



ISSN (E): 2277-7695
ISSN (P): 2349-8242
NAAS Rating: 5.23
TPI 2023; SP-12(12): 1760-1763
© 2023 TPI
www.thepharmajournal.com
Received: 22-09-2023
Accepted: 27-10-2023

Veena Bhalerao

Associate Professor,
Department of Human
Development & Family Studies,
College of Community Science,
Vasantrao Naik Marathwada
Krishi Vidyapeeth, Parbhani,
Maharashtra, India

Sapna Kachave

Post Graduate, Department of
Human Development & Family
Studies, College of Community
Science, Vasantrao Naik
Marathwada Krishi Vidyapeeth,
Parbhani, Maharashtra, India

Pratiksha Gawale

Post Graduate, Department of
Human Development & Family
Studies, College of Community
Science, Vasantrao Naik
Marathwada Krishi Vidyapeeth,
Parbhani, Maharashtra, India

Corresponding Author:

Veena Bhalerao

Associate Professor,
Department of Human
Development & Family Studies,
College of Community Science,
Vasantrao Naik Marathwada
Krishi Vidyapeeth, Parbhani,
Maharashtra, India

Home environment & incidence of writing errors committed by rural school going children

Veena Bhalerao, Sapna Kachave and Pratiksha Gawale

Abstract

One hundred and fifty rural students of VII std were selected randomly from Zilla Parishad govt. schools of Parbhani district, Marathwada region from Maharashtra state for studying their home environment & incidence of writing errors committed by rural school going children. The data were collected by personally interviewing children and teachers. It was noted that only few of the students could copy down the passage in Marathi and English (7-16%) without any errors. While the grammatical errors were found in 81 and 75 percent Marathi and English dictated passage. Grammatical errors committed by the children while writing a copied passage were 58% and 45%. The punctuation errors were also towards higher percentage for dictated passage (80% & 70%) than for copied passage (63% & 56%). Comparatively less errors were committed by girls (21-25%) than boys (32-34%) in both Marathi and English copied passages on the other hand grammatical errors were more for dictated passage (72-82%) than the copied passage for both the languages irrespective of gender of the students. The boys committed proportionately more mistakes (74 & 68%) than the girl students (50% & 44%) while copying the Marathi and English passage.

Keywords: Grammatical error, rural school going children, writing errors, home environment

Introduction

Children learn about reading from the time they are born, they learn about writing from infancy, as they watch adults and older siblings using writing as means of communication (Bhalerao & Patnam, 2013) [2].

Writing skill developed in early childhood is vitally important for learning as well as for activities of daily living, particularly as academic and environmental demands with age. Among the basic academic skills, writing is one of the most important aspect of learning and essential for purposeful communication. Generally, children's formal learning takes place after their entry to an educational institution. Awareness of learning differences, especially learning disabilities is critical. Underneath the learning disability umbrella, many disabilities are categorized major three are types as dysgraphia, dyslexia and dyscalculia. Writing is an important and complex task that typically develops in early childhood. Dysgraphia is a learning disorder in which the individual's writing skills are below the level of expectation for his or her age and cognitive level Deuel, (1995) [7].

Those with dysgraphia have trouble in converting their thoughts into writing or drawing. Poor handwriting is a hallmark of dysgraphia but is far from the only symptom. Individuals with dysgraphia may exhibit difficulty with letter spacing, poor motor planning and spatial awareness, trouble in thinking and writing simultaneously. Children with dysgraphia may be labelled as "sloppy" or "lazy" by their teachers instead of being correctly diagnosed with a learning disorder (Xurizuri 2022) [12]. Problems with handwriting can affect self-esteem, perception of ability and relationships with peers. The prevalence of difficulties with writing depends on the definitions and parameters, but somewhere between 10-30% of children may experience difficulties with written language, where boys more commonly affected than girls. Problems with handwriting are a common reason for referral to occupational or physical therapy services

Dyslexia is a language processing disorder that impact reading, writing and comprehension. Dyslexics may exhibit difficulty in decoding words or with phonemic awareness, identifying individual sounds within words. Dyslexia often goes undiagnosed for many years and often result in trouble with reading, grammar, comprehension and other language skills (Robin 2022) [10].

