ent in English Medium Primary schools of Kannur District", is a survey type one. In this study the investigator tries to find out the English Language Competence of 108 teachers from 13 English Medium Primary Schools in Kannur District of Kerala and achievement of 833 pupils of IV standard from the same 13 schools. To assess the teachers’ English language proficiency the investigator has used the English Language Proficiency test developed by Central Institute of English and Foreign Languages (CIEFL), Hyderabad. The investigator developed three achievement tests for testing the student’ achievement, i.e., achievement test in EVS, achievement test in English and achievement test in Mathematics. Besides these, an interview schedule for the teachers has also been
developed by the investigator to find out the transactional difficulties of teachers teaching in English Medium Schools.

5.1.2 Objectives of the Study

The general objective of the study is to find the students’ achievement in English medium primary schools of Kannur District in relation to English language competence of teachers. The specific objectives of the study are as follows:

1. To measure the English language competence of teachers in different school subjects.

2. To measure the achievement levels of students of Standard IV in English, Mathematics and EVS.

3. To find the relationship exists between English language competence of teachers and achievement of students.

4. To find the difference based on the following background variables in terms of English language competence of teachers.
   a. Sex
   b. Type of School (Government and CBSE affiliated School)
   c. Experience
   d. Qualification and
   e. Medium of Study

5. To find the differences in achievement level of students in different subjects with respect to the following variables.
   a. Sex
   b. Mother’s Occupation and
   c. Father’s Occupation

6. To identify the difficulties of teachers while transacting different school subjects through English as the medium of instruction.

7. To find the relationship between transaction difficulties and language competence of teachers.
5.1.3 Hypotheses of the Study

4. There is no significant difference in achievement of students with respect to
   a. Sex
   b. Mother’s Occupation and
   c. Father’s Occupation

5. There is no significant difference in language competence of teachers with respect to
   a. Sex
   b. Type of School (Government and CBSE affiliated school)
   c. Experience
   d. Qualification and
   e. Medium of Study

6. There is no significant relationship between teachers’ English language competence and students’ achievement.

5.1.4 Research Questions

3. Is there any significant relationship between transactional difficulties and language competence of teachers?

4. Does English language competence of teachers and their transactional difficulties have any significant effect on achievement of students?

5.1.5 Design of the Study

As already stated, the present study attempted to ascertain the relationship exists between English language competence of teachers and students’ achievement in English Medium Primary Schools in Kannur District of Kerala State. As the first step, the study assessed the achievement level of the students in different schools. As the second step, the study attempted to measure the language competence of teachers working in English medium
primary schools. As a third step, the study attempted to identify the transactional difficulties of teachers with regard to medium of instruction. As the fourth one, the study attempted to find the relationship between language competence and students’ achievement. The study was focused on a systematic analysis of language competence of teachers, transactional difficulties of teachers and students. The sample was designed to get a complete picture of Kannur district of Kerala state. Simple Random Sampling technique was used to select the schools. Likewise the same technique was used to select students from each school. All the teachers of the fourth standard in the selected schools were drawn for the study. English language competence of teachers was measured by using language proficiency test developed by Central Institute of English and Foreign Languages (CIEFL), Hyderabad.

5.1.6 Tools Employed

1. Achievement tests for IV std. Students in EVS, English and Mathematics were developed by the investigator.

2. English Language competence of teachers was measured by using Language Proficiency Test developed by CIEFL Hyderabad.

3. Transactional difficulties of teachers were identified by using the Interview Schedule developed by the investigator.

5.1.7 Data Collection

The data relating to students’ achievement in EVS, English and Mathematics was obtained by administering the achievement tests in 833 students from 13 schools in Kannur district of Kerala. The data relating to
teachers’ English language proficiency was obtained by administering the English Language Proficiency Test on 108 primary teachers of the same schools.

5.1.8 Analysis of Data

Data was analysed by using Descriptive Statistics like Mean, Median, Mode, Skewness and Kurtosis to describe the nature of the distribution. t-Test and one-way ANOVA were used for testing the significance of difference between or among means of different groups based on experience, gender, educational qualification, etc. The Karl Pearson Product Moment Correlation was used to know the relationship between teachers’ language proficiency and pupils’ achievement. The significance of correlation also was obtained statistically.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 Sex wise Comparison of Students’ Achievement

1. There is a significant difference between mean score of male and female students’ achievement in environmental studies (EVS). Female students’ achievement is higher than that of the male students.

2. There is a significant difference between mean score of male and female students’ achievement in English language. Female students’ achievement is higher than that of the male students.

3. There is a significant difference between mean score of male and female students’ achievement in mathematics. Female students’ achievement is higher than that of the male students.
4. There is a significant difference between mean score of male and female students’ total achievement. Female students’ achievement is higher than that of the male students.

