

TEACHER'S PERCEPTION OF THE USE OF PICTURE BOOKS AND REAL OBJECTS ON PRESCHOOL CHILDREN READING ABILITY SUSTAINABLE DEVELOPMENT

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Abstract: *The study examined the teacher's perception of the use of picture books and real objects on preschool children reading ability as sustainable tools for future development. A Survey research design was adopted for the study. The study population comprised all the teachers of pre-primary schools in Ikere Local Government Area of Ekiti State. The instruments used were Questionnaire tagged Questionnaire on Teacher Perception (QTP), Questionnaire on Use of Picture Books (QUPB), Questionnaire on Use of Real Object (QURO) and the reliability coefficient yielded 0.75, 0.80 and 0.76 respectively using Cronbach Alpha. The result showed that there is a significant influence of preschool teachers' perception and the use of picture books on preschool children's reading. It also indicates the significant influence of teachers' perception and the use of real objects on preschool children's reading. The study concluded that the positive attitude of teachers toward the use of picture books and real objects will facilitate and improve preschool children reading ability. Based on the findings it was recommended that teacher training programs should aim at bringing out enthusiasm for learning, improving teachers knowledge of reading and motivating them to use instructional materials.*

Keywords: Teachers' perception, Picture books, Real objects, preschool, Reading.

INTRODUCTION

The pre-school years are the period when a child develops socially, emotionally, spiritually, physically, and intellectually at a fast pace and this is the foundation for healthy academic development. It is also a period of education for the foundation of educational structure; hence a solid dependable foundation on language is essential. (Odejobi & Odewumi, 2020) clearly stated that teachers must reflect on the effectiveness the delivery system used. Since language is an important instrument of education and reading is one of the four skills of language which can serve as a tool for sustainable development it is therefore imperative for teachers to have a positive attitude and better disposition in teaching reading at all levels of educational system and most especially at the pre-school level. The ability to comprehend is a key characteristic of a good reader; teachers need to know that a specific teaching technique works if they are willing and able to use it effectively (Odewumi & Ajibewa, 2018). This study focused on the teachers' perception of the use of picture books and real objects on pre-school children reading.

Teachers' perception is the thoughts or mental images that teachers have about their professional activities and their learners. (Bradley, 2017) opined that a teacher's perception tend to react favorably or unfavorably towards a designed class of stimuli. It is evident that teachers' perception cannot be directly observed, but must be inferred from avert behavior, both verbal and nonverbal. Derebssa (2016) explains teachers' perception as a condition of readiness for a certain type of activity. Meanwhile, the perception of individual teachers could be simple or complex, stable or unstable, and judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes. It is on this note that this study investigated the teachers' perception in the use of picture books and real objects on pre-school children reading ability as tools sustainable development.

Picture books are educational products that are usually intended to be used as learning aids. It compiles visual and aural stories into a book style. Acrylics, oil paintings, water color, pencil, and other mediums are used to create the graphics in picture books (pilgrim & Ward, 2017). Picture books communicate to pupils simple

qualities which accomplish in huge sophistication in visual and verbal codes (Cox. 2017). In the study of Livingston et al., (2016) picture books are seen as effective instructional approach that provide natural and safe ways for children to develop skills and learn important concept. In the respect of the importance of teaching aids, teachers resort to use of picture books for instruction as a technique that can aid teaching and learning. Pinter, (2017) opined that learning can be difficult for young learners if deliberate efforts are not made towards providing the right environment. Therefore, teachers need to use learning aids such as picture books and real object to enhance pupils reading. Researchers have shown the effect of picture books on reading, for instance, Scot & Ytreberg, 2010) demonstrated how pictures could be used to achieve various milestones in instructional process. Also, the process of using picture and illustration method could be used in achieving instructional objectives in very different areas. In corroborating this McDonough, 2014) averred that pictures serve to provide context as well as specificity of reference point or stimulus

Apart from the picture books this study is also interested in real object, real object is one of teaching aids that to show the learners the concrete item. Willis, (2018) stated that teaching learners about a concrete item is to show them an actual item or using toy instead of real object in order to increase the sensory experience of learners since they enjoy exploring objects with all of their relevant sense. Based on this statement, real object could help to increase the sensory experience of the learners. Maxon, (2019)) averred that real objects often triggers the idea for the lesson rather than the other way round. Real object is attractive means which is easy and simple and can help the teacher to teach the young learners.

Also, real object hopefully makes beginners learn more pleasurable and can make them to be creative. In supporting this, the study of Moon, (2010) confirmed through drawing language related to the arts and crafts can be taught.

Willis, (2018) posited that the main benefit of real objects in the classroom is to make the learning experience more remarkable for the learner. For instance, teaching vocabulary of fruit and vegetables with real object present physically gives them the opportunity touch, smell and see the objects at the same time as hearing the new word. This will make learning permanent than

using flashcard pictures. of the piece of fruit or vegetable.

