



Achievement levels of high school students in English subject: A comparative study

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Abstract: In worldwide commercial and technology-based enterprises, the English language is increasingly extensively utilised and may be regarded one of the most effective communication mediums. India has acknowledged the significance of English and has implemented several educational programmes to boost the English language proficiency of its citizens. India is a multilingual nation with a complicated linguistic community, but one in which policymakers advocate English as the way to modernisation. Apart from their native tongue and regional languages, pupils must acquire English, which is an important worldwide language. Following independence, the Indian government established different commissions and committees to investigate the issue of the whole educational system and provide solutions for its reform. The commissions also address the problem of English language proficiency and give it proper weight at different levels of schooling. The present paper focuses on the Comparative study on achievement levels of high school students in English subject who are studying in government, government-aided and private schools. Study of achievement in English of high school students in relation to gender, location and type of school. The study has been carried out on a sample of 630 school students of Kurnool district, Andhra Pradesh. The students achieved marks in formative and summative assessments conducted Board Secondary School, Andhra Pradesh. The static analysis is done on the achievements of high school students and it is found that there is a significant difference among VIII, IX and X class students' achievement in English subjects. It is found that the performance of girls are better than boys, the students from urban performed well in comparison to rural students.

Keywords: High school, Achievement, English, Boys and Girls.

I. INTRODUCTION

In worldwide commercial and technology-based enterprises, the English language is increasingly extensively utilized and may be regarded one of the most effective communication mediums. India has acknowledged the significance of English and has implemented different educational measures to support it. Increase the English language proficiency of its citizens As a nation with several languages, India is a multilingual society, but one in which English is pushed as the language of choice policymakers' modernization Students learn languages different than their native tongue and regional languages. It is necessary to learn English since it is an important worldwide language.

The commissions also address the problem of English language proficiency and give it proper weight at various levels of schooling. The University Education Commission of 1948 recognized the value of the English language and stated, "English, nevertheless, must continue to be studied." It is a literary language with humanistic and technological underpinnings. If we give up English because of emotional reasons, we will be cut off from the living stream of ever-growing information. "It should be recognized that even with relation to many of the various courses in teaching as matters stand at present, knowledge of English will be quite valuable for grasping the subject matter and for future study," the Secondary Education Commission noted in 1952.

The Kothari Commission of 1964 emphasized the importance of learning English as a foreign language, stating, "As English will continue to be needed as a library language' in the field of higher education for a long time to come, a strong foundation in the language will have to be laid at the school stage." With this in mind, the panel proposed the following three-language formula: (1) Mother tongue or regional dialect. (2) The union's official language (Hindi) or associate official language (English), as long as it is used. Today, most of the languages in the world are spoken. Currently, the majority of textbooks and instructional materials are written in English. In India, the value of English has long been acknowledged.

II. METHODOLOGY



The investigator adopted Evaluation or assessment method. A sample of 630 high school students from Kurnool district Andhra Pradesh are selected randomly. The sampling technique employed in the present study in selecting the samples random sampling. The study was conducted in Telugu state i.e., Andhra Pradesh. The state is geographically divided into 3 regions. They are Rayalaseema, Coastal and Northern Andhra. Presently there are 26 districts in Andhra Pradesh. As for education and economy is concerned Andhra region stands in first with an average level of education and economy.

Tools:

1. Formative and summative Question papers, Board of secondary school, Andhra Pradesh.
2. 3 Formative each for 20 marks and 2 summative assessments are conducted for 80 marks.
3. Personal data sheet.

