ACHIEVEMENT IN ENGLISH AMONG THE SECONDARY LEVEL STUDENTS IN W.B: A CURRENT SCENARIO

[1] Chandan Kumar Sahana [2] Prof. Palash Das
M.Ed. Student(2016-2018) Assistant Professor
Dept. of Teacher Education Dept. of Teacher Education
WBUTTEPA   WBUTTEPA
Kolkata, W.B, India Kolkata, W.B, India

ABSTRACT:The present study was conducted to find out the current scenarioof achievement in English subject on the basis of locality, gender, income and caste. The investigator adopted the survey method to find out the above mentioned problem. 70 students of 9th grade were selected by using stratified random sampling process as the sample of the study.Data was collected by taking a self-made achievement test and the collected data was analysed by the using SPSS software. The finding of the study revealed that there is no significant difference between the scores of Achievement test in English among the girls and boys and also revealed that there is significant of family income's influence among the groups on the achievement of English.

KEY WORDS: Achievement, English, Secondary Level Students, Rural Learners, Sub-urban, Family Income.

INTRODUCTION:

Day by day English language becomes more popular language among the Indians. English language is now an international language as well as an interdisciplinary language. Language is meant by which children contemplate the past, grasp the present and approach the future. Without any doubt language plays an important role in the cognitive, mental, emotional and social development of a person. So English has occupied a unique position in our country, though afterthe independence its place in the curriculum is changed. English language is spreading by leaps and bounds in the present time also. So everyone rushes to get his child admitted in the school to learn English where English is prominently taught.

The basic ability every young man is expected to possess the ability to express him clearly and effectively and the lack of it hampers his progress in academic subjects. For an academic achievement of students there are many factors that affect the achievement. The present study was conducted in the backward area of Bankura district to know the status of achievement of English.

STATEMENT OF THE PROBLEM:

"Achievement in English among the Secondary Level Students in W.B: A Current Scenario".

OBJECTIVES OF THE STUDY:

The study was conducted to fulfil the following objectives:

- To find out whether boy and girl students differ significantly in their achievement in English.
- To find out influence of family income for the achievement of English.
- To investigate whether the students of general and reserved caste differ significantly in their achievement.
- To find out the difference of sub-urban and rural students if they have in their achievement in English.

HYPOTHESES OF THE STUDY:

In the present study null hypotheses were framed. They are as follows:

- **Ho1**) There is no significant difference between boy and girl students in their achievement in English.
- **Ho2**) There is no significant difference of correlation between the students with regard to their locality of residence in the achievement in English.
- **Ho3**) There is no significant relation of family income's influence on the achievement in English.
- **Ho4**) There is no significant difference between the students of general and reserved caste in their achievement in English.

DELIMITATION:

The present study was delimited in the following aspects:

- **Sample area:** The study was confined to the students of 9th grade fromNanda Pallimangal High School (H.S) and Hirbandh High School (H.S) in the Block of Hirbandh, Bankura district in West Bengal. So it is impossible to apply the generalization of the present study to all the students West Bengal.
- **Sample size:** The present study contained the small size of sample which was 70 students. So only the sample of 70 students that can't be applied the generalization to all the 9th grade students.
- **Time:** To do the present research work, the duration of time is vital. But here the time is limited. So the outcomes and results of the study might affect the validity and reliability of the research. To get fruitful result, the longitudinal research is very essential for this study.
- **Content area:** Content area for the study was limited that is only 2 units of the English subject were chosen by the researcher for taking achievement test.

- **Curriculum**: For this study the researcher followed only the curriculum prescribed by the West Bengal Board of Secondary Education.

VARIABLES:
- **Dependent Variables-** Students' achievement
- **Independent Variables-**Gender, Family income, geographical area and Caste
- **Intervening Variables-** Intelligence, Motivation, time spent in study at home

RESEARCH DESIGN:
The investigator selected Descriptive researchdesign. Under this design, more specific design that is **Survey study** was conducted to give detailed description of existing phenomena with the using of collected data.