Pictures books and real object are one of the teaching and learning materials that are ingredients in learning and no meaningful teaching and learning that can takes place without adequate materials. On this note, it is imperative to investigate teachers' perception on the use of picture books and real object on pre-school children reading ability for educational sustainable development. Learning to read in preschool requires special attention because it is one of the skills that determine performances in some subject areas, such as science and the humanities. Researches have revealed that, ability to read fluently at early have impact on children later development and even life prospects. Similarly, observation reveals that many of preschool children could not read and this could be due to the perception of teachers in the use of instructional materials such as picture books and real object and if children cannot read, it could have adverse effect in their academic success in life. Some earlier research have discovered that some literatures look at primary school reading abilities using one of the variables in this study, and some even combine variables, but do not include teacher's perception. To the best of the researcher's knowledge, none of the literature studied has been able to establish any predictive effect of teacher' perception of picture books and real objects on children reading ability, this research will do that.

Also, past correlation studies have revealed the effect of instructional materials in teaching reading but there is still paucity of literature on the perception of teacher on the use of picture books and real objects in reading. Therefore, the researcher deem it feet to investigate the teachers' perception of the use of picture books and real objects on preschool reading as tools sustainable development. This study aimed at determining the perception of preschool teachers in the use of picture books and real objects on pupils reading ability. The specific objectives are to; examine preschool teachers' perception on the use of picture books in pupils reading ascertain preschool teachers' perception on the use of real objects in pupils reading and determine the differences in the use of picture books and real objects on pupils reading.

LITERATURE REVIEW

Picture books as Instructional Aid

The classical works on picture books as instructional aids in teaching and learning were done by two scholars: Joseph & Perry, (2010) in the 1980s Newell,(2017). It was from these pioneer researchers that other scholars started coming up with studies on the same. Fattal, (2017) averred that picture books creates a miniature ecosystem in for enhanced learning experience. This is brought about by the reciprocating actions of words and pictures in picture books where each one becomes a basis of existence of the other. Since most children are amazed by picture books even at the age of two and continue to take pleasure in them for many more years in the learning cycle, use of picture books then is an important instructional exemplary that can work for many children through cultures in time and space (Pinter, 2017).

Pictures Books and Creativity

Picture books create a way for pupils to interconnect and to be knowledgeable about the world. According to Nisbet & Shucksuith, (2017), when children explore in picture books, they acquire abilities to read images and this helps them achieve deeper understanding of literature. Picture books are used to enhance children's critical thinking and basic literacy skills (Gooch, Saito & Lyster, 2016)

Perception of Teachers towards Use of Picture Books for Instruction

Wambui, (2013), opined that teachers generally had positive attitude towards the use of instructional materials in general. This attributed to the fact that teachers believed that use of instructional materials had the potential of improve learner participation. Another study conducted by Mwalyego, (2014) also affirmed positive attitude demonstrated by teachers on use of instructional materials but concludes that challenges of implementing use of instructional materials in classrooms may discourage then use and this could possible impact on their attitude on the same. Pressley & Allington, (2014) concluded that teachers with a positive attitude toward instructional materials were more likely to use them in the instructional process. The study however, links positive attitude to knowledge and suggests that teacher training programs should

aim at bringing out enthusiasm for learning the subject and improving their subject knowledge which would motivate them to use instructional materials for improved learning outcome (Pressley & Allington, 2014).

Real objects as instructional materials

Real objects are specimens of plants or animals and real machines or tools as they are known to exist or used in life situations (Smith, (2017). Real objects can be useful in presenting a fascinating learning experience while improving the retention of concepts learned. The use of real object is in the classroom and is widely considered to have great value in fostering active teaching-learning environment. Real object can be useful in all subject areas of the curriculum; and is appropriate for any age level of learners from beginner to advance(Smith, (2017). Shabiralyan et al., (2015) opined real object, whether traditional or virtual, have been found to be useful to improve the retention of concepts learned in the classroom because it enrich learning and make it more concrete, authentic and interesting as the learner is made to handle and study these things directly.

METHODOLOGY

The research design was adopted; the population for this study consists of all the teachers of pre-primary school in Ikere Local Government Area of Ekiti State. The sample for this study comprised fifty (50) participants which were randomly selected from ten (10) pre-primary schools in Ikere Local Government Area of Ekiti State, Nigeria. Five [5] teachers from each school making 50 teachers were randomly selected using ballot system. The instruments used were Questionnaire tagged Questionnaire on Teacher Perception (QTP), Questionnaire on Use of Picture Books (QUPB), Questionnaire on Real Object (QURO) and the reliability coefficient yielded 0.75, 0.80 and 0.76 respectively using Cronbach Alpha. Data was analysed using One - Sample Statistics.

RESULTS AND DISCUSSIONS

Hypothesis 1: There is no significant influence of preschool teachers' perception and the use of picture book on pupils reading

Table 1: Descriptive Statistics of the Teachers' Perception on the use of Picture Books on Pupils Reading**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Perception	46	14.28	5.344	.788
Picture Reading	46	20.22	1.931	.285

Source: Author

The Table 1 shows the descriptive statistics of the teachers' perception on the use of picture books on pupils reading. The table does not provide the Table 2:

significant influence of picture books which will be presented in Table 2.

