

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

Myklebust (1973), Poteet (1978) and Anderson (1982).

Family background of the selected elementary school children is shown in Table 1. Irrespective of the groups, a large proportion of the children belonged to nuclear (72 % and 74 %) and small size family (65 % and 72 %). From both the groups, majority of the children were from families with the income per month ranging from Rs. 1000 - 3000, Rs. 3001 - 6000 and Rs. 9001 - 12000 per month. Many of group 1 and group 2 children's parents belonged to late adulthood period (above 59 %) while the rest of them were either from early adult period or middle age period. In terms of education, 55 and 64 per cent mothers from both the groups and 53 per cent fathers from group 2 had education upto S.S.C. Higher percentage of group 1 children fathers had graduate (48 % and 14 %) qualification and post graduate fathers were 35 % and 6 % in group land, respectively, whereas none of group 2

and 21 and 10 per cent of children from group 1 were having graduate and post graduate mothers. With regards to occupation, among mothers, a great proportion of them from both the groups were unemployed while rest of the mothers were teachers or maid servants or administrative officers and or business women. Most of the group 1 and group 2 fathers were skilled workers businessmen, school teachers and college lecturers and administrative officers and also daily wagers. Significant difference was noticed in terms of family monthly income, mother's and father's education and occupation of mothers and fathers.

Table 2 and Fig. 1 illustrate the qualitative analysis of home environment available to the elementary school children. It is very clear from the Table 2 that the available home environment to all the sample children was categorized as poor, moderate and high in terms of its quality. The home environment including physical and

Table 1 : Family background of the selected elementary school children from the total sample

Background variables	Percentage of children		t values			
	Group 1 (40)	Group 2 (40)				
Family types						
Nuclear	72.50	74.00	0.33 ^{NS}			
Extended	17.50	16.00	0.14 ^{NS}			
Joint	10.00	10.00	--			
Size						
Small (1-4)	65.00	72.00	0.77 ^{NS}			
Middle (4-6)	25.00	20.00	0.62 ^{NS}			
Large (>6)	10.00	8.00	0.40 ^{NS}			
Income / month (Rs)						
1000-3000	10.00	42.00	4.00**			
3001-6000	30.00	38.00	0.88 ^{NS}			
6001-9000	10.00	10.00	--			
9001-12000	30.00	8.00	2.75**			
>12000	20.00	2.00	3.00**			
	Group 1		Group 2			
	Mothers (38) A	Fathers (39) B	Mothers (50) C	Fathers (49) D	A vs C	B vs D
Parental age (yrs)						
25-30	31.59	5.12	58.00	12.24	3.00**	1.40 ^{NS}
31-40	65.78	71.79	36.00	59.18	3.22**	1.33 ^{NS}
41-50	2.63	23.08	6.00	28.58	1.00 ^{NS}	0.55 ^{NS}
Literacy level						
Non literates	--	--	30.00	8.16	--	--
SSC educated	55.26	5.15	64.00	53.06	0.9 ^{NS}	6.85**
HSC educated	13.15	10.25	6.00	18.36	1.40 ^{NS}	1.14 ^{NS}
Graduates	21.05	48.71	--	14.28	--	3.77**
Post graduates	10.54	35.89	--	6.14	--	4.14**
Occupation						
Professional	13.15	82.05	2.00	55.09	--	3.37**
Semi-professional	2.63	17.94	--	26.55	--	1.12 ^{NS}
Non-professional	84.22	--	98.00	18.36	2.80**	--

* and ** indicates significance of values at P=0.005 and 0.001, respectively,

NS-Non-significant

Table 2 : Qualitative analysis of home environment available to the elementary school children

Types of home environment	Percentage of children		t values
	Group 1 (40)	Group 2 (50)	
Poor	10.00	60.00	3.33**
Moderate	60.00	38.00	2.20*
High	30.00	2.00	4.00**

