

## A STUDY OF READING AND WRITING SKILLS ON PRE-PRIMARY SCHOOL CHILDREN

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### **ABSTRACT**

Reading and writing are fundamental skills for a pre-primary school children, they serve as the core foundation of their school education. Students who do not possess reading or writing skills struggle to keep pace with the educational knowledge and abilities acquired during the pre-primary phase, which can influence their entire lives. Consequently, the recognition and emphasis on pre-primary education have grown significantly, as early childhood education shapes the type of individuals that society requires. Children's literacy skills are an important predictor of success in the early elementary grades. Pre-school target children's acquisition of specific literacy skills, including knowledge of letters of the alphabet, in preparing children for early school success. For this research data was collected from various schools within our reach by liaising with their principals and obtaining permission to assess pre-primary students with questions designed to elicit accurate responses from children in diverse schools, environments and educational plans. The question categories comprise four sections: Visual Test (VT), Verbal Performance Test (VPT), Auditory Test (ADT) and Copyright Test (CT).

**KEYWORDS:** Covid-19 Pandemic, Reading, Writing, Skills, Pre-Primary Level.

### **INTRODUCTION**

**“The future belongs to those who learn more skills and combine them in creative ways.”  
( Robert Greene)**

According to Rabindranath Tagore. "Education means enabling the mind to find that ultimate truth which emancipates us from the bondage of dust and gives us wealth, not of things but inner light, not of power but love. It is a process of enlightenment. It is divine wealth. It helps in realization of truth." Education refers to the discipline that is concerned with the method of teaching and learning in school. Education helps a person to become better at communication in reading, writing, speaking, learning and listening. Education is a transfer of cultural heritage, generation to another. Education gives us a useful life with luxury. Education helps us to make better decisions in any situation. Education is about learning skills and knowledge. Education upgrades the thinking of society and helps to uproot social evils. Mainly, education builds any person in character by giving the right direction in their life, to get a better result, to get morality, success, positive thinking, kindness and soon. Education is the passage to progress. Without education, life is dark, where we do not distinguish between right and wrong and do not make any right decisions for our life goals. Education is fundamentally learning abilities and ideas that can make us increasingly innovative and issue solved. **Maniscalco, M. (2017)** studied **“Pre-school reading and writing; literacy and predictors”**. The main objective of

this study was to study that facilitate learning process and to prevent potential learning disabilities in particular. For this study intended to check that children attending pre-primary school aged 4 and 5 years, fulfil pre-requisites to acquire basic. The research's aims to analyze whether enhancement activities are effective in increasing basic language skills specially those of people having low performance profiles. In his result he concluded that literacy affects economic productivity. **Cetin, O.S, Gulhan, M. & Katranci, M. (2018)** conducted study as **"A study on the effect of pre-school Education on Early literacy skills"**. Random sampling was used to recruited participants. The participants of this study were 71 attending pre-school and 107 students at kindergarten. The study is based on relational survey model and five different data collections tool were used. The results also demonstrated that the pre-school education process positively affects the literary skills of the children. The research also found out that gender and age are not a significant variable in the general literacy skills of children. **Rana, S. and Sanwan, S. (2019)** conducted study as **"Impact of Intervention on reading writing skills of children in government school"** related to. The research was carried out in the randomly selected three government school of rural areas in Hisar and Fatehabad district in Haryana state. The data on intended variables were collected from the sample group of 400 children age 6 to 8 years. After the general assessment, the experimental study was carried out on 90 low performing children. The result of the study highlighted that imparting the new concepts and knowledge in children with the help of intervention material significantly improves the reading writing skills among pre-primary children, it also promotes the phonetic awareness among children, enhancing vocabulary through story telling sharing, collaborative learning, joint reading etc. **Turunen, I. (2019)**, conducted study as **"Computer assisted use of Reading through-writing Method in relation to Technical literacy and Reading Motivation"** related grades 1 and 2 (N=261-385). Mixed Method Research design. The results of this study have shown that the use of Rt W method enriched the children's experience of learning it did not have significant enhancing effect on technical literacy or reading motivation in the experimental groups. **Senol, F. B. (2020)**, conducted a study as; **"Readiness for reading and writing in pre-school period: Teacher's viewpoint on classroom environment and practices."** They were participants of the study comprised 47 pre-school teacher who were selected via purposive sampling method. Most of the teacher (f=38) stated that children could these materials in accordance with teacher's own plan and that available to the children % 80,85 of the teachers (f=38) stated that their names are written in children's materials, belong it and cabinet and % 19,15 (f=9) CF then do not. Teachers stated that all of the children in their classes of a few of the children in their names, and of them could not write any children. Teachers evaluated children's interest and concentration in readiness for reading and writing activities as high and low, but high when integrated into other activities and moderate. In the Covid-19 pandemic, a researcher wants to know about children studying in pre-primary schools, which almost everyone neglects. The teacher handling this project also collects information about reading and writing skills education. They get a better knowledge of pre-primary school children, and if they teach them in the future, its report will help them to evaluate students mentally and their future teaching plans.

