

**TAMIL NADU ENGLISH TEXTBOOKS AND WRITING SKILLS IN THE
PERCEPTION OF PRIMARY SCHOOL TEACHERS**

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ABSTRACT

Attainment of foundational literacy skills as an urgent national mission in Educational polices. Textbooks are the important tool which assists the students throughout the course of study. This study aims to assess the Tamil Nadu English textbooks in attaining foundational literacy skills of writing based on the perception of primary school teachers. The descriptive survey method is used for this study. The sample of the study is 100 primary school teachers in Tenkasi district, Tamilnadu. The simple random sampling was employed to select the sample. A self-made questionnaire on Perception towards TN English textbooks in the attainment of writing skills constructed by the investigators (2019) is used for data collection. Percentage analysis, t-test and ANOVA were the statistical techniques utilized to analyze the data. The findings shows that government school teachers have better perception towards TN English textbooks in promoting of writing skills among students.

Keywords: *Writing Skills, Perception, Primary School Teachers, TN English Textbook.*

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I. Introduction

Writing skill is one of the major language skills which is essential to be developed among students. Especially, it should be cultivated from the school days itself. It enables the students to express their ideas and serves as an instrument of thought. The imaginative as well as critical thinking abilities are developed in writing. It is more important than speaking and requires more

careful organization. Writing skill comprises four important skills like mechanical skills, grammatical skills, judgment skills and discourse skills [1].

Foundational Literacy Skills (FLS) can be viewed as a set of “Gateway skill” that mark the entry of the child in formal schooling processes and help strengthen cognitive, socio-emotional and relational skills. United Nation International Children Emergency Fund says that the foundational literacy skills in writing should include drawing and scribbling to represent something and express themselves in a form of writing. They also suggest the four stages of writing development

1. Emergent writing and scribbling
2. Introduction to conventional writing
3. Structured writing skills at word and sentence level
4. Writing composition

NEP 2020 states FLS as an urgent and necessary prerequisite to learning. It is defined as the ability of the student to read and write, and perform basic operation with numbers. Writing is the specific skill included as foundational literacy skill [2]. Thus, writing skills get more attention.

II. Significance of the Study

Writing skill is an important language skill. The standard in writing reflects the politeness and maturity of a person’s thought. The Indian government also stresses the significance of foundational literacy skills in NEP 2020. It is reported by the Indian government that about 5 crores of students have failed to achieve foundational literacy skills. Writing is one of FLS which needs to be developed. Textbooks are the ready to hand instruments which students use to study. It acts as a guide for the students throughout their course of study. A good textbook will bring optimum improvements in children learning outcomes. The good primary school English textbooks introduce basic shapes of the letters, vocabulary, grammar and imaginary writing in a systematic way. A good textbook also recognized by the teachers. The researchers through their study intend to explore the understanding of teachers upon the component related to writing skills which are embedded in English textbooks.

III. Statement of the Problem

Writing is the unique language skill as well as one of the foundational literacy skills. It helps the students to express their ideas, opinion and information in a formal way. It can be developed from school days so that the evolution of writing will be more matured and rich in the later stage. In

recent times students failed to attain required writing skills appropriate for their age. National Achievement Survey (2017) was conducted by NCERT to check the desired level of competencies of students in FLS among 3, 5, 8 class students [3]. The report revealed that in class 3 around 67% students were able to answer English questions and in class 5 only 58% students were able to answer[4]. National Education Policy (2020) deliberately states that about five crores of students were found to be lack in FL skills [5]. The corona pandemic leads to frequent lockdown causes disruption in learning process. It is evident that there is a problem in student language skills especially in writing. It is necessary to analyze the teaching methods, teaching learning materials and curriculum in order to find the problem, as textbooks are the instruments provides assistance to the students in the absence of teacher and facilitate self-learning. It is necessary to look over the perception of the teachers over the textbooks in developing writing skills.

