

LOW ENGLISH LEARNING AND ACADEMIC PERFORMANCE IN ENGLISH WITH RESPECT TO MEDIUM OF STUDY, MODE OF LIVING AND PARENT'S OCCUPATION

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Abstract

The present study belongs to Normative Survey Research. The background variables used are medium, Parent's Occupation and mode of living among the higher secondary students. Low English Learning tool was developed by the investigator it consists of 50 statements for the analysis. For Academic Performance the investigator got the Half-yearly Examination marks from the respective schools, along with a personal data sheet to know the background of the students. Random sampling technique was followed in this study. Data was collected from 150 samples from XI standard students in Namakkal district. The statistical technique used mean, standard deviation and 't' test. There is significant difference between Tamil and English medium XI standard students in their low English learning and Academic Performance. There is no significant difference between the XI standard students on their low English learning and Academic Performance with their Parent's Occupation. There is significant difference between Hostel and Day scholar XI standard students in their low English learning and Academic Performance.

Introduction

English language is the key to the treasure-house and the passport of employment. English is now treated as Indian language. Today teaching of English is considered to be the most important task not only for individual development but also for national development. English also appears to be the written language of commerce, trade, technology and higher administration. Written English is also used at the street and road signs intended for tourists and visitors. Like many countries in the world today, English is used for international communications.

Low English Learning

The majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

Academic Performance

Academic performance refers to a student's success in meeting short or long-term goals in education. Academic performance is the outcome of education and the extent to which a student has achieved their educational goals. Academic achievement may also

refer to a person's strong performance in a given academic arena. Education associations and schools monitor the overall level of student academic performance to decide what, if any, changes need to be made in the educational system. Thus Academic Performance as the knowledge attainment or skills developed in school subjects usually assessed by best's scores or by marks assigned by teachers.

Objectives of the Study

The objectives of the study are as follows

- To find out significant difference between Tamil and English medium XI standard students in their low English learning and Academic Performance.
- To find out significant difference between the XI standard students low English learning and Academic Performance with their Parent's Occupation.
- To find out significant difference between the Hostel and Day scholar XI standard students in their low English learning and Academic Performance

Hypothesis of the Study

- There is no significant difference between Tamil and English medium XI standard students in their low English learning and Academic Performance.
- There is no significant difference between XI standard student's low English learning and Academic Performance with their Parent's Occupation.
- There is no significant difference between Hostel and Day scholar XI standard students in their low English learning and Academic Performance.

Scope of the Study

The primary aim of the study lies in its attempt to identify the influencing factors which might be associated with the learning of English language by secondary students. High stakes testing language among all students, including those still learning English, yet we are still failing to provide the necessary supports and instruction to our English language learners in secondary schools. Higher education, especially at the post graduate English is used in maximum level. Text books were in English at advanced levels. This makes the importance to read and learn English texts. Hence it is essential to study the influence of low English learning and Academic Performance of XI standard students.

Delimitation of the Study

- The study has been limited on Namakkal District only.
- The study has been restricted to the XI standard students only.
- This study adopted survey method using questionnaires to collect data from respondents.

- The study is confined only to a sample of 150 students from one Government School and Two Private Schools located in Namakkal District.
- This study focused mainly on the variables like Medium of study, Parent's Occupation and Mode of living.

Review of Related Literature

Hakuta and Witt (2000) reported that oral proficiency takes 3 to 5 years to develop, and academic performance in English proficiency can take 4 to 7 years. In the international school demonstration is done by bilingual methods and to speak many different languages is difficult. According to **Din (2002)** most people understand western style teaching as creative and exploratory. Although this ideal holds true in many aspects of teaching and learning among international schools classroom creativity and exploration are sacrificed for the rote memorization of grammar, spelling, and writing convention rules. **Timothy M. Allen (2002)** studied that each year thousands of students with limited English proficiency enter international schools around the world. This enrollment brings his challenge of meeting student's educational needs in such a way that students gain a working knowledge of the English language and are able to use that knowledge in other academic and social settings. **Harr (2008)** stated that knowledge is constructed by learners as mentors provide supposed to enable the learners to make progress on their own and when English language learners are in the process of learning to read in English, the first language is important to the development of their English language literacy. **Minaya Rowe (2008)** examined the study on English language teacher's in international schools are faced with the task of not knowing which aspect of English they should be teaching, reading, writing, listening, or speaking. Much of the Research in the area of English language acquisition focuses on best practices in teaching English.

Joshi (2000) conducted a study on neuroticism, extraversion and academic achievement as related to gender and culture. The sample selected for the study was 400 students of eighth class belonging to urban and rural area of Punjab. School records and Eysenck's personality inventory was used for data collection. Results revealed a significant difference between boys and girls of rural areas on academic achievement. **Kohl et al. (2000)** conducted a study on family factors which potentially put parental involvement at risk. The participants in the study were parents, teachers and 350 children of America. Findings also indicated positive relationship between academic achievement and parental education. **Smedt et al. (2003)** investigated pre-academic and early academic achievement in children with velocardiofacial syndrome of borderline or normal intelligence. The result indicated no significant difference in academic achievement of boys and girls. **Deary et al. (2004)** conducted a longitudinal study to examine the association between psychometric intelligence and educational achievement. The findings indicated that the girls performed better than the boys. **Sunitha (2005)** studied academic learning

environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad city in India. The results revealed no significant difference in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students. **Bruni et al. (2006)** explored the relationship among academic achievement, demographic and psychological factors. The findings of the study indicated significant difference in academic achievement of male and female students. Female students were found to have higher Academic Performance than males. **Waters et al. (2006)** determined whether the academic performance of 575 medical students learning in rural settings differs from those learning in urban settings of Australia. From the results no statistically significant differences were found between academic performance of rural and urban students.

