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AN EFFECTIVENESS OF DIAGNOSTIC AND REMEDIAL PROGRAMME FOR THE ENGLISH HANDWRITING OF THE STUDENTS OF STANDARD - IX

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Abstract:

English is known as an international language although one can find inconsistency between the written symbols and the spoken sounds in it. In Gujarat state, we have many problems in speaking, writing and learning English. Present study deals with effectiveness of diagnostic and remedial programme for the english handwriting of the students of standard – ix .the present study was an experimental study by the nature two equivalent groups having forty students in each were taken as the sample from the secondary school of the Malpur Taluka of Sabarkantha District in Gujarat state. A well known story 'The Foolish Lion and the clever Rabbit' was selected and reconstructed as the diagnostic test. The story covered almost each and every letters of the alphabet. After pre-test the samples of the student's handwriting of both groups were analyzed into five point rating scale. The Remedial programme was applied on the experimental group. The same story was used as post test. The sample of the student's handwriting were analyzed. Mean, S.D. and Standard Error and 't' value were calculated for testing hypotheses. The gain score of both the groups was compared to check effectiveness of the programme. It was found that the students of experimental group gained higher score than the students of the controlled group. Remedial programme was found to be effective.

KEYWORDS:

Diagnostic Test - Remedial Programme - English Handwriting Errors - Gain score – Effectiveness of Handwriting Improvement Programme.

INTRODUCTION

Language is an arbitrary system. Which has been adopted by generation to fulfill the need of communication. During communication, either non verbal or verbal mode of the expression is used. In the non verbal mode of communication consists of gestures, facial expressions or eye movement. In the verbal mode of communication oral or written presentation of the language is used. Our educational system is an examination oriented. The students achievement in various school subjects is measured by the means of written expression. The students have to respond the given questions in its written form. The students good handwriting leaves greater positive impression. It is found that a student fails to get desired due to his illegible or poor handwriting. During the educational year, the teachers have to assess bundle of answer paper of the students. They have to check their notebooks and homework. In such condition, the students handwriting are illegible it will create difficulty for the teachers to read each and every word or line or the written expression. In this case the teachers would avoid reading

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and false judgment regarding the student's achievement would be given. Reliability of the evaluation system is also been harmed. The student's pleasant handwriting has based on the teachers. Being one of active worker in the educational field, the question arose in the mind of the researcher. Whether the illegible handwritings of the students can be corrected? If yes, then what are those corrective measures?

OPERATIONAL DEFINITIONS

DIAGNOSIS AND DIAGNOSTIC TEST

According to Webster's dictionary (1964) diagnosis means identifying the errors disorder by their distinctive marks of symptoms. Diagnostic test comprises of two words dia and gnosis. Dia means to through, gnosis means to know. Diagnostic test means the test to find out the areas of disorder in English handwriting of the students. "Diagnostic testing is individually administered tests designed to identify weakness in the learning processes. Usually these are administered by trained professionals and are usually prescribed for elementary, sometimes middle school, students."

REMEDIAL PROGRAMME

According to Hawkin's Oxford Dictionary of current English. (1979), the term remedial means intended to cure disease or deficiency. The term remedial programme means a stepwise programme based on the deficiency i.e. errors committed by the students through which some precautionary handwriting could be provide to the students. The suggestions were also the handwriting could be improved in an effective way.

HANDWRITING ERRORS

The term Handwriting errors means the handwriting disordered of the students on diagnostic test.

HANDWRITING SCORE

The term handwriting score means the total of points indicating the quality of the handwriting. The samples of student's handwriting were analyzed with the help of five point rating scale. (1) Excellent - 5, (2) Better - 4, (3) Fair - 3, (4) Poor - 2, (5) Worst - 1. The minimum handwriting score of any students could be 08 the maximum handwriting score of any student could be 40.

GAIN SCORE

The term Gain score consist of the differences between Pre-test and Post-test score.