IV. Objectives of the Study

1. To find out the level of perception of primary school teacherstowards TN English textbooks in the promotion of writing skills among students
2. To find out the significant difference in the perception of primary school teachers towards TN English textbook in promotion of writing skillamong students with regard to gender, age, locality of the teacher, marital status, type of the school, locality of the school, professional qualification of the teacher and experience of the teacher

V. Hypotheses of the study

1. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skillwith regard to gender
2. There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skillwith regard to age
3. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skillwith regard to locality of the teacher
4. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skill with regard to marital status
5. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skill with regard to type of the school

6. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skill with regard to locality of the school
7. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skill with regard to professional qualification of the teacher
8. There is no significant difference among primary school teachers in their perception towards TN English textbook in the promotion of writing skill with regard to experience of the teacher

VI. Methodology

The present study was conducted by using descriptive method by employing survey as technique. Primary school teachers who are working in Tenkasi district were considered as population of this study. The investigators used simple random sampling technique to collect data from hundred primary school teachers. To measure perception of teachers towards TN English textbooks, the investigator developed and validated a scale on Perception of Primary School Teachers on TN English textbooks in Promotion of Writing Skill (PPSTTPWS) (2021). The scale consists of 20 items. The investigator applied descriptive analysis, t-test, f-test to analyze the data collected.

VII. Analysis of the data

Objective 1: To find out the Level of perception of primary school teachers towards promotion of writing skill in TN English textbook with reference to background Variables

In table 1 the perception towards promotion of writing skill in TN English textbook among primary school teachers is moderate with regard to background variables such as gender, age, locality of the teacher, marital status, locality of the school, professional qualification of the teacher of the teacher and experience of the teacher. Whereas primary school teachers who work in government schools have high level of perception towards TN English textbook in the promotion of writing skill.

Table 1 Perception of primary school teachers towards promotion of writing skill in TN English textbook with reference to background variables

Perception of Primary School Teachers towards Writing Skills in TN English Textbook							
Variable		Low		Moderate		High	
		N	%	N	%	N	%
Gender	Male	1	7.7	7	53.8	5	38.5
	Female	14	16.1	60	69.9	13	14.9
Age	20-30	4	9.1	34	77.3	6	13.6
	30-40	5	22.7	12	54.5	5	22.7
	40&above	6	17.6	21	61.8	7	20.6
Locality of the teacher	Rural	7	11.1	47	74.6	9	14.3
	Urban	8	21.6	20	54.1	9	24.3
Marital status	Married	14	19.7	43	60.6	14	19.7
	Unmarried	1	3.4	24	82.8	4	13.8
Type of school	Govt.	2	10.5	8	42.1	9	47.4
	Aided	7	22.6	21	67.7	3	9.7
	Private	6	12.0	38	76.0	6	12.0
Locality of the school	Rural	11	18.0	41	67.2	9	14.8
	Urban	4	10.3	26	66.7	9	23.1
Professional qualification	D. Ted.	6	18.2	19	57.6	8	24.2
	B. Ed.	9	13.4	48	71.6	10	14.9
Experience	1-2	4	11.8	26	76.5	4	11.8
	3-5	3	14.3	16	76.2	2	9.5
	5-10	5	33.3	9	60.0	1	6.7
	10&above	3	10.0	16	53.3	11	36.7

Hypothesis 1

There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to gender

Table 2 Perception of Primary School Teachers Towards Promotion of Writing Skill in TN English Textbook and its Dimensions with Regard to Gender

Dimension	Gender	No	Mean	S.D	t- value	P value
Handwriting and Vocabulary	Male	13	20.31	2.56	1.730	0.741 ^{NS}
	Female	87	18.97	2.91		
Grammar	Male	13	20.38	1.85	1.281	0.254 ^{NS}
	Female	87	19.63	2.67		
Punctuation	Male	13	19.46	2.73	0.083	0.83 ^{NS}
	Female	87	19.53	2.71		
Creative Writing	Male	13	20.00	2.35	0.364	0.22 ^{NS}
	female	87	19.74	3.00		
Overall PPSTTPWS	Male	13	80.15	7.93	0.954	0.89 ^{NS}
	female	87	77.86	8.95		

NS – Not Significant at 5% level

In the table 2, since the p value (=0.89) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to gender. It is also true with the dimension namely Handwriting and Vocabulary (0.741), Grammar (0.254), Punctuation (0.8290) and Creative Writing (0.216).

