Achievement in English Writing Skills: Impact of Institutional Variables on Student Performance

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Abstract: **From time immemorable writing skill is one of the most important tool in evaluating and assessing learners' performance. If the learner fails to master writing skill, the overall performance also gets hindered. The purpose of this study is to analyse the achievement level of the students of Kodagu district, Karnataka with regard to writing skills in English. It also intended to identify the impact and interaction effects on the correlates of achievement. To achieve these purposes 33 secondary schools were selected using multi stage sampling from each taluk of Kodagu District. An achievement test containing three essay type questions were conducted and was evaluated using tailor made rubric for assessing English writing skills. The data revealed that the achievement in English writing skills of standard IX students of Kodagu district is below average. It also found that there was a significant interaction effect between location of schools, type of schools and medium of instruction on English writing skills. This findings will help the secondary school fraternity to understand the importance of promoting writing skills in the learners.**

Keywords: **English Writing Skills, Correlates, Achievement, Rubric, Secondary schools.**

1. INTRODUCTION

Writing is an integral part of life as it is a social need of the contemporary society. Writing skill is one of the means to assess the progresses made by an individual socially, culturally, philosophically, scientifically and through all sorts of the behavioral activities. Language plays an important role in higher education context because it is the language proficiency especially the mastery of the writing skill that determines the academic success and achievement in higher education (**Stoynoff, 1997**). Effective writing skill is not only the essential tool for success in higher educational learning but also in work and society. In order to succeed and find their academic path, the students studying at the secondary level should acquire a good level of academic writing and communication. It is of utmost importance both in academic performance and that of the performance at work of an individual as writing is extensively used within education and the workplace.

Statement of the Problem

Achievement in English writing skills: Effect of Correlates on Performance of Students

Research Objectives

1. To study the level of English writing skills of the standard IX students of Kodagu District.

2. To compare the English writing skills of standard IX students of Kodagu District with respect to institutional variables such as types of school, location of the school and medium of instruction.

Delimitation of the Study

This study was delimited to only the state board secondary schools of Kodagu District.

Population

Ninety five secondary government and government aided schools, that is a total number of 5,700 students of class IX of Kodagu district constituted to the population of the study.

Sample of the Study

Using the multistage sampling methods schools were randomly selected based on Location, types and medium=7esent study included school from three districts, 33 secondary schools were selected randomly from each taluk of Kodagu district from both government and government aided Kannada and English medium schools.

2. TOOLS FOR DATA COLLECTION

Achievement Test

The writing activities incorporated in the grade IX textbook was considered as the base for the Achievement test.

### Table 1: Types of Writing Task in the Achievement Test

Sl. No.	Type of Writing Task	Marks Allotted
1.	Letter writing	20
2.	Story writing	20
3.	Essay writing	20
Total		60

Research Design

Data analysis was carried out using computer (SPSS software). Data collected with the help of different tools were analysed through appropriate data analysis methods. The data collected by Achievement test were calculated and analysed with the help of Mean, Median, Standard Deviation and ANOVA and post hoc test such as Tukey test.
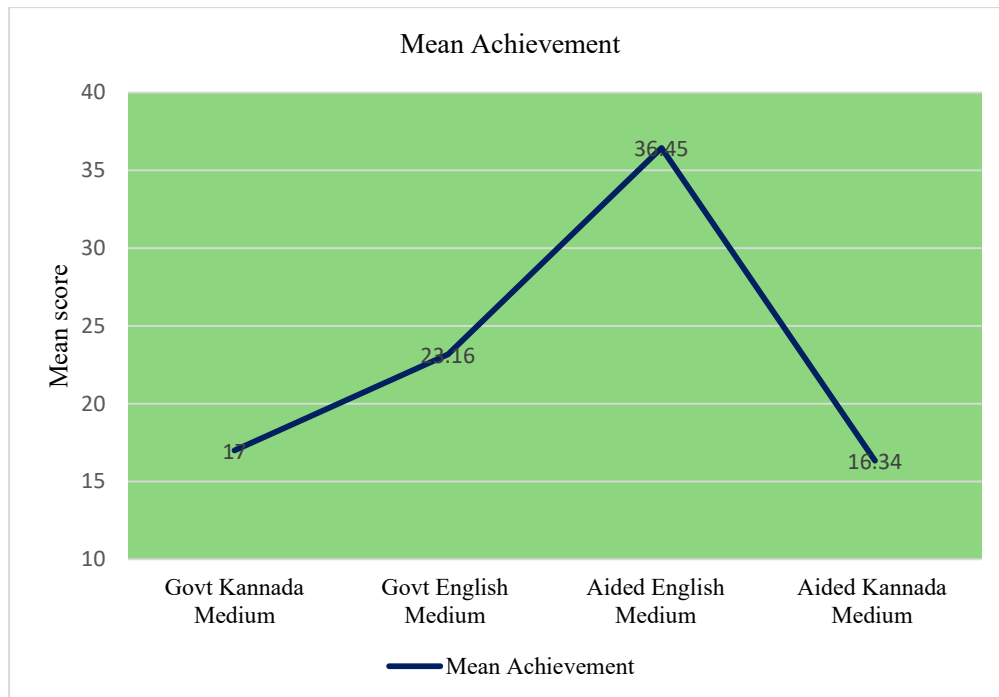
3. DATA ANALYSIS AND INTERPRETATION