Dyscalculia is a disability resulting in difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, performing mathematical calculations and learning facts in mathematics (Ammam P 2022) [1].

Dysgraphia and disorders of written expression, though relatively common in children, can be mistaken or overlooked by the school and family of the effected individual (Chung & Patel 2015) [6]. It was found by Patnam & Khan (1994) [9] that parents efforts put in learning academic things at home and children's regularity to school, helped children to secure higher marks in school, where as the type of family, ordinal position of children, paternal education did not make any effect on their performance in school.

While writing a sentence, it requires child to internally generate the statement, segment the statement into sections for transcription, retain these statement sections in memory while writing and check the completed written statement against the internally generated thought. The word writing and the way they sound actually helps children in beginning reading. When children have a hard time with handwriting, they might struggle with forming letters, placing letters and words on the page, making letters and words of correct size, holding and controlling a pencil, writing in a straight line (Brunson *et al.* 2018) [5]. Writing ability of students is one of the basic academic skills required for higher level of achievement, essential for effective written communication (Madrap *et al.* 2018) [8]. Higher the level 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 (Bhise *et al.* 2000) [4]. Learning disability were found in approximately 2 million children between ages of 6-17 years, which interferes with childrens academic achievements

due to improper development of neuro-cognitive process like thinking, listening, seeing, speaking, reading, writing, arithmetic calculation (Bhalerao & Desetty, 2013) [3].

Method

A stratified random sample of 150 students (75 girls & 75 boys) of VII std were selected purposely, chosen from 2 villages each of 5 talukas from Parbhani district. From each village, 15 students were selected, as 7 girl and 8 boy students at random and vice versa. The age range of sample was from 12 to 14 yrs. The data related to the study were collected by personally interviewing school going children, parents & teachers based on structured and open ended interview schedule. Thus collected data were pooled, tabulated, statistically analysed and discussed.

Results and Discussion

Table 1 reiterate the incidence of writing errors committed by school going children with regard to Marathi dictated passage. Almost all children did one or the other errors like addition, deletion, substitution, punctuation or grammatical errors while relatively the errors in English language were found less (87%). It is surprising to note that the 13.33 percent selected students refused to write down the dictated passage, giving reason that they could not write it down. Further, while copying down the passage, comparatively Marathi write up errors were noted down in 93 percent students than the write up in English (84%). Only few of the students could copy down the passage in Marathi and English (7-16%) without any errors. Highly significant differences were noted down in commitment of errors between the students in writing down Marathi and English dictation and students who have not committed errors in copying down Marathi and English passage.

Table 1: Incidence of writing errors committed by school going children

Writing errors in	Percentages of children		Z Values
	Marathi (150)	English (150)	
Dictated passage			
Committed errors	150 (100.00)	130 (86.66)	3.49**
Unable to write down passage	--	20 (13.33)	--
Copied passage			
Committed errors	140 (93.33)	126 (84.00)	1.74 ^{NS}
Not committed errors	10 (06.66)	24 (16.00)	1.98*

Figures in parenthesis indicate percentages * $p < 0.05$ level ** $p < 0.01$ level NS – Non-Significant

Table 2 indicate the qualitative analysis of home environment available to the school going children. It is clear from the table that majority of the school going children were hailed from families having moderately favourable home environment followed by (17%-25%) children having unfavourable home environment. The unfavourable home environment was noted for (5-17%) children. None of the

child was found to have extremely favourable home environment. Only 1-5 percent of the girls and boys were having highly favourable home environment. It indicate that majority of the children show unfavourable home environment, which may be one of the reasons for having higher percentage of errors in writing in Marathi as well as English language.