Hypothesis 2

H₀ There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to age

Table 3 Perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to age of the teacher

Dimension	Category	Source of Variation	Sum of Squares	Df	Mean square	f- value	P value
Handwriting and Vocabulary	20-30	Between	.032	2	0.02	0.04	0.95 ^{NS}
	30-40	Within	31.76	97	0.33		
	40&above						
Grammar	20-30	Between	0.21	2	0.11	0.33	0.71 ^{NS}
	30-40	Within	30.70	97	0.32		
	40&above						
Punctuation	20-30	Between	0.27	2	0.14	0.55	0.57 ^{NS}
	30-40	Within	23.73	97	0.25		
	40&above						
Creative Writing	20-30	Between	0.14	2	.07	0.23	0.79 ^{NS}
	30-40	Within	29.22	97	0.30		
	40&above						
Overall PPSTTPWS	20-30	Between	0.03	2	0.02	0.04	0.95 ^{NS}
	30-40	Within	32.88	97	0.34		
	40&above						

NS – Not Significant at 5% level

In the table 3, since the p value (=0.956) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to age. It is also true with the dimension namely Handwriting and Vocabulary (0.952), Grammar (0.716), Punctuation (0.574) and Creative Writing (0.794).

Hypothesis 3

H₀ There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to locality of the teacher

Table 4 Perception of primary school teachers towards promotion of writing skill in TN English textbook and its dimensions with regard to locality of the teacher

Dimension	Locality of the teacher	No	Mean	S.D	t-value	p value
Handwriting and Vocabulary	Rural	63	19.27	2.65	.553	0.099 ^{NS}
	Urban	37	18.92	3.28		
Grammar	Rural	63	19.73	2.67	0.001	0.914 ^{NS}
	Urban	37	19.73	2.47		
Punctuation	Rural	63	19.52	2.93	0.020	0.493 ^{NS}
	Urban	37	19.51	2.29		
Creative writing	Rural	63	19.29	3.16	2.407	0.132 ^{NS}
	Urban	37	20.59	2.25		
PPSTTPWS	Rural	63	7.81	9.41	0.542	0.859 ^{NS}
	Urban	37	78.76	7.80		

NS – Not Significant at 5% level

In the table 4, since the p value (=0.859) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to Locality of the teacher. It is also true with the dimension namely Handwriting and Vocabulary (0.099), Grammar (0.914), Punctuation (0.493) and Creative Writing (0.132).

Hypothesis 4

H₀ There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to marital status.

In the table 5, since the p value (=0.054) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to marital status. It is also true with the dimension namely Handwriting and Vocabulary (0.102), Punctuation (0.53) and Creative Writing (0.097).

For the dimension ‘Grammar’, the mean scores reveal that unmarried primary school teachers are well in their perception towards writing skill than their counterparts.

Table 5 Perception of primary school teachers towards promotion of writing skill in TN English textbook and its dimensions with regard to marital status

Variable	Marital status	No	Mean	S.D	t-value	P value
Handwriting and vocabulary	Married	71	19.15	3.07	.089	0.10 ^{NS}
	Unmarried	29	19.10	2.43		
Grammar	Married	71	19.54	2.84	1.438	0.02*
	Unmarried	29	20.21	1.74		
Punctuation	Married	71	19.69	2.84	1.077	0.53 ^{NS}
	Unmarried	29	19.10	2.30		
Creative writing	Married	71	19.70	3.15	0.401	0.097 ^{NS}
	Unmarried	29	19.93	2.28		
Overall PPSTTPWS	Married	71	78.08	9.67	0.157	0.05 ^{NS}
	Unmarried	29	78.34	6.43		