#### **SIGNIFICANCE AND IMPORTANCE OF THE STUDY**

Pre-writing and pre-reading skills are mandatory in traditional academics and required for language development. These include symbol understanding, pattern recognition, letter names

and phonetical awareness. The home environment is equally important in bringing about favorable development modification. Parents' involvement in fine and gross motor activities, experiential learning, story time, communication skills, etc., are a few ways to reinforce classroom teaching without the added pressure of time, peer distraction, and the benefit of individual attention. Learning through play activities brings about robust acquisitions in skills and knowledge experience. For this reason, awareness about and attention paid to pre-primary school education has increased daily because pre-school education creates a human profile that society needs.

#### **STATEMENT OF THE PROBLEM:**

##### **“A Study of Reading and Writing Skills on Pre-Primary School Children”**

#### **OBJECTIVES OF THE STUDY**

1. To compare that there is difference in pre-primary school students on the bases of institutions.
2. To compare that there is difference in pre-primary school students on the bases of Gender.

#### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in pre-primary school students on the bases of institutions.
2. There is no significant difference in pre-primary school students on the bases of Gender.

#### **OPERATIONAL DEFINATION OF THE STUDY**

##### **Reading**

Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and someone uses their brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through it, someone receives information. However, the complex process of reading also requires the skill of speaking to pronounce the words we read. In this sense, reading is also a productive skill in that we both receive and transmit information (even if only to ourselves). Reading is the third of the four language skills, which are listening, speaking , reading and writing

##### **Writing**

Writing skills are specific abilities that help writers put their thoughts. Writing is the process of using symbols (letters of the alphabet, punctuation, and space) to communicate thoughts and ideas in a readable form "writing" can also refer to the work of an author as in "Shakespeare did not make much money from writing."

##### **Skill**

A skill is a learned ability to act with determined results with good execution, often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. Skill is the ability to carry out a purposeful activity with the facility, proficiently applying knowledge and process to a task.

