



ACHEIVEMENT IN ENGLISH LANGUAGE AMONG THE HIGHER SECONDARY SCHOOL STUDENTS

Dr. V. Ambedkar

Associate Professor, Education Wing – DDE, Annamalai University,
Chidambaram, Tamilnadu

Abstract:

Achievement is the attained ability or degree of competence to school tasks by the students, usually measured standardized test and expressed in grades or units based on norms, derived from a wide something by pupils performance. So achievement is the learning outcomes of a student. In the present study the researcher made an attempt to explore Achievement in English Language among the higher secondary school students.

Key word: Interest, Higher Secondary School Students

Introduction:

Achievement test is a test of knowledge of proficiency based on something learned or taught. The purpose of an achievement test is to determine students knowledge in a particular subject area. Achievement tests are often administrated by the state of measure specific areas of learning.

Definitions of the Terms Used:

Achievement:

Action of achieving: celebrate the achievement of one's aims (Oxford Advanced Learners Dictionary)

Achievement is something accomplished by one's ability, efforts, valour etc., (Advanced Deluxe Dictionary)

Higher Secondary Students:

Students who are studying classes XIth and XIIth are called Higher Secondary School Students.

Significance of the Study:

The students of today are the youths of tomorrow and future citizens of the country, therefore proper development and growth of the students should be ensured even in the earliest age. The positive steps taken in this line ensure a healthy democracy in the country. Good (1973) defines achievement as knowledge attained or skill developed in the school subjects, usually designed by test scores or marks assigned by the teacher. So the investigator is interested in knowing the Achievement in English language among the higher secondary school students.

Objectives of the Study:

The main objectives of the present study are:

1. To find out the level of Achievement in English language among the higher secondary students.
2. To find out if there is any significant difference in the Achievement in English language among the higher secondary students with respect to gender.
3. To find out if there is any significant difference in the Achievement in English language among the higher secondary students with respect to locality of the school.
4. To find out if there is any significant difference in the Achievement in English language among the higher secondary students with respect to their Parental Education.

- To find out if there is any significant difference in the Achievement in English language among the higher secondary students with respect to their Parental Occupation.

Method Used in the Study:

Normative survey method is used in the present study.

Sample Used in the Study:

397 Higher Secondary School Students of Thanjavur district were selected as sample for the study.

Tool Used in the Study:

Achievement Test in English language prepared by Dr. V. Ambedkar (2014) based on the syllabus was used for the study.

Statistical Techniques Used in the Study:

The investigator used descriptive and differential analysis in this investigation.

Analysis and Interpretation:

Hypothesis: 1

The level of Achievement in English language among the higher secondary students is poor.

Table: 1

Level of Achievement in English language among the Higher Secondary Students.

S.No	Level of Achievement in English language	Range of Score	No. of Students	% of Students
1.	Poor	Below40	-	-
2.	Average	40-60	8	2.01
3.	Above average	60-80	218	54.92
4.	Good	Above 80	171	43.07
Total			397	100

From the table-1 the level of Achievement in English language among the higher secondary students, 8 (2.01%) have secured average, 218 (54.92%) have secured above average, 171 (43.07) have secured good Achievement in English language. Hence the respective null hypothesis is rejected, it is concluded that the overall level of Achievement in English language among the higher secondary students are above average.

Hypothesis: 2

There is no significant difference in the Achievement in English language among the higher secondary students with respect to gender.

Table: 2

Significance difference of Achievement in English language among the higher secondary students with respect to gender

Sub variables	N	Mean	S.D	't' value	Significant at 0.05 level	
Gender	Male	257	80.47	7.63	0.51	NS
	Female	140	80.33	6.10		

The above Table-2 indicates that the calculated 't' value 0.51 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that male and female higher secondary school students do not differ significantly in their Achievement in English language.

Hypothesis: 3

There is no significant difference in the Achievement in English language among the higher secondary students with respect to locality of the school.

Table: 3

Significance difference of Achievement in English language among the higher secondary students with respect to locality of the school

Sub variables		N	Mean	S.D	't' value	Significant at 0.05 level
Locality of the School	Rural	209	80.72	6.99	0.37	NS
	Urban	188	80.45	7.63		

The above Table-3 indicates that the calculated 't' value 0.37 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that rural and urban higher secondary school students do not differ significantly in their Achievement in English language.

Hypothesis: 4

There is no significant difference in the Achievement in English language among the higher secondary students with respect to their Parental Education.

Table: 4

Significance difference of Achievement in English language among the higher secondary students with respect to their Parental Education

Sub variables		N	Mean	S.D	't' value	Significant at 0.05 Level
Parental Education	Parents up to 10 th	162	80.84	6.99	0.55	NS
	Parents above 10 th	235	80.40	6.62		

The above Table-4 indicates that the calculated 't' value 0.55 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that while comparing the Achievement in English language of the higher secondary students with respect to their Parental Education up to 10th and above 10th standard do not differ significantly.

Hypothesis: 5

There is no significant difference in the Achievement in English language among the higher secondary students with respect to their Parental Occupation.

Table: 5

Significance difference of Achievement in English language among the higher secondary students with respect to their Parental Occupation

Sub variables		N	Mean	S.D	't' value	Significant at 0.05 level
Parental Occupation	Agriculture	333	80.11	7.25	3.60	S
	Non Agriculture	64	80.13	5.87		

The above Table-5 indicates that the calculated 't' value 3.60 is significant at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that Parental Occupation wards Agriculture and Non Agriculture higher secondary students do differ

significantly in their Achievement in English language. While comparing the mean score the wards of the Non Agriculture parents have got more achievement in English language than the wards Agriculture parents.

Conclusion:

The higher secondary school students show above average achievement in English language. Regarding sub variable there is no significant difference in the sub variables like gender, locality of the school, and parental education. Moreover the non agriculture parental occupation higher secondary school students show more achievement in English than the agriculture parental occupation students.

References:

1. Ambedkar, V. (2013) Introduction to Educational Research, First Edition, Annavera Publishers, Tamil Nadu.
2. Garrett, Henry. E. (1981) Statistics in Psychology and Education. Vakilas, Effer and Simons Ltd., Bombay.
3. Srinivasan, S and Ambedkar, V. (2015) Interest towards teaching profession among the higher secondary school teachers. International Journal of Teacher Educational Research (IJTER). Vol.4, No.2, Feb.
4. Srinivasan, S. and Ambedkar, V. (2014) Attitude towards teaching Profession among the higher secondary school teachers. Journal of Contemporary Educational Research and Innovations. Vol.4, No.6, pp39-42., Nov-Dec.