

ABSTRACT

“A Task Based Research On Minimization of Hand Writing weaknesses of Grade 3 Students” was conducted to fulfill the objectives of finding out the expected skills related to techniques of hand writing of Grade 3 students, identifying the technical defects in hand writing of students, finding out reasons which effect technical defects in students’ hand writing, implementing an intervention plan for minimization the technical defects in hand writing and analyzing the results in such interventions. Task based research methodology was utilized in conducting this research as it involves the issues arisen from within the pedagogical environment and remedies have to be sought directly linked with the research subjects.

Five Grade 3 students were chosen from the selected school having conducted a revealing research in the form of dictation and copy writing tests. Methodology of interviews was selected to find out the reasons for defects in hand writing as the sample is a small group. Poor attendance to school, underdeveloped fine motor skills, lack of parental attention, low parental education level, low socio economic environment they live in, inadequate attention of teachers could be revealed as the reasons for poor handwriting by an interview conducted with four Grade 2 teachers and a parent from the sample of students.

Research was planned based on the experience obtained through above revelations. Information gathered by observations, interviews and participation were vital for the said task. Thereafter, intervention for improving the handwriting was implemented by means of nine steps. Teaching of writing was carried out for a period of 3 months from the step of developing fine motor skills gradually to letters, vowel signs, words, sentences and paragraphs. I as a teacher could directly intervene for developing fine motor skills as carrying out outdoor activities and free and seated activities.

Progress was analyzed both qualitatively and quantitatively by conducting a test before and after each and every intervention step. In the pre-test of copy writing A, B, C students obtained 2 marks and D, E students obtained 01 marks out of 10 marks while no any technical skills could be observed in their handwriting. There was a great improvement after the implementation of the intervention step. This was clearly evident from the test conducted after the intervention. A, B students obtained 9 marks, B, C students obtained 8 marks while D student obtained 7 marks achieving a remarkable progress. A significant improvement could be observed in before and after test conducted for dictation. Student B obtained 1 mark, A, C obtained 02 marks while D, E obtained 4 marks out of 10 marks in pre tests while students A, B, C obtained 08 marks, D, E obtained 09 marks at the test conducted after the intervention step. This serves as a result of progress achieved due to the intervention process.

It was revealed that many defects, flaws, errors, which could be observed in students in recognizing letters, and using vowels signs have been minimized at the end of intervention process.

Several conclusions reached at the end of this research could be given as follows; there is an interconnection between poor attendance to the school and in poor handwriting which results vice versa. In addition to the above, non-improvement of fine motor skills, low parental education level results in lack of parental guidance for writing, the poor socio-economic environment they live in hinders handwriting, parental attention is largely focused on earning money than on education of their children due to economical strains they face, students are mentally drawn back owing to long term negligence, lack of attention from the teachers and non-fulfillment of requirements.

Similarly, several proposals could be suggested with the conclusions of this research, viz, immediate remedies should be given having found out reasons for handwriting weaknesses and poor attendance of students, teachers should attempt to erase the gap between them and the students and should be a constant listener and build up a close relationship with them. Organized pedagogical methodologies should be utilized for writing lessons catering both clever and weak students. That method should be equipped with sensitive human qualities such as kindness, affection, recognition, acceptance and motivation. Teachers should not act as someone who gives orders and should bear the responsibility of minimizing the instances where students lose their personality owing to long term negligence.

It was able to make the students write accurately and improve their self-confidence as reaching the final level of the research. As a result of being able to write accurately, it could be observed an increase in their interest on other subjects and classroom activities which in turn resulted in a significant progress in school attendance.

I firmly believe that this task-based research would serve for the wellbeing of primary teachers who are engaged in a great mission of enlightening and the entire generation of students.