Research Paper - Education

Topic : **"Primary School Students achievement in English."**

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Abstract -

English plays very important role in the field of education & society as it relates other social dimensions directly or indirectly. The present paper aims to determine the English achievements in between boys and girls of primary school. To make the study comprehensive dimensions like type of management & medium of instruction are included. This paper also tries to compare & correlative of English achievement in terms of above mentioned variables by using suitable quantitative techniques. The study aimed at finding out the difference in English achievement in relation to gender, types of school management & medium of instruction. It is found that a) there is no significant difference in English achievement between the boys and girls of a primary schools b) private school students perform better than the students of government school c) English medium students perform better than Marathi medium students. d) gender and level of English achievement of primary school students are dependent e) school management and level of English achievement are dependent & f) Medium of instruction & level of English achievement of primary school student are dependent.

Introduction

It is said that English is the gateway of all knowledge. English is the mirror of civilization. It plays an important role in development & progress of human race. The importance of English is very much increased and its uses are indispensable in every walk of life. English is essential for the existence & progress of modern world.

The subject English has been occupying a very important place in all levels of school in general & in secondary level in particular. Students are very much concerned about this subject. They find this subject difficult compared to other subject that are taught in school. This is also a fact that the student fail mostly in English. So this is a matter of concern. This study here puts an effort to know about the English achievement among primary school student & some of the personal & demographic correlates which directly or indirectly influence on English achievement.

Socio- economic status of the student, home climate, school climate, climate of the surrounding, classroom atmosphere, the peer group relationship, study habits etc. are some of the influencing factors of English achievement. On the other hand intelligence, attitude towards English, aptitude, teaching methodology, teaching behavior, proper motivation, retention, physical & mental Health, fear of fail etc. are some of the factors which influence on English achievement.

In this study the main focus is to determine the achievement of the students in English in primary schools. To make the study more intensive, component like gender, school management & medium of instruction have been included.

The student of solapur District face problems of language, medium of instruction. By the time they come to school, the process of acquiring knowledge is quite different to each other so many of them could not process in accordance with expectation.

This is truly a new attempt to study the achievement in English of primary school students. Having the influence of certain variable like gender, types of management & medium of instruction.

Objectives of the study

The present investigation was conducted with the following objective.

1) To study the English achievement of primary school students.

2) To compare the achievement of primary school students with reference of gender, school management & medium of instruction.

3) To determine levels of English achievement of primary school students in relation to gender, school

management & medium of instruction.

Hypothesis

1) There is no significant difference in English achievement between the boys and girls of primary school.

2) There is no significant difference in English achievement between the students of private schools & government school at primary levels.

3) There is no significant difference in English achievement between the students of English medium school and Marathi medium school at primary level.

4) Gender & level of English achievement of primary school students are independent.

5) School management & level of English achievement of primary school student are indepent.

6) Medium of instruction & level of English achievement of primary school student are independent.

Research Methodology Used

The present study follows the descriptive research of survey type. The sample of the study has been drawn from private & government school as well as from English & Marathi medium schools of solapur District & while in doing so both male and female student have been taken into consideration. Therefore stratified random sampling technique was employed in the selection of 300 primary school students.

Delimitations

They study limited to

1) Only primary schools of solapur District.

2) Schools of 3 dimensions , gender (male & female) types of management (private & government) & medium of instruction (English & Hindi).

3) Conducted only at primary level.

Variable

The following variables sere included in the present study.

1) Dependent variable English achievement Test.

2) Independent variable with categories -

i) Gender a) Boys b) Girls

ii) Type of school a) private b) government

iii) Medium of instruction English & Marathi

Procedure of data Collection

Data for present study was collected by visiting sample schools of solapur District.

Tools & Techniques

For English achievement a test on Grammar questions was prepared & its has been used for collecting data.

Statistical techniques used

For the analysis & interpretation of the collected data, statistical techniques like %, mean (M), standard Deviation (SD), t-test, 2 (Chi square) were employed.

Result & Findings

Table 1- English achievement in relation to gender, type of management & medium of instructions

C.I	Gender				Type of management				Medium of instruction			
	Boys		Girls		Private		Government		English		Marathi	
	No	%	No	%	No	%	No	%	No	%	No	%
01-05	15	12	10	5.71	03	2	25	16.67	00	00	26	13.82
06-10	23	18.4	21	12	20	13.33	25	16.67	12	10.71	36	15.96
11-15	31	24.8	62	35.43	55	36.67	35	23.23	39	34.82	55	29.26
16-20	34	27.2	65	37.14	42	28	59	39.33	32	28.57	67	35.64
21-25	20	16	16	9.14	28	18.67	05	3.33	27	24.11	09	4.79
26-30	02	1.6	01	0.58	02	1.33	01	0.67	02	1.79	01	0.53
Total	125	100	175	100	150	100	150	100	112	100	188	100

Table no.1 clearly shows the frequency & percentage of the students in English achievement test. The different scores show the frequency & percentage in English achievement in relation to gender type of management & medium of instruction. Further it is clear that the frequency & percentage of the student show differently in different ranges. The class interval starts with 01 to 05 & ends with 26-30.

The data was systematically classified & tabulated according to the formulated hypothesis.

Table No.2 English achievement in relation to gender, type of management & medium of instruction.