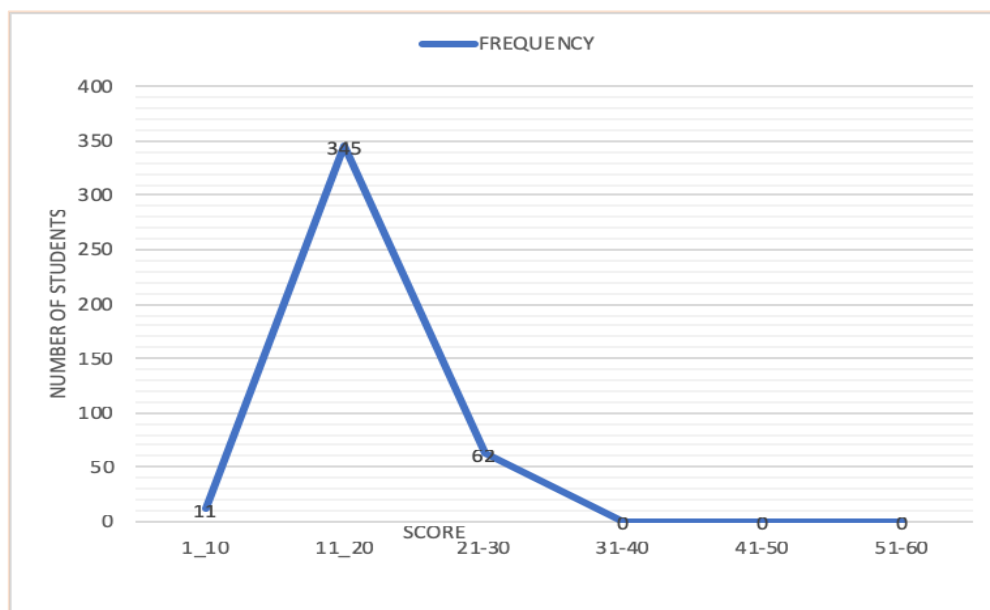### Fig 1: Achievement in English Writing Skills Among all Students of Kodagu District
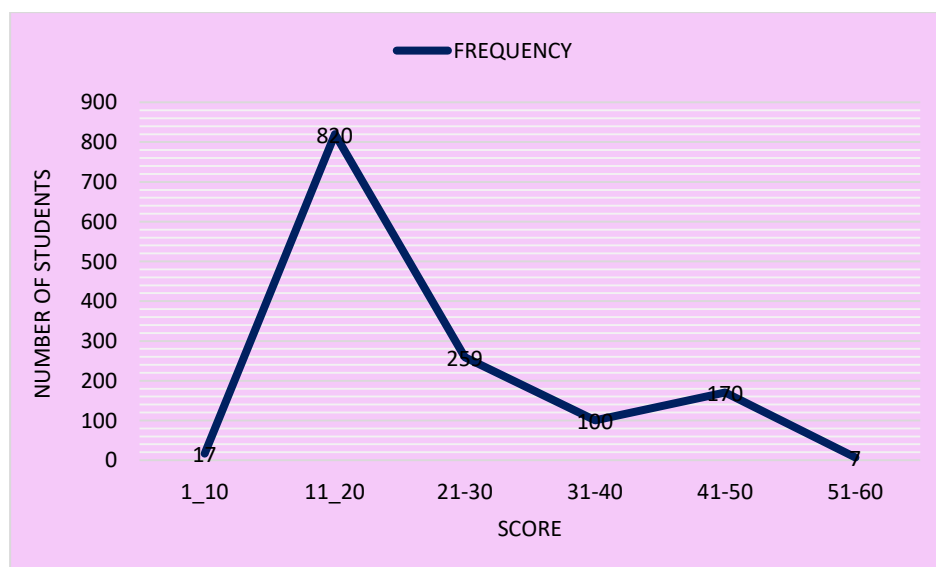
The above shown figure indicates that the average achievement of the students is 22.86, which illustrates that the students of Kodagu district are **below average achievers** in English writing skills.

