Chapter Six
Summary and Conclusion
Summary and Conclusion

6.1 Introduction

Teaching competency is a common concern for the cause of contemporary education. Beneath its simplistic framework is its operational complexity, involving the whole gamut of the teaching-learning process and the associated factors – inside the educational institutions and beyond them. It has, in spite of its inherent complexity, the sole objective of betterment of quality of education. The context and content education varies with the variation in the environment in and for which the education is meant for. The teaching competency of the teacher is put to test in meeting these challenges. It demands from them a constant upgradation in modes and modalities of teaching to keep pace with changing times. A lot is expected from them because the learners expect from them the best leaning inputs required for achievement of their aspirations in life. The teaching competency of the teacher is directly and closely associated with the achievement of students.

Secondly, flexibility in principles and practices is necessary. Rigidity in adhering to the principles and practices that do not fit in the contemporary educational system and have become irrelevant has to be either modified or excluded. Adherence to them may be counterproductive. Incorporation of new ideas is of paramount importance. The upgradation in teaching competency, thus, originates from the attitudinal flexibility in acceptance of new ideas and putting them in practice. If teaching competency is the operational dimension, attitude has catalytic affect on it. Together they culminate in the achievement of students, measured in the form of marks obtained in the Achievement tests.
Chapter Six

Summary and Conclusion

Attitude is a complex psychological phenomenon perceptible in the individual’s reaction to the circumstances he is to act upon according to his predispositions. On this assumption the attitude of teachers can be understood in two ways: their attitude towards their profession and their attitude towards the subject he teaches, English in the case of present study. Investigation of the professional dimension of attitude of teachers has not been taken up in the present study. But the dimensions of their attitude towards English language have been investigated.

The level of students’ achievement in English, as found in the study, is far from satisfactory. They are agonizingly low. The levels, along different segments, are indicative of the poor English education in the Govt. Secondary schools. It not only confirms the common perception but also students’ performance in English in the State Board examinations held by the Jharkhand Academic Council.

There are many factors responsible for such low level of students’ achievement. Identification of those factors may a matter of investigation for further studies. But for the present it would suffice to say that the as far as teaching and learning of English in the Govt. Secondary schools is concerned, is of grave concern for all the stakeholders in the educational process. Notwithstanding poor level of achievement, the analyses can be carried further to find the achievements on different parameters and segments.

The comparison of average scores of girls and boys gives us the emerging trend in achievement of girls and boys in the Govt. Secondary schools. Girls have performed better than the boys in all the respective segments: rural girls have done better than the rural boys and urban girls have done better than the urban boys. Also, overall performance of girls is better than that of boys. However, the performance of urban girls and boys is better than those in rural
segments. This can be the effect of richer linguistic environment and better socio-economic conditions in the urban areas compared to that in the rural areas.

In learning a language, and more especially learning a foreign language such as English, the linguistic climate in the family is even more important. The linguistic inputs gained at school are either further reinforced or are weakened by the linguistic environment at home. Secondly, English has become the language of aspiration. The parental education and their perception of the language influence the learner’s achievement in English.

The influence of the social class is mediated by cultural level which in turn determines family expectations, values and attitudes towards education. The most influential family components are not socio-cultural or economic but rather those pertaining to the affective or psychological dimensions, that is, through good academic preparation in the parents, especially the mother, and a positive cultural environment, favour scholastic performance.

With regard to the social class, it is generally believed that upper class students show a better use of metacognitive strategies than those of a lower social class. Two factors affect the achievement of the underprivileged: Level of motivation and self-concept. Sense of marginalization lowers the level of motivation. It can be overcome is only through persistent and prolonged support. The sustained supportive mechanism of inclusive education minimizes or even eliminates the stigma and negative effects of marginalization.

