

CHAPTER ONE: INTRODUCTION

This chapter deals with the general background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

English is one of the six official languages of United Nations and a means of international communication. It is extensively considered to be a key language all over the world. Petal & Jain mention, (2015, p.28), “English is the big key to the world.” English language is networking in different areas and spoken all over the world i.e. business, trade, education, media, and mass media. According to Acharya & Poudel (2020, p.57), “English is a means of communication through which we express our feelings, emotions, ideas, views, and opinions. We use language to accomplish a particular function" It means people speak language for precise purpose. Cambridge International Dictionary of English (1995, 795) as cited by Patel and Jain (2015, p. 28) “language as a system of communication consisting of small parts and sets of rules in which those parts can be combined to produce or build message and that have deep meaning." So, language is complexity with word formation, word order, word pronunciation, word meaning, grammatical structures, language aspect and skills. We use English language by means of four skills of language, i.e., listening, speaking, reading and writing. In this sense, Subedi, (2016, p.137), mentions “A language is used to express our feelings thoughts in the terms of speaking and writing.” So, speaking and writing skills of language are the productive skills of language. It means speaking and writing skills are involved in production. Similarly, listening and reading skills of language are used for receiving information. These two skills of language are well-known as receptive skills of language.

The main goal of written English language is to provide knowledge and information for the readers. Learners understanding can be developed by effective composition and creativity. Writing skill of linguistic includes all the knowledge, and abilities related to expressing ideas and information through the graphic symbols. Harmer says, (2015, p.80) “Writing depends on their age, interest and level of experience.” It is directly and indirectly associated with the purposeful practice, motivational factors, age of the learners, maturation and mental ability. “Writing can't be seen as something completely separated from the other activities”. (Broughton;1980, p.120).It suggests that learner should have developed some special mechanics of writing skills like punctuation, spelling, capital letter, small letter.

Writing is conveying meaning through the use of symbols that represent a language. Writing makes a student confidence in expressing their views in a written form. Generally, students can practice writing skills in various ways. However, guided, controlled and free writing are to be developed equally through mixed method approach. According to Sibrani (2017, p.18), “Guided writing make students more effective to develop writing skill”. It is clear that sentence pattern of writing skills is fitted according to the mechanism of writing. In the real class, teacher may easily recognize the student’s disabilities about the writing proficiency. That`s why teacher is a medicine who can modulate students' disabilities into advance success of writing proficiency. For these all activities teacher is a means and students are the ends who should always modify their gained knowledge into their proficiency. “Students may commit mistake and error in spelling, punctuation, grammar and organization style”. (Sharma; 2009, P 24)This definition suggests that students may commit the mistakes and teacher can guide them through guided writing and make them proficient in guided writing.

“Guided writing is accompanied under the guidance and supervision of a teacher. Paraphrasing, parallel writing and developing a skeleton text into the fuller text are some of the examples of guided writing”. (K.C; 2068, P 34) Teachers supplied writing techniques with information in to the students. However, there are some issues appeared to the students in the real class such as, lack of creativity, limited scope of grammar and spelling, lack of adequate language proficiency in guided writing. These are the burning issues of guided writing in the context of Nepal. That`s why my prime concern goes to find out real difficulties of the students they faced while developing writing skills. I also wanted to address about the concerned writing issues appeared in real class too. I often found students being unable to write paragraph about given content along with clue of guided information. So, it is essential to promote guidance with opportunity for creativity, critical thinking and independent writing. Additionally, it is important to provide adequate feedback as well as supports for all students.

In conclusion, guided writing is a base to develop language skills and students have to perform their writing proficiency in their written tests.

Statement of the Problems

English is an international language. It is globally used in several fields. In the absence of English language, human civilization moves back in the field of acquaintance, skills, media, mass media and education. Present school level curriculum of Nepal comprises English as a compulsory subject with the aim to enhance the quality of learners in English language. The general aim of teaching English is to develop communicative competence which includes the adequate performance of the learners in all the skills and aspect of language. Writing skill includes free writing, guided writing and controlled writing. The students need to have much practice to enhance the quality of writing. Writing is one of the major basic skills of language for the second language

learners. Among these four skills of language, writing is found to be less practiced by the students. In the content of Nepal as well as second language learners' countries, it is considered to be the strenuous task. It demands intensive knowledge, clear understanding and time invest to amend writing skill. Nowadays, most of the learners commit mistake and error, use secondary source of learning materials, take time for new gadget by enjoying different tasks but they do not care about their study. A lot of students obtain below pass mark in the exam and they don't have confidence about the subject. This is a burning issue which was faced by me in the rural area. So, such type of issues should be discussed in depth and should be addressed well from all over Nepal. Therefore, I am going to find the students' performance on guided writing and I hope this study will be applicable to improve the quality of writing skill.

Objectives of the Study

The objectives of the present study were as follows:

- I To find out students' performance in guided writing in terms of organization of ideas, punctuation, vocabulary and spelling on the basics of gender in class nine.
- II To suggest pedagogical implications.

Research Questions

The following research questions were used in the study:

- I. What is the students' level of performance on guided writing in terms of organization of ideas, punctuation, vocabulary and spelling?
- II. What is the difference between boys and girls in guided writing performance?

Significance of the Study

This study is always useful for those who are directly and indirectly associated in the field of English language teaching and learning. It is useful for the teachers who

want to know their students' ability of guided writing and change their teaching techniques. Similarly, English language teachers who are interested in developing students' skills of writing can take help from this research. Likewise, I am expected to help the other people involved in the field of curriculum design and examination paper. It is also practicable for the policy maker in the field of ELT education and significant for teachers' trainers while they take training to the English teachers about guided writing skill. Similarly, it is also useful for the text book designers to include exercises relating to guided writing tasks following the secondary level English curriculum.

Delimitations of the Study

The area of this study was limited as follow:

- i. This study was limited to the six secondary schools of A and B Rural municipalities of Bhojpur District. I.e. School 1, School 2, School 3, School 4, School 5 and School 6.
- ii. The sample size of this study was 60 students of grade nine from each of the sample schools.
- iii. This study was limited in terms of organization of ideas, punctuation, vocabulary, spelling and their guided writing.

Operational Definition of the Key Terms

For the clear investigation, the following terms used in this study are defined for operational points of views are given below.

Assessment: The system of evaluating or measuring the performance of an individual, group, or organization.

Performance: The execution or carrying out a task, function, or role, often evaluated based on specific criteria or standards.

Organization: The structure or arrangement of ideas, information, or content in a systematic and logical manner, often with the purpose of conveying meaning or facilitating understanding.

Punctuation: The use of symbols and marks such as commas, periods, and dashes to clarify the structure and meaning of written language.

Vocabulary: The set of words used by a language or individual, including both common and specialized words, as well as slang or jargon specific to a particular group or field.

Spelling: The act or process of forming words correctly according to established spelling conventions, which may vary depending on the language or region.

CHAPTER-TWO

REVIEW OF RELATED LITWRATURE AND CONCEPTUAL FRAMEWORK

This chapter contains about the theoretical review of literature, empirical review of literature, implications of the study and conceptual framework.

Theoretical Review of Literature

This is the fundamental stage of my research. It delivers the area of problem and the need of investigating. In order to carry out a durable theoretical base of my study, various matters have been included in my study.

Writing Skills

Writing is a critical skill for effective communication in various contexts containing academic, professional and personal setting. It is a creative thinking and an effective application of scripts to express ideas. Mastery of writing skill refers to the acquaintance about the organizing ideas and expressing written symbols that convey multiple meaning to the reader. Harmer says, (2001, p.79), “The message may be difficult for some students from certain educational and culture background and who have been led to believe that it is teacher’s job to provide learning.” However, some students from limited educational and cultural background may struggle to grasp the interactions of writing, often assuming that it is also the responsibility of the teacher to provide learning. Ramies says, (1983, p.5), “The close relationship between writing and thinking makes writing an important part of any linguistic course.” So, writing is fruitful skill where the student aims to achieve his / her personal views in graphic symbols form the certain mental structures. The aim of learners in writing is to deliver inherent ideas, message and feelings with the help of written record. Therefore, learners

should have necessary knowing about writing skills by involving different aspect of linguistic like, grammar, vocabulary, punctuation, and spelling.

Acharya & Poudel (2020, p. 254) mentioned the following sub-skills of writing.

- a) Manipulating script or text of language for constructing the form of letters, using proper spelling and punctuation.
- b) Expressing ideas and fact information through conclusions and figurative language.
- c) Expressing communicative values and relations along with components of sentences structures, auxiliaries and different areas of texts via lexical and cohesive devices.
- d) Express different areas of script by grammatical cohesion device.

Therefore, writing is a critical expression of printed ideas, thoughts, feelings, emotions and message used in the subject matter. Writing is productive skill and students have to actively increase language in order to logical sequence. Students often do mistakes when they start to develop in sentences. It means that the teacher has a lot of marking and all of the corrections in red pen don't give satisfaction to the students. They do not assist the students very much. So, we should be focused on the writing skill in the real field.

Components of Writing

Writing is a productive and secondary skill of language. Heaton (1975, p. 135) states that writing is the coincidence of following components or main ideas:

- i. Language use: it refers to the ability to write correct and appropriate sentences in the language.
- ii. Mechanical skills: the process and ability to use correctly those peculiar conventions to the written language. Such as, use punctuation marks, capitalization, abbreviations and so on.
- iii. Treatment of content: it is an ability of creative thinking on script.

iv. Stylistic: The ability to modify sentences or paragraphs and use in the language effectively.

v. Judgmental skill: the ability to write correct manner for the particular objectives.

So, writing is a harmony of symbols, rules and systems that have need personal ideas and knowledge. It symbolizes the other skills of language. i.e., listening, speaking and reading. Therefore, all of the learners have required familiarity about the rules, acquaintance, and ideas of writing.

Types of Writing

Individual expresses of attitudes and views through graphic symbols that is commonly known as writing. White (1986, p.18) cited by Goutam (2019, p.76) “writing is a productive skill that demands the simultaneous (psycho-physical) relation between brain and limbs coordination on the parts of writer.” It is complex to handle the small and weak mental and physical condition of the learners. It strongly claims about the philosophical concept and maturation ability in proper ways. On the basic of National Curriculum Framework (NCF 2076), current secondary level curriculum (9-10) has given the following types of writing in the course of content.

Controlled Writing

Controlled writing tasks are conducted under the help of the teachers. It is clear that the learners have less freedom to express self-realization, their creative ideas and skills in writing. However, the controlled writing activities are applicable to develop writing skill and introducing learners to enhance different adequate writing skills. The following activities or techniques can be applied for teaching controlled writing:

Combining: it is a process of joining words into sentences or sentences into paragraph. In this process different conjunctions can be used in the combining tasks. Such as, as, and, because, so, but etc.

