

Psychomotor preparedness of kindergarten learners

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ABSTRACT

This study wanted to see how well the Kindergarten curriculum prepared the Kindergarten learners in terms of their psychomotor domain. Therefore, the researcher aimed to identify and analyze the psychomotor readiness of the Kindergarten learners in terms of their gross and fine motor skills. This study used the descriptive method of research conducted among the eight public elementary schools of Peñaranda District. As per records in the District, the total population of Kindergarten learners were 591 in the eight elementary schools. The researcher used the Sloven's formula and computed with a sample of 238.55 or 239, meaning 239 Kindergarten learners were the respondents in the study. Questionnaire was used to gather the needed data a weighted mean was used to describe the psychomotor readiness of the Kindergarten learners as assessed by their teachers and by their parents. The data revealed that the psychomotor preparedness of the kindergarten learners, in terms of gross motor skills, as assessed by their teachers, garnered a weighted mean of 3.45 described as "Excellent Ready" while gross motor skills as assessed by their parents obtained an average weighted mean of 3.37 described as "Excellent Ready." On the other hand, psychomotor preparedness of the kindergarten learners in terms of fine motor skills, as assessed by their teachers got an average weighted mean of 3.46 while parents assessed the fine motor skills of the Kindergarten learners with an average weighted mean of 3.45 described as "Excellent Ready."

Key words: Psychomotor preparedness, kindergarten, gross motor skills, fine motor skills.

1. INTRODUCTION

Psychomotor refers to learning related to actions and motor skills from simple actions to complex choreography. It also includes physical movement, coordination, and use of the motor skill areas which requires significant motor performance. Psychomotor readiness is the

eagerness and preparedness to act physically and actively. It is reflected on the maturational theory of Gesell [1].

An individual is highly dependent on their physical movement in order to develop and learn. It is therefore very important for a person to improve his psychomotor domain. It is

hypothesis that a child will develop the requisite gross and fine motor abilities in early childhood [2]. According to Arnold Gesell (1929), there is a standard sequence of development for kids [3]. For children to perform daily activities such as sitting, rolling over, crawling, walking, grasping objects, etc., is defined according to their respective ages. The physical stimulation is critical for childhood development which is through the motor exploration [4]. It is gained by children's self-awareness and its response to the outside world. The progressive acquisition of skills concerning both mental and motor activities is defined as psychomotor development. Therefore, an active lifestyle during childhood is beneficial to physical, cognitive, and mental health [5].

Furthermore, at this stage, children are sensitive to environmental factors that could either threaten their survival and security or facilitate their healthy and holistic development. It is therefore essential that the Early Childhood Care and Education programs ensure and provide for children's survival, protection and development through high quality care and education. A degree of single-mindedness and eagerness is indicated by preparation [6]. When they are physically, mentally, and emotionally ready to learn, they individuals learn well. It is also observed that they do not learn well if they see no justification for learning. Typically, the teacher reacts well of having students who keen and ready to learn, generating interest by demonstrating the importance of the subject matter, and offering continuous mental or physical challenge [7].

As an addition, DiBello and Neuharth-Pritchett (2008) have identified five domains of school

readiness that they believe must be measured and addressed when discussing school readiness: physical well-being and motor development, social and emotional development, approaches to learning, language development and, cognition and general knowledge [8]. Many studies made researcher realize that psychomotor domain is an essential element for a child to develop school readiness.

According to neuroscientists, motor development is important in the learning readiness of pre-schoolers. Research gives strong evidence that daily physical movements integrated into the curriculum increases academic scores [9]. Teachers must be aware that sensory-motor integration is fundamental to school readiness, such that all of early childhood and elementary grades should have a mandatory, planned, specific motor stimulation program.

To promote the holistic development of Kindergarten learners, Republic Act 10157 known as the "Kindergarten Education Act" was created last 2012. This act stipulated that, the state shall provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional and skills' stimulation and values formation to sufficiently prepare them for formal elementary schooling [10].