Self-concept results from the learner’s internalization of his social image. It is developed from different interactions with the social context and agents, great importance assigned to acceptance or rejection from others. For Sanchez (2000) academic self-concept is at the base of future school success or failure, having been formed in early childhood education, from per contact and teacher attitude and expectations.
Though the level of achievement of General students is higher, the gap between is narrowing. The Govt. educational policies and initiatives have brought about a positive change. It need be reminded, however, that the present study was conducted in the Govt. Secondary schools. So the inferences can be made within the limitation of the population under Govt. Secondary schools. A comparative study with the achievement of students of private schools in English would be more confirmative and conclusive.

6.2 Statement of the Problem

There are many factors that affect the English teaching competency of the teachers and achievement of students in English. The present study intends to find out the effect of those factors on English teaching competency of teachers and students achievement in English. Hence the title of the study is:

“Effect of Teachers’ Teaching Competency on Achievement of Secondary School Students in English.”

6.3 Objectives of the Study

1. To study the English language teaching competency of teachers in secondary schools of Santal Pargana.

2. To study the English language achievement of students in secondary schools of Santal Pargana.

3. To study the effect of teachers’ teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

4. To study the attitude of teachers towards English language in secondary schools of Santal Pargana.
5. To study the relationship between English language teaching competency of teachers and attitude of teachers towards English language in secondary schools of Santal Pargana.

6. To study the effect of teachers’ attitude towards English language on achievement of secondary school students in English of Santal Pargana.

### 6.4 Major findings of the study

- There is significant difference between English language teaching competency of experienced and inexperienced teachers in secondary schools of Santal Pargana.

- There is no significant difference between English language teaching competency of rural and urban teachers in secondary schools of Santal Pargana.

- There is significant difference between English language teaching competency of teachers with English qualification and teachers without English qualification in secondary schools of Santal Pargana.

- There is significant difference between English language achievement of boys and girls in secondary schools of Santal Pargana.

- There is no significant difference between English language achievement of SC/ST and General students in secondary schools of Santal Pargana.
• There is significant difference between English language achievement of students in rural and urban secondary schools of Santal Pargana.

• There is no significant difference between English language achievement of students of educated parents and uneducated parents in secondary schools of Santal Pargana.

• There is significant effect of experienced and inexperienced teachers’ English language teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

• There is significant effect of English language teaching competency of teachers with English qualification and teachers without English qualification on students’ achievement in English in secondary schools of Santal Pargana.

• There is significant effect of teachers’ teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

• There is no significant difference between attitude towards English language of experienced and inexperienced teachers in secondary schools of Santal Pargana.

• There is no significant difference between attitude towards English language of rural and urban teachers in secondary schools of Santal Pargana.

• There is no significant relationship between attitude of experienced
teachers towards English language and English language teaching competency of experienced teachers in secondary schools of Santal Pargana.

- There is no significant relationship between attitude of inexperienced teachers towards English language and English language teaching competency of teachers in secondary schools of Santal Pargana.

- There is significant relationship between attitude of rural teachers towards English language and English language teaching competency of rural teachers in secondary schools of Santal Pargana.

- There is no significant relationship between attitude of urban teachers towards English language and English language teaching competency of urban teachers in secondary schools of Santal Pargana.

- There is no significant relationship between attitude of teachers towards English language and teachers’ teaching competency in English of secondary schools in Santal pargana.

- There is significant effect of experienced and inexperienced teachers’ attitude towards English language on achievement of students in English in schools of Santal Pargana.

- There is significant effect of attitude of teachers with English qualification and teachers without English qualification towards English language on achievement of students in English in schools of Santal Pargana.
• There is significant effect of teachers’ attitude towards English language and Students’ achievement in English in secondary schools of Santal Pargana.

6.5 Educational Implications of the Study

1. The study reveals the importance of competent teachers for teaching English. It is imperative to train teachers for specific purpose of teaching English in secondary schools of Jharkhand.

2. The achievement of secondary schools students in English is far from satisfactory. Reasons are varied. A comprehensive curriculum has to be developed taking into account the State’s sociolinguistic characteristics.

3. Steps are to be taken to fill the gender gap in students’ achievement in English.

4. The teachers teaching English in the rural areas should be given more exposure and provided with more opportunities for enhancing their English language teaching competency.