Table 2: Qualitative analysis of home environment of school going children

Level of home environment	Percentages of children based on gender		Z Values
	Girls (75)	Boys (75)	
Extremely favourable	--	--	--
Highly favourable	01 (01.33)	04 (05.33)	1.44 ^{NS}
Above average favourable	04 (05.33)	05 (06.66)	0.26 ^{NS}
Average / moderately favourable	38 (50.66)	40 (53.33)	0.36 ^{NS}
Unfavourable	19 (25.33)	13 (17.33)	1.20 ^{NS}
Highly unfavourable	09 (12.00)	13 (17.33)	0.87 ^{NS}
Extremely unfavourable	04 (05.33)	--	--

Table 3 manifest the distribution of sample school going children committed writing errors. It is reiterated from the table that 26 percent of the school going children have not written anything from the English passage when they were dictated. They completely refused to write down the English dictated passage expressing that they can not write it down. When these selected school going children were asked to write down the dictated Marathi passage, copy down Marathi and English passage, almost all of them (100%) committed various types of errors in the write up.

When the committed errors were classified under various groups, it was disclosed that a large proportion of children committed errors by doing additions in Marathi dictated passage 59.33 percent and 96 percent in English dictated passage. Relatively lesser percentage of children did errors of adding words or alphabet while copying down Marathi and English passage (26%-30%). Again the deletion of alphabet or words or sentence was noted among 70 percent of the students while taking down Marathi dictation. Comparatively very high percentage of errors were committed by the school going children (85%), while taking down English dictation.

Nearly similar percentages (46-41%) were noted for the errors as deletions committed by the children while copying Marathi and English paragraph. However the substitution of words was found more in dictated passage for Marathi (70%) and English (59%) when compared to copied passage (37% & 28%) respectively. The grammatical errors were found more in dictated Marathi passage (81%) than in the English dictated passage (75%). It is interesting to note that even though all the students were studying in their mother tongue i.e. Marathi, still the grammatical errors were found comparatively more in Marathi only while taking down dictation. The similar trend was seen for the grammatical errors committed by the children while writing a copied Marathi & English passage (58% and 45%). With regard to errors committed by children in use of punctuations was also towards higher percentages for dictated passage (80% & 70% respectively) than for copied passage (63% & 56%). The highly significant

differences were noted among children's in dictated passage for deletions made in dictated Marathi and English passage. In addition significant differences were seen among the errors committed by children indicated passage and grammatical errors found in copied Marathi and English passage. Similar kinds of result were illustrated in study of Amin (2022) indicating errors in grammer and punctuations while writing passage.

Table 4 deals with distribution of selected school going children committed writing errors based on gender. It was seen that English dictated passage was refused to write down by 8 percent girls and 18 percent boys. However irrespective of their gender except English dictated passage, almost all children committed errors while writing down Marathi dictated passage, Marathi and English copied passage. In concern with the school going children who committed writing errors were again divided on the basis of type of errors committed by them. It was observed that highest errors like addition of words, spellings were committed by boy students while writing down Marathi dictated passage (73%), followed by English dictated passage by girls as well as boys (68% each). Comparatively less errors were committed by girls (21% Marathi & 25% English passage) than boys (32% & 34%) in both Marathi and English copied passages.

Similarly again it was noted that higher percentage of deletion of words were committed by girls as well as boys (80% each) while taking down the dictated English passage. Seven percent of the boy students script were found to have deletion of words, when they were dictated Marathi passage and also it was more for Marathi copied passage (54%). The errors in Marathi dictated and copied passage were found 62 & 37 percent respectively in girl students. With regard to substitution of words, spellings, it was noted that girls as well as boys both the students committed more mistakes (60% & 80%) respectively while writing down dictated Marathi passage, which was higher than English dictated passage (53% & 61%), Marathi copied passage (26% & 48%) and English copied passage (22% & 34%) respectively.