Reproduction: in these types of activities, learners copy the text or main ideas from the original texts. For instance, they may read a story and rewrite it, listen to the poems from their teacher and write them.

Completion: the learners have given parts of sentences and they have to complete or fill up it with words or phrase.

Guided Writing

Guided writing is a technique which is applied in teaching writing. Learners are provided with structured support and guided to improve their writing skill. It serves as a bridge between control writing and free writing. Learners express their own ideas while adhering to a clear framework and structure. According to Acharya & Poudel (2020, p.78) “Guided writing activities is a bridge between control writing and free writing.” It means, the learners have given required clues, content and outlines. They developed with the help of information. Students have provided acceptable freedom to express their ideas on the basis of given content or outlines. The Secondary Level Curriculum. (9-10) has prescribed numerous activities of guided writing such as, direction, instructions, post cards, developing story, advertisements, message of condolence, message of congratulations, invitation letters, invitation card, and so on.

Free Writing

Free writing is a technique used to generate psychological ideas in the writing. Learners have given the fundamental heading or clues and they have freely put their own words as well as structure without any concern for grammar, spelling and punctuation. Ramies says, (1983, p.7), “Students write freely on any topic without worrying grammar and spelling for five to ten minutes.” Likewise, a free writing activity also includes essay writing, dialogue writing, and paragraph writing, letter writing email writing and so on.

Free writing can be helpful those who want to improve their accuracy in the language through regular practice.

Guided Writing and its Types

Guided writing is a technique that supports the learners to develop their writing skill by providing support and guideline. It is concerned with two varieties of writing such as, controlled writing and free writing. Bette says, (2015, p.138), “The second stage or level of teaching writing includes two guided steps or phases of guided composition, namely controlled composition and semi composition /guided composition.” Ideas and information are taken via controlled to free by the learners. Acharya & Poudel mention, (2020, p.78), mentions the three techniques of guided writing I.e. Paraphrasing, Parallel Writing and Developing Outline into a Fuller Text

Paraphrasing is the text of producing alternative version of a sentence or a paragraph. For instance, change active voice into passive voice, direct speech into indirect speech, summary writing from the original text and so on. Similarly, Summary writing, changing formal letter to informal letter, story in present tense into past tense is also examples of paraphrasing.

Parallel Writing refers to the writing activity where the learners used to balance words in pairs for making the writing readable by copying various models of text. It is a process of producing similar writing. Like, the instructor writes a paragraph about himself/herself and asks the apprentices to write the similar paragraph about themselves.

Outline refers to the arrangement of various topics and each topic has equal reputation. It is given along with topic and they produce outlines into the full text without modifying the semantic. Apprentices have delivered the outlines or hints with the aim of testing the writing. Such kinds of outline help them to progress the fuller text. There is no entire autonomy for the writer but also guide in several ways. Similarly,

scholars can develop their writing skills on the basis of the given outlines and information which has given in the guided writing.

The above mentioned all types of writing are included in the curriculum of secondary level in Nepal. Writing is considered as the indicator of learners' performance in learning and can also determine their position. Additionally, writing can reflect other skills of language. Therefore, it is crucial to develop adequate learners' acquaintance and skills in writing.

Importance of Teaching Writing

Writing is an art and productive skill of language. According to Numan (1989, p. 46), "Writing is senior to other language skills because of its quality of being permanent". It means listening, speaking and reading skills of language are short term record of language because these skills of language are easily erased but writing is never erased. It is made immortal for the future. Phial & Sharma say, (2006) "In the content of Nepal, English language has been taught and learnt as a foreign language from the establishment of Durbar High School in 1910 B.S." It is encouraging to see that English is a compulsory subject from basic to bachelor level in Nepal and that the English Language Teaching (ELT) curriculum for secondary level focuses on all four language skills: listening, speaking, reading, and writing. The emphasis on practical skills (listening and speaking) as well as theoretical skills (reading and writing) is also noteworthy. The weight age given to writing (75%) in the curriculum highlights its importance as a language skill that needs to be developed and practiced. It is essential for students to be able to express themselves effectively in written English, as this skill is crucial for academic and professional success in today's world.

Testing Writing

Testing means evaluation of the learner's ability and understanding after finishing the teaching learning activities. It provides feedback for the learners and supports the improvement of teaching and learning. Acharya & Poudel (2020, p.298) identified the following aims of testing writing:

- i) **Assessing the learners' writing proficiency:** testing can be used to evaluate the learners' ability to write in a specific language or style. This can help to identify areas of strength and weakness and inform further teaching and learning.
- ii) **Provide feedback for improvement:** It can be used to help learners improve their writing skills.
- iii) **Developing critical thinking and creativity:** Writing tests are designed to develop their ability to express their ideas in writing and to connect effectively.
- iv) **Promoting effective writing strategies:** Testing can be used to promote effective writing strategies such as organization, coherence, and clarity. This can help learners to develop a writing process that is more efficient and effective.
- v) **Supporting language development:** Writing tests can be used to support language development by encouraging learners to use a wider range of vocabulary, grammar, and syntax. This can help to develop their language proficiency and enable them to express their ideas more effectively in writing.

Writing Skill in Curriculum and Text Book

The writing skill of a curriculum in a text book should be designed to help the learners built their skills and enhance their ability to communicative effectively through writing. There are three types of writing comprised according to the specification grid of class nine (2022). They are free writing, controlled writing and guided writing.

According to the present secondary level specification grid, 2079 from the writing section 35 full marks has been covered to measure the learner's ability, knowledge and skills. Guided writing allocated the ten full marks in the exam out of 75. Similarly, free writing allocated 14.

So, we have engaged the students in writing skill, when we measure the learners.

Review of Empirical Literature

Several researches have been carried out on analyzing the language skills, aspects and language function including the English textbook of various levels and TBLT and its implication.

Shah (2009) conducted a comparative study on 'Proficiency in Guided Writing'. The main objectives of this study were to determine the guided writing proficiency of class ten students in the Rukum district, compared their proficiency levels based on gender and schools, and identified the strengths and weaknesses of students in guided writing. The sample population was drawn from four public schools in the Rukum district, and the sample size was 80 students, selected randomly using different techniques such as gender-wise, item-wise, holistic, and school-wise. The researcher used a set of test items consisting of five questions to collect the required data, which included tasks such as letter writing, newspaper report writing, story writing, and parallel writing, and completing a dialogue. The study found that the average total proficiency in guided writing was 50.92 percent, with parallel writing scoring the

highest marks at 68.20 percent, and letter writing proficiency scoring the lowest average marks at 35.83 percent. Among the four selected schools, the Himalayan Higher Secondary School in Kholagaun obtained the highest marks, with a total average proficiency level of 59.80 percent.

Similarly, Sharma (2010) carried out research on the topic of 'Writing proficiency of the Students of Higher Secondary School'. This study was survey design and to find out the writing proficiency on punctuation, subject verb agreement and the preposition in the writing of the twelfth graders was the objective of this study. For the authentic data collection test items were used as the as the tool and techniques. Both primary and secondary sources of data were used in this study and forty students of community or public secondary schools were the sample population. This research was conducted using judgmental sampling procedure. The major finding of this study was that the learners 'writing proficiency was not satisfactory because of 45% learners were found not capable to insert the correct preposition and 43% students haven't the proper knowledge in the subject verb agreement.

Likewise, Karki (2011) carried out survey research entitled "A Study on Writing Proficiency of Grade Eight Students". The aims of this research study were to find out writing proficiency of grade eight students including punctuation, vocabulary, grammar, format and spelling. The researcher used survey research design for this study. The population and sample size of this study were fifty-four students of grade eight from both private and public or Government schools of Ramechhap district. The researcher used random sampling procedure for administered text to select forty-four students as sample of the study. The researcher used tools and techniques as a set of test items for real data collection. The data were explained and interpreted using statistical tools and the formula of $P = \frac{R}{N} \times 100\%$. The major findings of this study were that the

students obtained higher marks in parallel writing than other writing. Likewise, girls' writing proficiency was found better than the boys' writing proficiency in both private and public or government schools. Investigator found out that Private Schools' students writing proficiency was better than public or government school.

Similarly, Khanal (2011) conducted research on "Free writing proficiency of the class ten students". In this study main objectives were to find out errors committed to the learners in the use of spelling, subject, verb, agreement and so on. He had selected 35 students and research tool was only describing their birth place. He found that the learners mostly committed errors in the spelling, composition of sentences and subject, verb, agreement and use of punctuation.

Likewise, Joshi (2011) carried out on research on " Free writing proficiency of higher level " Her research objectives was to find out writing proficiency between education, other faculty and gender wise. Essay writing as a tool of data collection and the population of sampling were 50 learners. The finding of this study was humanity and management students were better than education faculty. Likewise, Students' proficiency was better to use on punctuation marks then the use of subject verb agreement and spelling. At last boys were better than girls on her research.

Similarly, Pokhrel (2016) carry out the comparative research entitled "Bachelor level students' proficiency on free writing" The objectives of the study were to find out the writing proficiency of the bachelor level students and compare between management faculty and education faculty. The sample size of the study was 30 students from Aadikabi Bhanubhakta campus, Tanahun District. The researcher adopted simple random sampling procedure. Data were collected through test items and analyzed by holistic faculty wise and question wise. Result was not satisfactory because of average Marks was 37%.

Moreover, Giri (2018) did the survey research on the topic of ‘Guided writing practices in basic level English classes. The aims this study was to explain the guided writing practice in the basic level school of Ramechhap District. This study was conducted in the 10 different community schools of Ramechhap District. Researcher had used check-list as a research tool. The researcher concluded that most of the teachers' guided writing practices were poor due to the traditional techniques of teaching writing activities of writing.

Likewise, Dhamala (2019) conducted the research on the topic of “Proficiency of Grade Ten Students on Guided Writing.” This study was survey research design and the objectives were found out the proficiency of grade ten students on guided writing focusing on grammar, content, organization, selection of vocabulary and punctuation. Likewise, other objectives were to compare their proficiency on the basis of schools. The researcher used survey research design to do the research work. Test items as a tool for data collection for the real information. From the study, the researcher found that the proficiency of grade ten students in guided writing was not good in whole but it varies from item to item. The students of grade ten were far more proficient in paragraph writing in comparison to other items of writing such as news writing, letter writing, and story writing and less proficient in narrating events. Private schools' students were more proficient than the students of public or Government schools with variation of 1.27 average marks.

