

Effect of teaching learning material on reading writing skills of primary school children

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■ **ABSTRACT :** The present study was conducted in 1st and 6th zones of Kanpur city of Uttar Pradesh during the year 2013-14. Eighty respondents of pre-primary school children from four schools of 5-6 years age group were randomly selected for this purpose. A scale of reading writing skills designed by Narendra Singh and self-prepared questionnaire were used to find out the effect of teaching learning materials on reading writing skills of the children. Vocabulary, visual perception, auditory discrimination and copying were the elements for measuring the reading writing skills. A major finding revealed that a positive significant relationship was found at 5 per cent level of significance between the three dimensions of reading writing skills (VPT, ADT, CT) and teaching learning materials.

■ **KEY WORDS:** Teaching learning materials, Reading writing skills, Primary classes

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Early language and literacy (reading and writing) development begins in the first three years of life and is closely linked to a child's earliest experiences with books and stories. The interactions that young children have with such literacy materials as books, paper, and crayons and with the adults in their lives are the building blocks for language, reading and writing development. This relatively new understanding of early literacy development complements the current research supporting the critical role of early experiences in shaping brain development.

Recent research supports an interactive and experiential process of learning spoken and written language skills that begins in early infancy. We now know that children gain significant knowledge of language, reading, and writing long before they enter school. Children learn to talk, read, and write through such social literacy experiences as adults or older children interacting with them using books and other literacy materials, including magazines, markers, and paper. Simply put, early literacy research states that:

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and

fluency. Heckman (2006) found that while learning to read occurs throughout the school years, preparing children to read before they start school is better than helping them catch up later. Pre-reading skills, such as reading from left to right, turning pages as you read, and understanding that letters make the words that make up stories, are critical for emergent readers to learn prior to their first day of school. Writing is a medium of communication that represents language through the inscription of signs and symbols. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. Aram and Levin (2004) suggest that a variety of extrinsic and intrinsic factors influence the development of letter knowledge. Exposure to letters is a primary vehicle for alphabet knowledge. Children who participate frequently in adult-child writing activities that include a deliberate focus on print have better alphabet knowledge relative to those who may spend time on other activities like shared reading.

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, teachers rely on these tools to explain the concepts to their students with a wide variety of learning needs. Teaching aids are crucial for educators as they are key in differentiating instruction for all types of learners. Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that include attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught. Writers may use a certain approach, for example, the aural-oral approach, and they choose certain activities and select the linguistic and cultural information to be included. By using teaching learning materials in the classroom teacher can create an active and enthusiastic environment in the classroom and make the classroom more lively and participatory. So, the student can learn the things easily with clear understanding.

Objective of the study :

- To find out the effect of the teaching learning material on reading writing skills of the primary school children.

■ RESEARCH METHODS

This study was conducted in 1st and 6th zones of Kanpur city of Uttar Pradesh. Eighty respondents of pre-primary school children from four schools of 5-6 years age group were randomly selected for this purpose. A scale of reading writing skills designed by P.Narendra Singh was used to assess the

reading writing skills of pre-primary school children, and self-prepared questionnaire was also used to find out the learning materials used in the classroom.

Procedure and data analysis :

Firstly researcher took the permission from the principal of the respective schools and purpose of the study was made clear to them, Then, they were assured that their identity would be kept confidential and information provided by them would be used exclusively for the purpose of research work. Then the respondents were approached from the schools itself during their free period. Each sampled student was given questionnaires individually and give the response according to the instructions. For this purpose help of the class teacher was also taken. After completion investigator collected the questionnaires from the students immediately. Than a check list /questionnaire prepared by the investigator related to teaching aids were given to the teachers and were requested to give honest responses. Statistical analysis was done by using Arithmetic mean, Standard deviation, critical difference and correlation co-efficient.

■ RESEARCH FINDINGS AND DISCUSSION

Table 2 shows that a glance at the findings of the present study reveals that VPT and ADT, VPT and CT, CT and ADT are significantly correlated among the respondent. There is a study support to this finding McCardle, Scarborough and Catts (2001) reveal that to become a skilled reader, children need a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness); the idea that letters represent these sounds (the alphabetic principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be

Table 1 : Mean score and rank wise distribution of teaching learning materials used by the teachers in the different schools

Sr. No.	School	Score	Mean	Rank
1.	School I	17	4.25	IV
2.	School II	28	7.0	II
3.	School III	21	5.25	III
4.	School IV	38	9.5	I

Table 2 : Inter correlatnship among all the dimensions of reading writing skills of the respondent

Correlation matrix	VT	VPT	ADT	CT	Total
VT	1				
VPT	0.5274	1			
ADT	0.8049	0.9274	1		
CT	0.5297	0.9913*	0.9169	1	
Total	0.6760	0.9822*	0.9788*	0.9788*	1

5% level of significance-.80

easily and automatically recognized.