EFFECTIVENESS

Effectiveness is the extent to which an activity fulfils its intended purpose or function. In present study the term Effectiveness was considered as the significant difference between (1) The mean Achievement Handwriting scores of

Pre-test and Post-test (2) The mean Gain scores of the Experimental group and the Controlled group.

OBJECTIVES OF THE STUDY

Objectives of the study were as under.

1. To construct a diagnostic test for detect the errors committed in the English handwriting by the students of Standard IX.
2. To find out the types of the Handwriting errors.
3. To plan the Remedial Programme decrease the error in the English handwriting by the students of standard ix.
4. To test effectiveness of the Diagnostic and Remedial Programme for the English handwriting of

the students of standard ix.

HYPOTHESES OF THE STUDY

- (1)There was no significant difference between the mean achievement handwriting score on Pre-test of the Experimental group and the Controlled group.
- (2)There was no significant difference between the mean achievement handwriting score on Post-test of Experimental group and the Controlled group.
- (3)There was no significant difference between the mean achievement Gain score on English handwriting.

SIGNIFICANCE OF THE STUDY

The significance of the study could be consider as

- 1.The Diagnostic test and rating scale used in the present study could be useful to those who were worked as English teachers to know how to classified the Handwriting errors of their students.
- 2.The Remedial Programme develop through the present study could be helpful to the teachers will wish to improved their students poor handwriting so far as English language will concerned.
- 3.It could be useful for the researchers who want work in area of construction of diagnostic and remedial test. Thus it was useful for the researchers who will work in the area of experimental design.

LIMITATIONS OF THE STUDY

Limitations of the present study were as under.

- 1.The present study was conducted on the students who were studying through Gujarati Medium.
- 2.While dealing with the factors of English handwriting the factor speed as well as the error of cursive handwriting and the grammatical errors were not taken into consideration.
- 3.To get the quantitative score of English handwriting the scoring was done with help of five point rating scale. The method of specimen comparison was not applied. Scorers reliability of the handwriting rating scale was not established.
- 4.The Researcher had prepared the diagnostic test, which used Pre-test and post-test. This test was not standardized.

METHODOLOGY

POPULATION AND SAMPLE

The population of the present study was the students who were studying in Standard IX form Secondary schools of the Malpur Taluka of Sabarkantha District in Gujarat State. The students studying through the Gujarati Medium were included in the population. Shri Adivasi Secondary school Ambaliya from Malpur Taluka was purposively selected for the Experiment. The Researcher had randomly selected 80 (40+40) students of two classes of Standard IX as sample for present study.

TOOL

Researcher were constructed the following tools in the study.

Diagnostic Test (pre -test and post- test) keeping in mind the eight components, the Researcher had selected a famous story 'The Foolish Lion and the Clever Rabbit' it could be diagnose the student's weakness in English handwriting. Following eight components were considered while diagnosing in present study. (1) Alignment of the letters, (2) Spacing of the words, (3) Spacing of the letters, (4) Size of the letters, (5) Uniformity of the letters, (6) Formation of the letters, (7) Neatness, (8) Legibility

Development of the Remedial Programme Present study was intended to reduce the errors committed by the students in English handwriting. So keeping in mind, all the eight components

of English handwriting. The format of the Remedial programme was designed as three week programme. Steps of Handwriting Improvement Programme shown as under.

Step-1 : Finger Training
 Step-2 : Small Letters
 Step-3 : Capital Letters
 Step-4 : Handwriting Games
 Step-5 : Spacing / Alignment
 Step-6 : Competition

KIND AND METHOD OF RESEARCH

The kind of the present study was the Practical and Quantitative research and method of the present study was Experimental research. The experimental design selected for the present study was two randomized groups Pre test and Post test.

STATISTICAL TECHNIQUE USED IN THIS STUDY

In this study the investigator has used the following statistical technique for Analysis of the data.

