CHAPTER-V

SUMMARY AND CONCLUSIONS
5.0 **Introduction:**

Language is a unique characteristic of human beings. It is created by man himself. It is mainly a system of vocal sounds coupled with gestures, signs which are saved by a nation, people or race. It is a versatile code, which is used to communicate thoughts, desires, and experience to others.

Language is a method of communicating ideas, feelings, and desires by means of a system of sounds symbols. It is a medium and the instrument through which thoughts and ideas are transmitted from one mind to another. Language plays an important role in human life and essential for human society where ever people come together on any occasion they feel to express their views and thoughts to others. If some of them does not understand particular language they can’t communicate to each other in such occasion that prompts one group of people to learn the languages and among the languages English is the most common and popular language. English is a language followed by billions of people all over the world.

English is one of the languages used by mankind for communication. A notable percentage of people globally use English in different styles in different situations and purposes.

English is the mother-tongue or first language of the people of U.K., Ireland, Australia, New Zealand, Jamaica, Thailand, U.S.A., Canada ex-official language or second language in countries like Boatswain, Cameroon, Fiji, Gambia, Ghana, India, Liberia, Malta, Mauritius, Namibia, Nigeria, Philippines, Singapore, South Africa, Uganda etc and Foreign language in nations such as China, Japan, France, Germany, Mexico, Israel, etc. every where around the world English serves as a communication.

5.1 **Need for the Study**

English has become an important medium of communication throughout the world. In India English has greatly contributed to the growth
of Knowledge, particularly in the fields of various sciences and the enrichment of Indian literature. English language helped Indians in properly understanding the world situations. Because of the great popularity and world-wide distribution, English has the predominant claim to be the medium of international communication.

The people around the globe are becoming closer and closer with the tremendous advancements in modern transport and communication systems, we need to have a common medium of communication to share our ideas in these close circles English come our help under these circumstances

English is enjoying the status of an associate language in the official business of our government and it is there in instruction as either a second or a third language at school level. Every Indian who attends formal schooling learns English as one of the compulsory languages. Teaching of English in Indian schools, until recently, was in a miserable state the most unfortunate fact was the lack of English.

The aim of teaching is primarily responsible for the alarming standard of achievement in English. Problems relating to the teaching of English are discussed world over which range from practical questions concerning curriculum. Methodology and testing more theoretical questions concerning the nature of second or foreign language learning and the role of cognitive and affective variables in the acquisition process.

English is the major problem to many students to get through, the examinations. The English achievement is associated with several factors.

Recognizing the importance of English in Indian atmosphere, the study has been undertaken to find out the achievement level at secondary school level. Investigation includes to find out how different factors influence in achievement of students in English.
In the achievement test five components vocabulary, sentence formation, grammar, reading, comprehension and written expression were taken into consideration and test was prepared. Analysis revealed that the performance in grammar and written expression is low comparatively with other three components. Majority of the studies suggest improving the grammar, vocabulary, spelling pronunciation, sentence formation, reading comprehension and written expression.

Research findings say that the English achievement level was associated with attitude towards English, personal adjustment, social adjustment and socio-economic status are the factors that played a vital role for learning English. Educational level of the family home reading facilities, good studies habits and general adjustment were needed for good achievement in English. Home reading facilities, good study habits and general adjustment were needed for good achievement in English.

Many Indian students have a very poor command over the language and are unable to express themselves in simple English verbally or in writing even at the post graduation level. This is mainly due to the faulty method of instructions. There is no proper aim on the part of the teachers and students in teaching and learning English leads to the deterioration of standards.

The actual aim of teaching English should be to enable the students understand, speak read and write English. The teachers do not bother to clarify the aims and objectives of teaching English. They teach this subject since it is included in the curriculum and the students learn it just to pass the examination. Teachers are very few well qualified teachers for teaching English. They hardly have a satisfactory command over the language and are not able to speak fluently in English. Only a few percent of teachers have training and orientation in language teaching. No serious thought given to the training of teachers in teaching English. The number of periods allotted to teach English in the schools are not adequate.
The time given in the time table is not sufficient to teach English through communicative activities. The teachers are more interested in completing the syllabus in the given time than making the students acquire good language skills.

The tests are not geared to the objectives of the English curriculum. There is no connection between what is taught and what is tested. There are no tests for judging listening and speaking skills of the students. Their standards of attainments in English remain considerably low.

5.2 Objectives of the study:

1. To develop a competency based achievement test for measuring the achievement in English language among secondary school learners.

2. To find out Components of vocabulary, Sentence formation, Grammar, reading comprehension and written expression abilities in language achievement.

