

A STUDY ON WRITING DIFFICULTIES IN ENGLISH

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Abstract

The purpose of the study was to assess the writing difficulties in English among the upper primary school students in relation to their gender, locale and type of management of school. The sample consisted of 400 hundred upper primary students from different schools in Kerala. The research used descriptive survey method. The result of the study revealed that unaided school students have less writing difficulties than government and aided school students. The students from rural schools have low writing difficulties than the students of town area schools.

Key words: Learning difficulties, English writing



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Introduction

A large percentage of children suffer from learning difficulties and therefore do not master or partially master-these required academic skills. Not surprisingly, each one learns differently. Most of us have our own “learning difficulty”, to cope with. Some people don’t do well with numbers, others have difficulty in writing. Some people feel they have to discuss a new idea before they understand it; others need to mull it over in privacy. Learning difficulties and learning problems are often the first descriptive terms used when a child begins to have trouble in school. At least one in every ten children of school age will have difficulties with one or more areas of the school curriculum, most commonly reading and writing. A proportion will overcome difficulties early, but for the majority, learning difficulties are likely to persist and have deleterious consequences on their later careers. In India it has been estimated that about 12.5 million children with learning difficulties are to be provided education in the school system. Out of which 3.6 million are children with learning difficulties in the age group 5-14.

In India exclusive efforts are not made to find out the incidence of learning difficulties but it has been established that 10-12 per cent of our school children are with

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learning difficulties. These children require help are in an evaluation system predominantly based on written examination which is a disadvantage to the learning difficult child. In fact, most children struggle to acquire writing skills. In India many children possess poor writing skills in English. The Writing Difficulties lead them for poor academic achievement. The progress of a nation depends upon the quality and quantity of education received by the people.

Need and Significance of the study

Policy makers must examine how schools can help children with learning difficulties become skilled writers. The writing instruction that many of these children currently receive is inadequate. Instruction for some of these students focuses almost exclusively on the teaching of lower-level writing skills, such as handwriting and spelling, with few opportunities to actually write. Others are placed in classes where frequent writing is emphasized, but little time is devoted to teaching needed writing skills and strategies, as it is assumed that these skills can be mastered through informal and incidental methods of learning. Still other children attend schools where virtually no time is provided for either writing or writing instruction. It is highly unlikely that children with writing difficulties will acquire all they need to know. Writing instruction for these students must emphasize both prevention and intervention; respond to the specific needs of each child; maintain a healthy balance between meaning, process, and form; and employ both formal and informal learning methods.

Objectives of the study

- To study the distribution of scores on Writing Difficulties in English
- To study the significant difference if any in the means of scores on Writing Difficulties in English with respect to gender, locale and type of management

Methodology in brief

Descriptive survey method was used. The study will be conducted on a representative sample of four hundred upper primary school students of Kasaragod district by using stratified random sampling technique giving due representation of Gender, Locale and Type of Management of schools. 'Test to identify Writing Difficulties in English' constructed by the investigator was used to collect data.

Analysis and Interpretation

- **Analysis of distribution of scores on Writing Difficulties in English**

Table 1: Frequency distribution on the scores of writing difficulties in English

Class interval	Frequency	Percentage of frequency
Below 25	34	8.50
25-35	46	11.50
35-45	41	10.20
45-55	34	8.50
55-65	53	13.20
65-75	59	14.80
75-85	58	14.50
Above 85	75	18.80
Total	400	100

From the table 1 it is observed that 366 or 91.5% of the total sample lie above the score 25. Only 8.5% of the Pupils scored below 25. The majority of the seventh standard Pupils has moderate Writing Difficulties in English.

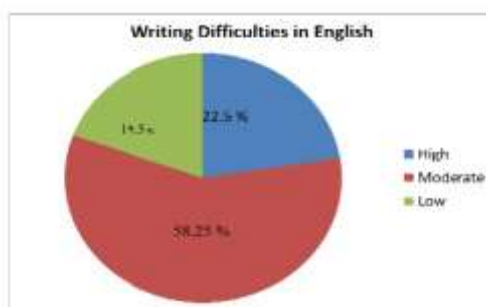


Fig.1 Pie diagram of the scores on writing difficulties in English

From the Pie diagram it is revealed that most of the students have moderate Writing Difficulties in English.

- **Analysis of scores on Writing Difficulties in English with respect to gender, locale and type of management**

Table 2. Number, Mean, Standard Deviation and ‘T’ Value of the Scores on Writing Difficulties in English among Boys and Girls

Variable	Categories	Number	Mean	S.D.	Degrees of freedom	‘t’ value	Remarks
Writing Difficulties in English	Boy	196	57.44	23.09	398	1.809	Not significant at 0.05 level
	Girl	204	61.61	22.94			

From the Table 2 it is observed that the obtained ‘t’ value is 1.809 is less than the table value 2.58 at 0.01 level of significance and also lower than 1.96 at 0.05 level of significance. So the null hypothesis “There exists no significant difference between the means of the scores on Writing Difficulties in English among Boys and Girls” is accepted.

