

Factors Affecting Academic Achievement of English Learners

INTRODUCTION

In recent years, achievement goal theory has become a dominant perspective for understanding difference in the level and quality of student engagement in school (Elliot, 1999; Pintrich, 1994). A large body of research suggests quite strongly that students who adopt mastery goals manifest an adaptive pattern of cognition, emotion, and behaviour. For example, mastery goals have been found to be associated with the use of deep cognitive strategies. Self-regulated learning, positive coping with difficulty and failure, and positive emotions towards the task and towards school. In comparison, students who engage in academic tasks with the purpose of demonstrating their ability were found to display a less adaptive pattern of outcomes that includes use of surface cognitive strategies, negative emotions in the face of difficulty, and the use of self-handicapping behavior such as procrastinating (for reviews see Ames, 1992a; Dweck & Leggett, 1988; Pintrich, Marx, & Boyle, 1993; Urdan, 1997). However, the association between adoption of performance goals and a negative pattern of outcomes was found to be consistent only among students with performance-avoidance goals (Elliot & Harackiewicz, 1996; Middleton & Midgley, 1997; Skaalvik, 1997). Results concerning performance-approach goals were found related to high achievement and to high expectancies for success. In other studies, these goals were found not related to positive or negative outcomes, and in some studies they were found related to anxiety and poor retention (e.g. Elliot & Harackiewicz, 1996; Elliot & Church, 1997; Elliot, McGregor, & Gable, 1999; Middleton & Midgley, 1997; Skaalvik, 1997; see Midgley, Kaplan, & Middleton, 2001).

Factors affecting the academic achievement:

The literature also suggests that gender is a consistent factor in students' disruptive behaviour (Cameron, 1998). Boys tend to behave more disruptively than girls, and also tend to manifest more aggressive modes of disruption (Wheldall & Merrett, 1993; Wright & Dusek, 1998). Thus, we might expect that students' gender would be related to their disruptive behaviour in the classroom, with boys found to be more disruptive than girls.

Ethnic background has been also associated with level of disruptive behaviour (Cameron, 1998). Minority students particularly African Americans are repeatedly over represented in receiving discipline referrals and in being suspended (Lee & Slaughter-Defoe, 1995; Cuff, Cameron, 1998; Doyle, 1990). This has been attributed to various causes including minority students' alienation from school (Ogbu, 1992) and teacher or school prejudice and racism (Meirer & Stewart, 1979) in Schofield, 1995). It may be that a minority ethnic background would be associated with higher rates of disruptive behaviour.

STATEMENT OF THE PROBLEM:

Classroom Goal Structure and Student's Disruptive Behaviour in Relation to Academic Achievement.

OBJECTIVES OF THE STUDY:

1. To compare boys and girls students on their disruptive behaviour in classroom.
2. To compare boys and girls students on their self-efficacy in English.
3. To compare boys and girls students on their personal achievement goals.
4. To compare boys and girls students among their individual performance approaches.

5. To compare boys and girls students on their individual performance avoidance approach.
6. To compare boys and girls students on their reports of classroom goal structure.
7. To compare boys and girls students on students' performance approach of classroom goal structure.
8. To compare boys and girls students on their performance avoidance classroom goal structure.

SAMPLE OF THE STUDY:

The initial sample was of 150 students. The students who did not provide full information were dropped and the final sample of the study included 120 students of 10th class.

Major Findings of the study:

Since there is the negative range of correlation between disruptive behaviour of students and their academic achievement, we may predict that the students who are more academic achiever will be less disruptive.

Girls are optimistic enough to take up English assignment in case they are not disturbed in English class. Further the girl students having more mean value have faith to handle most difficult task in English.

The likeness of English subject is higher in girls' students. Perhaps the girls genuinely due to their feminist characteristics they are marked serious. As girls are getting scope to think and learn, they are carrying out their English task.

It is evident from the study that girls' students do not feel themselves inferior in English achievement test. The performance of girls in English is found comparatively better than the performance of boys in the same subject.

Having more mean values It is clear that boys students are not found participating in English discussion. While girls students admit that doing English work is important. They were also found to be not excused by others being defaulter in English home work.

It is revealed that the mean value of girls' students is more. It means that the reports of classroom are seen positive in girls' students. Girls' students apprehended that their respective English teacher also favours high curiosity learner.

Girls are highly affected by the examples of those students who scored good marks in English. Girls are comparing themselves with other students, means girls have craze to fetch more marks while boys have less of craze in the same.