In the same way, Thapa (2019) carried out experimental research entitled “Effectiveness of news report for developing writing skill” “The aim of this study was to develop writing skills through the news report writing and to recommend some pedagogical implications. In this study, data were collected through test items. Twenty students of Mahendra Secondary School of Itahari were taken non-randomly as a sample

population for this study. A set of test items consisting of guided writing was the tool for data collection. The data was collected from both primary and secondary sources. The collected data different tests were analyzed and interpreted using the table, diagram and statistical tools. The finding was that news report writing is better task to develop writing skill of secondary level students. In comparison of the PrT and the FPT students developed their obtained marks on the SPT which was 74%. It was the record of the effectiveness of news report writing. After conducting PoT students made showed on grammar with 70%, spelling 65% and develop the level of progress on given punctuation marks i.e. 75%. That increased score on the PoT proves the effectiveness of news report writing.

Similarly, Timsina, (2021) similarly, carried out researches entitled ‘Proficiency in free writing of 10th graders “The population of the study was the 60 students from six non- government school of Sunsari district and English teacher from thirty schools in Sunsari, district. The research tool was the set of test item including different types of free writing i.e. essay, paragraph and letter writing. It was judgmental and survey research design. The researcher concluded that students’ essay writing proficiency was found batter than that of paragraph writing and essay writing.

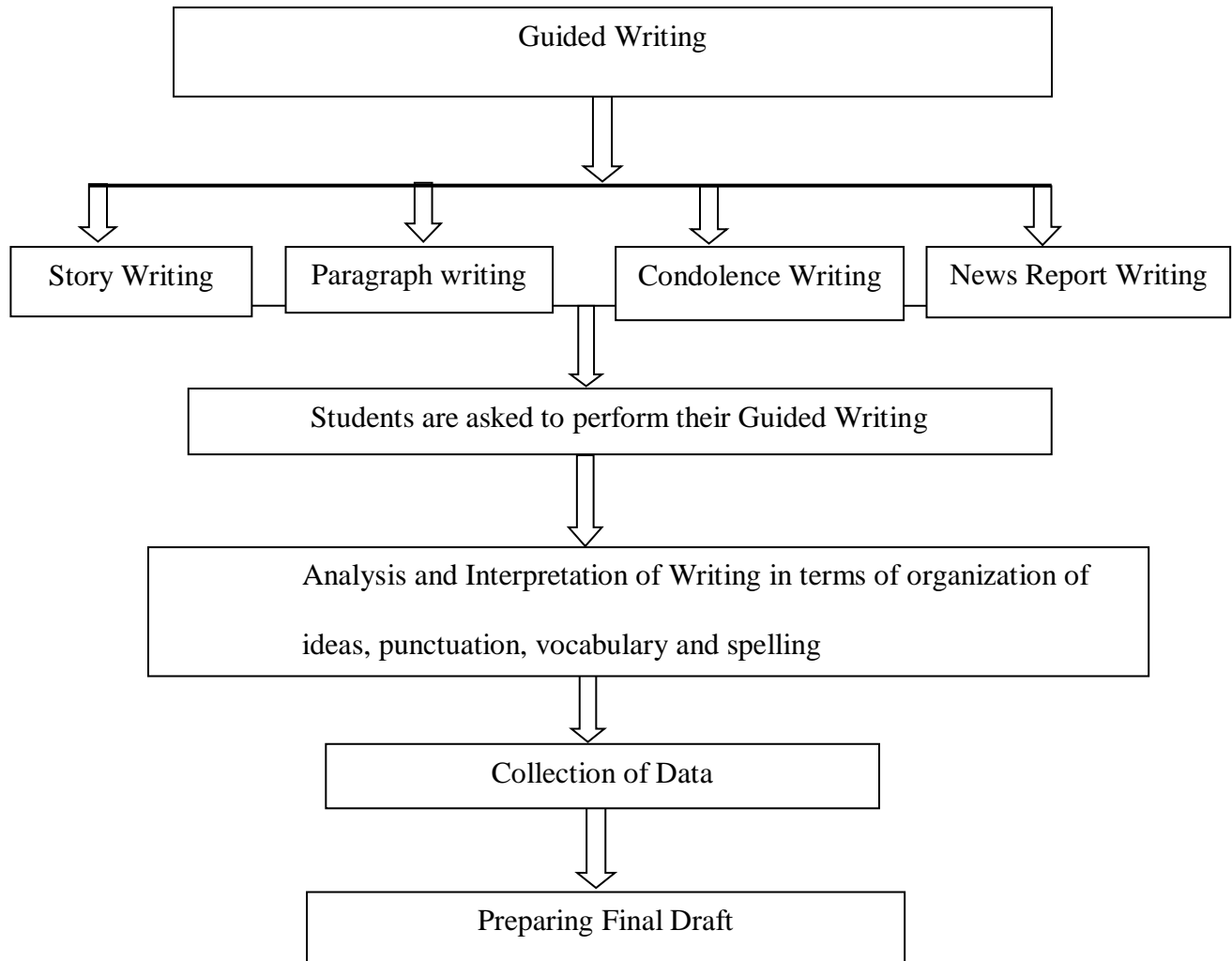
Implication of the Review for the Study

The above studies are related to my research. After reviewing these studies, I have assembled lots of techniques regarding to how can I achieved my goals of my research. To be specific, Shah (2009), Sharma (2010), Karki (2011), Khanal (2011), Joshi (2011), Pokhrel (2016), Dhamala (2019), and Timsina (2021) were conducted research focusing on writing proficiency as well as free writing proficiency. However, my study seems to be different from those researches because of my study is mainly associated with explore the students’ performance on guided writing, particularly story

writing, News report writing, paragraph writing and condolence writing focused on organization of ideas, punctuation, vocabulary and spelling. Likewise, Giri (2018) carried out guided writing practice in basic level where as my research study is different because of my research is based on students' performance on guided writing. In the same way, Thapa (2019) based on effectiveness of news report writing to develop writing skill but my research writing is related to find out the students writing performance in guided writing. These studies are difference in various ways in my research problem, methodology, statistical analysis and finding. In order to compare those researches, I selected comparative and quantitative research on the topic of 'students' performance on guided writing' in A and B rural municipality of Bhojpur District. Those researches were based out of my topic and my research areas.

Conceptual Framework

After insightful study of a various books, theories and researches, I have designed up the following conceptual framework which is publicized diagrammatically as below.



CHAPTER: -THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes design of the study, source of data, population and sample size, sampling procedure, tools for data collection, data collection procedure, data analysis and interpretation procedure and ethical consideration.

Design of the Study

I used quantitative and comparative research design to achieve the objective like, to find out students' performance in guided writing in terms of organization of ideas, punctuation, vocabulary and spelling on the basics of gender in class nine. Students' guided writing performance was measured by quantitative data and described both ways quantitatively and comparatively. Overall result of boys and girls were compared between gender wise, municipalities wise, school wise and item wise i.e. organization of ideas, punctuation, vocabulary and spelling. It was also tested hypothesis by using statistical tools. So, this study was based on quantitative and comparative research design.

Sources of Data

My thesis was basically associated with primary source of data. In this study, I collected data from the test items from 60 participants of grade nine in different government schools of A and B rural municipalities of Bhojpur district to measure the guided writing performance. Obtained score by participants were the first – hand original information in my particular topic. By using primary resource of data, quantitative and comparative research design was chosen because it allowed for the use of statically analysis to draw objectives and conclusions about the guided writing performance of the students.

I used different books, articles, academic journals, government report and online materials and other books written about writing skills by various writers like: Heaton (1975), White (1986), Harmer (2015), Husain (2015) were also studied and necessary information were collected to complete this study as a secondary source. Therefore, I collected required data from the above given secondary resources to accomplish the research.

Population of the Study and Sample Size

The population of this study was the students of thirteen schools of A and B Rural municipalities of Bhojpur district. Sample size was 60 students of grade nine of each sample school. The students were selected five girls and five boys from the sample schools. The specific reason for selecting Bhojpur is that I have familiarity, convenience and access to collect primary data and I haven't found researches in this area related to my topic. That's why I had selected Bhojpur as a sample population.

Sampling Procedure

I had used cluster sampling procedures in selecting sample for the study. I had selected 30 boys and girls from six secondary public schools from A and B Rural Municipalities of Bhojpur District. Cluster sampling can help increase the external validity of the study and finding can be generalized to the representative of population as a whole. So, I selected the cluster sampling procedure in my research.

Tools for Data Collection

As a tool for required data collection, I used a set of test items and this involved story writing, News report writing, paragraph writing, condolence writing. I collected required quantitative data from the above given resources to accomplish the research.

Data Collection Procedure

In order to collect the primary data, the researcher was followed peculiar procedures. At first, I visited the selected schools with official letter from the Janta Multiple Campus, Itahari, Sunsari, Faculty of Education Tribhuvan University and talked to the concerned authority for permission to carry out the research. After getting permission, I was helped by concerned teacher. He/she visited to the classroom and gave information to the students about the research that the researcher is going to conduct. I distributed the test paper and administered it. I had collected the answer sheets within allocated time from each school. I took thanks to the authority for their kind information and co-operation.

Data Analysis and Interpretation Procedure

The analysis and interpretation of the collected data were carried out through appropriate statistical tools using mean, standard deviation, and t-test, systematically. Finally, results dawned both ways quantitatively and comparatively.

Ethical Consideration

I have taken the full consent of the participants during the research writing. Considering the complete confidentiality, I used this information only my academic research. I have not used data for another purpose without permitted of the participant expect for my research writing. I haven't made any manipulation in collected data. I have not done impact or harm to informants while collecting data. I haven't analyzed data individually and paid attention to the accuracy on the collected data in my research. I have utilized the different authors' books, journals, articles, and research works taking citation and reference to avoid the risk of plagiarism. I haven't given the wrong ideas and information as well as representation of primary data in a biased way.

CHAPTER FOUR

RESULTS AND DISCUSSION

This is the destination part of the study. It deals with analysis and interpretation of the data collected by the researcher from the six secondary schools of A and B rural municipalities of Bhojpur district. In order to measure the students' writing performance, the researcher used cluster sampling procedure to select sixty respondents from each school of both rural municipalities. Similarly, research tools were designed particularly including the four different types of guided writing. They are; story writing, news report writing, paragraph writing and condolence writing. Each item of the guided writing test weighted 12.5 marks. The writing test as a whole carried 50 marks. The participants were given an hour to accomplish the given piece of guided writing. Then, scoring was made on the basis of the following criteria, namely, organization of ideas, punctuation, vocabulary and spelling. The marks obtained by both boys and girls were tabulated and their scores were analyzed and compared with the help of t-test. Moreover, their writing performance was analyzed and compared drawing special to attention to different aspects, such as, municipality, schools and item. (See appendix v). In addition, the analysis and comparison were made against the null hypothesis, for instance, there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

Holistic Comparison of Students Writing Performance

Holistic comparison of students writing performance includes overall comparison of the scores obtained in writing test by 30 boys and 30 girls studying in six different schools of two rural municipalities of Bhojpur district. In order to measure these students' writing performance, the researcher developed the writing test consisting of story writing, news report writing, paragraph writing, and condolence writing. The test items, then, were administered to the participants. After collecting students' writing test papers, they

were examined and scored on the basis of the organization of ideas, punctuation, vocabulary and spelling. The obtained marks of the writing performance were tabulated on the basis of the participants' gender. These two sets of marks were then compared and analyzed by employing mean, standard deviation and t-test. The analysis in this part especially made under the null hypothesis, e.g. There is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The hypotheses were accepted or rejected on the basis of result of t-test and the comparison of calculated values. The result of the calculation of mean, standard deviation and t-score of boys' and girls' students' writing performance has been presented in table 1.