Fig 2: Achievement in English Writing Skills Among all Students in Different Types of Schools and Medium of Instruction


From the above figure it can be concluded that the government Aided English Medium Students had the highest mean of 36.45 and government Aided Kannada Medium Students had the lowest mean of 16.34. So it can be rightly said that the government Aided English Medium Students performed better than the other three groups. Similarly, it is found that government Aided Kannada Medium Students performance in English writing skills was the lowest.

Fig 3: Achievement in English Writing Skills among Government Kannada Medium Students
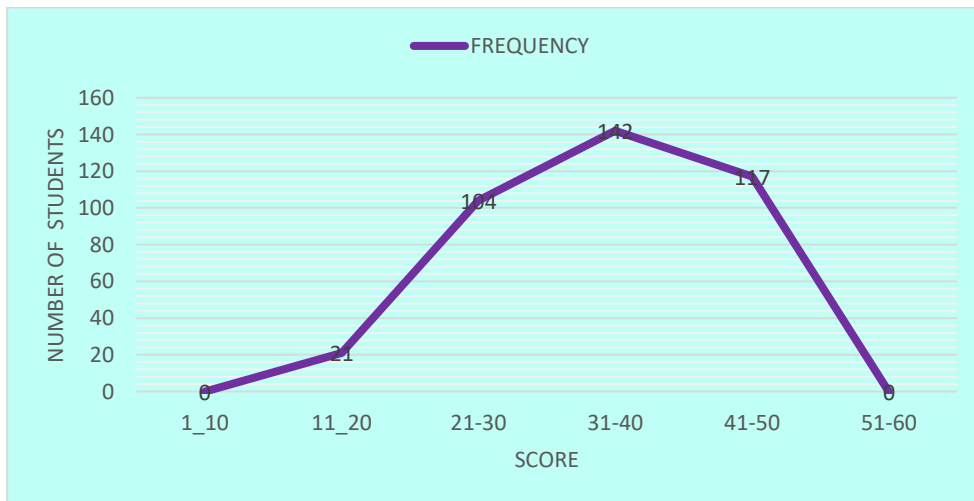

The above shown figure also indicates that the average achievement of the students is 17.0, which illustrates that the government Kannada medium school students are below average achievers in English writing skills.

