



Measuring the Quality of Handwriting Improvement in English of VII Class Students

KEYWORDS

Handwriting, transcription, Dictation and Composition.

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ABSTRACT *Writing is the translation of a thought into print or on to paper and pen. As writing follows thoughts, thinking in the proper perspective and the careful preparation for writing is essential, writing is the most advanced in the forms of expression, it involves thoughts, ideas, Information, reflection, expression, style and conviction. The importance of writing in the life of an individual and the consequent need to write in order are communicated in English in our Social, Educational and professional areas. The teacher has to develop in pupils. The control of movements of arm, hand, wrist and fingers and make the pupil conscious of the need to perceive relations of space, size, disposition, shape and slant of the letters that are written.*

The need for the study is to know the common defects in handwriting and their chief causes and to overcome there by giving practice in hand writing.

Introduction:

The knowledge of English has become essential today for establishing intellectual, cultural, economical and political relations with the world. Such a great English languages was brought to India in 1854. From than onwards this foreign language, English almost became a living language of the Indian society. Let us not forget that we are to teach 'Hand writing' to school pupils, whose most urgent need is that they are master in their mother tongue, therefore they must as often as possible concrete on the meaning that has to be understood and the meaning that has to be expressed. So we to try for develop good hand writing skills of pupils

Composition is that art of writing. Learning to write well is a skill that proceeds at a very slow pace. As it is a difficult and complex task, a teacher of composition. Should be patient enough to provide a variety of experiences and intelligent enough to enhance experience in writing in the short period available. Hence she has to take recourse to three stages of teaching writing controlled, guided and free composition.

There are a number of books offering different models of reading and reading tasks. It is only recently that research into writing has offered thought provoking ideas about what good writers have to do and about certain implications for teachers who wish to help their students. It is evident that the teaching of writing is a complete process involving many activities such as initial probing into experience, the analysis of it, the organizations of ideas into meaningful sequence, and finally their expression in language. In order to write with confidence and ease, the students should be given repeated to write. Hence, the lesson presents some aspects of teaching / learning writing.

Most of our English departments take pride on their large percentage of doctoral degrees mainly in literary criticism and scholarship. They pay minimum attention to writing or the teaching of writing. But, there is a demand for official correspondence and creative writing in real life situations. For eg, writing of political manifesto, writing of reports in different fields of operation insurance investigations, laboratories, research, sports etc. writing of proposals, writing of policy decisions and so forth. But, in the class room it is always writing to the same old person, the English teachers to whom the student has nothing to say. If students know that what she writs will be actually read by real people, other then the teacher, then writing becomes easier and more interesting. So, the teacher has to develop assignments in which there would be real audience for the students to accommodate

and some real purpose of the writing.

Good hand writing is an art. It possesses a decorative value. It helps pupil acquire habits of accurate observation, neatness, care and precision, illegible and slipshod hand writing is a mark of slovenliness. English hand writing has a prominent role to play in the school curriculum. Beautiful hand writing not only attracts the reader but the writer also. For the approach discussed all along, the material should be of a qualitative one. The following principles would help the teacher in choosing designing or adapting materials for the teaching of writing skills. Material should be learning centred rather than teaching centred. They should focus on helping that students to develop their own strategies for learning.

Review of Related Literature:

The findings of the study conducted by K. Subhashini (2010 - 2011) indicated significant differences in the "Measuring the quality of handwriting improvement in English of High School Students with respect to gender, locality, class, (8th class, 9th class) birth order, father education, mother education, father occupation, mother occupation, annual income no significant differences in the "Measuring the Quality of Handwriting improvement in English of High school students", to different variables of high school students.

Need for the Study:

The general aim of teaching and learning in schools is to enhance academic efficiency among pupils. There are in fact many aspects requiring a large measure of attention on the part of teachers to promote academic proficiency. Apart from promoting mental discipline and mental skills, a variety of physical skills have to be developed in pupils to foster a personality of perfection in the case of each pupil. The cumulative force of the efforts of all the teachers in a school shapes the school routine into a desirable being.

The essential objective of the entire organized effort in the school routine is to generally develop in an individual the ability to communicate with his fellow beings in any one of the various modes of expression. Writing is one of the modes of that expression. No one is more aware of the need for remedial instruction in handwriting than the teacher. Though poor handwriting on the part of the pupil is nothing new, there is considerable evidence to indicate that the average quality has very much decreased during the past years. This is undoubtedly due, at least partially, to the decreased emphasis which schools have been giving to the subject of handwriting in recent years.

The need for training in handwriting skill is to acquire sufficient skill in controlling hand movements which lead to adequate written expression and communication. Handwriting includes a complexity of factors. It is a sensory arm hand wrist and finger and mental powers of intelligent perception and memory. The teacher has to develop in pupils the control of movements of arm, hand, wrist and fingers and make the pupil conscious of the need to perceive relations of space, size, disposition, shape and slant of the letters that are written.

The need for the study is to know the common defects in handwriting and their chief causes and to overcome them by giving practice in handwriting.