Table 1

Holistic Comparison of Writing Performance Between Two Genders

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	30	490.5	16.35	29.88	0.019	1.96
Girl	30	495	16.5	29.97		

Table1 shows the overall writing performance of boys and girls in A and B rural municipalities of Bhojpur district. On the whole, boys' and girls' total score in writing performance are 490.5 and 495 respectively. Similarly, this table shows that girls' mean score of writing performance is 16.5 and boys' mean score of it is 16.35 which are different by 0.15. The mean score of girl is grater by 0.15 indicates that girl's performance on guided writing better than that of boys. Similarly, standard deviation of the marks obtained by boy student is 29.88 and by girl students are 29.97. This indicate that boy students spread of marks from the mean is closer than that of girls.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 30+30-2 = 58$) at 5% level of significance for two tail tests is 1.96. Since, calculated value

of paired t test (0.019) is less than tabulated value (1.96). We can't reject the null hypothesis because of tabulated value is greater than calculated value. We do not have significance evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders of 'A' Rural Municipality

This comparison of students writing performance includes overall comparison of the scores obtained in writing test by 15 boys and 15 girls studying in three schools of A rural municipality of Bhojur district. In order to calculating and analyzing students' students' writing performance at first hypotheses built. For example:

- Null hypothesis: There is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The result of the calculation of mean, standard deviation and t-score of boys' and girls' students' writing performance has been presented in table 2.

Table 2

Comparison of Writing Performance Between Two Genders of 'A' Rural Municipality

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	15	206	13.37	24.61	0.20	2.048
Girl	15	232.5	15.5	27.11		

Table 2 shows the overall writing performance of the respondents belonging to A Rural Municipality of Bhojpur district. On the whole, boys' and girls' total score in writing performance are 206 and 232.5 respectively. Similarly, this table shows that boys' mean score of writing performance is 13.37 and girls' mean score of it is 15.5 which are different by 2.13. The mean score of girls is grater by 2.13 indicates that girl performance

on guided writing better than that of boys. Similarly, standard deviation of the marks scored by boy student is 24.61 and by girl students is 27.11. This indicate that boy students spread of marks from the mean is closer than that of girls.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 15+15-2 = 28$) at 5% level of significance for two tail tests is 2.048. Since, calculated value of paired t test (0.20) is less than tabulated value (2.048). We can't reject the null hypothesis because of tabulated value is greater than calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Gender of 'B' Rural Municipality

In this comparison mean, standard deviation and t-test obtained in writing test by 15 boys and 15 girls studying in three school of B rural municipality of Bhojur district has been calculated (see appendix V). Before calculating and analyzing students' scores hypotheses was built. For example,

- Null hypothesis: There is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The result of the calculation of mean, standard deviation and t-score of boys' and girls' students' writing performance of B Rural municipality has been presented in table 3.

Table 3

Comparison of Writing Performance Between Two Genders Of 'B' Rural Municipality.

Gender	Population	Total marks	Mean	Standard deviation	Calculated	Tabulated
Boys	15	284.5	18.96	33.96	0.12	2.048
Girl	15	262.5	17.5	31.36		

Table 3 shows the overall writing performance of the boys and the girls in B Rural Municipality of Bhojpur district. The total scores of the boys and the girls are 284.5 and 262.5 respectively. Similarly, this table also reveals that the boys' mean score of writing performance is 18.96 and the girls' mean score is 17.5 which show the difference of 1.46. In other words, the mean score of the boys is greater by 1.46 than of the girls which indicate that the boys' performance in guided writing is better than that of girls. Similarly, the scores revealed by the standard deviation analysis of the boys and the girls are 33.96 and 31.46 respectively. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of paired t test having two degree of freedom ($= n_1+n_2-2 = 15+15-2 = 28$) at 5% level of significance is 2.048. Since the calculated value of the paired t test (0.12) is less than the tabulated value (2.048), the null hypothesis seems to be accepted. It shows that there is not any significant evidence to prove the girls' writing performance weaker than the writing performance of the boys.

Comparison of Writing Performance Between Two Genders of School 1

In this comparison mean, standard deviation and t-test obtained in writing test by 5 boys and 5 girls studying in school 1 of A rural municipality of Bhojpur district has been calculated (see appendix V). Before calculating and analyzing students' scores hypotheses was built. For example,

- Null hypothesis: There is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The result of the calculation of mean, standard deviation and t-score of boys' and girls' students' writing performance of school 1 has been presented in table 4.

Table 4

Comparison of Writing Performance Between Two Genders of School 1

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	5	72	14.4	4.16	0.061	2.306
Girl	5	95	19	4.94		

Table 4 represents the comparison between boys and girls' students writing performance on School 1 of A rural municipality of Bhojpur district. The boy and girl students total score are 72 and 95 marks respectively. This table also reveals that boys' mean score of writing performance is 14.4 and girls' mean score of it is 19 which different by 4.6. The mean score of girls is grater by 4.6 indicates that girls' performance on guided writing is better than that of boys. Similarly, standard deviation of the marks scored by boy student is 4.16 and by girl students are 4.94. This indicate that boy students spread of marks from the mean is closer than that of girls.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 5+5-2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, calculated value of paired t test (0.061) is less than tabulated value (2.306). We can't reject the null hypothesis because of tabulated value greater than calculated value. We do not have significance evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders of School 2

In this comparison, mean score, standard deviation, and t-test obtained in writing test by 5 boys and 5 girls studying in school 2 of A rural municipality of Bhojur district have been presented. Before calculating and analyzing students' scores, the null hypotheses built for this study was; there is no significant difference between writing performance across the gender.

($H_0: \mu_1 = \mu_2$). The result obtained from calculating mean, standard deviation and t-test of the respondents of School 2 has been presented in table 5.

Table 5

Comparison of Writing Performance Between Two Genders of School 2

Gender	Population	Total marks	Mean	Standard deviation	Calculate d value	Tabulated value
Boys	5	70	14	3.50	0.13	2.306
Girl	5	68.5	13.7	3.34		

Table 5 deals with the comparison between the performance of the boys and the girls studying in school 2. As a whole, the boys' and girls' total score in writing performance are 70 and 68.5 respectively. Similarly, this table also displays that boys' mean score of writing performance is 14 and girls' mean score is 13.7 which is different by 0.3. This means, the mean score of the boys is grater by 0.3 which indicates that the boys' performance on guided writing is better than that of girls. Similarly, standard deviation of the marks scored by the boys is 3.50 and by the girls are 3.34. This indicates that the spread of marks obtained by the girls from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for two degree of freedom ($= n_1+n_2-2 = 5+5-2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, the calculated value of the paired t test (0.13) is less than tabulated value (2.306), we can't reject the null

hypothesis. It shows that we do not have significant evidence that the girls' writing performance is weaker than the writing performance of the boys.

Comparison of Writing Performance Between Two Genders of School 3

This section includes the comparison of the scores obtained in writing test by 5 boys and 5 girls studying in school 3 of A rural municipality, Bhojur District. The performances of the respondents were then compared and analyzed by employing mean, standard deviation and t-test. Before calculating and analyzing students' score such hypothesis was built; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The results of the calculation of mean, standard deviation and t-score of the boys and the girls' writing performance of school 3 of A rural municipality of Bhojur district have been presented in table 6.

Table 6

Comparison of Writing Performance Between Two Genders of School3

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	5	64	12.8	4.74	0.354	2.306
Girl	5	69	13.8	4.19		

Table 6 presents the writing performance of the respondents belonging to school 3. In total, the boys' and the girls' scores in writing performance are 64 and 69 respectively. Similarly, this table also displays that the boys' mean score of writing performance is 12.8 and the girls' mean score is 13.8 which is different by 1. The mean score of the boys is greater by 1 which indicates that the boys' performance on guided writing is better than that of girls. Similarly, the scores obtained through the standard

deviation analysis by the boys are 4.74 and by the girls are 4.19. This indicates that the spread of marks of the girls from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for two degree of freedom ($= n_1 + n_2 - 2 = 5 + 5 - 2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, the calculated value of paired t test (0.354) is less than the tabulated value (2.306), we can't reject the null hypothesis. It shows that we do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders of School 4

This comparison of students writing performance includes holistic comparison of the scores obtained in writing test by 5 boys and 5 girls studying in school 4 of B rural municipality of Bhojur district. The participants' marks were then compared and analyzed on the basis of mean, standard deviation and t-test. Before calculating and analyzing students' scores. The null hypotheses built for the study was following; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$) The results of the calculation of mean, standard deviation and t-score of the boys and the girls' writing performance of school 4 of B rural municipality of Bhojur district have been presented in table 7.

Table 7*Comparison of Writing Performance Between Two Genders of School 4*

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	5	90.5	18.1	6.41	0.227	2.306
Girl	5	95	19	6.12		

Table 7 presents the writing performance of the respondents belonging to school 4. On the whole, the boys' and the girls' total score in writing performance are 90.5 and 95 respectively. Similarly, this table also displays that the boys' mean score of writing performance is 18.1 and the girls' mean score is 19 which is different by 0.9. This reveals that the mean score of the girls is greater by 0.9 which indicates that the girls' performance on guided writing is better than that of boys. Similarly, the mark obtained through the standard deviation by the boys is 6.41 and by the girls is 6.12. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for two degree of freedom ($= n_1 + n_2 - 2 = 5 + 5 - 2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, calculated value of paired t test (0.227) is less than tabulated value (2.306), we can't reject the null hypothesis because of tabulated value is greater than calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders of School 5

This comparison of students writing performance includes the scores obtained in writing test by 5 boys and 5 girls studying in school 5 of B rural municipality of Bhojur district. Before calculating and analyzing students' scores the null hypothesis built for the

study was; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The results obtained from the calculation of mean, standard deviation and t-score of the boys and the girls of school 5 have been presented in table 8.