##### **Pre-Primary School**

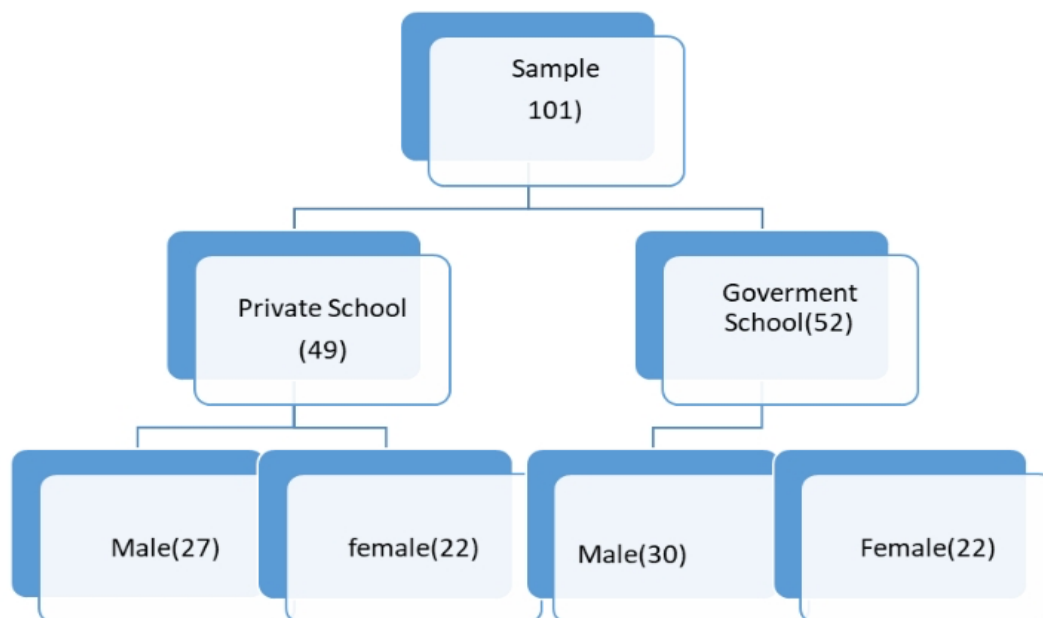
Pre-primary education (ISCED 0) is the initial stage of organized instruction, designed primarily to introduce young children to a school-type environment, providing a bridge between home and a school-based atmosphere.

The pre-primary stage traditionally knowledge as the beginning age of a school student lies between 1 and 5 years. Pre-primary education is also defined as the initial stage of organized

instruction, designed primarily to introduce young children to a school environment, providing a bridge between home and a school-based atmosphere.

## RESEARCH METHOD

A simple survey design was adopted for this study. The study was directed at the population of pre-primary school students and their teachers in Uttarakhand state. The sample selection was limited to four pre-primary school whose have study in the class nursery to its class. The four schools 2 private and 2 government school were selected by means of stratified random sampling technique. In each of these four schools, 100 students were randomly selected. This bring a total of 44 male and 56 female students that were selected from all the schools.



## POPULATION AND SAMPLE

The target population to this study was pre-primary school students in Tehri district. The population includes all the students of pre-primary school with in Chamba and Tehri town. There are 4 private and 4 government schools in rural and urban areas.

All of them two Government and two private school, were randomly selected rural and urban areas as the sample for the study. There is total number nursery to its standard student of pre-primary school final 100 sample student were taken from nursery to its standard of pre-primary school student of Tehri town. The data for the study have been derived from a representative's sample size of 101 pre-primary school students drawn from 4 schools of Tehri Chamba district. The sample was obtained from nursery and its standard pupils by using stratified sampling procedure, the sample detailed are given.

## STATISTICAL TOOLS/ TECHNIQUE USED

The study for collecting the data of school students by the standardized tool. A study of Reading and writing skills for pre-primary school children developed by Dr. Narendra Singh Department of Education Psychology, Counseling and Guidance (DEPCG).

In the present studies generally used various statistical technique have been employed, as per design of the study. A brief rational of the statistical technique as under for testing various hypothesis, so as to arrive at certain conclusion.

## DATA ANALYSIS AND INTERPRETATION

The result was analyzed using simple percentile. The researcher made hand score of the information gathered according to the research question guiding the study. The data analysis and result are presented with special reference to the researcher hypothesis in the study. Descriptive information about subjects of the study on different variables is presented with the results of hypothesis testing. The purpose of analysis is to find out the results between variables, which lead to the verification of hypothesis.