Methodology of the Study

The present study belongs to normative survey method with the variables like medium of study; parent's occupation and mode of living were taken.

Sample for the Study

The present study consists of 150 samples from XI standard students in Namakkal district.

Tool Development

For the present investigation the researcher has chosen the following tool developed by the investigator.

- Low English Learning tool was developed as self-made tool by the investigator. This tool consists of 50 statements.
- For Academic Performance the investigator got the Half-yearly Examination marks from the respective schools.

Reliability and Validity of the Tool

To ensure the validity of the tool the investigator used content validity by getting judgment about the statements in the tools from the teachers, teacher educators and experts in the field of education. The reliability of the tool was found to be 0.79 by test and re-test method. It is found to be highly reliable.

Statistical Techniques Used

The statistical techniques used by the investigator are

- Mean
- Standard deviation
- Test of Significance ('t' test)

Analysis and Interpretation of Data

Table -1 Significant difference between the demographic variables of the XI Standard students on low English learning

Variable	Category	N	Mean	SD	t-value	Significance at 0.05 level
Medium of study	Tamil	68	78.10	8.61	3.66	S*
	English	82	90.59	7.78		
Parent's Occupation	Government	47	85.29	11.59	0.91	NS**
	Private	103	83.50	9.94		
Mode of living	Hostel	38	88.15	5.39	4.96	S*
	Day scholar	112	81.71	10.13		

NS**-No significant

S*-Significant

From the above table -1, it is clear that the calculated 't' values 3.66 and 4.96 were greater than the table value 1.98 at 0.05 level of significance. Hence the framed null hypothesis was not accepted. Thus there was significant difference between medium of study and mode of living of XI standard students based on Low English Learning. But the calculated 't' value 0.91 was less than the table value 1.98 at 0.05 level of significance. Hence the framed null hypothesis was accepted. Thus there is no significant difference between Parent's Occupation of XI standard students based on Low English Learning.

Table -2 Significant difference between the demographic variables of the XI Standard students on Academic Performance

Variable	Category	N	Mean	SD	t-value	Significance at 0.05 level
Medium of study	Tamil	68	56.02	5.10	4.16	S*
	English	82	63.02	14.13		
Parent's Occupation	Government	47	60.78	18.90	0.54	NS**
	Private	103	59.03	17.07		
Mode of living	Hostel	38	63.02	15.16	2.35	S*
	Day scholar	112	55.66	20.39		

NS**-No significant

S*-Significant

The above table-2 reveals that the calculated 't' values 4.16 and 2.35 were greater than the table value 1.98 at 0.05 level of significance. Hence the framed null hypothesis was not accepted. Thus there was significant difference between medium of study and mode of living of XI standard students based on Academic performance. But the calculated 't' value 0.91 was less than the table value 1.98 at 0.05 level of significance. Hence the

framed null hypothesis was accepted. Thus there was no significant difference between Parent's Occupation of XI standard students based on Academic performance.

Findings of the Study

Form the present study investigator come to the following findings.

- There is significant difference between Tamil and English medium XI standard students in their low English learning and Academic Performance.
- There is no significant difference between the XI standard students on their low English learning and Academic Performance with their Parent's Occupation.
- There is significant difference between Hostel and Day scholar XI standard students in their low English learning and Academic Performance.

Discussion of the Study

From the present study the investigator came to the following discussion and conclusion. There is significant difference between the low English learning and Academic Performance among the XI standard students, related to Tamil and English medium, Hostel and Day scholar. This is because the English medium students have the clear knowledge about English language than their counterparts. Likewise hostel students get more time for reading than their counterparts.

Educational Implication of the Study

The following ideas were followed to reduce the low English learning and increase the Academic Performance.

- Greater attention may be extended to teach and the number of English periods in time table may be raised for Tamil medium students.
- Language games and adoption of play way method help in strengthening the learning of Tamil medium students.
- Day scholar students were asked to arrange and participate the activities like quiz, brain storming sessions, aptitude tests and spelling games to develop English knowledge.

Suggestion for the Further Research

- A similar study can be done at college level on English learning and Academic Performance.
- A similar study can be conducted at various classes and districts in Tamil Nadu.
- A similar study may be attempted on large sample

Conclusion

The finding of the present study reveals that the student of low English learning level and Academic Performance are low. It indicates that the higher secondary school

students should improve their learning in English with Academic Performance. Acquiring a second language can be an arduous and slow process. Hence that the teacher should trained the student to improve their English learning.

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