Table 8

Comparison of Writing Performance Between Two Genders of School 5

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	5	95	19	5.19	1.01	2.306
Girl	5	76	15.5	4.44		

Table 8 presents the writing performance of the participants belonging to school 5. On the whole, the boys' and the girls' total score in writing performance are 95 and 76 respectively. Similarly, this table also displays that the boys' mean score of writing performance is 19 and the girls' mean score is 15.5 which is different by 3.5. The mean score of the girls is greater by 3.5 which indicate that the girls' performance on guided writing is better than that of boys. Similarly, the marks obtained from standard deviation by the boys are 5.19 and by the girl are 4.44. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for two degree of freedom ($= n_1 + n_2 - 2 = 5 + 5 - 2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, calculated value of paired t test (1.01) is less than tabulated value (2.306), we can't reject the null hypothesis because of tabulated value is greater than calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders of School 6

This comparison of students writing performance includes an overall comparison made between the scores obtained in writing test by 5 boys and 5 girls studying in school 6 of B rural municipality of Bhojur district. These two sets of marks were then compared and analyzed on the basis of mean, standard deviation and t-test. Before calculating and analyzing students' scores, the null hypothesis built for the study was; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$). The results of the calculation of mean, standard deviation and t-score of boys and girls' students' writing performance have been presented in table 9

Table 9

Comparison of Writing Performance Between Two Genders of School 6

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	5	99	19.8	5.28	0.40	2.306
Girl	5	91.5	18.3	4.99		

Table 9 shows the students' writing performance of school 5 of B Rural Municipality of Bhojpur district. The boys' and the girls' writing performance of school 6 are 99 and 91.5 respectively. This table also portrays that the boys' mean score of writing performance is 19.8 and the girls' mean score is 18.3 which is different by 1.5. The mean score of the boys is greater by 1.5 which indicates that the boys' performance on guided writing is better than that of girls. Similarly, the marks obtained from standard deviation by the boys are 5.28 and by the girls are 4.99. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for two degree of freedom ($= n_1 + n_2 - 2 = 5 + 5 - 2 = 8$) at 5% level of significance for two tail tests is 2.306. Since, calculated

value of paired t test (0.40) is less than tabulated value (2.306), the null hypothesis can't be rejected because the tabulated value is greater than the calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders on Organization of Ideas

In this comparison of students writing performance particularly based on the organization of ideas includes overall comparison of the scores obtained in writing test by 30 boys and 30 girls studying in six different schools of two rural municipalities of Bhojur district. Before calculating and analyzing the students' scores, the null hypothesis built for the study was; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$).

The results obtained from the calculation of mean, standard deviation and t-score of the boys and the girls writing performance have been presented in table 10.

Table 10

Comparison of Writing Performance Between Two Genders on Organization of Ideas

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	30	155	5.16	9.41	0.15	1.96
Girl	30	144	4.8	8.81		

Table 10 reveals the writing performance of the boys' and the girls especially based on the organization of ideas from six selected school. On the whole, boys' and girls' total scores in writing performance are 155 and 144 respectively. Similarly, this table shows that the boys' mean score of writing performance is 5.16 and the girls' mean score is 4.8 which are different by 0.36. The mean score of the boys is greater by 0.36

which indicates that the boys' performance on guided writing is better than that of girls. Similarly, standard deviation score obtained by the boys is 9.41 and by the girls is 8.81. This indicates that the girls' spread of marks from the mean is closer than that of boys. In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 30+30-2 = 58$) at 5% level of significance for two tail tests is 1.96. Since, calculated value of paired t test (0.15) is less than tabulated value (1.96). The null hypothesis can't be rejected because the tabulated value is greater than the calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

Comparison of Writing Performance Between Two Genders on Punctuation

This section of comparison includes the analysis of the students' writing performance particularly based on punctuation. It includes the scores obtained in writing test by 30 boys and 30 girls studying in six different schools of two rural municipalities of Bhojur district. Before calculating and analyzing students' scores, the null hypothesis built for the study was; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

Students' writing performance on punctuation has been presented in table 11.

Table 11

Comparison of Writing Performance Between Two Genders of Punctuation

Gender	Population	Total marks	Mean	Standard deviation	Calculate d value	Tabulated value
Boys	30	115.5	3.85	7.09	0.13	1.96
Girl	30	123.5	4.11	7.55		

Table 11 shows the students' writing performance regarding punctuation. On the whole, the boys' and the girls' total scores in writing performance are 115.5 and 123.5 respectively. Similarly, this table shows that the boys' mean score of writing performance is 3.85 and the girls' mean score is 4.11 which are different by 0.36. The mean score of the girls is greater by 0.26 which indicates that the girls' performance on guided writing is better than that of boys. Similarly, standard deviation marks obtained by the boys is 7.09 and by the girls is 7.55. This indicates that the boys' spread of marks from the mean is closer than that of girls.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 30+30-2 = 58$) at 5% level of significance for two tail tests is 1.96. Since, calculated value of paired t test (0.13) is less than tabulated value (1.96), we can't reject the null hypothesis because the tabulated value is greater than the calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of the boys.

Comparison of Writing Performance Between Two Genders on Vocabulary

In this comparison of students writing performance was analyzed especially being based on vocabulary. It includes the comparison of the scores obtained in writing test by 30 boys and 30 girls studying in six different schools of two rural municipalities of Bhojpur district. Before calculating and analyzing students' scores, the null hypothesis built for the study was; there is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The results obtained from the calculation of mean, standard deviation and t-score of the participants have been presented in table 12.

Table 12 :*Comparison of Writing Performance Between Two Genders on Vocabulary*

Gender	Population	Total marks	Mean	Standard deviation	Calculate d value	Tabulated value
Boys	30	107.5	3.58	6.60	0.04	1.96
Girl	30	110	3.66	6.73		

Table 12 shows that the students' writing performance based on vocabulary. It includes sixty students; 30 boys and 30 girls respectively. As a whole, the boys' and the girls' total score of guided writing performance are 107.5 and 110 respectively. Similarly, this table shows that the boys' mean score of guided writing performance is 3.58 and the girls' mean score is 3.66 which are different by 0.08. The mean score of the boys is greater by 0.08 which indicates that the boys' performance on guided writing is better than that of girls. Similarly, standard deviation marks obtained by the boys is 6.60 and by the girls is 6.73. This indicates that the girls' spread of marks from the mean is closer than that of boys.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 30+30-2 = 58$) at 5% level of significance for two tail tests is 1.96. Since, calculated value of paired t test (0.04) is less than tabulated value (1.96), the null hypothesis can't be rejected because the calculated value is greater than the tabulated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of the boys.

Comparison of Writing Performance Between Two Genders on Spelling

In this comparison of students writing performance of spelling includes the comparison of scores obtained in writing test by 30 boys and 30 girls studying in six different schools of two rural municipalities of Bhojur district. In order to measure these students' writing performance, hypotheses were built. For example:

- Null hypothesis: There is no significant difference between writing performance across the gender. ($H_0: \mu_1 = \mu_2$)

The results obtained from the calculation of mean, standard deviation and t-score of the participants' writing performance on spelling have been presented in table 13.

Table 13

Comparison of Writing Performance Between Two Genders on Spelling

Gender	Population	Total marks	Mean	Standard deviation	Calculated value	Tabulated value
Boys	30	112.5	3.75	6.53	0.08	1.96
Girl	30	117.5	3.91	6.73		

Table 13 reveals the writing performance of the respondents particularly based on spelling. The number of the respondents consists of sixty students including 30 boys and 30 girls. As a whole, the boys' and girls' total score of guided writing performance are 112.5 and 117.5 respectively. Similarly, this table shows that the boys' mean score of guided writing performance is 3.75 and the girls' mean score is 3.91 which are different by 0.16. The mean score of the girl is greater by 0.08 which indicates that the girls' performance on guided writing is better than that of boys. Similarly, standard deviation marks obtained by the boys is 6.53 and by the girls is 6.73. This indicates that the boys' spread of marks from the mean is closer than that of girls.

In addition, the tabulated value of paired t test for degree for freedom ($= n_1+n_2-2 = 30+30-2 = 58$) at 5% level of significance for two tail tests is 1.96. Since, calculated value of paired t test (0.08) is less than tabulated value (1.96) the null hypothesis is accepted because the tabulated value is greater than the calculated value. We do not have significant evidence that the girls' writing performance is weaker than the writing performance of boys.

CHAPTER: FIVE

FINDINGS AND IMPLICATIONS

The final chapter of my research incorporates the overall summary, conclusion and recommendation, which were based on the results and discussion of the above chapter four.

Findings

On the basis of the analysis and interpretation, the researcher came up with the following findings.

- Overall writing performance of the girls was found better than that of boys since the girls' total mean score was found 16.5 and the boys' total mean score was found 16.35.
- The overall writing performance of the male participants in B Rural Municipality seems to be better than A Rural Municipality. The mean score of male students of B Rural Municipality was 18.96 whereas the mean score of A Rural Municipality was 13.37. It is evidenced by the table 2 and 3.
- The writing performance of the girls in B Rural Municipality was found to be better than of A Rural Municipality. The female students of B Rural Municipality obtained 17.5 mean score whilst the female students of A Rural Municipality achieved 15.5 mean score. We can see it in table 2 and 3.
- The overall writing performance of the girls in School 1 was found better than of the boys. The girls got 19 mean score whereas the boys obtained 14.4.
- The overall writing performance of the boys was found better than girls in Shree School 2 because the boys obtained 14 mean score but the girls obtained 13.7 only.

- The overall writing performance of the girls was found better than of the boys in School 3. The girls got 13.8 mean score whereas the boys of this school obtained 12.8 average marks.
- The overall writing performance of the girls was found better than the boys in School 4 because the girls obtained 19 mean score and the boys got 18.1 only.
- The overall writing performance of the boys was found better than the girls in School 5.
- The overall writing performance of the boys was found better than the girls in School 6. It is evidenced in table 9.
- The overall writing performance of the boys was found better than the girls based on the organization of ideas since the boys got 5.16 mean score and the girls scored only 4.8.
- The overall writing performance of the girls was found better than the boys based on the areas of punctuation having 4.11 mean score where the boys obtained 3.85. We can see table 11.
- According to the table no 12, the overall writing performance of the girls was better than the boys in vocabulary.
- The girls performed better than the boys in spelling according to table 13.

Implications

On the basis of the findings of the current study, the following recommendations have been made to the concerned authority.

Policy level

1. Policy makers and curriculum designers should be addressed guided writing exercises in the course of content.
2. The concerned authority members should be organized teacher training, conference and seminar to the subject teacher focusing on teaching techniques and methods of guided writing.
3. Government should be developed and distributed teaching writing materials such as teacher guided, online videos, distance learning materials, electronic library for better learning.
4. The concerned authority should be paid special attention towards weak guided writing performance in English. So, the medium of instruction should be English.
5. The examination system should also be systematic. So, the learners can have a good intention of improving language.

