



## Socio-Economically backward Secondary School Student's Interest and Academic Achievement towards English language

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### ABSTRACT

*The aim of the study is to find out socio-economically backward secondary school student's interest and their academic achievement towards English language. The study was carried on a sample of 400 secondary school students of Mysore district. The standard test was administered for data collection. t-test, standard deviation and pearson correlation were used to analyse the data*

**KEYWORDS :** Secondary school student's interest and academic achievement towards English language

### Introduction:

Education is a powerful tool for liberation. It equips a society to encounter all forms of suppression. It enables liberation from one's personal lethargy and prohibition imposed by traditions and superstitions. We should ensure an education system which enlightens our vision. School curriculum has to be designed and developed in the light of past experiences, the general trends of the society, the needs of the contemporary world and the visions for the future. Each society has a unique vision about its future.

### Need and Importance:

Of all the languages in the world today English deserves to be regarded as a world language. In India, English continues to be the medium of instruction in colleges and universities and is also the language of the administration. Education and economic development of the country goes hand in hand. Socio-economic status includes three components such as Education, Occupation and Income. Education of the parents is expected to influence the children in their academic achievement and also learning of a language. Cultural environment of villages is not conducive to any learning or English language. It makes a great challenge for the teacher of English working in rural and backward areas.

### Review:

Lalithamma (1975) analysed the effects of variables socio-economic status and private tuition etc and found language learning was partially related to each of these factors. Her findings also revealed that the urban pupils were superior to rural pupil in their achievement.

Deshpande (1985) made a critical study of Deprivation on Learning Ability of children studying in standard I in municipal corporation, private school and village schools. The findings stated that, children who were seriously deprived were found to be affected were in all aspects of language ability and that linguistic ability was more affected seriously experiential deprivation than by socio-cultural and economic deprivation.

Usha (1992) identified income and educational level of mother, occupational level of mother and father are the best social correlates of achievement in language learning.

Bhatnagar and Sharma (1992) conducted "A study of relationship between parental education and academic achievement". Sample of 185 students studying in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> standards. Trivedi and Uday Pareek socio-economic status scale was employed to measure the level of parental education, academic achievement was taken as the average of marks obtained by the students in his or her last examination. Results indicated that children of educated parents performed significantly higher academic level than others.

### Objectives of the study:

- To study the rural secondary school male and female students interest towards English language learning
- To study the urban secondary school male and female students interest towards English language learning
- To study the rural and urban secondary school male and female students interest and academic achievement in English language

### Hypothesis of the study:

- There is no significant difference between rural secondary school male and female students interest towards English language learning
- There is no significant difference between urban secondary school male and female students interest towards English language learning
- There is no significant difference between the rural and urban secondary school male and female students interest and academic achievement in English language

### Variables of the study:

- Interest
- Academic achievement

### Sample of the study:

The study was carried on a sample of 400 Mysore district secondary school students interest and their previous class's annual result. The sample was selected using proportionate stratified sampling technique for ensuring the representation of the population.

**Tools:** The tools used for the study are

1. Secondary school students interest scale was used
2. Secondary school students academic achievement

### Methodology of the Study:

The researcher adopted descriptive research survey method. Research design signifies the questions to be investigated the process of sample selection, methods of procedure to be followed and measurements to be obtained and other analysis to be made.

### Statistical techniques:

The data was computerised and analysed for three statistical techniques.

1. Mean

2. t-test

3. pearson's correlation

**Data Analysis:****Table I**

There is no significant difference between rural secondary school male and female students interest towards English Language learning

Area	Sex	N	Mean	Mean difference	SD	Difference	T Value	Significance
Rural	Male	145	111.21	3.46	9.40	6.300	-2.13	0.035
	Female	94	114.67		15.70			

It is evident from Table I that rural secondary school male and female student's interest, difference in mean value is 3.46 but there is not much of difference of SD value 6.300. Hence as per the mean and SD value of rural secondary school male and female student's interest is significant at the level of 0.05. Hence we are not accepting the hypothesis and concluded that rural secondary school male and female students have significant difference in interest towards English language learning.

**Table II**

There is no significant difference between urban secondary school male and female students interest towards English Language learning

Area	Sex	N	Mean	Mean difference	SD	Difference	T Value	Significance
Urban	Male	87	110.83	-2.83	11.853	0.440	-0.996	0.321
	Female	74	112.66		11.413			

It is evident from table II that urban secondary school male and female student's interest, difference in mean value is -2.83 and difference in SD value is 0.440. The obtained t value is -0.996 and it is not significant at the level of 0.05. Hence we are accepting the hypothesis that there is no significant difference between urban secondary school male and female student's interest towards English language learning.

**Table III**

There is no significant difference between the rural and urban secondary school male and female student's interest and academic achievement in English Language

		Interest	Marks
Interest	Pearson Correlation	1	
	Significance (2-tailed)		0.013
	N	400	276
Marks	Pearson Correlation	0.149	1
	Significance(2-tailed)	0.013	
	N	276	276

In order to study the inter relationship between academic achievement and interest towards learning English, pearson's correlation

has been carried out. The above table says the result of correlation between interest towards English language learning and academic achievement towards English language. The obtained correlation is 0.149 and it is highly significant beyond 0.01 levels. Hence the hypothesis is rejected and it is concluded that there is a significant correlation between academic achievement towards English language learning and interest towards learning English. It implies that students who show high degree of interest in English language learning will show higher academic achievement.

**Conclusion:**

From the present study it is concluded that both rural and urban secondary school male and female students interest towards English language learning is almost same and it influences on the academic achievement in English language.

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