Since there is the negligible range of correlation between achievement and performance avoidance approaches. On the basis of this, the researcher cannot predict hand forward. However the academic achievement through performance avoidance classroom goal structure cannot be predicted.

Rationale of the study:

Teachers in their professional field encounter an enormous problems caused by the heterogeneity in classroom and its overcrowded character. It is a result of which the goal of educational enterprises incurs a great loss in terms of low achievement of students and the loss of the creative man powers. A few students in the class show some undesirable behaviour and perform some need some activities which horrify the teacher and disturb the normal activities of the classroom. It is sure that the disturbing\disruptive activity is single child centered while its reactions\effects are multifaceted.

Disruptive behaviour is behaviour that one would not like it. Whenever teacher goes out of the classroom, students make noise, tease and talk with each other, disturb the furniture which spoils the decorum of the classroom.

With a view to accomplishing the end of education, there is the need of sufficient objective research ground on the theme that “How far academic achievement is compared with the disruptive behaviour.” Present researcher has attempted to give the research evidence through the present research endeavor.

Tools for data collection:

Classroom goal structure and students disruptive behaviour, questionnaire by Kalpan was used by the researcher for the collection of data.

There were 37 items coming under eight dimensions. Some items were difficult to understand, while some items were easy in language on the part of the respondent, the items which were found difficult to them were changed after the pilot testing. In order to find the reliability of the modified questionnaire, the researcher applied product moment co-efficient of correlation among these students.

There were eight dimensions in a questionnaire. They are as follows.

1. Disruptive behaviour of students.
2. Self-sufficient behaviour of students.
3. Students' personal achievement goals.
4. Individual performance approach.
5. Individual performance avoidance approach.
6. Students reports of classroom goal structure.
7. Performance approach of classroom goal structure.
8. Performance avoidance approach of classroom.

Item analysis:

With a view to modify the readymade questionnaire the researcher undertook a pilot study among 20 students. After due scoring of all 37 items, the researcher found that some items are completely left unanswered, some are scored highest and some are scored little score. This symptom in the questionnaire produces apprehension that the questionnaire would be characterized with undesirable structural discrepancies. The language difficulty in the unanswered items was avoided. So called easier items were analyzed thoroughly and their difficulty level is raised. In this way finally it was found that were replaced and 2 number of items were rejected.

Sample :

The initial sample of the study was 150 students. The students who did not provide full information were dropped and the final sample of the study is 120 students.

Analysis

In students' disruptive behaviour, we see that boys (61.5) show more disruptive activities than the girls students (56.9). The tendency of higher percentage in case of boys is also reflected in the dimension of performance avoidance approach than the girls counter parts. It is evident from the table 4. __ that the boys percentage is (65.1) while the girls show (58.5).

The percentage of scores towards self-sufficiency among girls is found to be (73.9) which is otherwise more than the boys counter parts (61.3). Similarly in the personal achievement goals, girls are found to be more (71.4) than the boys students percentage (64.2). Under the dimension of Individual performance

approach, similar tendency is found in the case of boys and girls. Because girls percentage is (75.2) while boys percentage is (63.4).

Contrary to the above tendency under the dimension of individual performance avoidance approach, the boys (66.6) performance level is higher than the girls counter parts (57.3). Under the dimension of performance approach of classroom goal structure, the tendency is marked unchanged. The girls (77.3) on this reporting dimension is marked higher than the reporting performance of boys (67.3)

Shifting attention from the peripheral scenario to the configuration of overall scenario, it is found that the percentage of 120 students towards 8 dimensions as 72.20. More objectively it is marked that out of 8 dimensions, in 6 dimensions the girls score percentage is higher than the boys. Out of which in four dimensions, their score percentage is more than the overall percentage. The naïve scenario in the case of boys on the overall 6 dimensions is interpreted as much desperate. Because boys score percentage in all is found below the level of overall one.

The mean score of girls' students on their disruptive behaviour in classroom (12.3) is more than the mean score of boys students (11.33). The 't'-value is found to be 1.76 which is not significant at 0.05 level of significant. It means that boys' students are more disruptive than girls' students. Therefore the null hypothesis is accepted.

Since there is the negative range of correlation between disruptive behaviour of students and their academic achievement, we may predict that the students who are more disruptive will be the less academic achiever and the students who are more academic achiever will be less disruptive.