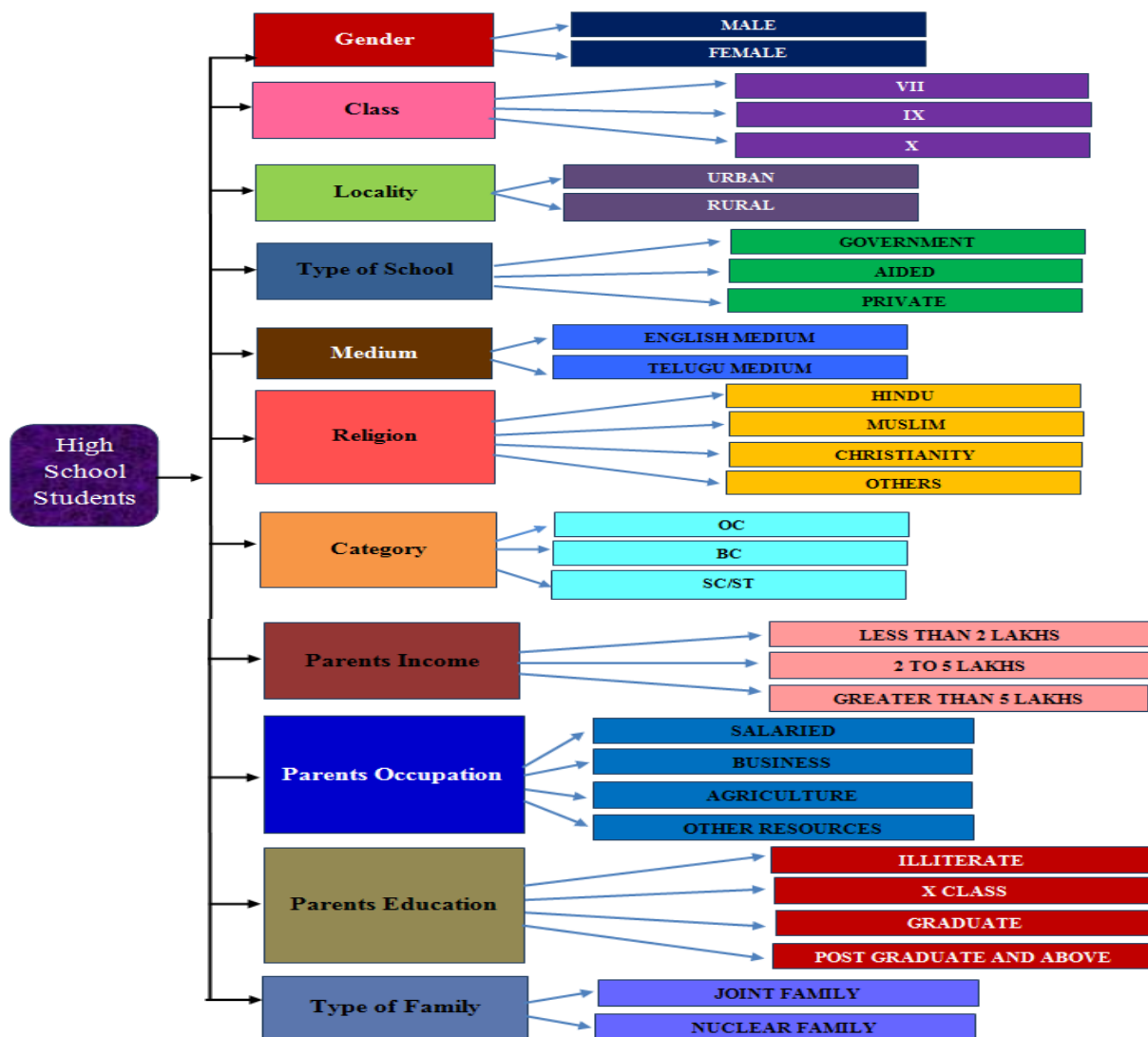


Fig. 1 Structural design of ample

III. OBJECTIVES OF THE STUDY

- To determine the English achievement levels of high school pupils.
- To compare the English achievement levels of high school pupils by gender, class, location and school type.

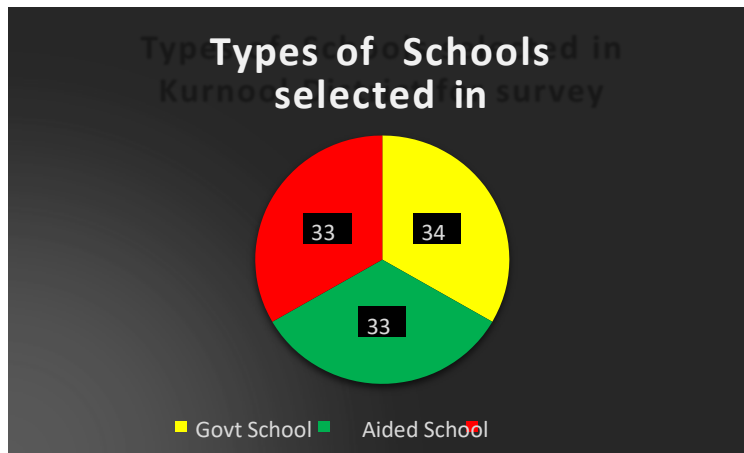


Fig. 2. Total no of schools selected for survey in Kurnool district.