SAMPLE
To study the whole population is not possible to the investigator. So that the researcher depended on the sample. To collect data from the population i.e. 9th Grade students, the investigator decided the sample size i.e.**70 students** of 9th grade in Bengali medium schools i.e. Nanda Pallimangal High School (H.S) and Hirbandh High School (H.S). To select sample, the investigator used stratified random sampling process. Through this process the selecting sample is **40 girl students and 30 boy students.** For ANOVA testing the sample size was 51 from the total sample that is 70 was selected by the investigator. To test significance relation difference between the students of sub-urban and rural, the investigator decided the sample size was 26 from actual sample by the process of randomization.

RESEARCH TOOLS
- One questionnaire for achievement test made by the researcher where total questions are 30 with 1 marks and all of these questions are multiple choice based options.
- Another questionnaire made by the researcher for interview of the students to get some notable information**.**

STATISTICAL TECHNIQUES
In the present study, several statistical techniques were employed by the investigator for analysing the quantitative data in accordance with the nature of variables involved and objectives of the study. A brief description of the descriptive and inferential statistical techniques used in the analysis of data is given below:
1. Mean (M)
2. Standard Deviation (SD)
3. t-test
4. Correlation(Pearson)
5. ANOVA
All these statistics were calculated by using SPSS software.

ANALYSIS OF DATA
The present analysis of the study was framed according to hypotheses in the following way-

Hypothesis -1. No significant difference between the scores of girls and boys in their achievement of English.

TABLE:1

Group Statistics(Table:1-A)					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Achievement score	Girls	40	20.88	3.988	.631
	Boys	30	20.90	3.968	.725

Independent Samples Test (Table:1-B)					
		t-test for equality of means			
		t	df	Sig. (2-tailed)	Mean Difference
Achievement Score	Equal variances assumed	-.026	68	.979	-.025
	Equal variances not assumed	-.026	62.787	.979	-.025

INTERPRETATION

Table:1(A & B) shows that the means of girl and boy students' scores of achievement test in English are 20.88 and 20.90 with standard deviations 3.988 and 3.968 respectively. At the significance level of 95%, 'p' value is $0.05 > .979$. The table value of 't' is 2.00 at df-68. The calculated value of 't' is -.026 which is less than the table value of 't'. So null hypothesis is accepted because there has no significant difference between the scores of Achievement test in English among the girls and boys.

By the following comparative line diagram, it clearly shows that there is no significant difference between the two groups.

DIAGRAM 1: GRAPHICAL REPRESENTATON OF MEANBETWEEN THE SCORES OF GIRLS AND BOYS IN THEIR ACHIEVEMENT IN ENGLISH.
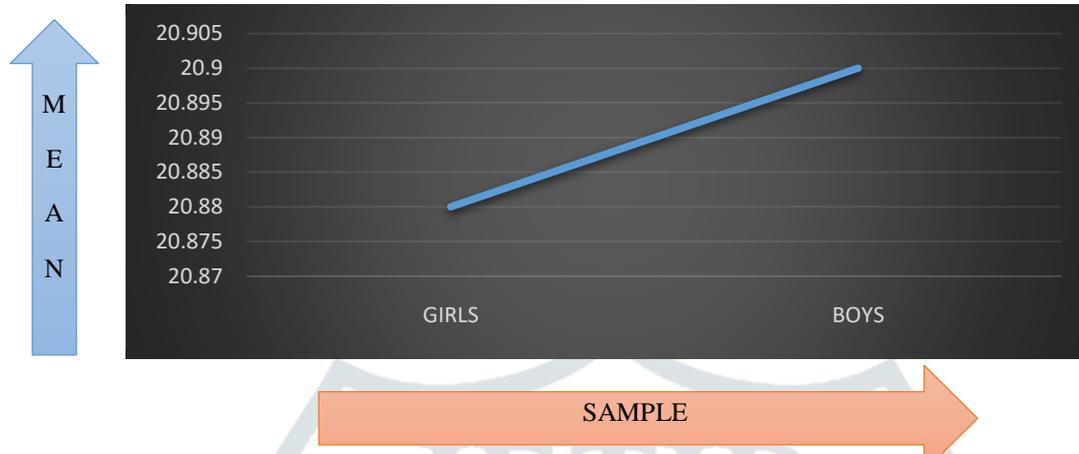
Hypothesis-2. No significant difference of correlation between the groups (suburban and rural) in their achievement of English.

