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Penmanship Program Implemented for Generation Alpha through the Lens of Ochave's ABCD Model

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Abstract

Despite the prevalence of keyboarding as an essential life skill in the high-tech age of the new millennium, educators persistently argue for the importance of handwriting, citing its proven benefits in boosting brainpower, aiding memory, improving motor skills, and serving as a gateway to reading. This study, employing Ochave's ABCD Model, aims to assess implementation and impact of the Penmanship Program on Generation Alpha by analyzing the students, implementation and operation, effects, and impact components. With 166 primary and 231 intermediate pupils

aged 5 to 12 participating, the program aimed to counterbalance their overt exposure to keyboarding and digital platforms, exacerbated by a three-year pandemic. Findings revealed positive shifts in students' perceptions of handwriting legibility, speed, consistency, grip, posture, attention to details, and motivation. However, challenges, including the need for targeted interventions and protected time, were identified. The pupils' penmanship summative evaluation indicated a "Fairly Satisfactory" baseline, emphasizing the importance of tailored interventions.

Keywords: Penmanship, Penmanship Program, Generation Alpha, Ochave's ABCD Model

Introduction

While it is true that in this high-tech age of the new millennium keyboarding is now the essential life skill, educators continue to argue the importance of handwriting as this has been shown to boost brainpower, aid in memory, improve motor skills, as well as become a gateway to reading (McFarland, 2015) [6]. As Skar *et al.* (2022) emphasized that until children can produce letters quickly and accurately, it is assumed that handwriting disrupts and limits the quality of their text. As writing has become revolutionized today through keyboarding, it is but empirical for schools to implement and document adaptive approaches and programs to foster handwriting skills among generation Alpha aged 5 to 12 as it is still very much relevant in the advanced world.

Handwriting fosters cognitive development and enhances neural connections, providing students with a multisensory approach to learning. Early handwriting practice affects visual symbol recognition because it results in the production of variable visual forms that aid in symbol understanding which lays in the communication between visual and motor systems in the brain (James, 2017) [4]. In her study on *Poor Handwriting: A Major Cause of Underachievement*, and in her book titled, *Upside-Down Brilliance: The Visual-Spatial Learner*, Silverman (2004) [10] presented that the Visual-Spatial Learners, those who think in pictures and need more time to translate their pictures into words, have difficulties mastering handwriting and handwriting speed. If they have sequential weaknesses, they have difficulty with word retrieval, and struggle with sequential tasks, such as reading, spelling, calculation, writing, and organization. Although she strongly suggested to revolutionize the schools by providing the main accommodation of allowing these children to use a keyboard instead, it may not be feasible in all of the schools' setup.

In his book, *Handwriting Manual*, Fairbank (2018) [3] presented the characteristics of a good handwriting: legibility, beauty, speed and expedience, and freedom and control. Legibility is obviously the first essential virtue of handwriting. By legibility one generally means the clarity or readableness of print or script. Robert Bridges wrote in SPE Tract No. XXIII 'English Handwriting' that true legibility consists in the certainty of deciphering and that depends not on what any one reader may be accustomed to, nor even on the use of customary forms, but rather on the consistent and accurate formation of the letters. On the other hand, beauty refers to a good shape, pure form, fine proportion, rhythmic flow, graceful curvature, and harmony of patterning. Unity includes orderliness, harmony, homogeneity, and neatness, and implies that the whole is made up of related

parts. Speed performance is governed by many factors such as age, health, energy, mental ability, the hand, experience in writing, pace and precision attempted, pressures exerted by fingers and hand, size of writing, etc, while expedience relates to suitability, feasibility, and economy, as well as speed. And finally, legibility is secured only by some self-discipline and control. The ultimate aim is to write quickly and almost automatically and without undue thought of the shapes of letters, but with the intention of writing well.