NS- Not significant at 5% level*Significant at 5% level

Hypothesis 5

H₀. There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to type of the school

In the table 6, since the p value (=0.010) is less than 0.05, the null hypothesis is not accepted at 5% level of significance. It shows that there is a significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to professional qualification. It is also true with the dimension Creative Writing (0.419). Significant difference found in the dimension namely Handwriting and Vocabulary, Grammar and Punctuation, Scheffe test was employed to find which of the paired mean score differ significantly and the result are given in the table 6.1

Table 6 Perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to type of school

Dimension	Category	Source of Variation	Sum of Squares	Df	Mean of square Variation	f- value	P value
Handwriting and Vocabulary	Govt	Between	4.27	2	2.13	7.51	0.001**
	Aided	Within	27.53	97	0.28		
	Private						
Grammar	Govt	Between	2.69	2	1.35	4.62	0.01*
	Aided	Within	28.22	97	0.29		
	Private						
Punctuation	Govt	Between	1.16	2	0.58	2.46	0.09*
	Aided	Within	22.84	97	0.24		
	Private						

Creative Writing	Govt	Between	0.52	2	0.26	0.87	0.41 ^{NS}
	Aided	Within	28.84	97	0.30		
	Private						
PPSTTPWS	Govt	Between	3.01	2	1.50	4.87	0.01*
	Aided	Within	29.91	97	0.30		
	Private						

** Significant at 1% level * Significant at 5% NS- Not Significant at 5% level

Table 6.1 Scheffe Test Result showing the Significant Difference in Perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to type of school

Source of Variation	Types of Schools			Mean	Mean Difference	Std.error	P
	Govt	Govt-Aided	Private				
Handwriting and Vocabulary	19.00	31	-	21.31	0.54*	0.15	0.003**
	-	31.00	50.0	18.12	0.02	0.12	0.97 ^{NS}
	19.00	-	50.0	18.94	0.51*	0.14	0.002**
Grammar	19.00	31.00	-	20.68	0.47*	0.15	0.01*
	-	31.00	50.0	18.87	0.20	0.12	0.26 ^{NS}
	19.00	-	50.0	19.90	0.27	0.14	0.17 ^{NS}
Punctuation	19.00	31.00	-	20.47	0.21	0.14	0.33 ^{NS}
	-	31.00	50.0	19.03	0.08	0.11	0.77 ^{NS}
	19.00	-	50.0	19.46	0.29	0.13	0.09 ^{NS}
Overall PPSTTPWS	19.00	31.00	-	82.52	0.49*	0.16	0.01*
	-	31.00	50.0	75.74	0.12	0.12	0.59 ^{NS}
	19.00	-	50.0	77.98	0.36	0.15	0.06 ^{NS}

** Significant at 1% level * Significant at 5% level NS- Not Significant at 5% level

Scheffe table 6.1 comparison shows that Government primary school teachers have better perception towards writing skill than the counterparts.

Hypothesis 6

H₀ There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to locality of the school

Table 7 Perception of primary school teachers towards promotion of writing skill in TN English textbook and its dimensions with regard to locality of the school

Variable	Locality of the school	No	Mean	S.D	t-value	P value
Handwriting and vocabulary	Rural	61	19.11	2.78	0.10	0.590 ^{NS}
	Urban	39	19.18	3.09		
Grammar	Rural	61	19.43	2.73	1.54	0.571 ^{NS}
	Urban	39	20.21	2.28		
Punctuation	Rural	61	19.20	3.04	1.64	0.024*
	Urban	39	20.03	1.99		
Creative writing	Rural	61	19.20	3.16	2.71	0.104 ^{NS}
	Urban	39	20.67	2.25		
PPSTTPWS	Rural	61	76.93	9.63	1.87	0.206 ^{NS}
	Urban	39	80.07	7.09		

NS- Not significant at 5% level *Significant at 5% level

In the table 7, since the p value (=0.206) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to Locality of the School. It is also true with the dimension namely Handwriting and Vocabulary (0.590), Grammar (0.571) and Creative Writing (0.104).