Variable	Categories	No. of student	Mean	SD	Df	't' value	Result
Gender	Boys	125	13.97	6.43	298	0.88	Ns
	Girls	175	14.58	4.88			
Management	Private	150	15.65	4.79	298	4.24	S
	Gove.	150	13.02	6.00			
Medium of instruction	English	112	16.28	4.87	298	5.03	s
	Marathi	188	13.16	5.66			

df = 298 't' values at .05 level = 1.97

.01 level =2.60

Table no.2 reveals that in English achievement test the mean score of girls which is 14.58 is higher than mean score of boys which is 13.97. it is clear from the table that 't'

values is 0.88 which is less than the critical values of with df 298 at 0.5 level. So it is statistically not significant. Therefore, null hypothesis is accepted. In other words it can be said that there is no significant difference between the boys & girls in English achievement. To strengthen the result it can also be said that there is no such state difference in the English achievement of both boys & girls.

It is clear from the table that the calculated'- value is 4.24. here degree of freedom is 298. The tabulated 't'- value at 0.05 level is 1.97 & at .01 level is 2.60 respectively. The calculated t-value is more than the tabulated 't' value both at 0.05 & 0.01 level. As a result the null hypothesis is rejected. Therefore it can be concluded that there is significant difference between the student of private school and government school in English achievement that mean score of English achievement of student of private schools is quite higher than the students of government school.

It is clear that the calculated 't' values is 5.03. here degree of freedom is 298. The tabulated t-values at .05 level is 1.97 & at 0.01 level is 2.60 respectively . the calculated 't' value is more than the tabulated t-value both at 0.05 & 0.01 level. As a result the null hypothesis is rejected. Therefore it can be concluded that there is significant difference in English achievement between the student of English medium school it can be interpreted that English achievement of the students of English medium school is quite higher than the students of marathi medium school.

Table No-3 Chi-square Contingency (Gender, type of management & medium of Instruction)

Variable	Categories	High level	Average level	Low level	Total	df	X^2	Level of s.	Result
Gender	Boys	21 (15.83)	73 (86.67)	31 (22.5)	125	2	10.95	At .05 level = 5.991	s
	Girls	17 (22.17)	135 (121.33)	23 (31.5)	175				
Management	Private	30 (19.00)	109 (104.5)	11 (26.5)	150	2	31.26	At .01 level = 9.910	s
	Gove.	8 (19.0)	100 (104.5)	42 (26.5)	150				
Medium of instruction	English	28 (14.56)	76 (77.65)	8 19.79	112	2	38.99		s

From the table no.3, it is clear that calculated 2 values is 10.95 which is greater than table value both at 0.05 & 0.01 level i.e (at 0.05 =5.99 and at 0.01= 9.910) so the null hypothesis is rejected & it can be concluded that there is significant relation in association between the level of English achievement & gender are dependent with are another.

Hence calculated 2 value is 31.26 which is greater than the table value both at 0.05 & 0.01 level i.e (at 0.05 =5.991) & at 0.01 =9.910) . since the calculated value of 2 is greater than the table values in both the levels the null hypothesis rejected & it can be concluded that there is significant relation or association between the level of English achievement & type of management of primary school students. In other words it can be interpreted that levels of English achievement & types of management are dependent with one another.

Again further calculation indicates that calculated 2 values is 38.99 which is greater than the table value both at .05 & .01 level. i.e (at .05=5.99) & at .01=9.910). here the calculated values of 2 is greater than the table value in both the levels. So the null hypothesis is rejected & it can be concluded that there is significant relation or association between the levels of mathematics achievement & medium of instruction of primary school students. In other words it can be interpretd that levels of English achievement & medium of instruction are dependent with are another.

Finding at a glance

1) There is no significant difference in English achievement between boys & girls of primary schools.

2) There is significant difference in English achievement between the students of private school and gov. school at primary level and the private school students have performed better than the student of government school.

3) There is significant difference in English achievement between the students of English medium school & Marathi medium school at primary level & the student of English medium school have performed better than the student of Marathi medium school.

4) Gender & level of English achievement of primary school are dependent.

5) School management & level of English achievement of primary school are dependent.

6) Medium of instruction and level of English achievement of primary school are dependent.

Educational Implication of the study

Through this study it is found that English

achievement has been influenced by the type of school management. So proper and right kind of management may have an influence for better achievement in English. English medium school has good impact on the English achievement of the students. Therefore, it can be said that medium of school influence, the student in English achievement, English is a very useful subject for vocational & higher specialized courses of learning therefore the responsibility of the primary school is to provide a broad view of English & to prepare a platform by which students can apply the learning English in solving academic & social problems. It is rightly told that English is a way of life. So ignorance of English will make a person handicap in terms of grasping other subjects with complete length & breadth.

Recommendations

1) A teacher can make an effort to develop conducive social climate in the classroom so that every student should feel elevated & participate activity in the process of English learning.

2) According to the child's strengths & weakness, individualized educational programme should be arranged so that the specific skills of the child will be developed.

3) It is recommended that every primary school should have English room & there should be guidance & counseling cell run by qualified & trained counsellors.

4) English teachers should allow the student to clarity their doubts in their subjects & discuss the difficult topic & provide situations in which they can learn English. Children can learn much faster when they can go through different situations.

5) While teaching English teacher should use reference books in addition to textbooks to get clarity about concepts. Appropriate programmes should be provided to enhance students performance & minimize the difficulties in learning.

6) The student should see convinced about the fact that English is the best learn by sect effort.

The habit of self-study should be encouraged & included in the students from the very first day

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