Fig 4: Achievement in English Writing Skills Among Government English Medium Students
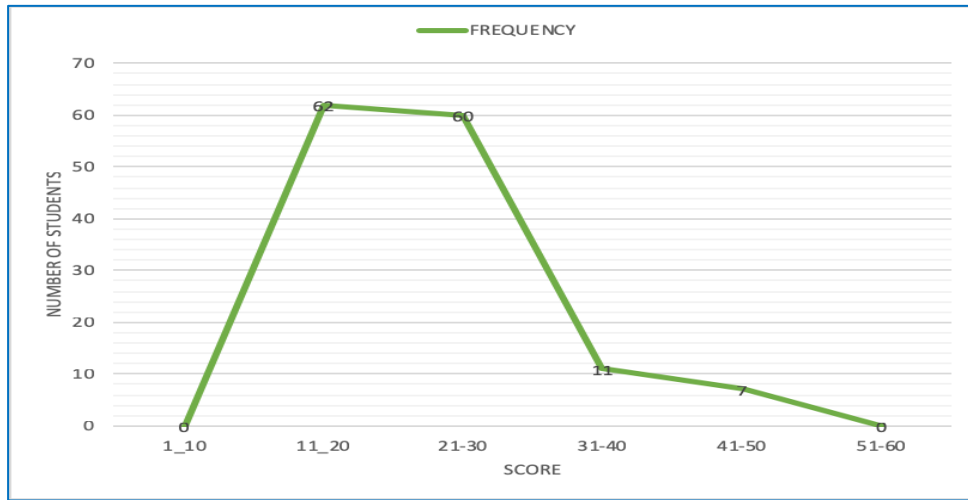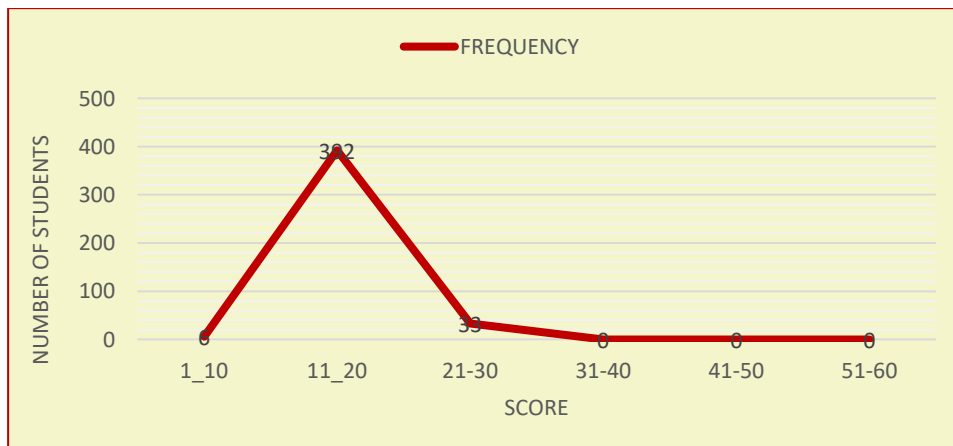

The above shown figure indicates that the average achievement of the students is 23, which illustrates that the government English medium school students are below average achievers in English writing skill.

Fig 5: Achievement in English Writing Skills among Government Aided English Medium Students

The average achievement of the students is 36.45, which illustrates that the Government aided English medium school students are above average achievers in English writing skills.

Fig 6: Achievement in English Writing Skills among Government Aided Kannada Medium Students

The average achievement of the students is 16.34, which illustrates that the government aided Kannada medium school students are below average achievers in English writing skills.

Data Analysis Using Analysis of Variance (ANOVA)

Impact of Location on the Achievement in English Writing Skills

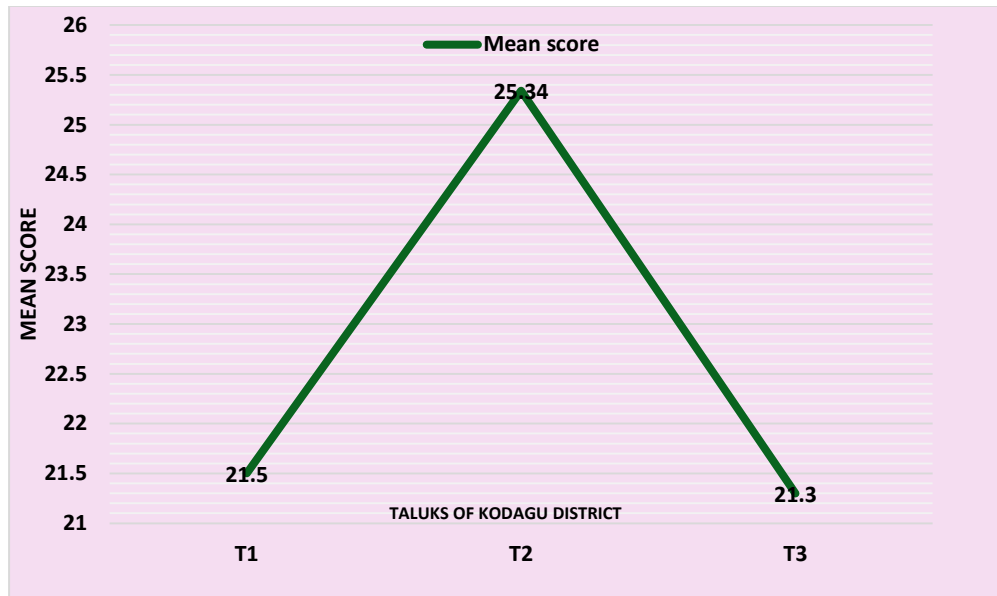**Fig: 7 ANOVA for Location towards English Writing Skills**