Table 3: Distribution of sample school going children committed writing errors

Type of writing errors	Percentages of children		Z Values	Percentages of children		Z Values
	Dictated passage			Copied passage		
	Marathi (150)	English (150)		Marathi (150)	English (150)	
Not written any thing	--	20 (13.33)	--	--	--	--
Errors committed	150 (100)	130 (86.66)	2.29*	150 (100)	150 (100)	--
Additions						
Committed	89 (59.33)	96 (64.00)	0.85 ^{NS}	40 (26.66)	45 (30.00)	0.77 ^{NS}
Not committed	61 (40.66)	54 (36.00)	0.68 ^{NS}	110 (73.33)	105 (70.00)	0.57 ^{NS}
Deletions						
Committed	106 (70.66)	127 (84.66)	2.83**	69 (46.00)	62 (41.33)	0.87 ^{NS}
Not committed	44 (29.33)	23 (15.33)	2.88**	81 (54.00)	88 (58.66)	0.69 ^{NS}
Substitutions						
Committed	105(70.00)	89 (59.33)	1.92 ^{NS}	56 (37.33)	43 (28.66)	1.67 ^{NS}
Not committed	45 (30.00)	61 (40.66)	3.81*	94 (62.66)	107 (71.33)	1.65 ^{NS}
Grammatical errors						
Committed	122 (81.33)	113 (75.33)	1.20 ^{NS}	88 (58.66)	68 (45.33)	2.27*
Not committed	28 (18.66)	37 (24.66)	1.22 ^{NS}	62 (41.33)	82 (54.66)	2.27*
Punctuations						
Committed	121 (80.66)	105 (70)	1.93 ^{NS}	95 (63.33)	84 (56.00)	1.05 ^{NS}
Not committed	29 (19.33)	45 (30)	2.14*	55 (37.00)	66 (44.00)	1.23 ^{NS}

Figures in parenthesis indicate percentages

* $p < 0.05$

NS – Non-Significant

Table 4: Distribution of sample school going children with writing errors based on gender

Type of writing errors	Percentages of children based on gender											
	Dictated passage						Copied passage					
	Marathi (n=150)			English (n=150)			Marathi (n=150)			English (n=150)		
	Girls (75)	Boys (75)	Z Values	Girls (75)	Boys (75)	Z Values	Girls (75)	Boys (75)	Z Values	Girls (75)	Boys (75)	Z Values
Not written any thing	--	--	--	06 (08.00)	14 (18.66)	0.84 ^{NS}	--	--	--	--	--	--
Errors in write up	75 (100.00)	75 (100.00)	--	69 (92.00)	61 (81.33)	1.99*	75 (100.00)	75 (100.00)	--	75 (100.00)	75 (100.00)	--
Additions												
Committed	34 (45.33)	55 (73.33)	3.63**	51 (68.00)	51 (68.00)	1.02 ^{NS}	16 (21.33)	24 (32.00)	1.53 ^{NS}	19 (25.33)	26 (34.66)	1.21 ^{NS}
Not committed	41 (54.66)	20 (26.66)	3.65**	24 (32.00)	24 (32.00)	1.02 ^{NS}	59 (78.66)	51 (68.00)	1.38 ^{NS}	56 (91.80)	49 (71.01)	3.22**
Deletions												
Committed	47 (62.66)	59 (78.66)	2.17*	60 (80.00)	60 (80.00)	1.53 ^{NS}	28 (37.33)	41 (54.66)	2.12*	23 (30.66)	39 (52.00)	2.81**
Not committed	28 (37.33)	16 (21.33)	2.19*	15 (20.00)	15 (20.00)	1.73 ^{NS}	47 (62.66)	34 (45.33)	2.11*	52 (85.24)	36 (52.17)	4.65**
Substitutions												
Committed	45 (60.00)	60 (80.00)	2.73**	43 (53.33)	46 (61.33)	0.49 ^{NS}	20 (26.66)	36 (48.00)	2.86**	17 (22.66)	26 (34.66)	1.65*
Not committed	30 (40.00)	15 (20.00)	2.73**	32 (42.66)	29 (38.66)	0.50 ^{NS}	55 (73.33)	39 (52.00)	2.72*	58 (95.08)	49 (71.01)	4.12**
Grammatical errors												
Committed	60 (80.00)	62 (82.66)	0.31 ^{NS}	54 (72.00)	59 (78.66)	0.85 ^{NS}	42 (56.00)	46 (61.33)	0.62 ^{NS}	27 (36.00)	41 (54.66)	2.25**
Not committed	30 (40.00)	13 (17.33)	3.22**	21 (28.00)	16 (21.33)	1 ^{NS}	33 (44.00)	29 (38.66)	0.74 ^{NS}	48 (78.68)	34 (49.27)	3.86**
Punctuations												
Committed	58 (73.33)	63 (84.00)	1.65 ^{NS}	48 (64.00)	57 (76.00)	1.61 ^{NS}	38 (50.66)	56 (74.66)	3.12**	33 (44.00)	51 (68.00)	3.05**
Not committed	17 (22.66)	12 (16.00)	0.93 ^{NS}	27 (36.00)	18 (24.00)	1.61 ^{NS}	37 (49.33)	19 (24.00)	3.29**	42 (68.85)	24 (34.78)	4.42**