The schools in their early grade levels implement penmanship programs in their efforts to develop early handwriting practices, as well as address early dysgraphia, or what teachers usually refer to as writing disability which is characterized by awkward writing posture, strange holding of pencil, tension through hand, arm, and furrow brow, much longer to write, wants to quit easily, unusual way of spacing letters, forming letters oddly, mixing upper and lower case letters, mixing cursive and manuscript, disconnected cursive letters, preference to manuscript over cursive, lacks fluidity in lettering, reversing letters even after age 7, illegible handwriting, terrible spelling, avoiding of writing words he can't spell, leaving off the endings of words, confuses singulars and plurals, mixing up small words like 'the' and 'they', leave out soft sounds like 'd' in 'gardener', and weak grasp of phonics.

As the generation alpha aged 5 to 12 children are so exposed to high technology of the millennium, exacerbated by a three-year pandemic which is believed to have a long-term effects to their handwriting (Skar, *et al.*, 2023) ^[7], it is imperative to evaluate penmanship programs implemented by schools to ensure its effectivity.

Statement of the Problem

This study aims to evaluate the Penmanship program implemented in the grade school using the ABCD evaluation model of Ochave. Specifically, it seeks to look into:

1. Component A - identify the intended beneficiaries of the program;
2. Component B - explore the operation and processes of the program including the benefactors, the nature of support, the resources used, and the training's monitoring;
3. Component C - determine the efficiency of the program's implementation in the grade school based on its goal;
4. Component D - recognize the impact of the program; and propose recommendations to enhance the implementation of the program in the school.

Methodology

Research Design:

This study will use a mixed method design in which the quantitative data will be gathered through survey research, and the qualitative data will be gathered through a semi-structured interview or SSI. Survey research is an approach to conducting descriptive research in which the central purpose is to describe characteristics of a group or population (Fraenkel *et al.*, 2012). It is primarily a quantitative research technique in which the researcher administers a survey or questionnaire to describe attitudes, opinions, behaviors, experiences, or other characteristics of the population (Creswell, 2005). On the other hand, semi-structured interview employs a blend of closed- and open-

ended questions, often accompanied by follow-up why or how questions conducted conversationally with one respondent at a time (Adams, 2015).

Research Environment:

The study will be conducted in the grade school department of a private, basic education institution located in Mandaue City, Cebu, Philippines. A breeding nest for the holistic formation of its students, this school implements a penmanship program for its grade school students from Grades 3 through 6, most significantly in the school year 2022-2023 when classes resumed from online modality to face-to-face.

Research Participant:

Using stratified random sampling, 166 primary students and 231 intermediate students in the identified school will be invited to answer a survey questionnaire. On the other hand, the actual penmanship outputs of 36 sixth grade students will be checked using a specific criterion to assess the impact of the program. And finally, using purposive sampling, 21 stakeholders, which includes 3 administrators, 6 penmanship teachers, 6 students, and 6 parents, will be invited for a semi-structured interview.

Research Instrument:

This study will utilize 3 instruments. First, it will utilize a research-made survey questionnaire (see Appendix C) for students which will assess their perception on the efficiency of the penmanship program in terms of their: handwriting legibility, handwriting speed, handwriting consistency, grip and posture, attention to details, and motivation and engagement. Second, the actual summative penmanship activities which will be completely adopted from the penmanship book of Filipina A. Baumgarter. And third, a researcher-made semi-structured interview questionnaire to investigate on the operation and processes, gaps, and issues in the implementation of the program.

Data Gathering Procedure

Pre-implementation

The pre-implementation phase has 3 parts. First, the research instruments will be submitted to two validators/experts for validation. Their feedback will be incorporated to refine and improve the actual questionnaires to enhance validity and reliability. Second, pilot testing of the survey questionnaire will be conducted to a small sample of students identify and rectify any potential issues with clarity or interpretation. And third, recruitment of research participants will be done through the identified sampling design and criteria. During this phase, their consent for voluntary participation will be secured. Administration of surveys and conduct of semi-structured interviews will be scheduled.

Implementation

The survey questionnaire will be administered to the identified Grade 6 students. Responses will be collected using a systematic approach to maintain data integrity. Sequential or one-on-one interview with the 18 stakeholders will be conducted based on their preferred schedule. A comfortable and private environment for the interviews will be secured. Documentation through audio recordings and detailed notes will be done.