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teachers' Perception	18.125	45	.000	14.283	12.70	15.87
Picture Reading	71.004	45	.000	20.217	19.64	20.79

Source: Author

Table 2 indicates that there was significant influence of preschool teachers' perception and the use of picture book on preschool children reading. Therefore, the null hypothesis that states that there was no significant influence of preschool teachers' perception and the use of picture book on pupils is rejected. This result

shows that picture books can help in the acquisition of reading of preschool children

Hypothesis 2: There is no significant influence of preschool teachers' perception

And the use of real objects on pupils reading

Table 3: Descriptive Statistic of Teachers perception on the use Real Objects on pupils Reading

	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Perception	46	14.28	5.344	.788
Real Object	44	19.61	1.820	.274

Source: Author

The Table 3 shows the descriptive statistics of the teachers' perception on the use of real objects on pupils reading. The table does not provide the

significant influence of real objects which will be presented in Table 4.

Table 4: One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teachers' Perception	18.125	45	.000	14.283	12.70	15.87
Real Object	71.485	43	.000	19.614	19.06	20.17

Source: Author

Table 4 indicates that there is significant influence of preschool teachers' perception and the use of real objects on preschool children reading. Therefore, the null hypothesis that states that there is no significant influence of preschool teachers' perception and the use of real objects on pupils reading is hereby rejected. This result

shows that real objects can help in the acquisition of reading of preschool children

Hypothesis 3: There is no significant difference in the use of picture books and real objects on pupils reading.

Table 5: Descriptive Statistic on Real Object and picture books on Pupils Reading One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Real Object	44	19.61	1.820	.274
Picture Reading	46	20.22	1.931	.285

Source: Author

The Table 5 shows the descriptive statistics of real objects and picture books on pupils reading. The table does not provide the significant

difference of real objects and picture books which will be presented in Table 6.

Table 6: One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Real Object	71.485	43	.000	19.614	19.06	20.17
Picture Reading	71.004	45	.000	20.217	19.64	20.79

Source: Author

Table 6 indicates that there is significant influence of real object and the use of picture books on preschool children reading. Therefore, the null hypothesis that states that there is no significant difference of real object and the use of picture

books on pupils reading is hereby rejected. This result shows that picture books and real objects can help in the acquisition of reading of preschool children

Findings and Discussion

The study examined teachers' perception on the use of picture books and real objects on preschool children reading ability as sustainable tools for future development. in pre-primary school pupils in Ekiti state, Nigeria. Three hypotheses were generated for the study.

In testing the first hypothesis that state that there is no significant influence of preschool teachers' perception and the use of picture book on pupils reading ability in pre-primary school pupils' reading ability in Ikere Ekiti State. The result indicated that there is a positive significant influence of preschool teachers' perception and the use of picture book on pupils reading ability in pre-primary school pupils' Ikere Ekiti State which is consistent with Pressley & Allington, (2014) that teachers with a positive attitude toward instructional materials were more likely to use them in the instructional process and Orlich et al., (2016) supported that use of picture books provide natural and safe ways for children to develop skills and learn important concept. Also the study of Venkatech & Rabah, (2014) agreed that picture books bring into reality the concepts that learners can relate with and are therefore effective.

The study further revealed that there is significant influence of preschool teachers' perception and the use of real objects on pupils reading ability in the pre- primary school pupils' reading ability. The finding is in line with the study of Harmer (2014) that real object has significant influence on teaching and learning in the classroom. This indicated that whether traditional or virtual it has been found to be useful to improve the retention of concepts learned in the classroom. The study further revealed that is significant influence of preschool teachers' perception and the use of real objects on pupils reading ability in the pre- primary school pupils' reading ability. The finding is in line with the study of Harmer (2014) that real object has significant influence on teaching and learning in the classroom. This indicated that whether traditional or virtual it has been found to be useful to improve the retention of concepts learned in the classroom.

CONCLUSION

The results of this study provide empirical evidence on the teacher's perception on the use of

picture books and real objects of pre-school children reading ability. It is obvious from the study that the acquisition of reading in pre-primary schools depends on teachers' perception. Attitude of teacher plays a significant role in the use of picture books and real objects in teaching pre-school children reading because the result shows that there is significant influence of teachers' perception on picture books and real objects of preschool children reading ability. Pupil's positive attitude towards reading could be enhanced through teachers' enthusiasms, resourcefulness and ability to make the teaching quite interesting with the aid of picture books and real objects.

The study opens up a new dimension of research by showing the significant influence of teachers' perception on the use of picture books and real objects on preschool children reading ability. Based on the findings, the study recommends that:

Teachers should have positive attitude towards the use picture books and real objects in teaching pre-school children reading. Preschool teachers should undergo in-service training such as seminars for effective discharge of their duties. Preschool teachers should be encouraged to participate in pedagogically-oriented and content-oriented professional development activities to improve the quality of their teaching and consequently the performance of their pupils particularly in reading. Future research can be conducted on picture books and real objects as strategies to improve preschool reading skills.

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