

Correlation between writing errors of the elementary school children and their family background

C.D. BHISE, D.V. RAMANAMA, R.V. DESETTY AND V.N. PATNAM

Accepted : April, 2009

See end of the article for authors' affiliations

Correspondence to:

C.D. BHISE

Department of Human Development, Smt. R.M.P. Home Science College, AKLUJ (M.S.) INDIA

ABSTRACT

A stratified random sample of ninety children out of 314 IV class children, whose mother tongue was Marathi, were selected from Parbhani (MS) based on the magnitude of writing errors committed by them. The common errors in writing made by the elementary school going children were deletions of words, deletion and substitution of letters, grammatical errors in dictated passage and addition, deletion and substitution of numbers in dictated numerals. The results also revealed that higher the levels of education and income of parents, made them to take more efforts directly or indirectly and also to create learning environment which ultimately helped their children to commit less errors in writing.

Key words : Quality life, Perception, Wage earners, Service holders.

Among the basic academic skills, writing is one of the most important aspects of learning and essential for purposeful communication. This sort of learning helps children to develop formal operational ability to solve many of their academic problems and to carry out day to day transactions through writing. But at present most of the children specially elementary school going, committed errors in writing are additions, substitutions and deletions showing errors in grammar and punctuations. Parker *et al.* (1991) revealed that 20 and 30 per cent students who had written words were misspelled followed by 6 and 12 per cent written words were not recognizable as real words. Because of such lacunae some children are unable to communicate with others through writing and fail in expressing themselves. For this, many causes are responsible. Many times children themselves in terms of their potentials moods, interests and habits are responsible for making such silly mistakes in writing. Besides this, the environment in which they live may also be equally responsible for the same. Home is the first school and parents, especially mother is the first teacher in almost every child's life. The child's informal learning takes place in home itself during her / his critical early years. According to Highee (1988), early learning if based on exploration, problem solving, experimentation and creativity, can sow the seeds of love of learning that carries throughout life. Therefore, all a parent needs to do is to provide an environment that gives the vitamins of learning in terms of their capacities, providing appropriate materials, positive attitude, reasonable expectations, involvement, efforts and constant encouragement etc. which all make a conducive environment. If home environment is poor and non-stimulatory, it affects

negatively the child's growth and development and also no doubt on her / his learning in the school. In light of above it was felt necessary to take up a study on correlation between writing errors of the elementary school children and their background.

METHODOLOGY

A stratified random sample of ninety children out of the 314 standard IV children and whose mother tongue was Marathi were selected from Parbhani (MS) based on the magnitude of writing errors committed by them. Out of ninety children, 40 of were included in group 1 were with less writing errors while the rest of the 50 children included in group 2 were with more writing errors. The data pertaining to the study were collected through personal interviews made with selected elementary school children and their teachers and with parents based on open ended interview schedule, Home environment inventory developed by Mohite (1990) and the finalized Marathi language passage from standard IVth text book and random numerical (informal assessment of written expressions of the children). The data collected were pooled, tabulated and analyzed systematically and discussed below.

RESULTS AND DISCUSSION

It was recorded from the data that all the selected sample, 90 children were found to have committed errors with regards to dictated passage as deletion of words and letters, substitution of letters and grammatical errors. The silly mistakes done by these children in dictated numerals were addition, deletion and substitution of numbers. Similar results were observed in research studies carried out by