**Table-01**

S.N.	Variable	No. of Responded	Boys	Girls	Percentile	Label
1.	Govt. School	N=52	30	22	95	Very good
2.	Private School	N=49	27	22	97	High or Superior

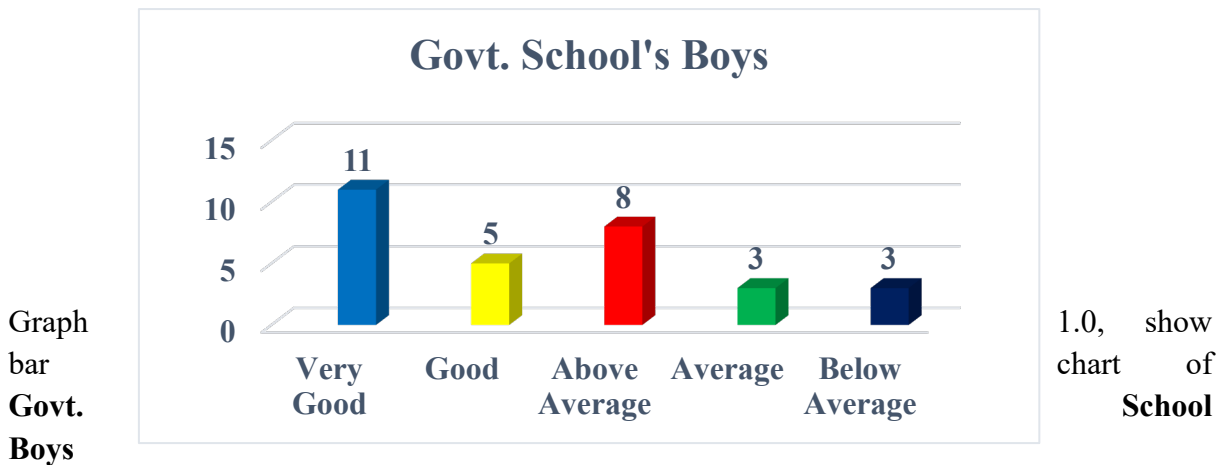
**Table-01** Reveals that the percentile of students on the basis of government and private pre-primary school are 95% government and 97% private student percentage. It indicates that there is difference between government and private pre-primary school students. This is included that pre-primary boy and girl's student having very good and high/superior difference of reading and writing skill between government and private school.

**Table - 02**

S.N.	Gender	No. of Responded	Percentage	Label
1.	Boys	N=57	95%	Very good
2.	Girls	N=44	97%	High or superior

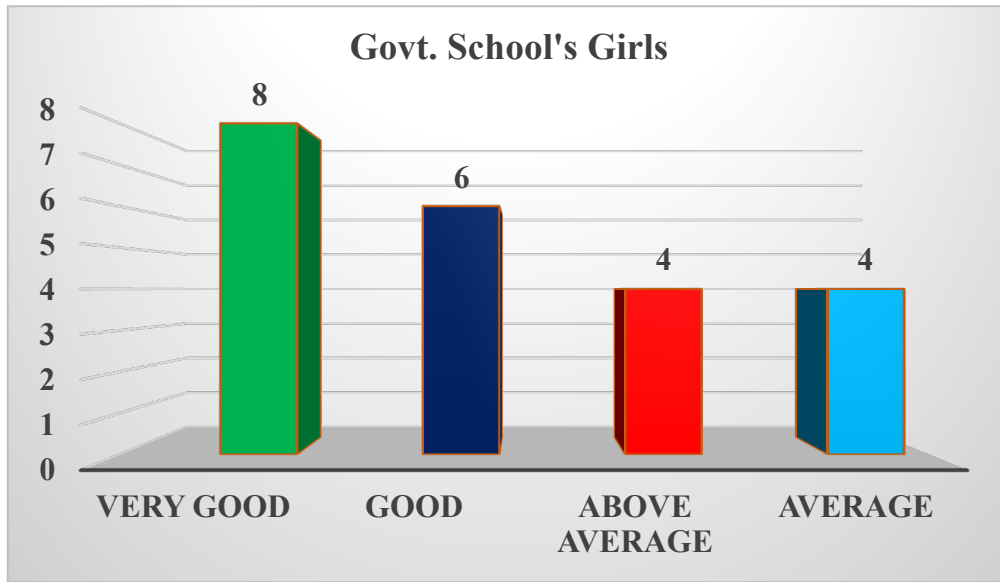
**Table-0 2** reveals that the percentage of student on the basis of gender type of pre-primary school students 95% Boys performance (very good) 97% Girls (High or Superior) Over all girl's performance in government and private school students. This is included that pre-primary boy and girl's student having very good and high/superior difference of reading and writing skill between government and private school.