TABLE:2

Descriptive statistics(table:2-a)			
	Mean	Std. Deviation	N
Sub-urban	22.2308	3.65499	13
Rural	21.3077	4.28922	13

Correlations(Table:2-B)			
Sub-urban	Pearson Correlation	1	-.281
	Sig. (2-tailed)		.352
	N	13	13
Rural	Pearson Correlation	-.281	1
	Sig. (2-tailed)	.352	
	N	13	13

INTERPRETATION

Table 2(A & B) shows that the calculated value of correlation is -.281 which is satisfied the range ± 0.21 to ± 0.40 that indicates that it has low correlation, definite but small relationship. So that null hypothesis is accepted because there exists no significant correlation between the groups.

By the following line diagram, it indicated that there is relationship between the groups.

DIAGRAM 2: GRAPHICAL REPRESENTATON OF RELATIONSHIP BETWEEN SUB-URBAN AND RURAL STUDENTS IN THEIR ACHIEVEMENT IN ENGLISH
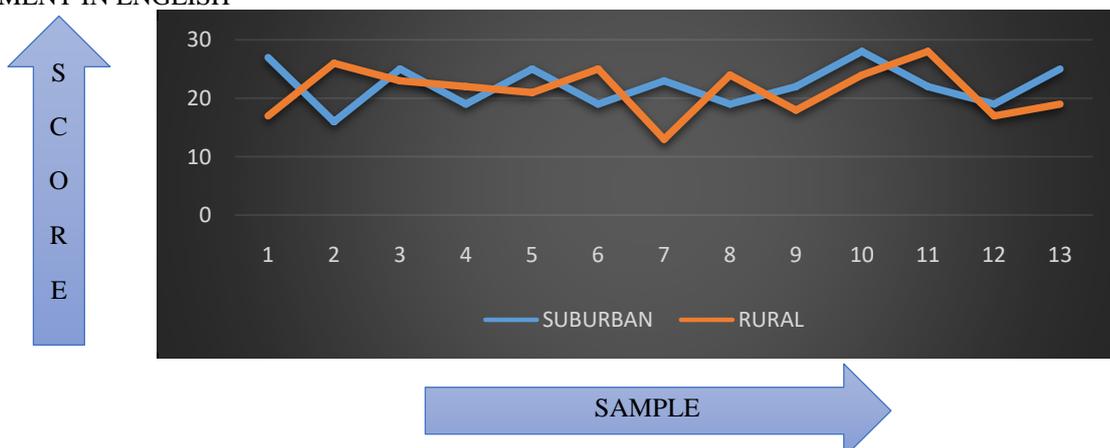
Hypothesis-3. No significant relation of family income's influence on the achievement of English

ANOVA Test					
Achievement Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	187.699	2	93.850	7.070	.002
Within Groups	889.387	67	13.274		
Total	1077.086	69			

INTERPRETATION

The 'f' ratio table is referred to '2' degree of freedom for greater mean square variance and 67 degree of freedom for smaller mean square variance. The critical value of 'f' =3.13 at 5% level of significance and the critical value of 'f' = 4.92 at 1% level of significance.

The computed value of 'f' is 7.070 which is much higher than the critical value of 'f' at 5% and 1% levels of significance. Hence it should be taken a quite significant. So null hypothesis is rejected because there is significant of family income's influence among the groups on the achievement in English.

By the following line diagram, it clearly shows that there is significant of family income's influence among the students.