Post-implementation

Survey data will be collated and organized for quantitative analysis. Audio recordings of the interviews will be transcribed for qualitative analysis. Both datasets will undergo cross-reference with the validated instruments to ensure consistency and reliability in the collected data.

Ethical Considerations:

Prior to the conduct of study, an endorsement and approval from the Sacred Heart School-Ateneo de Cebu grade school principal's office and institutional research council will be sought respectively. And in accordance with the Data Privacy Act of 2012, a consent form explaining the purpose of study, procedure, risks assessment, benefits, duration of participation, statement of confidentiality, voluntary participation, and termination of participation will also be sought from all the participants.

Statistical/Data Treatment:

A weighted mean will be computed to describe the actual penmanship skills of the students. A statistical software called Jamovi (2022)^[11] will be used to tabulate and analyze the quantitative data. Descriptive statistics will be used to describe the perception of the grade school students towards the penmanship program. For qualitative data, a systematic coding and thematic analysis will be done.

Conceptual Framework

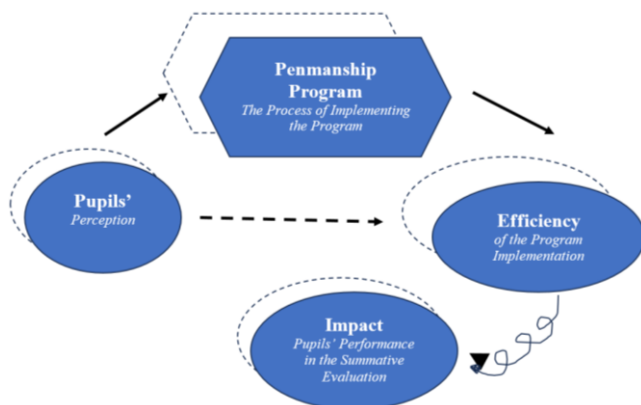


Fig 1: Conceptual framework of the study

The conceptual framework revolves around the implementation and impact assessment of a Penmanship Program designed to enhance pupils' handwriting skills. At its core, the program constitutes the primary focus of the study. It begins by examining the *Process of Implementing the Program*, encapsulating the various steps and strategies involved in executing the Penmanship Program. The ensuing variable, *"Efficiency of the Program Implementation,"* serves as a pivotal assessment point, gauging the effectiveness and smoothness of the program's execution. Importantly, the framework recognizes the external influence of *"Pupils' Perception,"* denoting the attitudes and opinions of students towards the Penmanship Program.

Pupils' perception underscores the significant impact of students' views on the overall efficiency of program execution to the efficiency of the program implementation. Positive perceptions are expected to contribute to a more streamlined implementation, while negative perceptions

may pose challenges. The curly arrow leading to "Efficiency of the Program Implementation" signifies that the assessment of efficiency is a dynamic and continuous process, subject to change based on various factors.

Furthermore, it highlights the consequential relationship between the "Efficiency of the Program Implementation" and its broader impact on "Pupils' Performance in the Summative Evaluation." The success of the Penmanship Program, as measured by its efficiency, is anticipated to directly influence and enhance students' performance in the summative evaluation, which likely assesses their handwriting skills comprehensively.

Results and Discussion

Component A – Students

In the school year 2022-2023, a total of 166 primary pupils and 231 intermediate pupils actively engaged in the Penmanship Program, seeking to enhance their handwriting skills. Spanning an age bracket of 5 to 12 years old, these pupils belong to Generation Alpha, a generation markedly exposed to keyboarding and the internet from an early age. Notably, these young learners have encountered the unique circumstance of experiencing a three-year-long pandemic, during which traditional handwriting activities took a backseat, and their educational focus shifted toward digital platforms and keyboarding skills. The protracted pandemic has further emphasized the need for intentional efforts to revive and reinforce the art of handwriting among these pupils. The Penmanship Program, therefore, plays a crucial role in reintroducing and refining their fine motor skills, offering a counterbalance to their predominantly digital learning experiences, and ensuring a well-rounded approach to their education.