Table: 2 Summary of ANOVA for Location

Source	df	Sum of Squares	Mean Square	F	p-value
Location	2	4841.045	2420.522	22.06535	. 3.002292
Error	1370	150286.1	109.6979		
Total	1372	155127.1			

Table: 2 indicates 'F' ratio of 22.06 for location is significant at both the levels. The difference is in favor of students whose location was in T2. To study further, post- ANOVA was applied. To study the difference in achievement for three taluks, Tukey Test was applied.

Table: 3 Summary of Tukey Test (different location of the schools towards English writing skills)

Types of Writing Category (I)	Types of Writing Category (J)	Mean Difference (I-J)	p-value
T1	T2	-3.988[*]	.000
	T3	-.156	.974
T2	T1	3.988[*]	.000
	T3	3.832[*]	.000
T3	T1	.156	.974
	T2	-3.832[*]	.000

The table indicates that there is difference in the achievement of students in T2 when compared to T1 and T3. So it can be concluded that the achievement of students from Taluk 2 (T2) is higher than the Taluk1(T1) and Taluk3 (T3)in terms of English writing skills.

Impact of Types of School on the Achievement in English Writing Skills

Table: 4 Summary of ANOVA for Types of School

Source	df	Sum of Squares	Mean Square	F	P
Types of School	1	17647.78	17647.78	175.3433	3.84825
Error	1371	137987.1	100.647		
Total	1372	155634.9			

It is evident that there is a significant difference between the mean achievements of the students of the standard IX in English writing skills with respect to types of school. The achievement of government aided schools in English writing skills is higher than the government schools.

Impact of Medium of Instruction on the Achievement in English Writing Skills

Table: 5 Summary of ANOVA for Medium of Instruction

Source	df	Sum of Squares	Mean Square	F	P
Medium of Instruction	1	85562.33	85562.33	1674.065	3.84825
Error	1371	70072.53	51.11053		
Total	1372	155634.9			

It is observed that there is a significant difference between the mean achievements and the difference is in favor of English medium schools. So, it can be concluded that achievement of English medium schools in English writing skills is higher than Kannada medium schools.