Practice Level

1. Teacher should motivate the students towards learning by using effective teaching materials such as teachers' guidance, online videos, and distance learning materials, electronic library and dictionary in the classroom as far as possible for better performance.
2. The teacher should be focused on raising the students' knowledge of organization of ideas, punctuation, vocabulary and spelling through guided writing .i.e. story writing, news report writing. Paragraph writing and condolence writing.

3. The writing activities should be given to the students with regular correction (self- correction, peer correction and teacher correction).
4. Teacher should address the weakness of students on guided writing performance in English. So, the medium of instruction should be English.
5. Teaching of writing skill should be started on the basis of the students' previous acquaintance and capacity in writing.
6. All the subject-teachers should be implemented the techniques of training programs, seminars and workshops in the actual classroom.

Further Research

Research writing is a critical and problematic job for the researcher due to the shortage of adequate knowledge about how to carry out the research. For the next researcher, I expected to use this study as their reference to conduct other research in the same field. It will be also a guideline to determine the methodology as well as research design for the next researcher. They are also expected to be able to cover the limitation in this study and provide more additional detailed information about this study. It can be helpful tools for the further researcher. It will be also applicable for innovative new research areas which are left to be conducted.

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APPENDIX-I
CONSENT LETTER

Dear Sir/Madam

This test items for getting information for my research entitled "Students' Performance on Guided Writing" under the supervision of Rishiram Khanal, Professor and Lecturer, Department of English Education. Your kind co-operation in responding the test items and your responses will have great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the test items. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher

DambarBahadurKarki

APPENDIX II

TEST ITEMS

Class: Nine

Full Marks: 50

Subject: Compulsory English

Time: - 1 hours

1 Develop a readable story from each outline given below. 12.5

A boy going to market.....a pot milk on his head.... sell it make plans.... buy chickens then goats and cowsexpensive jewellery and clothes.....choose the best girl... to marry ...trip on a stone and milk spillmoral.

2. Write a news story using the following clues. 12.5

- A mini bus (Na 2 .pa. 560) going to Bhojpur from Kathmandu
- collided with a truck loaded with buffaloes at Vedetar turning
- Many buffaloes run away
- 13 killed on the spot, one on the way to hospital
- 14 injured hospitalized in Dhankuta hospital
- Driver in police custody.

3. Write a couple of paragraphs about your friend. Use the given clues. 12.5

- Name and age:
- physical features: height, weight, color of face and eyes etc.
- Other attributes: intelligent, hopeful, your liking and disliking in him / her.

4. Write a newspaper condolence on the untimely sad demise of your friend. Use the clues given below: 12.5

Nitesh Bhattarai.....14 years old.....stayed together in the school hotel for five years.....very helpful among the friends and teacher ...a good sports boy miss him very much.

APPENDIX III
MARKING SCHEMA

Q.N.1.

This question will be carried out 12.5 marks. Marks will be given on the basis of following explanation of analytical scoring method. The following criteria will be marking schema for this question.

- 1 Outstanding 9- 12.5 marks
 - a) Excellent organization of ideas and creative sentences
 - b) no mistake in punctuation
 - C) Appropriateness in vocabulary
 - d) Correct dealing and no commit mistake in writing and given above criteria.)
- 2 Very good 6-8 marks
 - a) Good organization of ideas, 3marks
 - b) Very good expression of punctuation.
 - c) Clarity in vocabulary 3 marks
 - d) Dealing with given outline but commit mistake four in the above given criteria.)
- 3 Good 3-5 marks
 - a. tolerable organization of ideas
 - b. Punctuation marks with tolerable
 - c. Vocabulary use in sentences
 - d. Commit mistake more than four and below eight in given criteria.)
- 4 Poor 0-2 marks
 - a. No organization of ideas and creativity
 - b. No punctuation marks in the writing

- c. No new Vocabulary use in the sentence
- d. Commit mistake more than eight and below twelve in given criteria.)

Q.N.2.

This question will be carried out 12.5marks. Marks will be given on the basic of following illustration of analytical scoring method. The following criteria will be marking schema.

1 Outstanding 9-12 marks

- a) Excellent organization of ideas and creative sentences.
- b) No mistake in punctuation in their writing.
- C) Appropriateness in vocabulary in their writing.
- d) Correct dealing of spelling and no commit mistake in writing and given above criteria.)

1 Very good 6-8 marks

- a) Good organization of ideas.
- b) Good expression of punctuation.
- c) Clarity in vocabulary
- d) Dealing with given outline but commit mistake four in the above given criteria.)

2 Good 3- 5 marks

- a. tolerable organization of ideas
- b. Punctuation marks
- c. Vocabulary use in sentences
- d. But commit mistake more than four and below eight in given criteria.)

3 Poor 0-2 marks

- a. no organization of ideas and creativity 1.5 marks
- b. Punctuation with mistake
- c. Vocabulary use in the sentence
- d. Spelling but commit mistake more than eight and below twelve in given criteria.)

Q.N.3

This question will be carried out 12.5 marks. Marks will be given on the basis of analytical scoring method. The following criteria will be marking schema:

- 1 Outstanding 9-12.5 marks
 - a) Excellent organization of ideas and creative sentences.
 - b) No mistake in punctuation.
 - c) Appropriateness in vocabulary.
 - d) Correct dealing of spelling and no commit mistake in writing and given above criteria.)
- 2 Very good 6-8 marks
 - a) Good organization of ideas.
 - b) Very good expression of punctuation.
 - c) Clarity in vocabulary.
 - d) Dealing with given outline but commit mistake four in the above given criteria.
- 3 Good 3-5 marks
 - a. Tolerable organization of ideas.
 - b. Punctuation marks.
 - c. Vocabulary use in sentences.

- d. Spelling but commit mistake more than four and below eight in given criteria.)

4 Poor 0- 2marks

- a. No organization of ideas and creativity.
- b. Punctuation marks.
- c. Vocabulary uses in the sentence.
- d. Spelling but commit mistake more than eight and below twelve in given criteria.)

Q.N.4

This question will be indicated 14 marks. Marks will be given on the basic of analytical scoring method. The following criteria will be marking schema:

1 Outstanding 9-12.5marks

- a) Excellent organization of ideas and creative sentences
- b) No mistake in punctuation
- C) Appropriateness in vocabulary
- d) Correct dealing of spelling and no commit mistake in writing and given above criteria.

2 Very good 6-8 marks

- a) Good organization of ideas
- b) Very good expression of punctuation.
- c) Clarity in vocabulary 3 marks
- d) Dealing with given outline but commit mistake four in the above given criteria.

3 Good 3-5 marks

- a. Tolerable organization of ideas

- b. Punctuation marks
- c. Vocabulary use in sentences
- d. Commit mistake more than four and below eight in given criteria.)

4 Poor 0-2 marks

- a. No organization of ideas and creativity
- b. Punctuation
- c. Vocabulary use in the sentence.
- d. Commit mistake more than eight and below twelve in given criteria.)

APPENDIX IV

Individual score of boy students

S.N	Organization of ideas	Punctuation	Vocabulary	Spelling
1	3	2	2.5	2.5
2	4.5	3	3.5	3.5
3	7.5	5.5	6	5
4	2.5	2	2	2
5	5.5	4.5	4	3.5
6	6	3	2.5	3
7	3.5	2.5	2.5	3.5
8	5.5	4	2.5	3
9	2	2	1.5	1.5
10	4	4.5	3	2.5
11	6.5	4.5	4	5
12	6.5	5.5	6.5	5
13	7	5	4.5	4.5
14	3	4	3	4
15	4.5	6	5	5.5
16	8.5	7.5	6	3
17	7	4	4	3.5
18	3.5	3.5	3	4
19	3.5	2.5	3	5
20	7.5	5.5	5.5	5
21	9	4.5	3.5	6

22	4.5	3.5	3	3.5
23	4	3.5	3	3.5
24	10	6	5	6
25	4	3	2	3
26	4.5	5	4	4
27	5	2.5	3	2
28	2.5	3	4	3
29	3.5	3.5	3.5	3.5
30	5	2.5	2.5	3.5
Total	155	115.5	107.5	112.5

Individual score of girl students

S.N	Organization of ideas	Punctuation	Vocabulary	Spelling
1	2.5	3	4	4
2	5.5	6.5	6	4.5
3	4	5.5	4	4.5
4	1.5	3	4.5	6
5	6	5.5	7	8
6	4	4.5	2	3
7	4.5	3	2.5	2
8	4	4.5	3.5	4
9	4.5	4	2.5	2.5
10	4	3.5	2.5	4
11	7	6	5	5.5
12	7	7	6	5

13	7	5	6	5
14	2	2	2	2
15	5	3	3	3.5
16	9	5.5	4	3.5
17	0	0	0	0
18	2	2	4	2
19	11	9	8	8
20	2.5	1	1.5	3
21	10	8	3.5	3.5
22	5.5	4	4	4.5
23	2.5	3	3.5	4
24	5.5	3	2.5	3
25	7.5	6.5	5.5	5
26	3	3	3	3
27	3	3	3	3
28	5	4	4	3
29	6	4	3	5
30	2.5	2	2.5	3.5
Total	144	123.5	110	117.5

APPENDIX V

TESTING STATISTICAL SIGNIFICANCE

$$\text{Paired test (t)} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where,

\bar{x} = Mean of the obtained marks of boys

\bar{y} = Mean of the obtained marks of girls

N_1 = Number of boys

N_2 = number of girl

(S.D)=standard deviation

s^2 =sample variance

Procedure of Testing hypothesis

- Null hypothesis: There is no significant difference between writing performance across the gender . ($H_0: \mu_1 = \mu_2$)
- Alternative hypothesis: There is significant difference between writing performance across the gender. ($H_1: \mu_1 \neq \mu_2$)

Level of significance (α) = 0.05 or 5%

Degree of freedom (U) = $n_1 + n_2 - 2$

Tabulated Values 8 for 1.92, 28 for 2.048 and 8 for 2.306 for two tail test.

Conclusion: If calculated values of paired t t-test is greater than tabulated values, reject the null hypothesis.

If calculated value paired t- test is less than tabulated value, accept the hull hypothesis.

