and assist those students who are having trouble with their fine motor skills, especially at this time of pandemic. In order to ensure that the students may participate in some form, the school continues to use all available resources to help those who are in need.

The fine motor skills, specifically the writing abilities of students were a common source of concern for the school even before the pandemic. Since only their parents and older family members are now functioning as their teachers in this new normal, there is reason for concern.

With that, the H. E. L. P which means Handwriting Enhancement for Learners Program, aims to implement enhancement writing program to attain significant progress in the fine motor skills of kindergarten learners. This program was proposed by the researchers of the school to poster academic ease among kindergarten learners who are transitioning to the new normal of education set – up of today’s situation. This is a tutorial-based program wherein all the respective advisers are the tutors to the identified learners who needs enhancement in their fine motor skills.

The tutorial session offers are categorize according to the extent of the needed assistance by every learners such as:

CATEGORY TUTORIALS	STRATEGIES UTILIZE
1. Gross Motor Skills	<ul style="list-style-type: none"> <li>• Systematic and explicit instructions</li> <li>• Visual representation of functions and relationships, such as manipulative objects, pictures and worksheets</li> <li>• Peer –assisted instruction</li> <li>• ECCD checklist</li> </ul>
2. Fine Motor Skills Handwriting	
3. Pre-Writing Skills	
4. Visual Perception	
5. Language	

The following step-by-step procedures are being explored to ensure the continuous and efficient flow of the entire program:

1. The kindergarten teachers at the school, under the leadership of the ELLN coordinator, held a number of physically healthy meetings as well as online or in chat groups.
2. Presentation of program proposal through Gantt Chart of Activities to the School Principal by the ELLN coordinator and kindergarten teachers.
3. Identification of respondents by all advisers after a week of completing the provided activities. Engaged in continuous communication with them, even with their parents.
4. Conduct orientation by each advisor to ensure that the project is correctly described to the parents in light of the significant role they must play in the implementation of the entire program. They also provided and signed a Parents and School Agreement as evidence that they understand the entire process and are prepared to assist for the benefit of their kids.
5. Conduct tutorials to learners using H. E. L. P
6. Regular feedbacking and “ Kumustahan” as part of their follow up.

#### **IV. ACTION RESEARCH METHODS**

The participants of this study are the identified learners who are struggling in their fine motor skills of Manuel L. Quezon Elementary School for the school year 2024-2025. They are the learners who needs improvement to keep up with the demands of grade one activities. The study utilized purposive sampling since the participants are selected in non-random manner and identified by the researcher based on the result of their ECCD checklist.

Based on the teachers' assessments and their responses to the Pre-ECCD checklist, the respondents are being identified. To improve their level of fine motor skills as intended by this program, the participants are required to participate in H.E.L.P within the allotted period.

**V. ACTION RESEARCH WORKPLAN AND TIMELINE**

ACTIVITIES	September	October	November	December	January	February
	2024	2024	2024	2024	2025	2025
1. Research Team planning of research proposal						
2. Drafting part of introduction to research methodology of the research study						
3. Presentation of Research Proposal						
4. Administration of Pre-Test ECCD Checklist to the selected participants						
5. Administration of tutorials to enhance and improve the fine motor skills of participants						
6. Administration of Post-Test ECCD checklist to the selected participants						
7. Data Analysis, calculation and tabulation of results						
8. Completion of research output						
9. Final revision of output						
10. Presentation of results of the conducted research						

**VI. COST ESTIMATES**

ACTIVITIES	RESOURCES NEEDED	AMOUNT
<b>PRE-IMPLEMENTATION PHASE</b>		
1. Research Team planning of research proposal 2. Drafting part of introduction to research methodology of the research study 3. Presentation of Research Proposal	<ul style="list-style-type: none"> <li>• Bond Papers</li> <li>• ink</li> </ul>	₱ 1,500.00
<b>IMPLEMENTATION PHASE</b>		
1. Administration of Pre-Test ECCD Checklist to the selected participants 2. Administration of tutorials to enhance and improve the fine motor skills of participants	<ul style="list-style-type: none"> <li>• Bond Papers</li> <li>• Ink</li> <li>• Ring Bind</li> <li>• Transportation</li> </ul>	₱ 3,000.00
<b>POST –IMPLEMENTATION PHASE</b>		
1. Administration of Post-Test ECCD checklist to the selected participants 2. Final revision of output	<ul style="list-style-type: none"> <li>• Bond Papers</li> <li>• ink</li> </ul>	₱ 1,500.00

TOTAL	₱ 6,000.00
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**VII. PLANS FOR DISSEMINATION AND UTILIZATIONS**

ACTIVITIES	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025
1. Research Proposal to school Head for school implementation of the research output						
2. School Implementation of the output of the research study						
3. Post evaluation of the research study implementation						
4. Results of Post evaluation after school implementation, gone through series of revisions and planning for proposal to the district level for adoption of the study						
5. District proposal of outputs for possible adoption						
6. District implementation of the output of the research study						
7. Results of Post evaluation after district implementation						
8. Division proposal of outputs for possible adoption						

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