

A STUDY OF EXAMINATION WRITING STYLE AMONG B.Ed. STUDENTS IN TIRUCHIRAPPALLI DISTRICT

Research Paper

ABSTRACT

The main objective of the study was to find out whether there was a significant difference in the examination writing style among the B.Ed. college students in terms of selected independent variables. Survey was the technique employed. Examination writing style inventory developed by Krishnan, K. and Thanga Rajathi (2002), was used for data collection. A stratified representative sample of 604 B.Ed. students of self financed B.Ed. colleges in Tiruchirappalli district constituted the sample for this study. The major findings were that there were significant difference in examination writing style between male and female students and U.G and P.G students.

INTRODUCTION

Since many professionals spend a significant amount of their working hours for writing, the ability to write well is crucial to their job performance. Many personal assistants, business managers, and engineers write more frequently on the job than English lecturers. Academic writing taught to foundation students is a manageable pursuit that has practical use for their future academic and professional endeavors. Foundation students should therefore know its value, not only as a course prerequisite but also a soft skill vital for professional development.

Examination writing style occupies a prominent place in curriculum at all educational programmes across the world and hence the role of examination writing style in teacher education becomes significant. It is a necessary part of growth for cognitive, affective and psychomotor domain development, and therefore it should have some value if the student teachers want to benefit from their examinations and in their professional careers.

NEED FOR THE STUDY

Teacher education syllabus is a vast one. Student teachers have to prepare well for their examinations. Even though they prepare well, the way of presentation in the answer booklet is very much essential to score more marks. The writing styles of them have indirect influence on the academic achievement of the student teachers. If they have very good style, they can score more marks and they can motivate their students in their future. Since good writing style is needed for a teacher, that could be

trained in the teacher education institution itself. The investigator is interested in studying the examination writing style of the B.Ed. Students.

OBJECTIVE OF THE STUDY

To measure and find out whether there is a significant difference in examination writing style among the B.Ed. college students in terms of selected independent variables viz. sex, educational qualification, subject of study, and residence.

HYPOTHESES OF THE STUDY

1. There is no significant difference in examination writing style between male and female students.
2. There is no significant difference in examination writing style between U.G and P.G students.
3. There is no significant difference in examination writing style among students of Languages, Sciences and Humanities.
4. There is no significant difference in examination writing style between urban and rural students.

METHODOLOGY IN BRIEF

Sample

A stratified representative sample of 604 B.Ed. students of self financed B.Ed. colleges in Tiruchirappalli district constituted the sample for this study.

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Tool Used

Examination writing style inventory developed by Krishnan, K. and Thanga Rajathi (2002) was used for data collection.

Technique

Survey was the technique employed.

Statistical Treatment

't'-test between the means was employed.

LIMITATION AND SCOPE

Though the B.Ed. college students of Tiruchirappalli district only were included in the study includes the findings of the study.

The findings of the study are of great importance to the world of Education, since it helps in understanding the phenomenon for securing the examination writing style among B.Ed. students.

ANALYSIS AND DISCUSSION

Hypothesis: 1

There is no significant difference in examination writing style between male and female students.

SIGNIFICANT DIFFERENCE IN EXAMINATION WRITING STYLE BETWEEN MALE AND FEMALE STUDENTS

EXAMINATION WRITING STYLE BETWEEN MALE AND FEMALE STUDENTS

Sex	Number	Mean
Male	147	76.44
Female	457	78.99

S- denotes Significant Difference

The obtained value -3.0

1.96 at 0.05 level of significance

indicates a significant difference between their examination writing style.

It can be inferred from the findings that male students are found higher in examination writing style. This may be due to the care taken for achieving the examination writing style.

COMMENT

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Tool Used

Examination writing style inventory developed by Krishnan, K. and Thanga Rajathi, S. (2002), was used for data collection.

Technique

Survey was the technique employed.

Statistical Treatment

't'-test between the means of large independent sample was employed.

LIMITATION AND SCOPE OF THE STUDY

Though the B.Ed. colleges are spread over Tamil Nadu, the study includes the B.Ed. colleges located in Tiruchirapalli district only. This is a limitation of the study.

The findings of this study will contribute to the field of Education, since it will throw light on the examination writing style among B.Ed. students, which is an inevitable phenomenon for securing high marks.

ANALYSIS AND DISCUSSION

Hypothesis: 1

There is no significant difference in examination writing style between male and female students.

Table 1

SIGNIFICANT DIFFERENCE IN EXAMINATION WRITING STYLE BETWEEN MALE AND FEMALE STUDENTS

Sex	Number	Mean	Standard deviation	't' value	Significance at 0.05 level
Male	147	76.44	9.81	3.08	*S
Female	457	78.99	8.37		

* S- denotes Significant at 0.05 level of significance.

The obtained value -3.08 is greater than the table value of 1.96 at 0.05 level of significance. This shows that there is significant difference between male and female students in their examination writing style.

COMMENT

It can be inferred from the above finding that the female students are found higher in examination writing style than the male students. This may be due to their keen observation and care taken for achieving higher scores or ranks.

Hypothesis: 2

There is no significant difference in examination writing style between U.G and P.G students.

Table 2

SIGNIFICANT DIFFERENCE IN EXAMINATION WRITING STYLE BETWEEN U.G AND P.G STUDENTS

Educational Qualification	Number	Mean	Standard deviation	't' value	Significance at 0.05 level
UG	407	77.74	8.91	2.54	*S
PG	197	79.67	8.44		

*S- denotes Significant at 0.05 level.

The obtained value 2.54 is greater than the table value of 1.96 at 0.05 level of significance. This shows that educational qualification exerts a significant influence on examination writing style favoring the students who are studying P.G

COMMENT

From the above finding, it can be inferred that higher degree can have higher the perfectness and cautiousness in doing any work.

Hypothesis: 3

There is no significant difference in examination writing style among subjects of study viz., Languages, Sciences, Humanities.

Table 3

SIGNIFICANT DIFFERENCE IN EXAMINATION WRITING STYLE AMONG STUDENTS OF LANGUAGES, SCIENCES AND HUMANITIES

Subject of Study	Number	Mean	Standard Deviation	't' Value	Significance at 0.05 Level
Languages	148	77.59	8.63	1.60	*NS
Sciences	291	78.95	8.32		
Languages	148	77.59	8.63	0.44	*NS
Humanities	165	78.05	9.72		
Sciences	291	78.95	8.32	1.04	*NS
Humanities	165	78.05	9.72		

*NS- denotes Not Significant at 0.05 level.