Table 3. Sum of squares, mean squares and f value of the Scores on writing difficulties in English among the students of Government, aided and unaided schools

Variable	Group	Sum of squares	df	Mean	F value	Remarks
Writing Difficulties in English	Between groups	73879.07	2	36939.53	105.70	Significant at 0.01 level
	Within groups	138741.10	397	349.47		
	Total	212620.20				

From the table 5.8 it is evident that the calculated F value 105.70 is greater than that of the table value 4.66 at 0.01 level of significance with degrees of freedom 2/397. So the obtained F value is significant at 0.01 levels. It shows that the means of the scores on Writing Difficulties in English among the Pupils of Standard Seven of Government, Aided and Unaided schools of Kasaragod district differs significantly.

Fig.3 Bar Graph of the scores on Writing Difficulties in English among the students of Government, Aided and Unaided schools

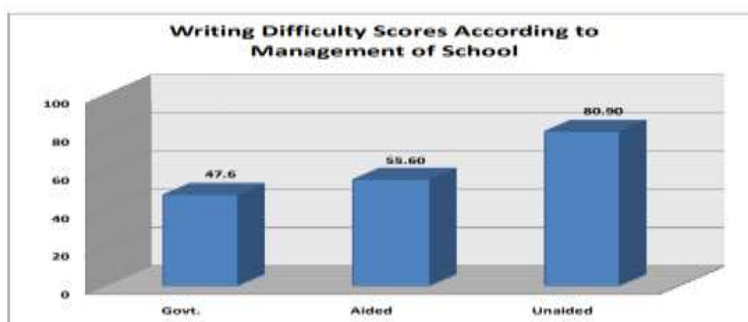


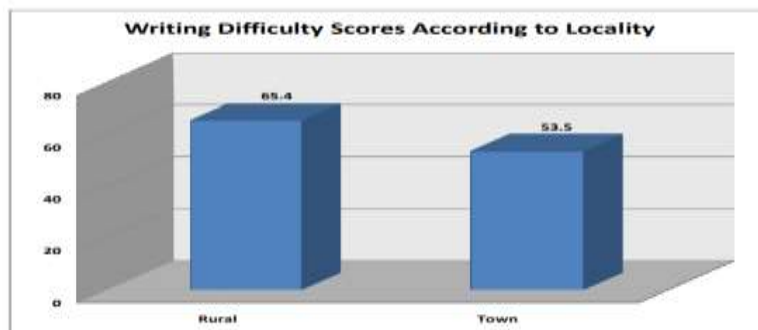
Table 4: Number, mean, standard deviation and ‘t’ value of the scores on writing difficulties in English among the students of Rural and town areas

Variable	Categories	Number	Mean	S.D.	Degrees of freedom	‘t’ value	Remarks
Writing Difficulties in English	Rural	204	65.42	20.058	398	5.351	Significant at 0.01 level
	Town	196	53.47	24.461			

From the Table 5.10 value 5.351 is greater than the table value 2.58 at 0.01 level of significance and also higher than 1.96 at 0.05 level of significance. It shows that the means of the scores on Writing Difficulties in English Seven of Rural and Town areas of the null hypothesis “There of the scores on Writing Difficulties in English Seven of Rural and Town areas research hypothesis stated that ‘ the means of the scores Standard Seven of Rural and Town areas of The graphical representation of the mean difference between the scores on Writing Difficulties in English Rural and Town areas differs significantly. Rural Writing Difficulty Scores According to Locality From the Table 5.10 the investigator observes that the obtained ‘t’ greater than the table value 2.58 at 0.01 level of significance and also higher

than 1.96 at 0.05 level of significance. It shows that the means on Writing Difficulties in English among the Pupils of Rural and Town areas differs significantly.

Fig.4 Bar Graph of the scores on Writing Difficulties in English among the students of Rural and Town areas



Results and Discussion

From the analysis of the first objective, it is concluded that 22.25 percent of the students have high Writing Difficulties in English and 19.5 percent have low Writing Difficulties in English. 58.25 percent of the total sample constitutes moderate Writing Difficulties in English. There is no significant difference between Writing Difficulties in English among Boys and Girls of Standard Seven of Kasaragod district. The mean of the scores on Writing Difficulties in English among Boys is 57.44 and the mean of the scores on Writing Difficulties in English among Girls is 61.61. So the Girls having low Writing Difficulties in English than Boys. There is a significant difference in the means of the scores on Writing Difficulties in English among the students of Government, Aided and Unaided schools. The Unaided school students have comparatively low Writing Difficulties in English than the Government and Aided school students. The means of the scores of Rural area students is higher than that of the students of Town areas. The students of Rural areas having low Writing Difficulties in English than the students of Town areas.

Conclusion

Curriculum must include those content and activities that helps to improve the English Writing skills of students. English clubs should be started in schools and programs should be organized for the promotion of writing skills in English.

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