5.2.2 Mother’s Occupation and Achievement of Children

5. There is a significant difference of scores in EVS among children belonging to various groups of mothers’ occupation. If mothers’ occupation is administrative/managerial sector then the score of children is higher than that of all other groups, whereas mothers’ occupation is in labourers category the score of their children is low.

6. There is a significant difference of scores in English language among children belonging to various groups of mothers’ occupation. The mean score of children whose mothers’ occupation is business or agriculture is higher than that of all the other groups where as the score of children whose mothers are housewives is very low.

7. There is a significance difference of scores in mathematics among children belonging to various groups of mothers’ occupation. The mean score of students whose mothers’ occupation is in administration/managerial sector is very high where as the score of children of mothers who are housewives is very low.

8. There exists a significant difference of total scores among children belonging to various groups of mothers’ occupation. The children whose mothers’ occupation is business or agriculture have secured
high scores whereas children whose mothers are housewives have secured very low marks.

5.2.3 Father’s Occupation and Achievement of Children

9. There is a significant difference in the mean scores of students in EVS based on fathers’ occupation. The mean score of children whose father’s occupation is under group IV employee is high. The students whose fathers are employed abroad secured a very low score.

10. There is a significant difference of achievement in English language of students belonging to various groups of fathers’ occupation. The mean score of students whose fathers’ occupation is of administrative/managerial sector is high whereas the mean score of the students whose fathers are employed abroad have secured a very low score.

11. There is a significant difference in the achievement of students in Mathematics based on fathers’ occupation. The mean score of students whose fathers’ occupation is administrative or managerial sector is high. On the other hand the mean score of students whose fathers are employed under Group IV category is low.

12. There exists a significant difference in the total achievement of students based on their fathers’ occupation. The students whose fathers’ occupation is in the administrative or managerial sector have scored high mean whereas the students whose fathers are employed abroad have secured low mean.

5.2.4 Sex wise Comparison of Teachers’ English Language Proficiency

13. There exists no significant difference between mean score of male and female teachers in English language proficiency in comprehension
14. There exists no significant difference between mean score of male and female teachers in English Language Proficiency in précis writing.

15. There exists no significant difference between mean score of male and female teachers in English Language Proficiency in situational communication. Female teachers are having a better English language communication ability than male teachers do have.

16. There exists no significant difference between mean score of male and female teachers in English Language Proficiency in writing.

17. There exists no significant difference between mean score of male and female teachers in English Language Proficiency, even though female teachers language proficiency is slightly higher than that of male ones.

5.2.5 Comparison - Government and CBSE Affiliated School Teachers

18. There is a significant difference between mean score of Government school and CBSE affiliated school teachers’ proficiency in English language in comprehension. The Government school teachers are having higher proficiency in English language in comprehension than that of CBSE affiliated teachers do have.

19. There is no significant difference between mean score of Government school and CBSE affiliated school teachers’ proficiency in précis writing in English language.

20. There is no significant difference between mean score of Government school and CBSE affiliated school teachers’ proficiency in situational communication in English language.
21. There is no significant difference between mean score of Government school and CBSE affiliated school teachers’ proficiency in writing English.

22. There exists no significant difference between mean score of Government school and CBSE affiliated school teachers in English Language Proficiency.

5.2.6 Experience wise Comparison

23. There is no significant difference in mean scores of teachers’ proficiency in comprehension in English language based on their experience, even though the teachers whose experience is less than 2 years are having a very low mean score and teachers with 6-10 years experience are having a very high mean score comparatively.

24. There is no significant difference in mean scores of teachers’ proficiency in précis writing in English language based on their experience, even though the teachers whose experience is less than 2 years are having a very low mean score and teachers with 6-10 years experience are having a high mean score.

25. There is no significant difference in mean scores of teachers’ proficiency in Situational Communication in English Language based on their experience.

26. There exists no significant difference in mean scores of teachers’ proficiency in writing English language based on their experience, even
though the teachers’ with less than 2 years experience are having a high mean score.

27. There is no significant difference in mean scores of teachers’ overall proficiency in English language based on their experience.

5.2.7 Comparison based on Qualification

28. There is a significant difference in the mean scores of teachers’ proficiency in comprehension in English language based on their qualifications. The mean score of teachers’ proficiency in comprehension is high in the case of those who are having qualification of BA/BSc and BEd/TTC. The teachers whose qualification is +2, TTC have secured a very low score.

29. There is no significant difference in the mean scores of teachers’ proficiency in précis writing in English language based on their qualification, even though the teachers whose qualification is +2, TTC are having a very low mean score and teachers who are having qualifications such as M.A./M.Sc., B.Ed. have secured high mean score comparatively.