Component B – Implementation and Operation

Provision of Comprehensive Support

The program should offer a well-rounded support system, encompassing instructional materials, diverse practice exercises, and a range of resources. This includes both online and offline materials to cater to various learning preferences and ensure a holistic approach to penmanship development. However, the penmanship program has only utilized penmanship book provided for each grade level.

Penmanship activities utilize a portion of the class adviser's time, and they are sometimes not given time to address urgent advisory concerns. To ensure the provision of protected time, consider restructuring the schedule to allocate dedicated time specifically for penmanship activities. This may involve coordination with school administrators to minimize conflicts with other responsibilities. Emphasize the importance of prioritizing and protecting this time for the successful implementation of the penmanship program.

Provision of Protected Time

The program should secure dedicated and protected time for its implementation. This ensures that participants have a consistent and uninterrupted period for engaging with the penmanship exercises and materials. However, in actuality, the penmanship activities utilizes a portion of the class advisers time and are sometimes not given time to address urgent advisory concerns.

There is a discrepancy in the penmanship activities which utilize a portion of the class adviser's time, and they are

sometimes not given time to address urgent advisory concerns. To ensure the provision of protected time, consider restructuring the schedule to allocate dedicated time specifically for penmanship activities. This may involve coordination with school administrators to minimize conflicts with other responsibilities. Emphasize the importance of prioritizing and protecting this time for the successful implementation of the penmanship program.

Capacity Building through teacher training and effective monitoring

The program should have provisions for training of the teacher implementors and develops a system to monitor the progress of the students. This may involve tracking individual performance, assessing completion rates, and gathering feedback to identify areas for improvement. However, in actuality no training was provided for teacher implementors. Teacher implementors utilizes the instructions on the book and or research for ways to effectively teach penmanship on their own.

To align with the intent of capacity building, initiate comprehensive training sessions for teacher implementors. Offer workshops or professional development opportunities that cover effective teaching strategies, monitoring techniques, and ways to address challenges in penmanship instruction. Establish a systematic monitoring system to track student progress, completion rates, and gather feedback for continuous improvement. Providing ongoing support and resources will empower teachers and enhance the overall effectiveness of the penmanship program.

Component C – Effects

This penmanship drills evaluation results provide a valuable glimpse into the viewpoints of grade school students who participated in the program for school year 2022-2023. An analysis of students' perceptions and experiences with the program, as they express their thoughts and feelings through the structured Likert-scale format were made. By capturing students' sentiments on aspects such as handwriting legibility, speed, consistency, and overall satisfaction, this report paints a detailed picture of the program's impact on our young Ateneo Hearter learners.

Table 1: Descriptive Statistics on Pupils’ Perspectives about their Handwriting Legibility

	Level of Pupils	Mean	Description
1.1 How would you rate the legibility (can be read easily) of your handwriting after participating in the penmanship program?	Intermediate	3.823	Somewhat better
	Primary	4.151	Somewhat better
1.2 How easy is it for others to read your handwriting?	Intermediate	3.511	Somewhat easy
	Primary	3.952	Somewhat easy
1.3 Do you feel that the penmanship program has helped you write more clearly and legibly?	Intermediate	3.762	Mostly helpful
	Primary	4.416	Completely helpful

Table 1 shows consistent trends and variations both in the intermediate and primary levels on the perceived impact of

the program on handwriting legibility. Across all three questions (1.1, 1.2, and 1.3), both intermediate and primary pupils reported positive shifts in their perceptions of handwriting legibility after program participation. The pupils' responses indicate an improved sense of legibility, readability, and overall clarity in their handwriting. This finding suggests that the penmanship program has succeeded in positively influencing pupils' confidence in their handwriting skills.

Notably, while both levels demonstrated enhanced perceptions, there are nuanced differences. Primary pupils consistently provided slightly higher average ratings in terms of improved legibility and ease of reading. Additionally, Primary pupils overwhelmingly perceived the program as "Completely helpful" (mean score of 4.416) in enhancing their handwriting clarity (question 1.3), while Intermediate pupils considered the program "Mostly helpful" (mean score of 3.762).