Figures in parenthesis indicate percentages * $p < 0.05$ level ** $p < 0.01$ level NS – Non-Significant

It is obvious that grammatical errors were more in the dictated passage (72%-82%) than the copied passage for both the languages irrespective of gender of the students. While substitution errors committed by girl students were relatively lesser (56% & 36%) than their counterparts (54% & 61%) while copying the Marathi and English both the passages. Again the punctuation errors were found more in dictated passage of Marathi (73% & 89%) as well as English language (64% & 76%) in script of girls and boys too. It is clear from the table that boys committed proportionately more mistakes (74% & 68%) than the girl students (50% & 44%) while copying the Marathi and English passage.

Higher significant differences were noted among girls and boys with regard to errors of addition, deletion, substitutions, grammatical and punctuation in dictated Marathi passage as well as copied Marathi and English passages in majority of the parameters as addition, deletion, substitution etc except for dictated English passage.

Conclusion

Highly significant differences were noted down in commitment of errors between the students in writing down Marathi and English dictation and students who have not committed errors in copying down Marathi and English passage. The highly significant differences were noted among children’s dictated passage deletions in Marathi and English passage. In addition significant differences were seen among the errors committed by children in dictated passage and grammatical errors found in copied Marathi and English passage. The boys committed proportionately more mistakes (74 & 68%) than the girls students (50% & 44%) while copying the Marathi and English passage.

Acknowledgement

The authors are thankful to the school going children, parents & teachers for providing required data to carry out this research work. The authors also acknowledge concerned authorities of VNMKV, Parbhani for providing essential facilities to conduct this research study.

References

1. Amma P. Dyscalculia. Wikipedia. 2022. Available from: <https://en.m.wikipedia.org/wiki/Dyscalculia>.
2. Bhalerao VS, Patnam VN. Influence of pre-writing and pre-reading abilities of preschool students' intervention on knowledge and teaching skills of their teachers. IJOART. 2013;2(7):322-327. ISSN 2278-0211.
3. Bhalerao VS, Desetty RV. Common reading errors of elementary school slum students. Int Jr Innovative Res & Dev. 2013. Available from: www.ijird.com 229-226. ISSN 2278-0211.
4. Bhise CD, Desetty RV, Patnam VN. Correlation between writing errors of elementary school children and their family background. Asian J Home Sci. 2000;4(1):129-132.
5. Brunson RK, Pegram K. Kids do not so much make trouble, they are trouble. The Future of Children. 2018;28(1):83-102.
6. Chung P, Patel DR. Dysgraphia. Int J Child Adolesc Health. 2015;8(1):25-27.
7. Deuel RK. Developmental dysgraphia and motor skills disorders. J Child Neurol. 1995;10(1):6-8.
8. Madrap S, Bhalerao V, Patnam V. Assessment and analysis of writing ability of undergraduate students. Asian J Home Sci. 2018;13(2):459-465.
9. Patnam VN, Khan F. The correlation between children’s academic performance and their selected background variables. Annual research report of M.A.U. Parbhani. 1994.
10. Robin C. Dyslexia. Wikipedia. 2022. Available from: <https://en.m.wikipedia.org/wiki/Dyslexia>.
11. Truscott J. The effect of error correction on learners’ ability to write accurately. J Second Lang Writing. 2007;16(4):255-272.
12. Xurizuri. Learning disability. Wikipedia. 2022. Available from: https://en.m.wikipedia.org/wiki/Learning_disability.