Interaction Effect

Fig: 8 Interaction Effect Between Location of Schools and Type of Schools on English Writing Skills. (A X B)
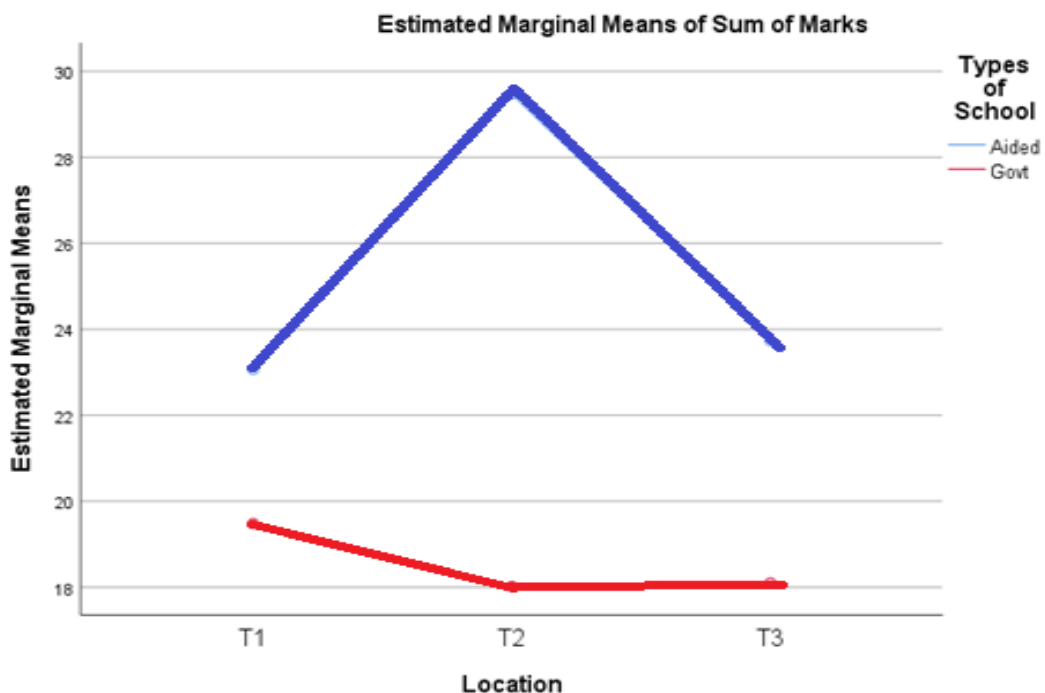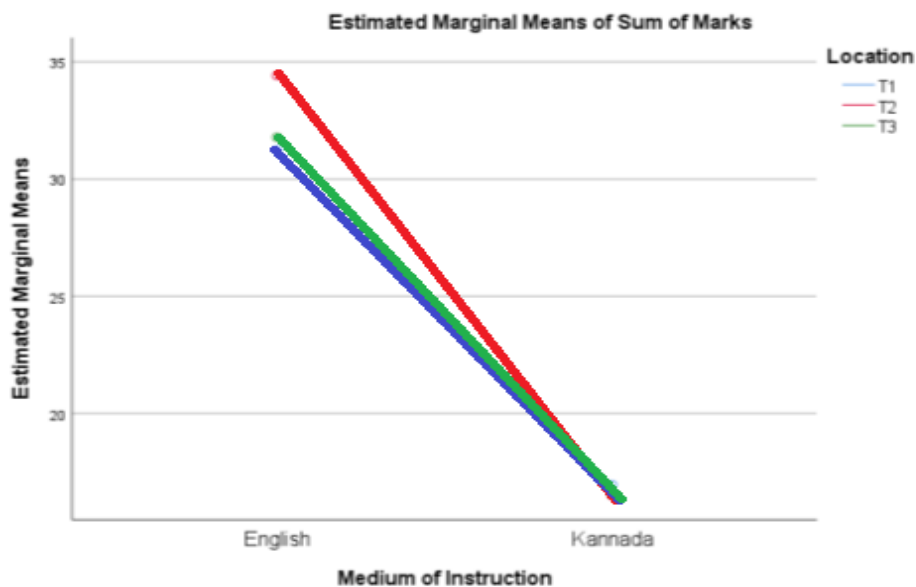
Table: 6 Summary of ANOVA for the Interaction Effect between Location and Type of Schools on English Writing Skills. (A X B)

Type of school	Sum of squares	df	Mean Square	F	P
Between Groups	3616.587	2	1808.293	18.918	.000
Within Groups	130663.1	1367	95.584		
	872781.0	1373			

The Table: 6 indicates that the calculated value of F=18.918 (p<0.01) for the interaction effect between location of schools and type of schools on English writing skills (A X B) exceeds the critical value. Therefore 'F' ratio was significant at 0.01 level. So, there is a significant interaction effect between location of schools and type of schools on English writing skills.

Fig: 9 Interaction Effect between Location and Medium of Instruction

Table: 7 Summary of ANOVA on Interaction Effect between Location and Medium of Instruction on English Writing Skills (A X B)

Source	df	Sum of Squares	Mean Square	F	p-value
A XB	760.587	2	380.294	7.540	.000
Error	68945.479	1367	50.436		
Total	872781.000	1373			

The table indicates that the calculated value of F =7.540 (p<0.01) for the interaction effect between location and medium of instruction on English writing skills (A X B) exceeds the critical value. Therefore 'F' ratio is significant at 0.01 level. So, there is a significant interaction.