Table 2: Descriptive Statistics on Pupils’ Perspectives about their Handwriting Speed

	Level of Pupils	Mean	Description
2.1 How would you rate you rate your handwriting speed before participating in the penmanship program?	Intermediate	3.039	About the same
	Primary	3.042	About the same
2.2 Do you feel that your handwriting speed has improved after completing the penmanship program?	Intermediate	3.662	Moderately improved
	Primary	4.211	Moderately improved

Table 2 presents descriptive statistics focusing on pupils' perspectives regarding their handwriting speed both before and after participating in the penmanship program, categorized by Intermediate and Primary levels.

On self-assessment of handwriting speed before the program, both intermediate and primary pupils reported similar sentiments. With average scores of 3.039 for Intermediate and 3.042 for Primary, both groups indicated feeling their speed was "About the same." However, after the program (intervention) both intermediate and primary pupils reported enhancements in their handwriting speed. Intermediate pupils, on average, rated their speed as 3.662, indicating "Moderately improved." Similarly, Primary pupils, with an average score of 4.211, also perceived their speed as "Moderately improved." This indicates that pupils in both groups experienced a perceived increase in their handwriting speed following program completion.

Results highlight positive shifts in pupils' perceived handwriting speed after participating in the penmanship program. While both levels rated their initial handwriting speed as relatively similar, both groups noted moderate improvements in speed post-program. This suggests that the program effectively influenced pupils' perspectives on their writing speed, contributing to an enhanced sense of improved speed across both Intermediate and Primary levels.

Table 3: Descriptive Statistics on Pupils’ Perspectives about their Handwriting Consistency

	Level of Pupils	Mean	Description
3.1 How consistent is your handwriting style after participating in the penmanship program?	Intermediate	3.528	Mostly consistent
	Primary	3.910	Mostly consistent
3.2 Did the penmanship program help you develop a uniform handwriting style?	Intermediate	3.541	Mostly helpful
	Primary	4.090	Mostly helpful
3.3 How confident do you feel in maintaining a consistent handwriting style after completing the penmanship program?	Intermediate	3.437	Very confident
	Primary	3.988	Very confident

Table 3 presents descriptive statistics on pupils' perceptions of their handwriting consistency following their participation in a penmanship program. The analysis focuses on three aspects: handwriting style consistency, the program's impact on uniform style development, and pupils' confidence in maintaining consistency after completing the program both for intermediate and primary pupils. Across all items, pupils from both levels reported mean scores above 3, indicating a perception of mostly consistent handwriting after the program. Notably, intermediate level pupils tended to have slightly higher mean scores than primary level pupils in both handwriting consistency (3.528 vs. 3.910) and confidence (3.437 vs. 3.988). In contrast, primary level pupils expressed a stronger perception of the program's effectiveness in developing a uniform style (4.090 vs. 3.541).

These data suggest that the penmanship program generally led to improved handwriting consistency for both levels, with nuanced variations in how each group perceived the program's impact on uniformity and confidence in maintaining consistent handwriting.

Table 4: Descriptive Statistics on Pupils’ Perspectives about their Grip and Posture

	Level of Pupils	Mean	Description
4.1 Did the penmanship program help you improve your grip and posture while writing?	Intermediate	3.398	Moderately helpful
	Primary	4.139	Mostly helpful
4.2 How comfortable do you feel while writing after completing the penmanship program?	Intermediate	3.502	Somewhat comfortable
	Primary	4.163	Somewhat comfortable

Table 4 provides descriptive statistics on pupils' perceptions of their grip and posture following their participation in a penmanship program. In terms of the program's impact on grip and posture improvement (4.1), both levels exhibited mean scores above 3. Primary level pupils reported a notably higher mean score of 4.139, suggesting a stronger perception of the program's effectiveness in enhancing grip and posture compared to Intermediate level pupils, who had a mean score of 3.398. This indicates that Primary level pupils viewed the program as mostly helpful in this regard. On pupils' comfort level while writing (4.2), both intermediate and primary levels reported mean scores exceeding 3, indicating a moderate comfort level after completing the program. Primary level pupils had a slightly

higher mean score of 4.163, suggesting a somewhat greater comfort during writing compared to Intermediate level pupils, who reported a mean score of 3.502.