* and ** indicates significance of values at P=0.005 and 0.001, respectively

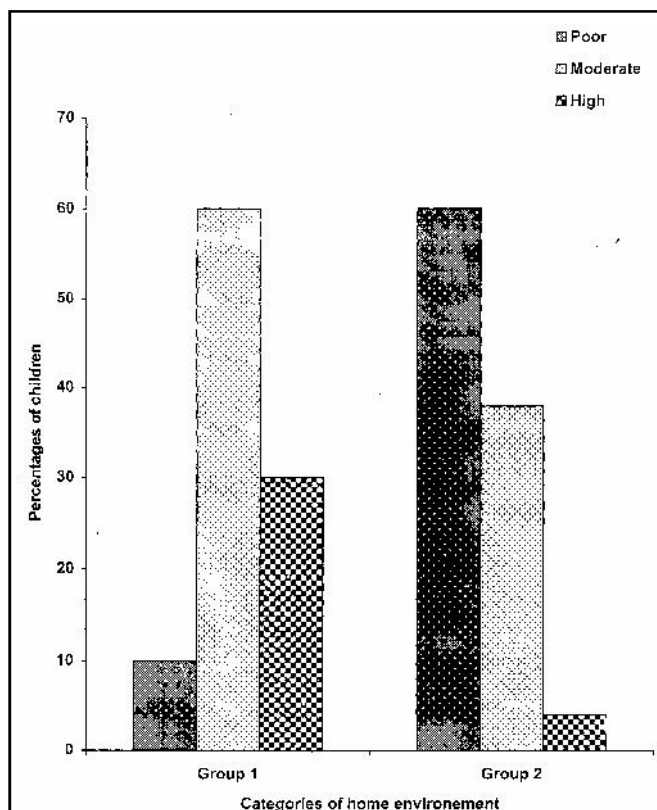
social environment available to a great proportion (60 %) of children committed more writing errors and 10 per cent of children committed less writing errors and rated as poor followed by moderate (38 % and 60 %) and high (2 % and 30 %) category of home environment. Availability of poor home environment was the main cause for many of group 2 children and for a small number of group 1 children for committing writing errors. Therefore, all the parents especially mothers need to be educated in providing stimulatory environment to make their school going children to show good academic achievements in early school years. These results are at par with those of Stott (1981), Besmer and Besmer (1986) and Mohite (1988) from their research studies. Significantly a higher proportion of children with writing errors were exposed to poor quality of home environment whereas for children who made less writing errors, the available environment was moderate and high based on the quality.

Table 3 shows correlation between writing errors of the elementary school children and their family background variables. The results of correlation revealed that parental education (both mothers - 0.323** and fathers - 0.490**) and their total family monthly income (-0.490**) were found to have significant negative correlation with their children's writing errors. No doubt when higher levels of education and income of parents definitely made them to

Table 3 : Correlations between writing errors of the elementary school children and their family background variables

Family background variables	Values
Family background	
Maternal age	- 0.129 ^{NS}
Paternal age	- 0.072 ^{NS}
Maternal education	-0.323**
Paternal education	-0.490**
Family monthly income	- 0.490**
Family types	-0.041 ^{NS}
Family sizes	- 0.022 ^{NS}
Quality of home environment	-0.522**

** indicates significance of value at P=0.001 NS – non-significant

**Fig. 1 : Quality of home environment available to the elementary school children**

take more efforts directly or indirectly and also to create learning environment which ultimately helped their children to show good academic achievement and quality in writing errors.

These results are in agreement with the findings as reported by Fisch *et al.* (1976) and Patnam and Khan (1994) from their research work done on the same line. Further, quality of home environment (- 0.522 **) was negatively correlated with writing errors made by fourth class students. This illustrates that if early school going children were provided high quality home environment the extent of errors made by them in their writing may be reduced.

Authors' affiliations:

D.V. RAMANAMA, R.V. DESETTY AND V.N. PATNAM, Department of Child Development and Family Relation, College of Home Science, Marthwada Agricultural University, PARBHANI (M.S.) INDIA

REFERENCES

Anderson, P.L. (1982). Cited by Dowis, C. L. and Scholas, P. (1992). The impact of mini-lesson writing skills. *Remedial and Special Edu.*, 13 (5): 34-42.

Besmer, S. and Besmer, J. (1986). Cited by Hallahan D. P. and Kauffman, J. M. (1988), *Exceptional children* 4th ed. Printice Hall International Inc. : 425.

Fisch, R. O., Bilek, M. K., Horrobin, J. M. and Chang, P. (1976). Cited by Hallahan, D. P. and Kauffman, J. M. (1988). *Exceptional Children* 4th ed. Printice Hall International Inc. : 424.

Highee, P. (1988). Indian association of preschool education. *Child in India Souvenir*, 1998.

Mohite, P. (1988). Cited by Sood, N., (1992). Early childhood stimulation : A home approach. NIPCCID Technical Bulletin.

Mohite, P. (1989). Manual for Home Environment Inventory (MHEI). National Psychological Corporation, 4 / 222, Kacheri ghat, Agra.

Myklebust (1973). Cited by Espin, C.A. and Sindelar, P. T. (1988). Auditory feed back and writing learning disabled and nondisabled writing, learning disabled and non disabled students. *Exceptional children*, **55**(1) : 45- 51.

Parker, R. I., Tindal, G. and Hasbrouck, J. (1991). Progress monitoring with objectives measures of writing performance for students with mild disabilities. *Exceptional Children*, **58** (1): 61-73.

Patnam, V. N. and Khan, F. (1994). The correlation between children's academic performance and their selected background variables. Annual Research Report of College of Home Science, MAU, Parbhani.

Poteet, J. A. (1978). Cited by Espin, C. A. and Sindelar, P. T. (1988). Auditory feed back and writing, learning disabled and non disabled students. *Exceptional Children*, **55** (1) : 45- 51.

Stott, D. H. (1981). Cited by John, A. F., Share, D. L., Matthews, R., Maclean, R. (1986). Behaviour problems in specific reading retarded and general reading backward children : A longitudinal study. *Child Psychology and Psychiatry*, **27** (1) : 22-43.