3. To find out the relationship between English language achievement test and other school subjects.

4. To compare the achievement of students in English in rural, urban, residential and non-residential schools.

5. To study the personal factors, family factors and Institutional factors influence on achievement of students in English.

6. To study the influence of study habits on achievement of students in English.

7. To study the association between teacher Performance and students competency.
5.3 Hypotheses of the Study

1. All the five components in achievement test are not interrelated with each other.

2. Gender would not have any significant influence on student’s achievement in English.

3. Study habits of the students would not have any significant influence in achievement of English.

4. Personality factors would not have any significant influence on achievement of students in English.

5. School having good facilities do not influence better results in achievement of students in English.

6. Home factors do not influence language achievement.

7. Rural, Urban, residential and non-residential schools do not have any significant influence on achievement of students in English.

5.4 Variables included in the Study

Dependent variable

Achievement test in English included five components: Vocabulary, Sentence formation, Grammar, Reading comprehension and written expression. This was taken as a dependent variable.

Independent variables

(1) Personality Factors:

   Gender

   Order of Birth
Study habits: Study habits inventory developed and standardized by Dr. Nagaraj, was adopted to study the influence of study habits on achievement.

Cattle's 14 personality factors of HSPQ is adopted to measure the personality traits of the pupils.

(2) Family Factors:

In this the investigator added the following: Parents education, Caste, Occupation, Family income, Type of the family, Economic status of the family, and Home reading facilities.

(3) Institutional Factors:

In this the investigator added the following: Location, type of the school and management, Strength of the school, Physical facilities, Instructional facilities, Procedures for evaluation, Library facilities, and Co-Curricular activities: Games, Cultural activities, Social activities and Teacher Factors.

5.5 Methodology:

Sample:

In this investigation survey was conducted in Chittoor, Nelloore and Kurnool districts of Andhra Pradesh. A stratified multi-stage random sampling technique was employed in the selection of the sample in the survey part of the investigation. The areas were divided into rural and urban areas. Thirty schools covering urban areas and thirty schools covering rural areas were selected at random giving due representation to the type of school residential and non-residential schools. Among sixty schools there were forty non-residential schools and twenty residential schools.
5.6 **Tools used in the study:**

Data gathering tools used in the present investigation were:

1. English language achievement test
2. Study habits inventory
3. High school personality questionnaire
4. Personal data sheet for students
5. Questionnaires for heads of institutions
6. Questionnaires for secondary school English teachers

5.7 **English language achievement test:**

The English language achievement test consists of five components. They are vocabulary, sentence formation, grammar, reading comprehension and written expression. The marks obtained in the above components were considered to be the English language achievement of the students in English.

5.8 **Study habits inventory:**

Study habits inventory was set with nine areas and consists 98 items. Selected pupils for sample were asked to answer the items. Based on their answers the study habits score was calculated. This variable is used to study the relationship between study habits and achievements of students in English.

5.9 **High school personality questionnaire (HSPQ):**

The HSPQ questionnaire was developed by Cattell was used to study the personality traits of the pupils. In the HSPQ, there are totally 142 questions; three alternative answers are given to each question. The pupils are motivated to give only one answer for each question. Then the answers were scored according to weightage given by the author. The scoring was done for each pupil and for each factor to see and study the association between achievement of students in English and personality factors.
5.10 Construction of personal data sheet for the student:

A questionnaire was developed to get information from the student related to the independent variables included in the investigation. The personal data sheet contains the information regarding their identification data, which includes name, sex, age, class, school, management of the school, type of the school. Information regarding their family background – social status of the family, educational level of the parents, occupation of the parents, in come of the family and size of the family etc.

5.11 Construction of questionnaires for the heads of the institutions:

A questionnaire was designed for the heads of the institutions to get the information regarding the independent variables included in the investigation. To collect the information related to the institutions items included such as name of the school, location, management, type of school, medium of instruction etc. were obtained.

The details regarding (a) physical facilities in the school such as buildings, class rooms, furniture, library, labs etc. (b) the strength of the school (number of teachers and students) (c) availability of instructional facilities in the school (d) library facilities available in the school and (f) co-curricular activities conducted in the school which includes games, cultural activities, literary clubs and social activities were also included.

5.12 Construction of questionnaire for secondary school teachers of English:

A questionnaire was developed to get information from the secondary school teachers (teaching English). The items included in the questionnaire meant for teachers who were actually teaching English were collected from the other researchers related to the variables prepared in the questionnaire.
The questionnaire includes items to collect information regarding experience of teachers, qualification of teachers, in service training programmes attended relating to English language teaching and evaluation procedures followed by the teacher.