III. STATISTICAL TECHNIQUES USED

The data thus collected and scored was analyzed by using relevant statistical techniques like Mean, Standard Deviation and t – test. The usual levels of significance, viz., 0.05, and 0.01 were used to test the significance of the obtained statistics.

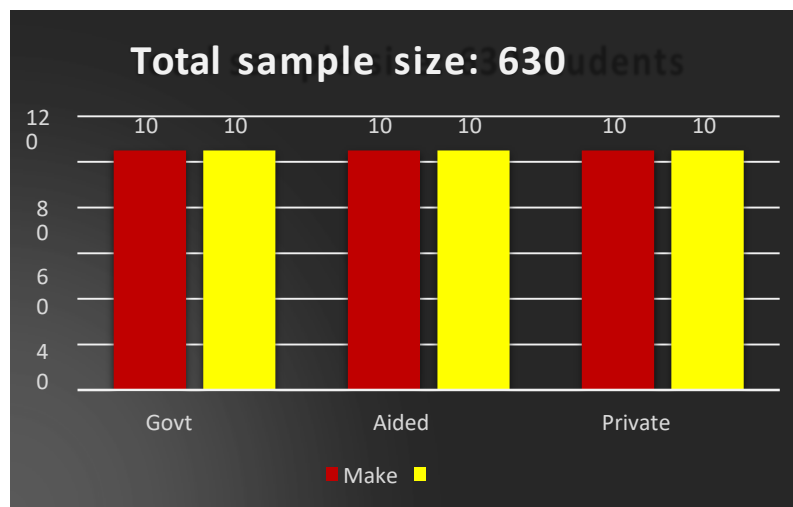


Fig. 3. Gender wise sample selection in different schools of Kurnool district.

IV. RESULTS AND DISCUSSION

Gender

The means scores of utility of social welfare schemes by high school students in Kurnool district are boys (47.87) and girls (47.08) respectively as shown in the below Table. To find out the difference between the mean scores of the two groups, t value (0.87) was found. It was less than the table value at 0.05 level.

S.No	Gender	N	Achievement levels		t-value
			Mean	SD	
1	Male	302	173.77	33.27	0.203@
2	Female	328	174.31	33.43	

@ not significant at the rate of 0.05

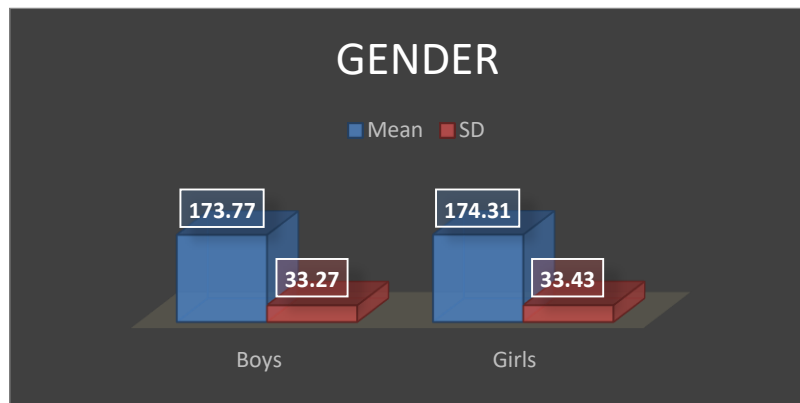


Fig. 4. Means, SD' values in achievement levels of high school students related to gender in Kurnool district.

V. CONCLUSION

In the present study, it is found that there is a significant utilization of social welfare schemes in Kurnool district by the high school students. There is no significant difference between male and female students in any, utility of social welfare schemes by high school students in Kurnool district but there is a significant difference among urban and rural high school student of Kurnool district and also the rural students utilized welfare schemes better than urban students of Kurnool district, there is no influence of type family on the achievement levels of high school students in English subject

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