**Graph 1.0. Graphical Representation of Govt. School Boys Performance**



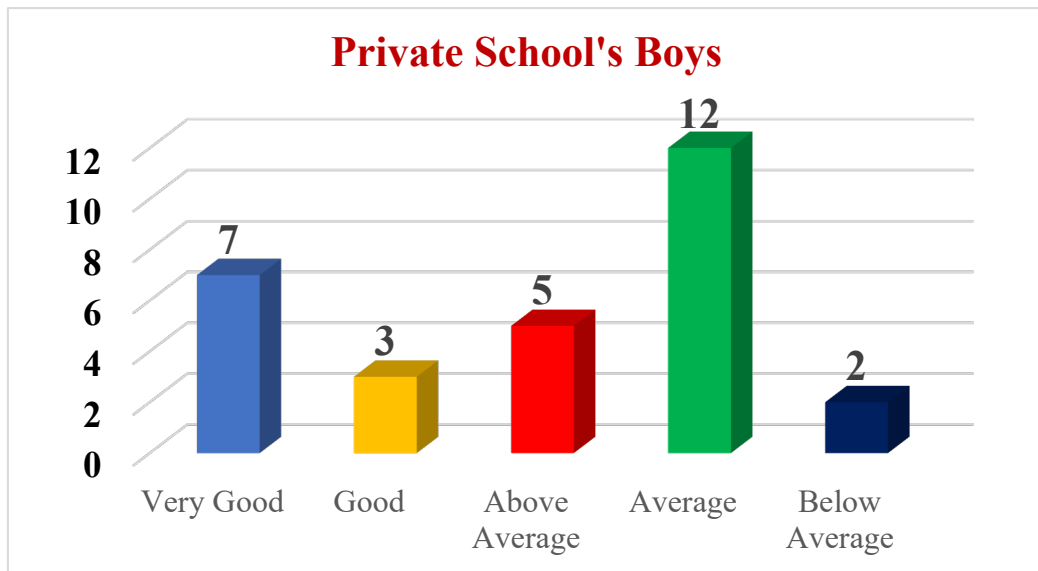
**performance** 11% were very good, 5% were good, 8% were above average, 3% were average and 3% were below average.

**Graph 1.1. Graphical Representation of Govt. School Girls Performance**



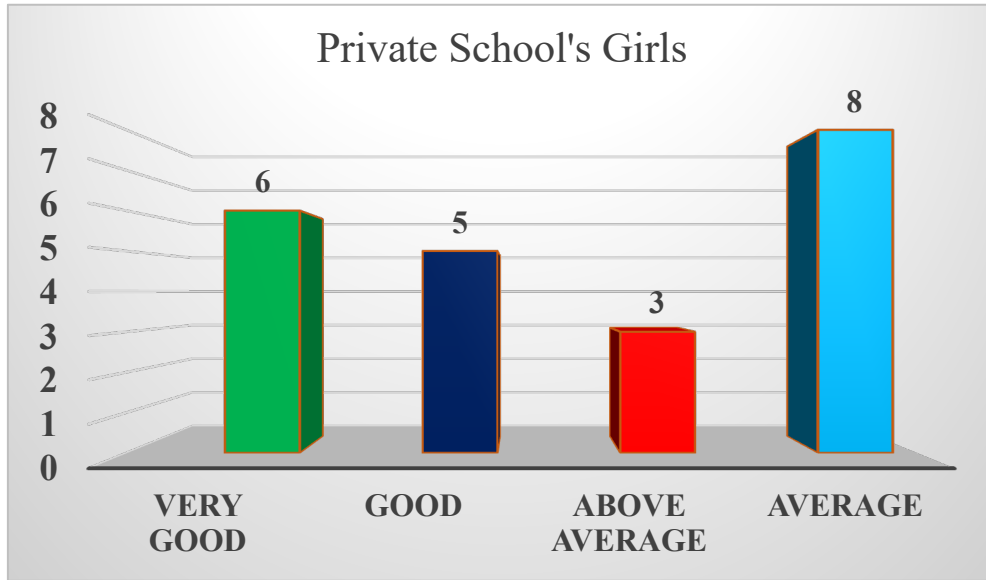
Graph 1.1, show bar chart of **Govt. School Girl's performance** 8% were Very good ,6% Good,4% Above average and 4% were Average.