Table: 8 Summary of ANOVA for the Interaction Effect between Types of School and Medium of Instruction

Source	Sum of Squares	Df	Mean Square	F	p-value
BXC	13376.174	1	13376.174	53.011	.000
Error	51873.705	1369	37.892		
Total	872781.000	1373			

Fig: 10 Interaction Effect between Types of school and Medium of Instruction on English Writing Skills (B X C)
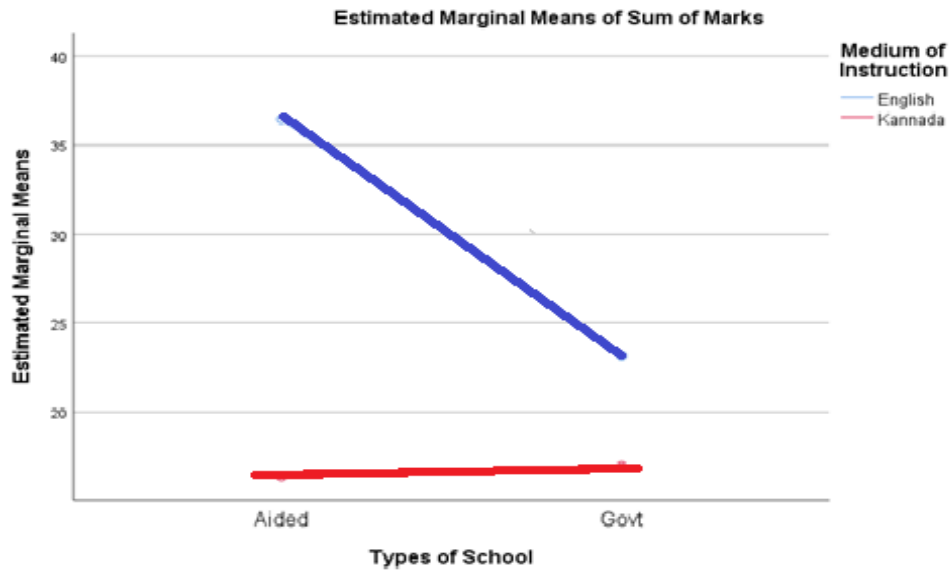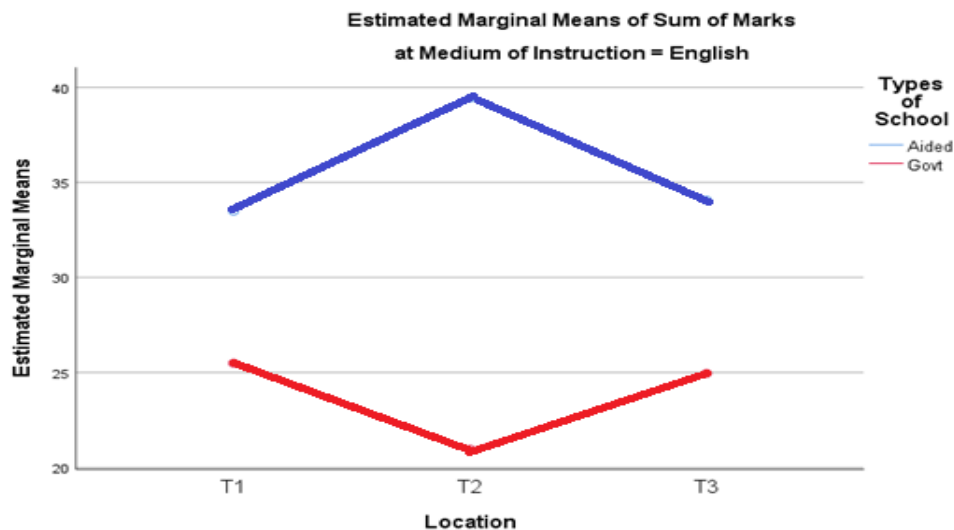