DIAGRAM 3: GRAPHICAL REPRESENTATON OF FAMILY INCOME'S INFLUENCE AMONG THE GROUPS ON THE ACHIEVEMENT IN ENGLISH.

Hypothesis-4. No significant difference between the students of general category and reserved category in the achievement of English.

Table-4

Group Statistics(Table:4-A)					
	Caste	N	Mean	Std. Deviation	Std. Error Mean
Achievement Score	General	34	21.97	3.713	.637
	Reserved	36	19.86	3.944	.657

(Table:4-B)					
		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Achievement score	Equal variances assumed	2.301	68	.024	2.109
	Equal variances not assumed	2.305	68.000	.024	2.109

INTERPRETATION

The above table (4-B) shows that the 'p' value (2-tailed value) is -.024 which is less than at the significance level of 0.05. The calculated value of 't' is 2.00 at the level of 95% significance with the degree of freedom 65. Our calculated value of 't' test is 2.301 which is greater than the table value of 't'. It indicates that null hypothesis is rejected means there has significant difference between the students of general category and reserved category in their achievement of English.

By the following pie chart diagram, it shows that there is significant difference between the groups.

DIAGRAM 4: GRAPHICAL REPRESENTATON OF MEAN BETWEEN THE SCORES OF GENERAL AND RESERVED CATEGORY STUDENTS IN THEIR ACHIEVEMENT IN ENGLISH.

MEAN OF GENERAL STUDENTS   MEAN OF RESERVED STUDENTS
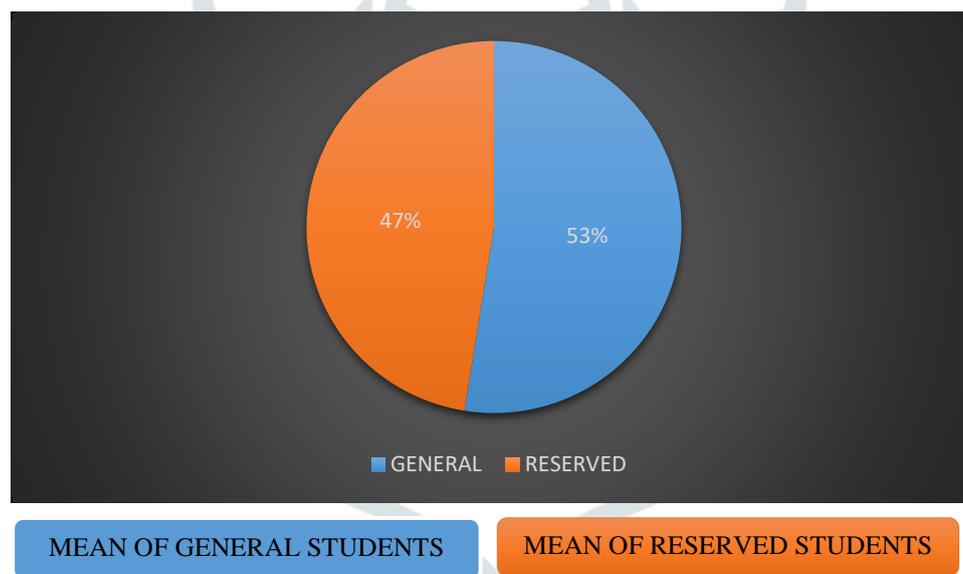
MAJOR FINDINGS OF THE STUDY:

Major findings of the present study have been come from the analysis and interpretation. This study was focused on achievement of English at 9th grade students on the basis of gender, income of the family, area and category.

1. There is no significant difference between the scores of achievement test in English among the student groups (girls and boys). Thus, it is concluded that both the groups were equal with regard to their achievement in English.

2. There is a significant correlation of difference between the groups (suburban and rural students) in their achievement in English. Thus it is concluded that both the groups were same and the locality of the students did not have any relation to their achievement.