APPENDIX VI

SAMPLE ANSWER SHEETS

Holistic comparison of t test on Students' writing performance

School	Marks of boys (x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	72	95	-55.65	-78.5	3096.92	6162.25
School 2	70	68.5	-53.65	-52	2878.32	2704
School 3	64	69	-17.65	-52.5	2270.52	2756.25
School 4	90.5	95q	74.65	-78.5	5339.74	6162.25
School 5	95	76	-78.65	-59.5	6185.82	3540.25
School 6	99	91.5	82.65	-75	6831.02	5625
Total	$\sum \bar{x} = 590.5$	$\sum \bar{y} = 495$			$\sum (\bar{x} - x)^2 = 26802.34$	$\sum (\bar{y} - y)^2 = 26950$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{490}{30}$$

$$= 16.35$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{495}{30}$$

$$= 16.5$$

From boys

$$\begin{aligned}\text{Standard deviation (S.D)} &= \frac{\sqrt{\sum(x-\bar{x})^2}}{N_1} \\ &= \frac{\sqrt{26802.34}}{30} = \sqrt{893.41} = 29.88\end{aligned}$$

$$\begin{aligned}\text{From girls, (S.D)} &= \frac{\sqrt{\sum(y-\bar{y})^2}}{N_2} \\ &= \frac{\sqrt{26950}}{30} \\ &= \sqrt{898.33} \\ &= 29.97\end{aligned}$$

$$\begin{aligned}\text{T test} &= \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\ &= \frac{16.35 - 16.5}{\sqrt{\frac{(29.88)^2}{30} + \frac{(29.97)^2}{30}}} \\ &= \frac{0.15}{\sqrt{\frac{892.81}{30} + \frac{898.20}{30}}} \\ &= \frac{0.15}{\sqrt{29.76 + 29.94}} \\ &= \frac{0.15}{\sqrt{59.7}} \\ &= \frac{0.15}{7.72} \\ &= 0.019\end{aligned}$$

Since calculated' (0.019) is less than tabulated' (1.627), there is no difference between boys and girls writing performance.

T test of Students' writing performance of A Rural municipality

School	Marks of boys (x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	72	95	-58.27	-79.5	3395.39	6320.25
School 2	70	68.5	-56.27	-53	3166.31	2809
School 3	64	69	-50.27	-53.5	2527.07	1899.25
Total	$\sum x = 206$	$\sum y = 232.5$			$\sum (\bar{x} - x)^2 = 9088.77$	$\sum (\bar{y} - y)^2 = 11028.5$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{206}{15}$$

$$= 13.73$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{232.5}{15}$$

$$= 15.5$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1}$$

$$= \frac{\sqrt{9088.77}}{15}$$

$$= \sqrt{605.91}$$

$$= 24.61$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{110289}}{15}$$

$$= \sqrt{735.23}$$

$$= 23.44$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{13.73 - 15.5}{\sqrt{\frac{(24.62)^2}{15} + \frac{(23.44)^2}{15}}}$$

$$= \frac{1.77}{\sqrt{\frac{606.14}{15} + \frac{549.44}{15}}}$$

$$= \frac{1.77}{\sqrt{40.40 + 36.62}}$$

$$= \frac{1.77}{\sqrt{77.02}}$$

$$= \frac{1.77}{8.77}$$

$$= 0.20$$

Since calculated value (0.20) is less than tabulated value (2.048) there is no difference between boys and girls writing performance.

T test of Students' writing performance of B Rural municipality

School	Marks of boys (x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 4	90.5	95	-71.54	-77.5	5117.97	6006.25
School 5	95	76	-76.04	-58.5	5782.08	3422.25
School 6	99	91.5	-80.04	-73	6406.40	5329
Total	$\sum x = 284.5$	$\sum y = 262.5$			$\sum (\bar{x} - x)^2 = 17306.45$	$\sum (\bar{y} - y)^2 = 14757.5$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{284.5}{15}$$

$$= 18.96$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{262.5}{15}$$

$$= 17.5$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1}$$

$$= \frac{\sqrt{17306.45}}{15}$$

$$= \sqrt{1153.76}$$

$$= 33.96$$

$$\text{From girls, (S.D)} = \frac{\sqrt{\sum (y - \bar{y})^2}}{N_2}$$

$$= \frac{\sqrt{14757.5}}{15}$$

$$= \sqrt{983.83}$$

$$= 31.36$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{18.96 - 17.5}{\sqrt{\frac{(33.96)^2}{15} + \frac{(31.36)^2}{15}}}$$

$$= \frac{1.46}{\sqrt{\frac{1153.28}{15} + \frac{983.44}{15}}}$$

$$= \frac{1.46}{\sqrt{76.93 + 65.56}}$$

$$= \frac{1.46}{\sqrt{142.49}}$$

$$= \frac{1.46}{11.93}$$

$$= 0.12$$

Since calculated value (0.12) is less than tabulated value (2.048), there is no difference between boys and girls writing performance.

T test of five boys' and five girls' writing performance of school 1

Areas	Marks of boys(x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Organization	23	19	-8.6	0	72.25	0
Punctuation	15	23	-0.6	4	0.36	16
Vocabulary	17.5	25.5	-3.1	-6.5	9.61	42.25
Spelling	16.5	27	-2.1	-8	4.42	64
	$\Sigma x = 72$	$\Sigma y = 95$			$\Sigma (\bar{x} - x)^2 = 86.63$	$\Sigma (\bar{y} - y)^2 = 122.25$

From boys

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{n}$$

$$= \frac{72}{5}$$

$$= 14.5$$

From girls

$$(\bar{y}) = \frac{\Sigma y}{n}$$

$$= \frac{95}{5}$$

$$= 19$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1} = \frac{\sqrt{86.63}}{5} = \sqrt{17.326} = 4.16$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(y - \bar{y})^2}}{N_2}$$

$$= \frac{\sqrt{122.25}}{5}$$

$$= \sqrt{24.45}$$

$$= 4.94$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{14.5 - 19}{\sqrt{\frac{(4.16)^2}{5} + \frac{(4.94)^2}{5}}}$$

$$= \frac{-4.5}{\sqrt{\frac{17.30}{5} + \frac{22.92}{5}}}$$

$$= \frac{-4.5}{\sqrt{3.46 + 4.48}}$$

$$= \frac{-4.5}{\sqrt{8.04}}$$

$$= \frac{-4.5}{72.83}$$

$$= \frac{-4.6}{72.83}$$

$$= 0.061$$

Since calculated value (0.061) is less than tabulated value (2.306), there is no difference between two samples.

T test of five boys' and five girls' writing performance of school 2

Areas	Marks of boys(x)	Marks of girls(Y)	$(\hat{x} - x)$	$(\hat{y} - y)$	$(x - \hat{x})^2$	$(y - \hat{y})^2$
Organization	20.5	19.5	-6.5	-5.8	42.25	33.64
Punctuation	16.5	16	-2.5	-2.3	6.25	5.29
Vocabulary	17	17.5	-3	-1.8	9	3.24
Spelling	16	17.5	-2	-3.8	4	16
	$\Sigma x=70$	$\Sigma y=68.5$			$\Sigma(\bar{x} - x)^2=61.25$	$\Sigma(\bar{y} - y)^2=58.17$

From boys

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{n}$$

$$= \frac{70}{5}$$

$$= 14$$

From girls

$$(\bar{y}) = \frac{\Sigma y}{n}$$

$$= \frac{68.5}{5}$$

$$= 13.7$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1} = \frac{\sqrt{61.5}}{5} = \sqrt{12.3} = 3.50$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{58.17}}{5}$$

$$= \sqrt{11.63}$$

$$= 3.34$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{14 - 13.7}{\sqrt{\frac{(3.50)^2}{5} + \frac{(3.34)^2}{5}}}$$

$$= \frac{0.3}{\sqrt{\frac{12.25}{5} + \frac{11.15}{5}}}$$

$$= \frac{0.3}{\sqrt{2.45 + 2.23}}$$

$$= \frac{0.3}{\sqrt{4.68}}$$

$$= \frac{0.3}{2.16}$$

$$= 0.13$$

Since calculated value (0.13) is less than tabulated value (2.306), there is no difference between boys and girls writing performance.

T test of five boys' and five girls' writing performance of school 3

Areas	Marks of boys(x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Organization	23	21	-10.2	-7.2	104.04	51.84
Punctuation	15.5	19.5	-2.7	-5.7	7.29	32.49
Vocabulary	12	13	-0.8	-0.8	0.64	0.64
Spelling	13.5	15.5	-0.7	-1.7	0.49	2.89
	$\Sigma x=64$	$\Sigma y=69$			$\Sigma (\bar{x} - x)^2=112.46$	$\Sigma (\bar{y} - y)^2=87.86$

From boys

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{n}$$

$$= \frac{64}{5}$$

$$= 12.8$$

From girls

$$(\bar{y}) = \frac{\Sigma y}{n}$$

$$= \frac{69}{5}$$

$$= 13.8$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1}$$

$$= \frac{\sqrt{112.46}}{5} = \sqrt{22.49} = 4.74$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{87.86}}{5}$$

$$= \sqrt{17.58}$$

$$= 4.19$$

$$\text{T test} = \text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{12.8 - 13.8}{\sqrt{\frac{(4.74)^2}{5} + \frac{(4.19)^2}{5}}}$$

$$= \frac{-1}{\sqrt{\frac{22.46}{5} + \frac{17.55}{5}}}$$

$$= \frac{-1}{\sqrt{4.49 + 3.51}}$$

$$= \frac{-1}{\sqrt{8}}$$

$$= \frac{-1}{2.82}$$

$$= -0.354$$

Since calculated value (- 0.354) is less than tabulated value (2.306), there is no difference between boys and girls writing performance.

T test of five boys' and five girls' writing performance of School 4

Areas	Marks of boys(x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Organization	31.5	31.5	-13.5	-12.5	182.25	156.25
Punctuation	20.5	24.5	-2.4	-5.5	5.76	30.25
Vocabulary	16.5	19	1.6	-0	2.56	0
Spelling	22	20	3.9	-1.	15.21	1
	$\Sigma x=90.5$	$\Sigma y=95$			$\Sigma (\bar{x} - x)^2$ =205.78	$\Sigma (\bar{y} - y)^2$ = 187.5

From boys

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{n}$$

$$= \frac{90.5}{5}$$

$$= 18.1$$

From girls

$$(\bar{y}) = \frac{\Sigma y}{n}$$

$$= \frac{95}{5}$$

$$= 19$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1} = \frac{\sqrt{205.78}}{5} = \sqrt{41.156} = 6.41$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{187.5}}{5}$$

$$= \sqrt{37.5}$$

$$= 6.12$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{18.1 - 19}{\sqrt{\frac{(6.41)^2}{5} + \frac{(6.12)^2}{5}}}$$

$$= \frac{-0.9}{\sqrt{\frac{41.08}{5} + \frac{37.49}{5}}}$$

$$= \frac{-0.9}{\sqrt{8.21 + 7.49}}$$

$$= \frac{-0.9}{\sqrt{15}}$$

$$= \frac{-0.9}{3.96}$$

$$= -0.227$$

Since calculated value (-0.227) is less than tabulated value (2.306),there is no difference between boys and girls writing performance.