The table indicates that the calculated value of F=5three .011 (p<0.01) for the interaction between types of school and medium of instruction on English writing skills (B X C) exceeds the critical value. Therefore 'F' ratio is significant at 0.01 level. So, there is a significant interaction effect between types of school and medium of instruction on English writing skills.
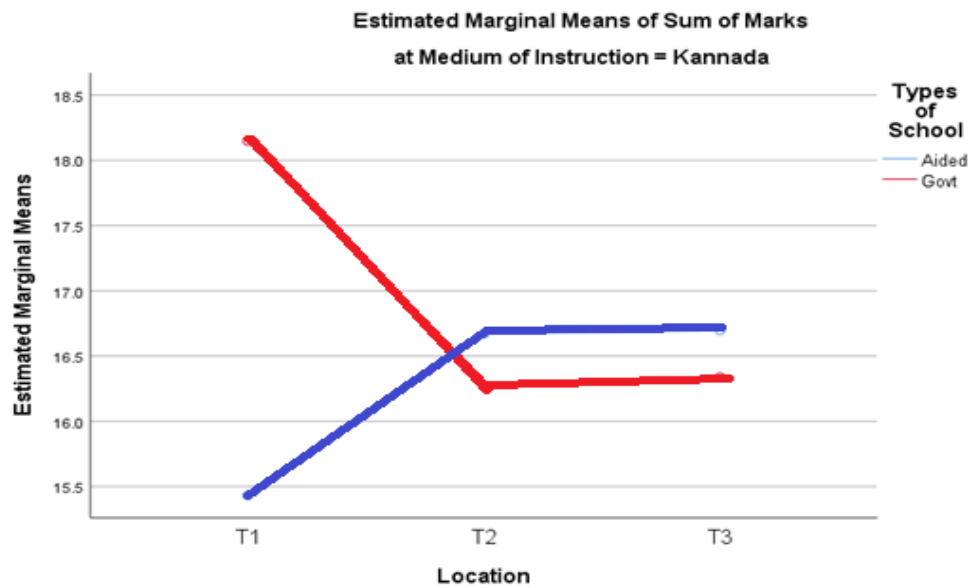
Summary of ANOVA for the interaction effect between location, types of school and medium of Instruction on English writing skills (A X B XC) is shown in the below given table.

Table: 9 Summary of ANOVA for the Interaction Effect between Location, Types of School and Medium of Instruction (A X B XC)

Source	Sum of Squares	df	Mean Square	f	p-value
A XB XC	1190.039	2	595.019	16.953	.000
Error	47769.135	1361	35.099		
Total	872781.000	1373			

Fig:12 Interaction Effect Between Location, Types of School and Kannada Medium of Instruction on English Writing Skills (A X B X C)

The table indicates that the calculated value of F=16.953 (p<0.01) for the interaction effect between location, types of school and medium of instruction on English writing skills (A X B XC) exceeds the critical value. Therefore the 'F' ratio is significant at 0.01 level. So, there is a significant interaction effect between location, types of school and medium of instruction.

4. MAJOR FINDINGS

1. Only 270 (seven percent) students out of 1373 students could achieve more than sixty percent marks in the achievement test of English writing skills.

2. The achievement in English writing skills of standard IX students of Kodagu district is below average.

3. The government Kannada medium, English medium and the government aided Kannada medium school students are below average achievers in English writing skills

4. The government aided English medium school students are above average achievers in English writing skills.

Main effect and interaction effects on achievement test

1. The T2 students performed better than the T1 and T3 students in English writing skills

2. The achievement of government aided schools in English writing skills is higher than government schools.

3. The achievement of English medium schools in English writing skills is higher than Kannada medium schools.

4. There is a significant interaction effect between location of schools and type of schools; location and medium of instruction; types of school and medium of instruction; types of school, medium of instruction and location on English writing skills.

5. SUGGESTIONS

- The school should identify the reasons that are affecting the students writing skills.

- Giving equal importance to all the four skills of English.

- Equip schools with resources to help teachers perform better.

- Maintaining reasonable teacher student ratio for better performance.

- Conducting professional and in-service training.

- Appointment of English specialized teachers.

- Scrutinizing the text books and teachers performance regularly.

6. CONCLUSION

In the present time English writing skills holds a vital place in the school curriculum.

Today's mastery of the English writing skills can turn to be a passport for the professional world of tomorrow. With the help of the present study it is found that a variety of factors significantly affect the English writing skills of the students especially the factors such as type of school, location, medium of instruction.

As it is evident from the findings, government aided English medium schools were above average and performed better than other types of schools. Hence, the concerned authorities should try to identify the problems faced by both the teachers and the learners in the other types of schools where the learners' performance was below average. Similarly, It is also necessary to find some permanent solutions to overcome these problems and help students in mastering English writing skills in par with the other three skills of English.

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