Moreover, kindergarten education is vital for children globally as it helps in the academic and technical development as young mind's absorptive capacity for learning is much highert. Thus, the researcher wanted to see how well the Kindergarten curriculum prepared the

Kindergarten learners in terms of their psychomotor domain. Furthermore, the researcher wanted to see the current condition of Kindergarten learners in terms of psychomotor readiness because to be able to learn best children should have healthy bodies first. Also, being in the formative years will serve as the foundation of the children in doing rigorous physical activities and tasks in elementary grades. Therefore, the researcher wanted to identify and analyse the psychomotor readiness of the Kindergarten learners in terms of their gross and fine motor skills.

2. MATERIALS AND METHODS

2.1. Research design and area

This study used the descriptive method of research conducted in the eight public elementary schools of Peñaranda District, located in the following barangays: Sinasajan, Sto. Tomas, San Josef, Callos, Las Piñas and San Mariano. Some of these barangays were in the low-lying areas of Peñaranda while the others were along the banks of the Peñaranda River.

2.2. Data collection

The respondents in this study were all the Kindergarten learners represented by their parents and teachers in eight (8) elementary schools in the District of Peñaranda. The researcher made use of census or total enumeration to determine the number of Kindergarten-teacher respondents, however, in

order to determine the sample size of Kindergarten learners. As per records in the District Office of Peñaranda, the total population of Kindergarten learners were 591 in the eight elementary schools. Kindergarten learners were the respondents in the study. The researcher proportionally distributed the sample in each school, wherein figures were arrived at by multiplying. The researcher used the Sloven's formula [11]

$$n = N/(1+Ne^2)..... \text{Eq 1}$$

2.3. Data Analysis

Questionnaire was used to gather the needed data. It was divided into two parts. Part I consisted of the respondent's profile and Part II were the questions about psychomotor readiness about gross motor skills and fine motor skills. Weighted mean was used to describe the psychomotor readiness of the Kindergarten learners as assessed by their teachers and by their parents.

3. RESULTS AND DISCUSSIONS

Table 1 shows the psychomotor readiness of the Kindergarten learners in terms of gross motor skills as assessed by their teachers and by their parents. All the questions were answered properly by parents as well as by teachers. The average verbal description of the entire question received "Excellent ready" point. The average weight mean score by teachers is provided as 3.45 whereas by parents was 3.37.

| GROSS MOTOR SKILLS <i>The learners can...</i> | Teachers | | Parents | |
|---|---------------|------------------------|---------------|------------------------|
| | Weighted Mean | Verbal Description | Weighted Mean | Verbal Description |
| climb a chair or other elevated piece of furniture such as table or a bed without help. | 3.50 | Excellent Ready | 3.44 | Excellent Ready |
| walk backwards and can run without tripping or falling. | 3.47 | Excellent Ready | 3.37 | Excellent Ready |
| walk downstairs with 2 feet on each step, with one hand held | 3.41 | Excellent Ready | 3.38 | Excellent Ready |
| walk upstairs holding the handrail with 2 feet on each step. | 3.42 | Excellent Ready | 3.37 | Excellent Ready |
| walk upstairs with alternate feet without holding the handrail. | 3.47 | Excellent Ready | 3.38 | Excellent Ready |
| move body parts as directed. | 3.49 | Excellent Ready | 3.37 | Excellent Ready |
| jump up. | 3.46 | Excellent Ready | 3.40 | Excellent Ready |
| throw a ball overhead with direction. | 3.42 | Excellent Ready | 3.34 | Excellent Ready |
| hop 3 steps on preferred foot. | 3.43 | Excellent Ready | 3.33 | Excellent Ready |
| dance patterns/ join group movement activities | 3.46 | Excellent Ready | 3.33 | Excellent Ready |
| Average Weighted Mean | 3.45 | Excellent Ready | 3.37 | Excellent Ready |

As a teacher, one is usually unaware of the educational experiences of the learners' parents. Yet past experiences can make parents very wary of their children's teachers, or bring out an unpleasantly pushy side. The more open you communicate with parents, is the more teachers who are looking after the best interests of their kids are trusted. Thus, the more they support teachers' efforts [12-13].

Information about the child will more effectively flow, from parents to staff, and vice versa. Then, parents too will have richer information about their child and will add to the support of their child's learning as well as development at home [14].