Table 3 shows that the highest value of the mean score was found in VT dimension (11.550) in school IV, followed by 11.500 in school II, 11.350 in school I and the least value was found in the respondents of school III (11.000). VT was found non-significant in all schools. The highest value of the mean score was found in VPT dimension (11.550) in school IV, followed by 11.050 in school II, 10.150 in school III and the least value (9.150) was found in the respondents of school I. VPT was found positively significant at 1per cent level. It was also observed from the table that the highest value of the mean score was found in ADT dimension (11.350) in the respondents of school IV, followed by 11.050 in the respondents of school II, 9.600 in the respondents of school III and the least value (9.550) was found in the respondents of I school. VPT was found positively significant at 1per cent level. The highest value in the dimension of CT (10.200) was observed in the respondents of school IV, followed by 9.450 in the respondents of school II, 8.800 in the respondents of school III and the least value (7.950) was found in the respondents of school I. CT was found positively significant in all the schools. The highest value of the mean score of total dimensions of reading writing skills that is VT, VPT, ADT and CT was found (44.650) in the respondents of school IV, followed by 43.050 in the respondents of school II, 39.550 in the respondents of school III and the least value (38.750) was found in the respondents of school I. It was found positively significant in all schools.

Hence, it is concluded that the highest value of all dimensions of reading writing skills was found in school IV,

which means that teaching learning materials help in reading and writing skills This study is in support with Richek *et al.* (1996) in which the purpose of reading is comprehension. Good readers know that the purpose of reading is to understand, enjoy and learn from reading materials. In contrast, learners with reading problems often think that reading means recognizing words. Some feel that once they read all of the words orally, they are finished. These learners can be assisted by always asking them for comprehension responses after they have read the material. They can be asked to answer questions based on the texts or storytelling. Teachers can use several strategies to encourage active yet accurate reading. Teachers should make learners interested in the material before they begin reading by telling them what is good or exciting about the topic or story.

Table 4 reveals the relationship between reading writing skills and its dimensions in the respondent, It was observed that positively significant relationship was found in all the dimensions at 0.05 per cent level of significance except vocabulary test. This study is supported with the observations of Farrell (2003) that textbooks and printed learning materials are the dominant teaching aids in schools in Sweden. The textbook has been given such a substantial function in teaching since it is expected to realize the goals of the curriculum. In addition, research has shown that textbooks provide both teachers and students with a sense of coherence, entirety and security in teaching. Nevertheless, the role that printed learning materials play in education varies depending on the teacher and the subject matter.

Table 3 : Mean value and critical difference among the four schools and dimensions of reading writing skills						
Sr. No.	School	VT	VPT	ADT	CT	Total
1.	School I	11.350	9.150	9.550	7.950	38.750
2.	School II	11.500	11.050	11.050	9.450	43.050
3.	School III	11.000	10.150	9.600	8.800	39.550
4.	School IV	11.550	11.550	11.350	10.200	44.650
	C.D.	N.S.	1.0295	1.1768	1.5197	2.3727
	SE(m)	0.2184	0.3654	0.4177	0.5394	0.8422
	SE (d)	0.3088	0.5164	0.5907	0.7628	1.1909

Table value 0.02 at 1% level of significance

VT-Vocabulary test, VPT-Visual perception test, ADT-Auditory discrimination test, CT-Copying test

Table 4 : Relationship between the use of teaching aids and different dimensions of reading writing skills	
Dimensions of reading writing skills	Correlation
	Teaching aids
Vocabulary test	0.6409
Visual perception test	0.9734*
Auditory discrimination test	0.9513*
Copying test	0.9889*
Total	0.9888

Table value-.935% level of significance

Conclusion :

Study revealed that teaching learning materials and dimensions of reading writing skills were positively significantly correlated at 5 per cent level with each other. It showed that in which school teacher used more teaching learning materials, the performance of students was better in comparison to other schools. For this purpose, it is necessary that teacher should have knowledge related to teaching learning materials. And make available some advance teaching learning materials like puzzle audio-visual aids etc. to the children. Apart from this, teachers skills, resourcefulness and encouragement help children's reading writing skills. Reid and Donaldson (1977) found that reading achievement is related to the skill of the teacher and that the child taught by untrained, inexperienced and unskilled teachers tends to be especially backward in reading. Gomrell *et al.* (1996) found that children who are motivated, spend more time in reading and are better readers.

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