3. There is no significant influence of family income among the groups on the achievement in English. Thus it is concluded that the three groups on the basis of family income were not equal in their achievement in English. It means that the family income had influenced on their achievement.

4. There is a significant difference between the students of general category and reserved category in their achievement in English. Thus it is included that the categories of students had no significant influence on their achievement in English.

DISCUSSION OF THE RESULTS:

The purpose of the present study was to find out the students' achievement on the basis of gender, area, income of the family and category of the 9th students. The result of the study has been discussed under the following -

Gender

The result based on the analysis of the present study revealed that the two groups (girls and boys) were found equal in respect of mean scores yielded by them on Learning Outcomes (Achievement of English). This led to the acceptance of the null hypothesis **Ho.1** stating that students who are boys and girls have no significant difference for their achievement in English.

Area

The result based on the analysis of the present study revealed that the two groups (suburban and rural students) were found equal so the null hypothesis was accepted. **Ho.2** stating that students who belong to the suburban and rural have no significant correlation on the achievement in English.

Family income

The result based on the analysis of the present study revealed that the three groups (high, medium and low income) were not found equal. It means that the income of the family has significant influence on the achievement of the students. This led to the rejection of the null hypothesis.

Caste

The result based on the analysis of the present study revealed that the two groups (general and reserved caste) were found unequal in respect of mean scores yielded by them on Learning Outcomes (Achievement in English). This led to the rejection of the null hypothesis **Ho.4** stating that the mean score of general caste students is quite greater than the mean score of reserved caste students for the achievement of English.

SUGGESTION FOR FURTHER STUDIES:

The investigator is quite aware of the limitations under which present research was conducted and therefore accepts that no sweeping generalizations could be made. These findings are only indicative of trends. The present investigation identified several ways of possible exploration and number of important findings has been reported in the present study. For further study, the investigator is suggesting some areas –

Population: For the present study the investigator chose the 9th grade students as population of the study. The study can be conducted on the basis of other level of students like lower primary, upper primary, higher secondary etc. as population of the study.

Sample size: The present study was delimitated to 70 students of 9th grade. It can be designed and replicated on wider sample.

Sample: Sample of the present study was confined to the students of 9th grade of govt. aided schools. But for better validity of the study it can be conducted on large sample and sample can be taken from both govt. and private schools.

Geographical area: The investigation was confined in the area of Hirband block of Bankura district, W.B. So for further study the replication of this research can be done in other states, other districts of W.B etc. And it is also applicable to the urban area.

Variable: The present study was based on the variables like achievement, gender, income of the family. Similar studies may be conducted by involving more variables like interest and attitude etc**.**

Content: The study was delaminated to two units of English subject of class 9. It can be conducted by taking more units of the said subject.

Subject: The present study was confined to one subject that is English only. Similar research efforts can be put in on other subjects also e.g. Physics, Chemistry, Mathematics, Social Sciences Hindi etc.

Curriculum: The present study was conducted to evaluate the achievement of the students by taking the prescribed curriculum of WBBSE. Similar study can be conducted by taking the curriculum of CBSE or ICSE.

REFERENCES:
1. Anil, B. (October-December 2015). Acquisition of English as a Second Language at College Level- An Empirical Study. *I-manager's Journal on English Language Teaching, Vol- 5. No- 4*.
*Retrieved from*https://eric.ed.gov/?id=EJ1097375

2. Al-Natour, A. (Third Quarter 2012). Students Achievements in English at Jordanian Private and Public Schools and Parents Attitudes towards Teaching Their Children at Private Ones: A Comparative Study. Contemporary Issues in Education Research, Volume -5, No- 3. Retrieved from
https://eric.ed.gov/?q=students+achievement+in+english+at+jordan+private+and+public+schools+and+parents+attitude+towards+teaching+their+children+at+private+ones%3a+a+comparative+study&id=EJ1073171

3. Banerjee, S. (August 2016). A Study of Current Status Quo of English as a Second Language in India Study Done on West Bengal Schools". International Journal of Scientific and Research Publications, Volume- 6, Issue- 8.