On the other hand, the lowest weighted mean were determined by the teachers in item 3 "The learners can walk downstairs with 2 feet on each step, with one hand held" obtained the lowest weighted mean of 3.41 also described as "excellently ready," while parents identified item 9 "The learners can hop 3 steps on preferred foot" and item 10 "The learners can dance patterns or join group movement activities" as skills that obtained the lowest weighted mean of 3.33 but still described as "excellently ready".

The most common classification of psychomotor skills is "gross" and "fine." Gross motor skills involve larger groups of muscles (for example, arms or legs), while fine motor skills are those that involve smaller groups of muscles such as

those found in fingers. Among these 10 two broader categories of psychomotor skills there are countless context- and job- specific skills to master, such as: assembling parts, operating controls, putting in an IV, using a scalpel, typing, reaching, lifting, and walking [15].

The Kindergarten-respondents were found to have least weighted means of these psychomotor skills involving hand-feet coordination, and though described as “excellently ready”, teachers and parents must be informed that they must be cautious that the learners must continue improving their psychomotor skills. Otherwise, they might be in trouble with their coordination and movement.

In an organization of authors, writers, editors and community moderators in Boston of whom many have children with learning and attention issues, they stated that drawing, running and kicking a ball are things most kids do easily.

Overall, the gross motor skills of the Kindergarten learners as assessed by their parents obtained an average weighted mean of 3.37 described as “excellently ready.” This implied that all the learners involved in this study were “excellently ready” and the teacher researcher can prove that parents and teachers assessed the learners with conformity regarding the skills observed.

Table 2 shows the psychomotor readiness of the Kindergarten learners in terms of fine motor skills as assessed by their teachers and by their parents. For the teachers, item number 7 and 8, “The learners can scribble spontaneously,” and “The learners can scribble vertical and horizontal lines” obtained both the highest weighted mean of 3.50 and described as

“Excellently Ready” while item 4, “The learners can put small objects in/out of containers” obtained the lowest weighted mean of 3.43 also described as “Excellently Ready.”

For the parents, item number 1, “The learners can use all 5 fingers to get food/toys placed on a flat surface,” obtained both the highest weighted mean of 3.50 described as “excellently ready,” while item number 6, “The learners can unscrew lid of container or unwraps food,” obtained the lowest weighted mean of 3.43 also described as “Excellently Ready.”

Overall, teachers assessed the fine motor skills of the Kindergarten learners with an average weighted mean of 3.46 while parents assessed the fine motor skills of the Kindergarten learners with an average weighted mean of 3.45 described as “Excellently Ready.”

Fine motor skills are achieved when children learn to use their smaller muscles, like muscles in the hands, fingers, and wrists. Children use their fine motor skills when writing, holding small items, buttoning clothing, turning pages, eating, cutting with scissors, and using computer keyboards. Mastery of fine motor skills requires precision and coordination [16].

Fine motor skills develop after gross motor skills, which control actions like throwing and kicking balls, as well as walking and jumping. Gross motor skills utilize larger muscle groups and require less precision. In most cases of fine motor skill development, practice does, in fact, make perfect [16].

Through repetition, the movements with least weighted mean of learners can be mastered. Through these movements, they communicate

and can articulate their feelings and desires. In early childhood education, children's long-term movements with strength or have the power to resume their position or with an attempt of balance, rhythm and movement can improve their ability in fluency [17].

Developmental screening is frequently used to identify children who have delays in motor development. With primary care, providers often perform screening with preschool-aged children as part of routine medical care [18]. After screening, children who appear to have a delay in motor development may be referred to more comprehensive neuro-developmental or physical assessment.

3. CONCLUSION

Kindergarten learners who were part of this study were assessed by their teachers and parents and their Gross and Fine Motor Skills were found to be "excellently ready" for schooling. An enrichment plan must be outlined to enhance the Fine and Gross Motor Skills of Kindergarten, after finding out they are already excellently ready. A comprehensive assessment of motor functioning with children should include an interview with a parent/caregiver, during which information pertaining to pre- and perinatal health, developmental milestones, adaptive skills, motor functioning, and family history should be collected. A structured interview or parent/caregiver questionnaire may be helpful in obtaining such information

4. ACKNOWLEDGEMENT

NA

5. CONFLICT OF INTEREST

NA

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