For the dimension 'Punctuation', the mean scores reveal that Urban primary school teachers have good perception towards writing skill than their counterparts.

Hypothesis 7

H₀ There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to professional qualification of the teacher

Table 8 Perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to professional qualification

Variable	Professional qualification	No	Mean	S.D	t-value	P value
Handwriting and vocabulary	D. TEd.	33	19.15	3.28	0.02	0.20 ^{NS}
	B. Ed.	67	19.13	2.70		
Grammar	D. TEd.	33	19.69	3.12	0.08	0.05 ^{NS}
	B. Ed.	67	19.75	2.30		
Punctuation	D. TEd.	33	19.48	3.44	0.07	0.01*
	B. Ed.	67	19.53	2.28		

Creative writing	D. TEEd.	33	19.91	3.43	0.30	0.47 ^{NS}
	B. Ed.	67	19.70	2.65		
Overall PPSTTPWS	D. TEEd.	33	78.24	11.44	0.05	0.04*
	B. Ed.	67	78.11	7.30		

NS- Not significant at 5% level *Significant at 5% level

In the table 8, since the p value (=0.041) is less than 0.05, the null hypothesis is not accepted at 5% level of significance. It shows that there is a significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to professional qualification. It is also true with the dimension namely Handwriting and Vocabulary (0.207), Grammar (0.051) and Creative Writing (0.478). For the dimension 'Punctuation', the mean scores reveal that B.Ed Qualified primary school teachers show good perception towards writing skill than their counterparts.

Hypothesis 8

H₀. There is no significant difference among primary school teachers in their perception towards TN English textbook in promotion of writing skill with regard to experience of the teacher

Table 9 ** Significant at 1% level * Significant at 5% level NS Not Significant at 5% level

Dimension	Source of Variation	Sum of Squares	Df	Mean of square Variation	f- value	P value
Handwriting and Vocabulary	Between	2.76	3	0.92	3.03	0.03*
	Within	29.04	96	0.30		
Grammar	Between	3.24	3	1.08	3.74	0.01*
	Within	27.67	96	0.29		
Punctuation	Between	1.02	3	0.34	1.42	0.24 ^{NS}
	Within	22.98	96	0.24		
Creative Writing	Between	4.53	3	1.51	5.83	0.001**
	Within	24.84	96	0.26		
Overall PPSTTPWS	Between	3.16	3	1.05	3.39	0.02*
	Within	29.75	96	0.31		

NS Not Significant at 5% level

In the table 9, since the p value (=0.021) is less than 0.05, the null hypothesis is not accepted at 5% level of significance. It shows that there is a significant difference in perception of primary school teachers towards writing skill in TN English textbook with regard to professional qualification.

It is also true with the dimension Punctuation (0.241). Significant difference found in the dimension namely Handwriting and Vocabulary, Grammar and Creative Writing, Scheffe test was employed to find which of the paired mean score differ significantly and the result are given in the table 9.1

Table 9.1 Scheffe Test Result showing the Significant Difference in Perception of primary school teachers towards writing skill in TN English textbook and its dimensions with regard to experience of the teacher