**Graph 1.2. Graphical Representation of Private School Boys Performance**



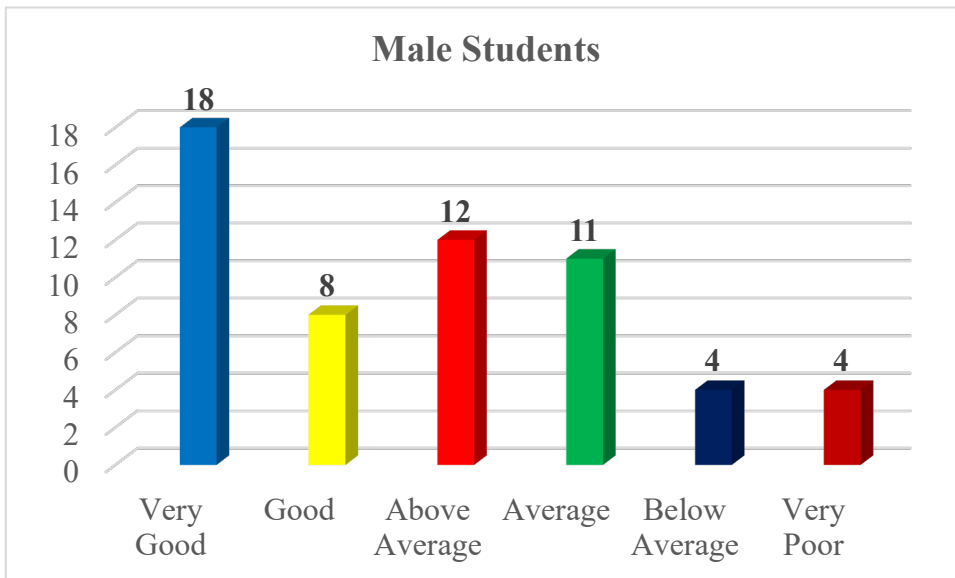
Graph 1.2, show bar chart of **Private School boys' performance** 7% were Very good, 3% Good, 5% Average, 12% Above average and 2% were Below average. It shows that the students who have private school are much conscious about their achievement that the students who have government school

**Graph1.3. Graphical representation of Private School Girls Performance**



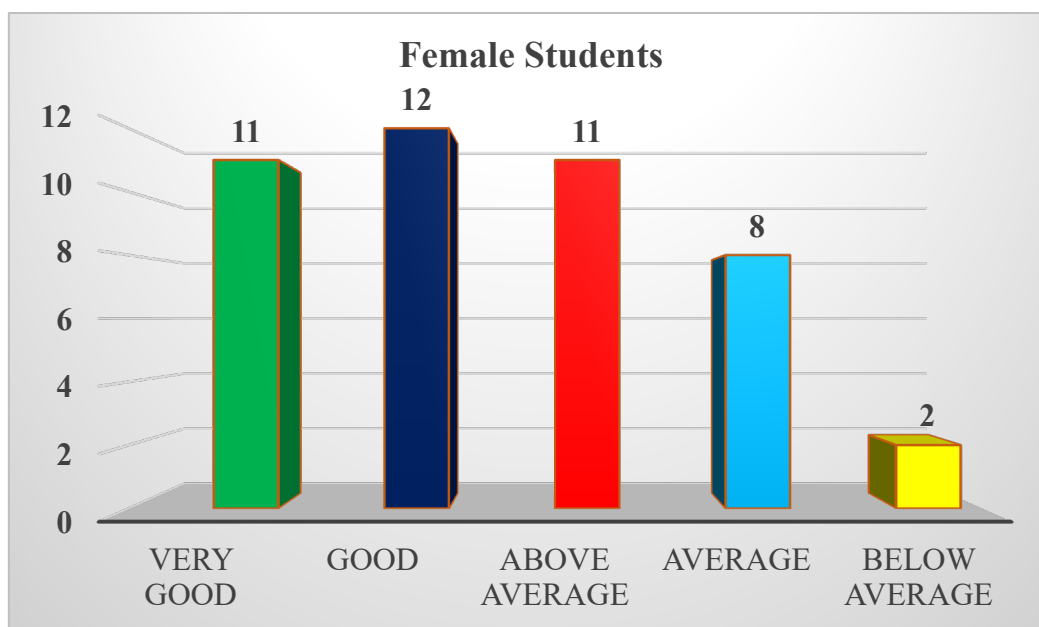
Graph 1.3, show bar chart of **Private School Girls performance** 6% were Very Good,5% Good, 8%Average and 3% were below average.