5. The findings of the study would be helpful for educational policy-makers of the State in addressing the problems in teaching English in secondary schools of the State.

6. The English textbooks should have local contents so that the learners could relate them in their day to day life.

7. Methodology of teaching English in secondary schools should take into account the State’s language diversity and multilingualism.
6.6 Limitations of the Study

The present study was carried out to find out the factors that affect English language teaching competency and English language achievement of students in secondary schools of Santal Pargana in Jharkhand. However, the study has the following delimitations:

1. The study could have been done in all the districts of Jharkhand but only four districts of Santal Pargana in Jharkhand will be selected for the purpose of study.

2. The study could have been done in all the schools of Jharkhand but only a few schools of four districts of Santal Pargana will be selected.

3. The study could have been done taking students of all the classes but students of Class X only will be taken.

4. The study could have been done by taking all the subjects taught in the secondary schools but only English will be taken up for the purpose of study.

6.7 Suggestions for further studies

1. A study to investigate the correlation between students’ achievement in English and other subjects taught in the secondary schools of Jharkhand.

2. A study to investigate the correlation between students’ achievement in different languages taught in the secondary schools of Jharkhand.

3. A study to evaluate the appropriateness of contents in English being taught in secondary schools of Jharkhand.

4. A comparative study of achievement of students in English in different Divisions of Jharkhand should be taken up.
5. A study should be taken up to find the attitude, achievement and motivation of students in learning English.

6.8 Conclusion

Tracking the achievements and shortcomings across the State and weighing them against the State’s most crucial educational needs, particularly of English education, the analyses stand with the immediate concerns, the strategic educational planning, the stakeholders and above all the learners, mapping the present for charting the road ahead. The road ahead may be long and arduous but the dynamism that is building up and the aspirations of the new generation that is looking up have the optimism that the State will eventually gets its place of pride that is long overdue.

The principal criteria were threefold – teachers’ English language teaching competency, teachers’ attitude towards English language and students’ achievement in English. It has been an insightful exercise in discovering many truths lying under the unexamined perceptions – some in confirmation and some in negation.

While the state has made significant progress in education, the gender gap of 22 percent in literacy rates (much higher than the national average of 17 percent) is worrying. A weak monitoring system, higher absentesism and dropouts in elementary schools, poor infrastructure in secondary and higher education, and lack of quality teacher training institutions are major concerns. In addition to it there is huge shortage of teachers in secondary schools. The problem is two-tiered : recruitment of teachers and providing them quality training to groom them as competent teachers. More specifically, intensive training in teaching English.
English as it is being taught today has produced generations of students – in every sphere of professional and pedagogic life, creating different kinds of crippling inequality, the effects of which are being felt in multiple, largely irremediable, ways. Little has been done for ordinary parents who cannot afford to send their children to elite English-medium schools, but have woken up, nevertheless, to how essential the English knowledge has become to make any sort of headway at home or in the world. But in actual terms, given the number of students and the economic condition of most of these schools, building up the right sort of human infrastructure for English-medium education could remain a paralyzing problem. To create such facilities without adequate quality control would be nothing but a waste of time and resources. Solid planning, administration and political will are necessary to ensure that teachers are properly trained to teach both English and other subjects in English, and proper text-books are made available to students.

Furthermore, every region has its own strengths and weaknesses, unique to the socio-cultural and linguistic realities of the region. Teaching of English should be based on the region-specific pedagogic models. Contents and curriculum of such models should be drawn from and rooted in the realism of the region and be relevant to the learners.

The growing awareness regarding the importance of education in general and realization of importance of leaning English in particular has necessitated more teachers with better competency in teaching English. The aspiration of the new generation, on the other hand, resulted in higher motivation level. For realization of their dreams and aspiration they will have put matching efforts, overcoming the hindrances and inhibitions, in order to scale higher achievement level. In the times to come the professionalism of the competent teachers and aspirations of the new generation of learners will write a new success saga of the State. With this optimism the discussion is closed.