1. Frequency distribution and percentage
2. Mean
3. Standard Deviation
4. SED
5. T- test

TESTING OF HYPOTHESES

HYPOTHESIS-1

Table :1 Number of Students, Mean Handwriting Scores, SD, SED and 't' value of Experimental Group and Controlled Group on Pre-test

No.	Groups	Students	Mean	SD	SED	't' value
1	Experimental	40	17.05	6.16	0.17	2.91**
2	Controlled	40	16.55	6.05		

** Level of Significant at 0.01

Table :1 shows that 't' value of difference between the mean handwriting score was 2.91 which is significant at 0.01 level. Thus H_0 was rejected. Thus, prior to the Remedial Programme Experimental group and Controlled group were almost equal in the quality of the student's handwriting.

HYPOTHESIS-2

Table :2 Number of Students, Mean Handwriting Scores, SD, SED and 't' value of Experimental Group and Controlled Group on Post-test

No.	Groups	Students	Mean	SD	SED	't' value
1	Experimental	40	21.63	6.71	0.26	6.19**
2	Controlled	40	20.01	6.86		

** Level of Significant at 0.01

Table :2 shows that 't' value of difference between the mean handwriting score was 6.19 which is significant at 0.01 level. Thus Ho2 was rejected. Thus in the present study during Post testing the students of the experimental group scored significantly higher than that of the controlled group. The Remedial Programme was found to be effective.

HYPOTHESIS-3

Table :3 Number of Students, Gain Handwriting Scores, SD, SED and 't' value of Experimental Group and Controlled Group.

No.	Groups	Students	Mean	SD	SED	't' value
1	Experimental	40	4.58	2.82	0.31	3.60**
2	Controlled	40	3.45	2.90		

** Level of Significant at 0.01

Table :3 shows that 't' value of difference between the mean handwriting score was 3.60 which is significant at 0.01 level. Thus the students of experimental group gained higher score than the students of the controlled group. So the Handwriting Improvement Programme was found to be effective.

FINDINGS OF THE STUDY

The following findings were derived from the present study :

The students of the experimental group and the students of the controlled group were committing mistakes regarding the following eight components of English handwriting, (1)Alignment of the letters, (2) Spacing of the words, (3) Spacing of the letters, (4) Size of the letters, (5) Uniformity of the letters, (6) Formation of the letters, (7) Neatness and (8) Legibility. The students needed the treatment for each and every component of English handwriting at one level or another. It was also observed that the students had made more errors in the components, size of the letters, uniformity of letters, spacing of the letters, spacing of the words and formation of the letters. Whereas regarding the other components, neatness, legibility and alignment of the letters, they had scored better in comparison with the other components.

The Handwriting Improvement Programme was found to be effective as the students of the experimental group scored higher than that of the controlled group on post - test and the students of the experimental group gained higher than the students of the controlled group. A study can be undertaken to observe whether the student's improvement in English handwriting effects positively upon their handwriting in other languages i.e.. Hindi or Gujarati. A study can be undertaken to observe whether the student's improvement in English handwriting effects upon their Educational Achievement in English language or in other school subjects.

RECOMMENDATIONS

From the findings of the present study some Suggestions and Recommendations for Teachers are made.

The Teachers can find out various types of the errors committed by the students in English handwriting and the proportion of the errors with the help of present study. Now a days only the content of the language has become more important in our educational system whereas the genuine factors of the language are neglected. The teachers merely give instruction to the students in group also and can improve the handwriting of the students. A study can be undertaken to know relationship between the student's handwriting and their educational achievement. To observe this relationship the students having bad handwriting can be selected as the experimental group and the controlled group purposively. The teachers must unfailingly try to drill the mechanics of handwriting into the minds of the

children to enable them to form a decent habit of good penmanship and thus make them distinct in their expression. More the care is taken at the initial stage, the better and the more solid will be the foundation of handwriting which is very difficult to be improved despite many efforts at a later stage.

The teachers should not be inert when the students show tendency of committing errors but remain enthusiastic enough to prevent it.

They should hold handwriting competition to give encouragement in the development of good penmanship.

The pupils should be properly encouraged to write something or the other of their interest and pleasures daily so that they can form a good habit of good-handwriting.

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