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

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> Examination writin Crishnan, K. and Than or data collection.

riting style among B.Ed

Number

147

457

S-denotes Significant

The obtained value -3.

male

ABSTRACT

The main objective of the study was to find out whether there was a significant difference in the examination echnique writing style among the B.Ed. college students in terms of selected independent variables. Survey was Survey was the techn technique employed. Examination writing style inventory developed by Krishnan, K. and Thanga Rajathi tatistical Treatment 't'-test between the m (2002), was used for data collection. A stratified representative sample of 604 B.Ed. students of self finance as employed. B.Ed. colleges in Tiruchirappalli district constituted the sample for this study. The major findings were IMITATION AND S there were significant difference in examination writing style between male and female students and l Though the B.Ed. coll and P.G students. e study includes th

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. I they have very good style, they can score more marke and they can motivate their students in their future. Since good writing style is needed for a teacher, that could be

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trained in the teacher education institution itself Heruchirapalli district only the investigator is interested in studying the exam nat The findings of writing style of the B.Ed. Students. Id of Education, since it

OBJECTIVE OF THE STUDY

To measure and find out whether there is a sign if lenomenon for securing difference in examination writing style among the BNALYSIS AND DIS college students in terms of selected independent vaizypothesis: 1 viz. sex, educational qualification, subject of study, and reside There is no significant of

HYPOTHESES OF THE STUDY

- 1. There is no significant difference in examination with style between male and female students.
- SIGNIFICANT 2. There is no significant difference in examination wiXAMINATION WR style between U.G and P.G students. MALE AND FE
- 3. There is no significant difference in examination wi style among students of Languages, Sciensex Humanities. Iale
- 4. There is no significant difference in examination w style between urban and rural students.

METHODOLOGY IN BRIEF Sample

1.96 at 0.05 level of sign A stratified representative sample of 604 Bignificant difference be students of self financed B.Ed. colleges in Tiruchira heir examination writin district constituted the sample for this study. **)MMENT**

f C.Ashok Kumar <i>Vice Principal</i> <i>Jai Sai College of Education</i> <i>Tiruchirappalli.</i>	It can be inferred from the dents are found higher in male students. This mail care taken for achievi	
- 648 X Vol. 13 No. 01 Jan - Mar 201	esearch and Reflection	

Mean

76.44

78.99

search Tool Used Paper

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

Technique xaminatio

Survey was the technique employed. vey was th Statistical Treatment

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

gs were the 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 itself. Hen Tiruchirapalli district only. This is a limitation of the study. e examinatio

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 is a significa thenomenon for securing high marks.

nong the B.EANALYSIS AND DISCUSSION

ndent variab Hypothesis: 1 ty, and residen

S.

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

Table 1

SIGNIFICANT DIFFERENCE IN ination writiEXAMINATION WRITING STYLE BETWEEN MALE AND FEMALE STUDENTS

es, Science		Number	Mean	Standard deviation		Significance at 0.05 level
	Male	147	76.44	9.81		
ination writ	Female	457	78.99	8.37	3.08	*S

* 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 f 604 B.Es significant difference between male and female students iruchirappin 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 he male students. This may 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

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

Educational Qualification	Number	Mean	Standard deviation		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 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	Contraction of the second	Significance at 0.05 Level	
Languages	148	77.59	8.63		*NS	
Sciences	291	78.95	8.32	1.60		
Languages	148	77.59	8.63	-	*NS	
Humanities	165	78.05	9.72	0.44		
Sciences	291	78.95	8.32			
Humanities	165	78.05	9.72	1.04	*NS	

*NS- denotes Not Significant at 0.05 level.

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The obtained value 1.60 is less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between language and science students in their examination writing style.

The obtained value 0.44 is less than the table value of 1.96 at 0.05 level of significance. This shows that there is no significant difference between language and humanities students in their examination writing style.

The obtained value 1.04 is less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between science and humanities students in their examination writing style.

COMMENT

It can be inferred from the above findings that the subject of study does not influence examination writing style among B.Ed. students. This may due to the fact that the subject of study is not a factor which hinders the achievement or performance of the B.Ed. students.

Hypothesis: 4

There is no significant difference in examination writin style between urban and rural students.

Table 4

SIGNIFICANT DIFFERENCE IN **EXAMINATION WRITING STYLE BETWEEN** URBAN AND RURAL STUDENTS

Residence	Number	Mean	Standard deviation	and the second second	Significance at 0.05 level	
Urban	316	78.48	8.70	0.22	*>10	
Rural	288	78.25	8.92	0.32	*NS	

*NS- denotes Not Significant at 0.05 levels.

The obtained value 0.32 is less than the table value of 1.96 at 0.05 level of significance. This shows that there i no significant difference between urban and rural student in their examination writing style.

COMMENT

Examination writing style does not depend on B.Ed students' college locality. Environment does not influence the examination writing style among the B.Ed. students Nowadays colleges in rural areas also exert the sam influence as colleges in urban areas.

RESULTS AND FINDINGS

- Resear 1. There is significant difference in Paper examination writing style between male and female students.
- 2. There is significant difference in examination us style between U.G and P.G students.
- The development of the 3. There is no significant difference in examination w style among students of Languages, Scie ommunication Technolo lucation, especially in I Humanities students.
- 4. There is no significant difference in examination, udy. The sample consist. style between urban and rural students.

CONCLUSION

The empirical average score of examination witing spect of their ICT interest among B.Ed. students is found to be 78.36 vhil alification is under-gra theoretical average is 49. This shows that examin-

writing style among the B.Ed. students is above ave TRODUCTION

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