30. There is no significant difference in mean scores of teachers’ proficiency in situational communication in English language based on their qualification, even though the mean score of teachers’ proficiency in situational communication is high in the case of those who are having qualifications such as +2, TTC and that of the teachers whose qualifications are M.A./M.Sc., B.Ed. is very low.
31. There is no significant difference in mean scores of teachers’ proficiency in writing English language based on their qualification, even though the mean score of the teachers whose qualification is +2, TTC is very low and that of those having PG with B.Ed. is high comparatively.

32. There is no significant difference in mean scores of teachers’ overall English language proficiency based on their qualification, even though the score of the teachers whose qualification is +2, TTC is very low and that of the teachers whose qualification is M.A./M.Sc., B.Ed. is high comparatively.

5.2.8 Comparison based on English Language as the Medium of Study

33. There exists a significant difference in mean scores of teachers’ proficiency in English language based on English as the medium of study. Teachers who did their school education in English medium have showed higher performance than those who did their school education in Malayalam medium.

5.2.9 Relationship between Language Proficiency of Teachers and Learners’ Achievement

34. There is no significant relationship between English language proficiency of teachers and learners’ achievement in EVS.

35. There is a significant relationship between English language proficiency of teachers and learners’ achievement in English.
36. There is a significant relationship between English language proficiency of teachers and learners’ achievement in Mathematics.

37. There is a significant relationship between English language proficiency of teachers and overall achievement of students.

5.3 EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS

1. Sex wise comparison indicates that female students are having better learning ability than those of male students. This is true in the case of EVS, English and Mathematics. This may be due to the fact that female students study better than male students. There is a need to reduce the gender disparities. The parents, teachers and other educational functionaries should take these facts into consideration and bring in suitable changes in curriculum to reduce such differences.

2. Occupation of mother is also considered for the comparison of their children’s achievement in EVS, English and Mathematics. It is found that there is a significant difference in the students in relation to mothers’ occupational groups. It is found that children whose mother’s occupation is in administration/management sector are having higher achievement in EVS and Mathematics whereas children’s whose mothers’ occupation is business/agriculture are having high achievement in English language. It is also observed that the overall achievement of children whose mothers’ occupation is business/agriculture is better than that of other children.
These differences may be reduced by diagnosing their difficulties and conducting remedial teaching.

3. From the findings it is observed that father’s occupation is influencing the learner’s achievement. It indicates that children belonging to Group IV employees are having higher achievement in EVS and Mathematics and children whose father’s occupation is administration/management are having higher achievement in English. On the overall, the children belonging to administrative/managerial sector secured higher than the other groups. These differences may be reduced by diagnosing their difficulties and by organising suitable remedial instructional programmes.

4. This investigation has thrown light on the finding that every English medium school in Kannur district is functioning with a good number of teachers who are not having adequate proficiency in English language. Therefore, the investigator strongly recommends English Language Proficiency Test must be made obligatory for those who are supposed to be recruited as teachers in English medium schools.

5. The results of the study indicated that a majority of the available teachers in these English medium primary schools had no specialized training especially like TTC in the elementary education. So, there is an urgent need to provide special training program for those teachers.

6. The finding of the study indicates that existing qualification does not help the teachers to acquire good English language competency. Therefore,
government should initiate steps to modify the curriculum of B.Ed./TTC for the improvement of English Language Proficiency of teachers.

7. It is noticed from the findings that teachers with English language background showed higher performance than the teachers who did their education in Malayalam medium schools. In English medium schools, it is better to recruit teachers with English language background and this will improve the quality of school education at primary level which is the core for the entire structure of education.

8. The major transactional difficulties noticed among the teachers are: Lack of vocabulary, lack of fluency, lack of confidence, lack of knowledge of the accurate words, lack of knowledge of appropriate English usage and lack of proper pronunciation. There is a need to provide some in-service programmes to overcome these transactional and professional deficiencies.

9. The correlation between English language proficiency of teachers and learners achievement is significant. It indicates that there is a positive correlation between teachers’ English Language Proficiency and Learners Achievement. Teachers need to be equipped with English language proficiency which will help enhance the learners’ achievement. Hence this aspect has to be considered by the concerned authorities who are managing English medium schools.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

Based on the present investigation, certain suggestions are given below for further research in this area,

1. Similar study on the same topic in the other part of the country may be conducted with large samples of students and teachers by incorporating suitable psycho-sociological variables.

2. A comparative study of the English language competency of teachers and students’ achievement in primary schools of Kerala and other states may be taken up, i.e. a possible comparison in northern and southern states.

3. A comparative study of the students’ achievement in English medium primary schools and Malayalam medium primary schools can be conducted.

4. A comparative study may be conducted to find out the achievement of children in Kerala syllabus English medium schools and CBSE syllabus English medium schools.

5. A study of relationship between certain psycho-sociological factors and teaching competence of teachers may be conducted.

6. A study may be conducted on the relationship of certain socio- psychological factors and achievement of children.

7. A comparative study may be conducted to find out the achievement level of children study in parallel English medium schools and pure English medium schools.