Source of Variation	Experience of the Teacher				Mean	Mean Difference	Std.error	P
	1-2	3-5	5-10	10&above				
Handwriting and Vocabulary	34.00	21.00	-	-	19.29	0.24	0.15	0.46 NS
	-	21.00	15.00	-	18.61	0.06	0.18	0.98 NS
	-	-	15.00	30.00	17.73	0.36	0.17	0.22 NS
	34.00	-	-	30.00	20.03	0.18	0.13	0.60 NS
	34.00	21.00	-	-	19.82	0.02	0.14	0.99 NS
Grammar	-	21.00	15.00	-	19.71	0.33	0.18	0.34 NS
	-	-	15.00	30.00	18.00	0.56*	0.17	0.01 *
	304.00	-	-	30.00	20.50	0.20	0.13	0.51 NS
	34.00	21.00	-	-	19.61	0.01	0.141	1.00 NS
Creative Writing	-	21.00	15.00	-	19.28	0.38	0.17	0.18 NS
	-	-	15.00	30.00	18.06	0.66*	0.16	0.00 1**
	34.00	-	-	30.00	21.13	0.27	0.12	0.21 NS
	34.00	21.00	-	-	78.02	0.04	0.15	0.99 NS
Overall PPSTTPWS	-	21.00	15.00	-	77.33	0.21	0.18	0.71 NS
	-	-	15.00	30.00	72.00	0.53*	0.17	0.03 *
	34.00	-	-	30.00	81.96	0.26	0.13	0.30 NS

** Significant at 1% level

* Significant at 5% level

NS- Not Significant at 5%level

In table 9.1 comparison shows that 5 to 10 years experienced primary school teachers have better perception towards writing skill than their counterparts.

VIII. Findings

1. The level of perception of primary school teachers towards TN English textbook in the promotion of writing skill in is moderate; whereas the perception of government school teachers is high.
2. There is no significant difference in the perception of primary school teachers towards TN English textbook in the promotion of writing skill and its dimensions with regard to gender, age and locality of the teacher
3. There is no significant difference in the perception of primary school teachers towards TN English textbook the promotion of writing skill and its dimensions with regard to marital status except the dimension of grammar where the mean score reveals that the primary school teachers who are unmarried have better perception than their counterparts
4. There is no significant difference in the perception of primary school teachers towards TN English textbook the promotion of writing skill and its dimensions with regard to locality of the school except the dimension of punctuation where the mean score reveals that the primary school teachers who lives in urban area have better perception than the teachers who reside in rural area
5. There is significant difference in the perception of primary school teachers towards TN English textbook the promotion of writing skill and its dimensions of grammar, punctuation with regard to their professional qualification whereas the mean scores reveals that the primary school teachers with B.Ed. degree have better perception
6. There is significant difference in the perception of primary school teachers towards the promotion of writing skill in TN English textbook and its dimensions of handwriting and vocabulary, grammar, creative writing with regard to experience of the teacher where the mean score reveals primary school teachers who have 5-10 years of experience have better perception towards TN English textbooks in promotion of writing skill
7. There is significant difference in the perception of primary school teachers towards the promotion of writing skill in TN English textbook and its dimensions of handwriting and vocabulary, grammar, punctuation with regard to type of school where the mean score reveals that the primary school teachers who work in government school have better perception than their counter parts.

IX. Implications

The findings show that primary school teachers who work in government sectors have better perception towards TN English textbooks than their counterparts. The unmarried, urban, B.Ed. completed, and 5-10 years experienced teachers show significant difference in their perception towards TN English textbooks. An orientation programme can be arranged for the government-aided and private school teachers to bring positive perception on TN English textbooks. The findings rural, D.T. Ed. Completed, and less experienced teachers have low perception towards TN English textbook. Seminars and workshops can be conducted through the Block Resource Centres in rural areas. English language enhancement programmes can be conducted to the less experienced and D. T, Ed completed primary school teachers as a part of in-service training programmes.

Conclusion

Writing is an important foundational literacy skill. Period of elementary school is an apt sphere to provide strong foundation to such skill. Educational policies and committees and commissions in India emphasizes that attaining FLS is an urgent national mission [6]. Textbooks are ready hand tools which assists the teachers and students in the process of teaching and learning. The thorough understanding about the textbooks will help the teachers to use it as an effective tool to impart knowledge. The present study has revealed the perception of primary school teachers towards TN Textbooks in promoting the writing skills.

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