Explanation and Interpretation:

It is evident that the coefficient of correlation between the academic achievement in English and the performance avoidance of classroom goal structure is found to be (0.086) which is very negligible one. It may be meant to the fact that the change in the performance avoidance classroom goal structure won't be clearly reflected with the change in the academic achievement in English. On the other hand the change in performance avoidance Behaviour won't be apparent out of the change in academic achievement in English. Almost similar type of occurrence is marked out of the application of product moment correlation on two variables that is individual performance avoidance approach and academic achievement in English among students of secondary school. The value of coefficient of relation between the two is (0.074) which indicates having low gravity and positive in nature.

The moderate level of correlation is found between the two variables the academic achievement of students and student's reports of classroom goal stretcher. It reflects that girls' students are taking the suggestion seriously given by their English teacher. The similar tendency is marked from the application of product moment of correlation on two variables that is self - sufficient behaviour of students and their academic achievement in English. The value of coefficient of correlation between the two is (0.052) which indicates the moderate level of gravity and positive in nature.

Discussion of results:

The analysis of data indicates that there is no significant difference in disruptive behaviour among the male and female students. This non – significant result suggests that all the boys and girls are equally disruptive in their behaviour. Whether behaviour is considered disruptive or not depends on a process of social negotiation between the teacher and the students rather than on objective criteria. Thus, whereas being violent and abusive would constitute an unacceptable behaviour in almost all classrooms, the

definition of behaviors such as talking out of turn and getting out of one's seat may be more flexible and would depend on a dialectical process between the teachers' instructional belief and strategies and students background and norms of behaviour. Teachers who emphasize learning and improvement hold beliefs and employ instructional strategies that allow more active student participation and interaction.

The present study found that female students feel more self – efficient than male students. There is no significant difference in the self – efficacy of students who achieved more than 60% marks and than the students who achieved up to 60% marks. These results suggest that female students are more self – sufficient. It may be because of progressive change in the social structure of Indian society. In Indian society, females were traditionally less active due to constraints of family and prevailing values of culture. With the impact of modernization and exposure to mass media, the females have outnumbered the males in every field of operation and they are more hard working than males. They spend more time in reading and learning which may be responsible for their higher score on self – efficacy.

There is a significant difference between male and female students in their individual performance approach. It shows that female students are aspirant for higher academic achievement than male students and they prefer to look smarter than other students. Further a glance of results of various examinations shoe that the result of female students is always high and they secure more merit positions than male students.

There is significant difference among male and female students on their reports of classroom goal structure. Female students show that their perception about performance approach classroom goal structure is better than male students. Females are significantly mastery focused than male students. It may be because of their orientation towards performance approach classroom goal structure.

Findings of the study:

Since there is the negative range of correlation between disruptive behaviour of students and their academic achievement, we may predict that the students who are more disruptive will be the less academic achiever and the students who are more academic achiever will be less disruptive.

Girls are optimistic enough to take up English assignment in case they are not disturbed in English class. Further the girls' students having more mean value, have faith to handle most difficult task in English.

The likingness of English subject is higher in girls' students. Perhaps the girls genuinely due to their feministic characteristics they are marked serious. As girls are getting scope to think and learn, they are carrying out their English task.

It is evident from the study that girls' students do not feel themselves inferior in English achievement test. The performance off girls in English is found comparatively better than the performance of boys' students in the same subject.

Having more mean values, it is clear that boys' students are not found participating in English discussion while girls' students admit that doing English work is important. They were also found to be not excused by others being defaulter in English home work.

It is revealed that the mean values of girls' students are more. It means that the report of classroom is seen positive in girls counter parts. Girls' students apprehended that their respective English teacher also favours high curiosity learner.

Girls are highly affected by the examples of those students who scored good marks in English. Girls are comparing themselves with other students as well as they have a craze to fetch more marks while boys have lack of craze in the same.

Since there is the negligible range of correlation between achievement and performance avoidance approaches. On the basis of this, the researcher cannot predict hand forward. However the academic achievement through performance avoidance classroom goal structure cannot be predicted.

Conclusion:

After a detailed analysis of results of the study, the investigator reached the following conclusions.

The present study did not find any significant difference among male and female students on students' disruptive behaviour. Both male and female students are equally disruptive in their behaviour. Female students perceived themselves more efficient in English than male students and their level of self – efficacy in English is higher than male students. Female students have higher perception of students' personal achievement goals than male students. Therefore, we can conclude that female students are more performance and achievement oriented than male students.

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