Scope of the study:

The main intention of the study is to find the relation of measuring the quality of hand writing improvement in English of VII class students with locality and gender.

Objectives of the study:

1. To study the influence of locality on the measuring the quality of hand writing improvement in English of VII class students.
2. To study the influence of gender of the measuring the quality of hand writing improvement in English of VII class students.

Hypotheses of the study:

1. There would be no significant influence of locality on the measuring the quality of hand writing improvement in English of VII class students.
2. There would be no significant influence of gender on the measuring the quality of hand writing improvement in English of VII class students.

Tools Used:

Handwriting Scale

Samples Design:

Stratified random sampling technique was used in selecting the subjects included in the study. Care was taken to ensure pupils studying in Rural Schools and Urban Schools and those studying in Telugu medium and English medium schools, those studying of VII class. Both boys and girls were taken for the study.

Handwriting specimens were collected from 300 pupils from High Schools from eight schools.

Results and Discussion:

Objective – 1

TABLE – 1 Influence of Gender on the developing quality handwriting of VII class students in English.

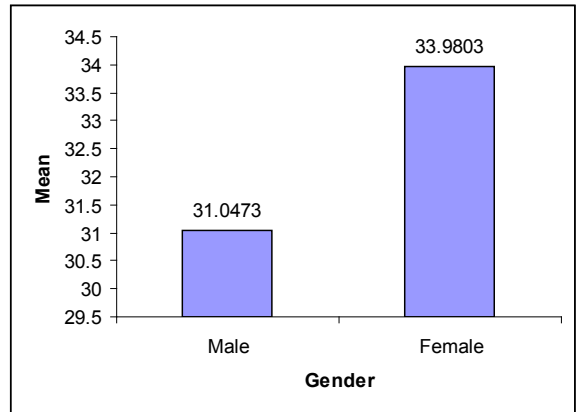
S.No	Gender	N	Mean	S.D.	Df	"t"-Value
1.	Male	150	31.0473	13.31683	298	1.930@
2.	Female	150	33.9803	12.99998		

@ indicates not significant at 0.05 level

It is found the table – 1 that the computed value of "t" (1.930) is less than the critical value of "t" (1.97) for at 0.05 levels of significance. Hence the hypothesis – I is accepted at 0.05 level. Therefore it is concluded that the gender has not significant influence on the developing quality handwriting of VII class students in English.

The bar diagram for the means of gender of developing quality handwriting of VII class students in English is given in Figure-1.

Figure – 1 Bar diagram for the means of Gender of developing quality in handwriting of VII class students.



Objective – 2

TABLE – 2 Influence of Locality on the developing quality handwriting VII class students in English.

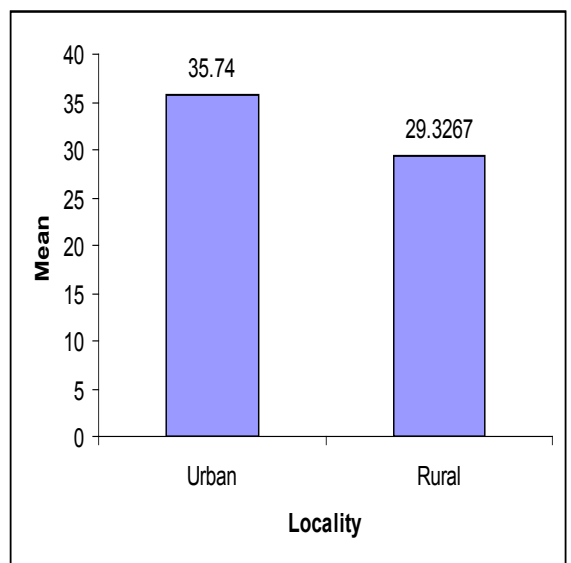
S.No	Local-ity	N	Mean	S.D.	Df	"t"-Value
1.	Urban	150	35.7400	13.26469	298	4.235**
2.	Rural	150	29.3267	12.40562		

**Indicates significant at 0.01 level

It is found from the table – 2 that the computed value of "t" (4.325) is greater than the critical value of "t" (2.59) 1 and 298 df at 0.01 level of significance. Hence the hypothesis-II is rejected at 0.01 level. Therefore it is concluded that the locality has not significant influence on the developing quality handwriting of VII class students in English.

The bar diagram for the mean of locality of developing quality handwriting of VII class students in English is given in Figure -2.

Figure – 2 Bar diagram for the means of Urban Rural of developing quality in handwriting of VII class students.



Conclusions:

1. Gender has not significant influence on the developing quality handwriting of VII class students in English.
2. Locality has significant influence on the developing qual-

ity handwriting of VII class students in English.

Educational Implications:

1. Gender is highly influence on the developing quality hand writing of VII class students in English. Female students are better performance on developing quality hand than male students. The administrators to provide facilities for male students.
2. Locality is highly influence on the developing quality handwriting of VII class students in English. Urban students are better performance on developing quality handwriting than rural students. The administrator to provide facilities for rural students.

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