T test of five boys' and five girls' writing performance of school 5

Areas	Marks of boys(x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Organization	30	24.5	-11	-9.3	121	86.49
Punctuation	23	17.5	-4	-2.3	16	5.29
Vocabulary	21.5	17.5	-2.5	2.3	6.25	5.29
Spelling	20.5	16.5	1.5	-1.3	2.25	1.69
	$\sum x=95$	$\sum y=76$			$\sum (\bar{x} - x)^2 = 115.5$	$\sum (\bar{y} - y)^2 = 98.76$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{95}{5}$$

$$= 19$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{76}{5}$$

$$= 15.2$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1} = \frac{\sqrt{145.5}}{5} = \sqrt{29.1} = 5.39$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{98.78}}{5}$$

$$= \sqrt{19.75}$$

$$= 4.44$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{19 - 15.2}{\sqrt{\frac{(5.39)^2}{5} + \frac{(4.44)^2}{5}}}$$

$$= \frac{3.8}{\sqrt{\frac{29.05}{5} + \frac{19.71}{5}}}$$

$$= \frac{3.8}{\sqrt{5.81 + 3.94}}$$

$$= \frac{3.8}{\sqrt{9.75}}$$

$$= \frac{3.8}{3.75}$$

$$= 1.01$$

Since, calculated value (1.01) is less than tabulated value (2.306), there is no difference between boys and girls writing performance.

T test of five boys' and five girls' writing performance of school 6

Areas	Marks of boys(x)	Marks of girls(Y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
Organization	27	28	-9.2	-9.7	84.64	94.09
Punctuation	25	23	-5.2	-4.7	27.04	22.09
Vocabulary	23	19.5	-3.2	-1.2	10.24	1.44
Spelling	24	21	-4.2	-2.7	17.64	7.29
	$\sum x=99$	$\sum y=91.5$			$\sum (\bar{x} - x)^2 = 139.56$	$\sum (\bar{y} - y)^2 = 124.91$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{99}{5}$$

$$= 19.8$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{91.5}{5}$$

$$= 18.3$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1}$$

$$= \frac{\sqrt{139.56}}{5} = \sqrt{27.98} = 5.28$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{124.91}}{5}$$

$$= \sqrt{24.98}$$

$$= 4.99$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{19.8 - 18.3}{\sqrt{\frac{(5.28)^2}{5} + \frac{(4.99)^2}{5}}}$$

$$= \frac{1.5}{\sqrt{\frac{27.87}{5} + \frac{24.90}{5}}}$$

$$= \frac{1.5}{\sqrt{5.57 + 4.98}}$$

$$= \frac{1.5}{\sqrt{10.55}}$$

$$= \frac{1.5}{3.24}$$

$$= 0.46$$

$$= \frac{1.5}{3.24}$$

$$= 0.46$$

Since calculated value (=0.46) is less than tabulated value (2.306), there is no difference between boys and girls writing performance.

T test of thirty boys and thirty girls writing performance on organization of ideas

(From six schools)

Name of school	Marks of boys on organization of ideas (x)	Marks of girls on organization of ideas (y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	23	19.5	-17.84	-14.7	318.26	216.09
School 2	20.5	19.5	-15.34	-15.34	235.31	216.09
School 3	23	21	-17.84	-17.84	318.26	262.44
School 4	31.5	31.5	-26.34	-26.7	693.79	712.89
School 5	30	24.5	-24.84	-19.7	617.02	388.09
School 6	27	28	-21.84	-23.2	476.98	538.24
Total	$\sum x=155$ N1=30	$\sum y= 144$ N2=30			$\sum (\bar{x} - x)^2=2659.62$	$\sum (\bar{y} - y)^2=2333.84$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{155}{30}$$

$$= 5.16$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{144}{30} = 4.8$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{\sum(x-x)^2}}{N_1}$$

$$= \frac{\sqrt{2659.62}}{30}$$

$$= \sqrt{88.65}$$

$$= 9.41$$

$$\text{From girls, (S.D)} = \frac{\sqrt{\sum(y-y)^2}}{N_2}$$

$$= \frac{\sqrt{2333.84}}{30}$$

$$= \sqrt{77.79}$$

$$= 8.81$$

T test=

$$= \frac{x-y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$$

$$= \frac{5.16-4.8}{\sqrt{\frac{(9.41)^2}{30} + \frac{(8.81)^2}{30}}}$$

$$= \frac{0.36}{\sqrt{\frac{88.54}{30} + \frac{77.61}{30}}}$$

$$= \frac{0.36}{\sqrt{2.95+2.58}}$$

$$= \frac{0.36}{\sqrt{5.53}}$$

$$= \frac{0.36}{2.35}$$

$$= 0.15$$

Since calculated value (0.15) is less than tabulated value (1.96), there is no difference between boys and girls writing performance.

T test of thirty boys and thirty girls' students' writing performance on punctuation.

(From six schools)

Name of school	Marks of boys on punctuation (x)	Marks of girls on punctuation (y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	15	23	-11.15	-18.89	124.32	356.83
School 2	16.5	17	-12.65	-12.89	160.02	166.15
School 3	15.5	19.5	-11.65	-15.39	135.72	236.85
School 4	20.5	24.5	-16.65	-20.39	277.22	415.75
School 5	23	17.5	-19.15	-13.39	366.72	179.29
School 6	25	23	21.15	-18.89	447.32	356.83
Total	$\sum x = 115.5$ N1=30	$\sum y = 123.5$ N2=30			$\sum (\bar{x} - x)^2 = 1511.3$	$\sum (\bar{y} - y)^2 = 1711.7$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{115.5}{30}$$

$$= 3.85$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{123.5}{30}$$

$$= 4.11$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{\sum(x - \bar{x})^2}}{N_1}$$

$$= \frac{\sqrt{1511.32}}{30}$$

$$= \sqrt{50.37}$$

$$= 7.09$$

$$\text{From girls, (S.D)} = \frac{\sqrt{\sum(y - \bar{y})^2}}{N_2}$$

$$= \frac{\sqrt{1711.7}}{30}$$

$$= \sqrt{57.05}$$

$$= 7.77$$

$$\text{T test} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{3.85 - 4.11}{\sqrt{\frac{(7.09)^2}{30} + \frac{(7.77)^2}{30}}}$$

$$= \frac{-0.26}{\sqrt{\frac{50.26}{30} + \frac{60.37}{30}}}$$

$$= \frac{-0.26}{\sqrt{1.67 + 2.01}}$$

$$= \frac{-0.26}{\sqrt{3.68}}$$

$$= \frac{0.26}{1.91}$$

$$= 0.13$$

Since calculated value (0.13) is less than tabulated value (1.96), there is no difference between boys and girls writing performance.

T test of thirty boys and thirty girls writing performance on vocabulary (from six schools)

Name of school	Marks of boys on punctuation (x)	Marks of girls on punctuation(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	17.5	25	-13.93	-21.34	193.76	455.39
School 2	17	15.5	-13.42	-11.84	180.09	140.18
School 3	12	13	-8.42	-9.34	70.89	87.23
School 4	16.5	19	-12.92	-15.34	166.92	235.31
School 5	21.5	17.5	-17.92	-13.84	321.12	191.54
School 6	23	19.5	19.42	-15.84	377.13	250.90
Total	$\sum x = 107.5$ N1=30	$\sum y = 110$ N2=30			$\sum (\bar{x} - x)^2 = 1309.91$	$\sum (\bar{y} - y)^2 = 1360.55$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{107.5}{30}$$

$$= 3.58$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{110}{30}$$

$$= 3.66$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{\sum(x-x)^2}}{N_1}$$

$$= \frac{\sqrt{1309.91}}{30}$$

$$= \sqrt{43.61}$$

$$= 6.60$$

$$\text{From girls, (S.D)} = \frac{\sqrt{\sum(y-y)^2}}{N_2}$$

$$= \frac{\sqrt{1360.55}}{30}$$

$$= \sqrt{45.35}$$

$$= 6.73$$

$$\text{T test} = \frac{x-y}{\sqrt{\frac{(s_1)^2}{n_1} + \frac{(s_2)^2}{n_2}}}$$

$$= \frac{3.58-3.66}{\sqrt{\frac{(6.60)^2}{30} + \frac{(6.73)^2}{30}}}$$

$$= \frac{-0.08}{\sqrt{\frac{43.56}{30} + \frac{45.29}{30}}}$$

$$= \frac{0.08}{\sqrt{1.45+1.50}}$$

$$= \frac{0.68}{\sqrt{2.95}}$$

$$= \frac{0.08}{1.71}$$

$$= 0.04$$

Since calculated value (0.04) is less than tabulated value (1.96), there is no difference between boys and girls writing performance.

T test of thirty boys and thirty girls' students' writing performance on spelling.

(From six schools)

Name of school	Marks of boys on spelling (x)	Marks of girls on spelling(y)	$(\bar{x} - x)$	$(\bar{y} - y)$	$(\bar{x} - x)^2$	$(\bar{y} - y)^2$
School 1	16.5	27	-12.5	-23.09	156.25	533.14
School 2	16	17.5	-12.25	-13.59	150.06	184.68
School 3	13.5	15.5	-9.75	-11.59	95.06	134.32
School 4	22	20	-18.25	-16.09	333.06	258.88
School 5	20.5	16.5	-16.75	-12.59	280.56	158.50
School 6	24	21	20.25	-17.59	410.06	309.40
Total	$\sum x=112.5$ N1=30	$\sum y= 117.5$ N2=30			$\sum (\bar{x} - x)^2=1425.05$	$\sum (\bar{y} - y)^2=1578.92$

From boys

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$= \frac{112.5}{30}$$

$$= 3.75$$

From girls

$$(\bar{y}) = \frac{\sum y}{n}$$

$$= \frac{117.5}{30}$$

$$= 3.91$$

From boys

$$\text{Standard deviation (S.D)} = \frac{\sqrt{(\bar{x} - x)^2}}{N_1} = \frac{\sqrt{1425.05}}{30} = \sqrt{47.50} = 6.89$$

$$\text{From girls, (S.D)} = \frac{\sqrt{(\bar{y} - y)^2}}{N_2}$$

$$= \frac{\sqrt{1578.92}}{30}$$

$$= \sqrt{52.63}$$

$$= 7.25$$

$$\text{T test} = \frac{x - y}{\sqrt{\frac{(s_1)^2}{n_1} + \frac{(s_2)^2}{n_2}}}$$

$$= \frac{3.75 - 3.91}{\sqrt{\frac{(6.89)^2}{30} + \frac{(7.25)^2}{30}}}$$

$$= \frac{-0.16}{\sqrt{\frac{47.47}{30} + \frac{52.56}{30}}}$$

$$= \frac{-0.16}{\sqrt{1.58 + 1.75}}$$

$$= \frac{0.16}{\sqrt{3.33}}$$

$$= \frac{-0.16}{1.82}$$

$$= 0.08$$

Since calculated value (0.08) is less than tabulated value (1.96), there is no difference between boys and girls writing performance.