5.13 Scoring and Analysis:

The score obtained by the student in the English language achievement test was taken as the achievement score of the student in English. Study habits inventory and HSPQ questionnaire were given to the students to see the relationship with English language achievement.

5.14 Analysis of Data:

The data collected by using the English language achievement test, study habits inventory, HSPQ questionnaire, personal data questionnaire, questionnaire to heads of the institutions and questionnaire to English language teachers based on this analysis were analyzed using the following techniques.

1. Measures of central tendency

2. Standard deviation

3. ‘t’ test

4. Correlation tables

5. Chi-square techniques

6. Multiple regression

5.15 Major findings of the study:

The statistical analysis of the data reveals the following broad findings of the investigation.

1. The achievement test mean score value for the whole group (N:600) is 51.36 and the median is 51.00 since there is no significant difference between mean and median, the distribution is normal.
2. The components included in the achievement test, vocabulary, sentence formation, grammar, reading comprehension and written expression were interrelated with each other.

3. There is close relationship between marks obtained in English achievement test and other school subjects.

4. It is found that there is significant influence of gender on achievement of students in English, favouring girl students.

5. It is found out there is no association between the achievement of students in English and the birth order of the student.

6. There is significant influence of students study habits on English achievement. Students having good study habits performed better in their achievement in English.

7. It is found out there is significant positive relation between personality factors B, J and achievement of students in English.

8. There is significant negative relationship with personality factors A, D, E, F, H, Q2, Q3, Q4 and achievement of students in English.

9. There is no influence of personality factors C, G, I, and O on achievement of students in English.

10. Location of the family has significant influence on the achievement of students in English. Students from urban area performed better in their achievement in English than rural area students.

11. Size of the family has significant influence on achievement of students in English students from large family performed better.

12. Educational level of the family has significant influence on achievement in English.

13. Occupation level of the family has significant influence on achievement in English.
14. Income of the family has got significant influence on the achievement in English students of high income group performed better.

15. Social status of the family has got significant influence on achievement in English. Higher strata pupils did well in the test.

16. Home reading facilities have got significant influence on achievement of students in English. Students who have good facilities at home performed better.

17. Residential school student's achievement score is higher when compared to non-residential school students.

18. Type of management do not influence in achievement of students in English.

19. Strength of the school doesn't have any significant influence on student's achievement in English.

20. Physical facilities of the school do not have significant influence on achievement of students in English.

21. The availability of instructional facilities in the school has significant influence on the achievement in English.

22. Library facilities in the school have significant influence on achievement in English.

23. Student's participation in games and sports do not have significant influence on achievement in English.

24. Student's participation in cultural activities and literary clubs has significant influence on achievement of students in English.

25. Social activities in school do not have significant influence on achievement in English.

26. English teacher's qualification has significant influence on achievement of students in English.
27. English teachers experience has significant influence on student's achievement in English.

28. In-service training programmes of teachers have significant influence on achievement of students in English.

29. Evaluation procedures followed by teachers have significant influence on achievement in English.

30. Among all variables school instructional facilities contributed 30.24% of variation with dependent variable. It has got the highest influence on achievement of students in English.

31. Home environment of students contributed 12.92% of variation achievement of students in English.

32. Study habits of students contributed 6.582% of variance, in achievement of students in English.

33. Socio economic status contributed 4.18% of variation in achievement of students in English.

5.16 Conclusions of the Study:

1. The frequency distribution of achievement test score for the whole group follows normal.

2. All the students do not have same abilities in English achievement. Among five components student's performance in grammar is low.

3. There is significant relation on achievement test and other school subjects.

4. The achievement of girls in English is better than that of boys.

5. Study habits highly influence student's achievement in English.

6. Personality factors A, B, D, E, F, J, H, Q2, Q3 and Q4 have influence on achievement of students in English.
7. Personality factors C, G, I, and O do not have influence on achievement of students in English.

8. Location of the family, size of the family, family education, occupation of the family, family income, social status of the family and reading facilities available at home have significant influence on students achievement of students in English.

9. Residential school student's achievement in English is at higher level.

10. Type of management has got no influence on achievement.

11. Library facilities and instructional facilities, in the school have significant influence on achievement in English.

12. Physical facilities of the school do not have significant influence on achievement in English.

13. Participation of students in games and sports do not have significant influence on achievement in English.

14. Participation of students in cultural activities and literary clubs has significant influence on achievement of students in English.