Retrieved from https://pdfs.semanticscholar.org/1e5b/545e017aed226f99f6a96022a5251c75c7ba.pdf

4. Best, Kahn & Jha. (2017). *Research in Education*. Pearson India Education Pvt. Ltd., Noida.

5. Chauhan, S. (2012). *Research Methodology in Education*, Dorling Kindersley (India) Pvt. Ltd., Noida.

6. Devak, N. (2015). *English Language Pedagogy*. Kalpaz Publications, Delhi.

7. Golam, A. M. (September 2012). Factors Affecting Students' English Achievement at Secondary Level in Bangladesh: The Comparative Study of Narayanganj and Bhola Sadar Upazilla.
Retrieved from
http://lnweb90.worldbank.org/exteu/SharePapers.nsf/(ID)/E13C7B4FB4A4FBC985257A8E0043955F/$File/masters%20thesis_azam.docx?OpenElement

8. Ghosh, A. (2017). A Comparative Study of the Achievement of the Students of Class 10 in Rural and Urban Govt. Aided Schools of Murshidabad (West Bengal). International Journal of Advanced Education and Research, Volume 2, Issue 3, Page No. 246-249.
Retrieved from
http://www.alleducationjournal.com/download/289/2-3-105-912.pdf

9. John, C. R., & Singh, B. G. (Oct. 2014). A study of Achievement in English of Tribal students: Comparison of determinants. Volume -19 (Issue 10), PP 01-10.
Retrieved from
http://iosrjournals.org/iosr-jhss/papers/Vol19-issue10/Version 5/A0191050110.pdf

10. Khatri, H. L. & Lata, S. (2016). Educational Technology. Shipra Publications, Delhi.

11. Lokesk, K. (2003). *Methodology of Educational Research*. Vikas Publishing House Pvt. Ltd., New Delhi.

12. Malkawi, N. A. M. & Smadi, M. (2018). The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public Schools in Jordan. International Education Studies, Vol- 11, No- 3.
Retrieved from
https://eric.ed.gov/?q=the+effectiveness+of+using+brainstorming+strategy+in+the+development+of+academic+achievement+of+sixth+grade+students+in+english+grammar+at+public+school+in+jordan&id=EJ1172133

13. Mangal, S.K & Mangal, U. (2016). *Essentials of Educational Technology*. PHI Learning Private Limited, Delhi.

14. Mehmood, T., Parveen, U., Hashmi, A., Shakoor, T., Hussain, T. &Ali, S. (November 2012). Analysis of Grade Three Students Performance in the Subject of English in Pakistan. American International Journal of Contemporary Research, Vol- 2, No- 11.
Retrieved from
http://www.aijcrnet.com/journals/Vol_2_No_11_November_2012/6.pdf

15. Menaka, B. & Jebaraj, J. S. J. (May- 2017). Reading Comprehension in Relation to Academic Achievement in English among Higher Secondary Students. International Journal of Research – GRANTHAALAYAH. Vol-5, Iss-5: SE.
Retrieved from
http://granthaalayah.com/Articles/Vol5Iss5/20_IJRG17_SE05_20.pdf

16. Mondal, A. K. (2016). *Essence of English,* Radha Prakashan, Kolkata.
17. Panda, P. K. (2017). Educational Measurement and Evalution. A.P.H. Publishing Corporation, New Delhi.

18. Wille, J. R. (May 2006). Measuring the Academic Achievement and English Language Proficiency of Students at the Secondary Level.
Retrieved from
http://www2.uwstout.edu/content/lib/thesis/2006/2006willej.pdf

19. Tupe, N. (July 2015). Multimedia Scenario Based Learning Programme for Enhancing the English Language Efficiency among Primary School Students. International Journal of Instruction, Vol.8, No.2.
Retrieved from https://eric.ed.gov/?id=EJ1085304