These data suggest that the penmanship program was perceived as mostly helpful in improving grip and posture, particularly by Primary level pupils. Moreover, both levels indicated a moderate comfort level during writing after the program, with primary level pupils expressing slightly higher comfort.

Table 5: Descriptive Statistics on Pupils’ Perspectives about their Attention to Details

	Level of Pupils	N	Mean	Median	SD
5.1 How much do you think penmanship program has helped you improve your attention to details when writing?	Intermediate	230	3.604	4.000	Mostly helpful
	Primary	166	4.205	4.000	Mostly helpful
5.2 Do you feel more confident in your ability to write accurately and pay attention to details after completing the penmanship program?	Intermediate	231	3.489	4	Very confident
	Primary	166	4.163	4.000	Very confident

Table 5 presents descriptive statistics on pupils' perceptions of their attention to details following participation in a penmanship program. In terms of the program's impact on attention to details (5.1), both groups reported mean scores above 3, signifying a positive assessment of the program's efficacy. Notably, Primary level pupils indicated a notably higher mean score of 4.205, implying a stronger conviction in the program's contribution to enhancing attention to details in writing. In relation to confidence in accurate writing (5.2), pupils from both levels showed mean scores surpassing 3, indicating an increased sense of assurance after completing the program. Primary level pupils displayed a higher mean score of 4.163, underscoring a greater confidence level in their ability to write accurately and focus on details compared to Intermediate level pupils, who recorded a mean score of 3.489.

These data suggest that the penmanship program effectively improved attention to details for both levels, with Primary level pupils showing a more pronounced positive sentiment. Moreover, both levels exhibited heightened confidence in accurate writing post-program, with Primary level pupils expressing slightly stronger confidence.

Table 6: Descriptive Statistics on Pupils’ Perspectives about their Motivation and Engagement towards Penmanship

	Level of Pupils	Mean	Description
6.1 How motivated were you to practice handwriting during the penmanship program?	Intermediate	3.026	Moderately motivated
	Primary	3.916	Very motivated
6.2 How engaging did you find the penmanship program?	Intermediate	3.255	Moderately engaging
	Primary	4.024	Very engaging
6.3 Did the penmanship program help you develop a more positive attitude towards handwriting?	Intermediate	3.273	Moderately helpful
	Primary	4.175	Mostly helpful

Table 6 outlines descriptive statistics on pupils' motivation and engagement towards penmanship subsequent to their involvement in a penmanship program. In terms of motivation for handwriting practice (6.1), both groups reported mean scores surpassing 3. However, Primary level pupils presented a markedly higher mean score of 3.916, indicating a stronger motivation compared to Intermediate level pupils. In terms of engagement with the program (6.2), both levels displayed mean scores above 3. Primary level pupils reported a superior mean score of 4.024, signifying a perception of the program as highly engaging. Conversely, Intermediate level pupils considered the program moderately engaging, with a mean score of 3.255.

These data suggest that Primary level pupils exhibited elevated motivation and engagement, coupled with a more positive perceived impact on attitude towards handwriting in comparison to Intermediate level pupils subsequent to their participation in the penmanship program.

Component D – Impact

Table 7 shows the Grade 6 pupils' performance in the penmanship summative evaluation. The mean score of 67.917, falling within the "Fairly Satisfactory" category, suggests that while there is a baseline level of competence in penmanship skills, there is room for improvement. The standard deviation of 11.45 indicates a degree of variability in individual performances, signaling that some students may be performing significantly above or below the mean. This variance highlights the heterogeneous nature of the pupils' penmanship skills within the grade.