**Graph 1.4 Graphical representation of Male Students**



Graph 1.4, show bar chart of **Graphical representation of male** were 18% very good 8% Good, 12% Above average ,11% Average, 4% Below average 4% were Very poor Performance. It indicates that there is difference between boys and girls. Girls are better than boys because girls are more sincere, intelligent than boys.

**Graph 1.5 Graphical representation of Female Students**



Graph 1.5, show bar chart of **Graphical representation of Female Students** were 11% Very good, 12% Good, 11% Above average, 8% Average, and 2% Below Average from Overall girls' performance in government and private school students.

### Results

1. Results indicate that there is a difference between boys and girls. Girls are better than boys because girls are more sincere, intelligent than boys.
2. Results indicate that there is a difference between government and private pre-primary school students because private school teachers' emphasis to students for improving their reading and writing skill.

### FINDINGS OF THE STUDY

Study revealed following findings: -

1. Researcher found that there is a difference in pre-primary school students on the bases of institutions (Government and private pre-primary school).
2. Researcher found that there is a difference in pre-primary school students on the bases of Gender (Male and Female students).

The study gives the best shape and suitable form for the objective analysis of data as it is an important step in the process of research and aims to find the meaning of the raw data. It is very essential to analyze and interpret the collected data logically and systematically for suitable analysis, and interpretation is considered the fuel of the whole research machinery, without which the data and other material cannot perform properly. Organization of data includes editing, classifying and tabulating information while editing implies checking of raw data to ensure its accuracy, usefulness, and completeness whereas classification refers to dividing the data into different types. Tabulation is a process of arranging data in rows and columns. Analysis of data means studying the organized material to discover the fact that exists but is yet to discover. The data are studied from as many angles as possible to explore the non-explored facts.



## Conclusion

The present study aimed to investigate the reading and writing skills of pre-primary school children with a focus on gender and type of institution (government vs. private schools). The results reveal clear differences in skill development among the groups studied. Specifically, girls demonstrated better reading and writing skills than boys, suggesting that girls at this developmental stage may exhibit more focus, maturity, or cognitive readiness in literacy activities. Additionally, children from private pre-primary schools outperformed those from government schools, likely due to better resources, teacher engagement, and instructional emphasis on early literacy in private institutions. These findings highlight the influence of both gender and institutional environment on early literacy outcomes.

## Suggestions for Further Studies

1. **Longitudinal Studies:** Future research should track students over several years to examine how early literacy gaps related to gender and school type evolve over time and impact academic achievement later.
2. **Inclusion of Additional Variables:** Future studies should include other influencing factors such as socioeconomic status, parental education, teaching methods, classroom environment, and availability of learning materials.
3. **Qualitative Analysis:** A qualitative approach involving classroom observations, teacher interviews, and student assessments could provide deeper insights into the reasons behind gender and institutional differences.
4. **Intervention-Based Studies:** Future research could focus on implementing specific literacy interventions in government schools or for male students and measuring their impact on reading and writing outcomes.
5. **Larger and More Diverse Samples:** Expanding the study to include a larger and more diverse population across different regions would increase the generalizability of the findings.

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