15. Social activities in school do not have significant influence on achievement in English.

16. The qualification of English teachers has significant influence on achievement of students in English.

17. Experience of English teachers has significant influence on student's achievement of students in English.

18. In-service training programmes of teachers have significant influence on achievement of students in English.

19. Among all independent variables school instructional facilities have got high influence on achievement of students in English.
5.17 Educational implications and recommendations:

Language is made up of certain elements. It is a skill subject. Four language skills play an important role in the language—Listening, speaking, reading and writing. In our examination system English language is being tested in written form. We can’t test directly listening and speaking skills. So in this study investigator considered five language components such as vocabulary, sentence formation, grammar, reading comprehension and written expression.

1. All five components are interrelated in English achievement test. Teacher should identify achievement levels of students in each component to develop language achievement.

2. Teacher should adopt new strategies to develop competency in language skills.

3. There is close relation between achievement in English and other school subjects. Teacher should help students to identify the need of language and its influence on other subjects. Language teachers can improve the basics skills in learning.

4. Teacher should help students to develop good study habits in school level and parents should take necessary steps to promote good study habits at home.

5. The achievement of the girls is higher than that of boys. Care may be taken to improve the performance of boys.

6. Achievement of students in English is low in rural areas and it is high in urban areas. Hence, the rural school teachers have to take necessary steps to improve student’s achievement of students in English.

7. Since residential school students performed better in English than all non residential school students, more number of this type may be established and similar atmosphere may be promoted in other types of schools.
8. Family factors such as caste, parent's education, parent's occupation, income of the family and home reading facilities etc. are associated with the achievement of students in English. It is recommended that the teachers may provide necessary knowledge for the pupils in the above aspects.

9. In this study instructional facilities highly influenced achievement of students in English. Necessary steps should be taken by the concern authorities to provide good instructional facilities in all schools.

10. Library facilities, computer facilities, cultural activities and literary clubs influence the achievement of students in English. Hence, institutional heads and concern teachers should take care to provide these facilities at school.

11. Teachers should motivate students positively in learning English.

12. Teachers should make aware of their students about the importance and need of English language in day to day life.

13. After evaluating teacher should encourage students positively and remedial steps should be taken to improve achievement of students in English.

14. Parent-teacher association meetings should be conducted once in a month and parents should be informed of the pupil’s progress. Necessary instructions may be provided to parents for the improvement of student’s achievement of students in English.

15. Pupils can consult English teachers for clarification of their doubts in the subject and can discuss the topics.

16. Healthy competitions such as group discussions, debates, quiz programmes, language games, puzzles, essay writing, recitation competitions etc. are to be conducted in the schools because healthy competitions promote students achievement of students in English.
17. Since some of the personality factors are associated with better achievement in English, guidance and counseling is suggested to develop such personality factors to see the improvement of students in English.

18. Latest innovations like Programmed Reading Instruction Material, Teaching Machines, and Computer Assisted Instructions may be utilized for improving the achievement of students in English.

19. Teachers are suggested to analyze each text to determine its potential challenges and match it with their goals.

20. The students should be taken to the language laboratories for their participation and the language laboratory facilities should be made available to all the students to stimulate them towards language learning.

21. Teachers can give homework, flash tests, slip tests and assignments etc. to the pupils regularly. With this it is possible to improve the achievement of English among the pupils.

5.18 Limitations of the study and Suggestions for further study

The present study poses some problems to the future investigators in this field. They are

1. The present study is confined to 600 class X students studying in Chittoor, Kurnool and Nellore Districts of Andhra Pradesh.

2. Researchers may undertake larger samples in different districts in the state or different states in India for their future investigations.

3. Studies may be conducted on English achievement at various levels of education.

4. Studies may be conducted on the influence of independent variables on the dependent variables and vice versa.

5. Studies may be conducted on text books of English. (8th, 9th and 10th)
6. Studies may be conducted on different strategies using to develop the language skills.

7. Studies may be carried out to find out the attitude of pupils and teachers towards English because it contributes much for learning and achieving.

8. Studies may be conducted on instructional facilities at primary and secondary level.

9. An experimental basis by using different types of English language teaching techniques to understand their relative efficiency in learning and achieve.

10. This investigation is confined to only class X students. Studies may be conducted on other classes studying in different localities of secondary schools.

11. Due to laborious calculations, only certain variables were studied in this investigation.

12. Similar studies may be conducted in other languages also.

13. Similar investigations may be done from primary grades to colleges levels.

14. Studies related to evaluation procedures in the school may be conducted.

5.19 Conclusion

As the name of the chapter indicates it provides a brief review of the present investigation that was undertaken. It specifies the need for the study, objectives of the study, variables selected in the study, hypothesis formulated in the study, methodology of investigation; findings emerged in the investigation, conclusions drawn in the study and educational implications of the study and suggestions for further research.