Based on the Department Order No. 8, series of 2015 grading system, the transmuted grade of 79, which corresponds to "Fairly Satisfactory," aligns with the mean score. This implies that a considerable proportion of Grade 6 pupils are meeting the basic expectations for penmanship, but there is an opportunity for enhancement to achieve a higher level of satisfaction. This data underscores the need for a targeted approach in the Penmanship Program, focusing on specific areas where students may be struggling and tailoring interventions to address individual needs. Regular formative assessments and ongoing monitoring could be implemented to track progress and provide timely support. Ultimately, this serves as a foundation for strategic decision-making, enabling educators and program administrators to refine teaching methodologies and optimize the Penmanship Program for improved outcomes in the future.

A study published in the Journal of Psychological Science by Johns Hopkins University (JHU) stated that handwriting can enhance children's fine motor skills and improve their motor-perceptual skills. This has an impact on the faster development of children's literacy and numeracy. Writing by hand is actually more effective than typing on a keyboard or watching videos (Wiley & Rapp, 2021).

Table 7: Descriptive Statistics Grade 6 Pupils' Level of Performance in the Penmanship Summative Evaluation, n=36

	Mean (SD)	Transmuted Grade	Description
Grade 6 Pupils	67.917 (11.45)	79	Fairly Satisfactory

Based on DO no. 8, s 2015

Grade	Description
90 – 100	Outstanding
85 – 89	Very Satisfactory

80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

Proposed recommendations to enhance the implementation of the program

Component A – Students

Customized Age-Appropriate Modules

Tailor the penmanship program to address the specific needs and learning styles of Generation Alpha students aged 5 to 12. Develop age-appropriate modules that resonate with their experiences and bridge the gap between keyboarding and traditional handwriting.

Component B – Implementation and Operation

Expanded Instructional Materials

Diversify the instructional materials beyond the penmanship book to include multimedia resources, interactive activities, and online tools. This approach accommodates varied learning preferences and ensures a comprehensive learning experience.

Protected Time Allocation

Reevaluate the schedule to allocate dedicated time exclusively for penmanship activities. Collaborate with school administrators to ensure that teachers have protected time without conflicting responsibilities, emphasizing the significance of prioritizing penmanship for effective implementation.

Comprehensive Teacher Training

Initiate thorough training sessions for teacher implementors, covering effective teaching strategies, monitoring techniques, and addressing challenges in penmanship instruction. Continuous professional development opportunities will empower teachers and enhance program effectiveness.

Component C – Effects

Detailed Progress Monitoring

Develop a more detailed system for monitoring individual student progress, completion rates, and feedback collection. This will provide a nuanced understanding of the program's impact, allowing for targeted improvements and adjustments.

Student-Teacher Engagement

Facilitate open channels for communication between students and teachers to gather qualitative insights. Conduct periodic discussions or surveys to gauge students' evolving perceptions, allowing for real-time adjustments and improvements.

Component D – Impact

Targeted Interventions for Individual Needs

Use formative assessments and ongoing monitoring to identify specific areas where students may struggle. Implement targeted interventions to address individual needs, ensuring a more personalized and effective learning experience.

Regular Program Evaluation

Establish a system for regular program evaluation to assess its overall effectiveness. Collect data on student

performance, satisfaction, and areas of improvement to inform continuous program enhancements.

Conclusion

Based on the findings and discussion presented, it is concluded that the penmanship program has positive effects on students but found challenges in the process and implementation emphasizing importance of tailored intervention.

Recommendation

Grade School administrators should look into these baseline data in the review of the implementation of the penmanship program for the Grade School department. It is also recommended to conduct a parallel study with grade school both in private and public basic education schools to compare results and to have a better viewpoint of the phenomenon.

Limitations of the Study

This study's has an exclusive focus on one private school in Mandaue City, Philippines. As a result, the findings may not be universally applicable to all types of basic education schools. The unique characteristics, policies, and practices of the selected institution could potentially limit the generalizability of the results to a broader educational context. It is essential to acknowledge that different schools, whether public or private, may have distinct organizational cultures, resources, and instructional approaches that can influence effectivity of penmanship programs.

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