



A Study on the Performance Level of Scheduled Tribe Students in Academic and Non-Academic Activities in English in Rural Kamrup District of Assam

KEYWORDS

performance, academics, achievement, secondary, scheduled tribe students, English, non- academic activities

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ABSTRACT

The following study has been carried out to find out whether differences exist in the achievement in language as a subject of school study among the scheduled tribe {ST} students residing in rural Kamrup district of Assam. Since education is a major indicator of socio-economic development, and especially fluency in English at present times is a necessity. The following study tried also to see the ST students performance and interest in non-academic activities such as literary writing, singing and other competitions in the English language i.e.in real contexts. The study is empirical in nature, the findings reveal that the Karbi students mean achievement in English is higher than other two categories, while it has been found that there is significant association between the items under non-academic dimension and the level of performance. Statistical techniques as F test, chi square, mean, median, SD etc have been used for analysis.

Objectives of the Study

For the present study, the investigator has adopted the following objectives.

- 1) To study the academic achievement of ST students in English.
- 2) To compare the academic achievement of the ST students with respect to their categories. (Bodo, Rabha and Karbi)
- 3) To study the performance of ST students in non-academic activities using English as a medium of expression.
- 4) To compare the significant association between the non-academic activities using English as a medium of expression and the ST students performance - participation.

Hypothesis: As objectives 1 and 3 are related with fact finding issues, hence no hypothesis were formulated for these two. For objectives 2 and 4, the following hypotheses have been formulated.

- i. H1: There is significant mean difference in academic performance among the Bodo, Rabha and Karbi students.
- ii. H2: There is significant association between the non-academic activities of the students and their participation.

Methodology: Descriptive survey method has been adopted for the study.

Population: The total number of ST students studying in the ninth standard of rural South-West Kamrup constitutes the population of the study.

Sample: Sample of the study comprises of sixty (60) students of class IX from five (5) purposively selected provincialized schools. The features of the sample students are-

- a) Out of total 60 ST students, 20 are from the Bodo, 20 are from the Rabha and the rest 20 are from the Karbi categories.
- b) Out of total 60 samples, 35 are males and 25 are females.

Tools: For the present study, following tools are used.

- ❖ Scores of students in English from the annual examination were collected directly from their English subject teacher's register.
- ❖ An information schedule was prepared by considering 10 items for non-academic activities in which English was used as a medium of expression.

Statistical Techniques used: For analysing the data, the following statistical measures have been used- Simple percentage, Mean, Standard Deviation (SD), ANOVA (F-test) and Chi-Square (χ^2) test of association.

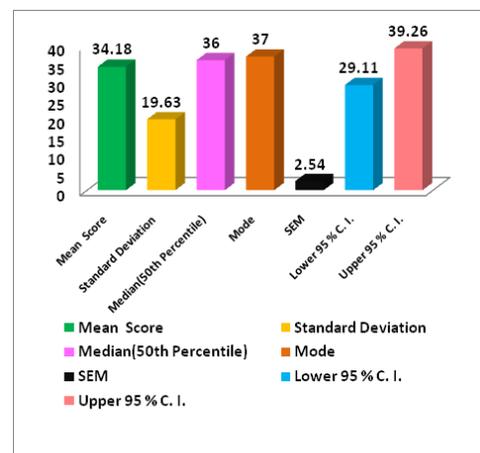
Delimitation: Only the ST students studying in class IX of rural Kamrup district of Assam are included, the schedule tribe categories included here are- Karbi, Boro and Rabha

Analysis and Interpretation of data:

Objective 1: To study the academic performance of ST students in English.

Table 1 : Statistical measures of academic achievement scores secured by 60 sample students in English annual examination.

Mean Achievement Score	34.18
Standard Deviation	19.63
Median(50 th Percentile)	36.00
Mode	37.00
Standard Error of Mean(SE _M)	2.54
Lower 95 % Confidence Interval	29.11
Upper 95 % Confidence Interval	39.26



To fulfil objective 1, mean and standard deviation were employed and it was found that the mean achievement score of the ST students in English is 34.18. On the basis of mean achievement score, the students have been categorised into two groups, namely-poor (whose scores were less than 34.18) and good (whose scores were higher than 34.18). Accordingly it was found that 46.67% had poor scores and 53.33% had good scores.

Table 2: No. of students according to the category of achievement level

Category	No. of students	%
Poor(score<mean)	28	46.67
Good(score>mean)	32	53.33

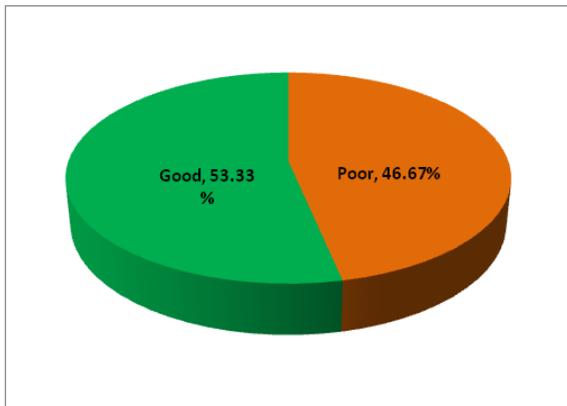


Figure 2: Pie diagram showing the % distribution of students according to their categories

Objective 2: To compare the academic achievement of the students with respect to their ST categories. (Bodo, Rabha and Karbi)

Hypothesis: H₁: There is significant mean difference in academic performance among the Bodo, Rabha and Karbi students.

Table 3: Mean and SD of achievement scores of students according to ST categories

ST Category	No. of students	Mean Score	SD
Rabha	20	18.70	14.05
Bodo	20	35.10	19.06
Karbi	20	46.60	18.74

From the above table it is seen that the mean scores of the Karbi students are highest at 46.60, followed by Bodo students at 35.10 and the Rabha students scoring lowest at 18.70. We can hence deduce that among the ST, the Karbi's have higher achievement level in English.

Table 4: Analysis of variance (ANOVA) table for comparing the significant difference in mean achievement between the three groups

Source of variation	Degree of freedom(d.f.)	Sum of Squares (SS)	Mean Square(M.S.)	F-value
Within Groups	2	7864.1	3932.10	12.937**
Between Groups	57	17325	303.94	
Total	59	25189.1		

** → Highly significant (p<0.0001)

Interpretation- From the table above we can say that the calculated value of F= 12.937 far exceeds the table value of 3.18 at 0.05 level and 5.06 at 0.01 level of significance with (2, 57) degrees of freedom. Hence the hypothesis has been accepted and we conclude that the means of achievement scores of the three groups differ significantly.

Objective 3: To study the performance of ST students in non-academic activities using English as a medium of expression.

To fulfil this objective, the investigator has constructed an information schedule by considering 10 items as depicted in the table below.

Table 5: Participation of students in various non-academic activities using English as a medium of expression

Activities related to different items	No. of students participation	% of students
1 poem writing	31	51.67
2 biography reading	24	40
3 composition	23	38.33
4 singing	52	86.67
5 recitation	18	30
6 essay writing	27	45
7 dramatics	25	41.67
8 mimicry	23	38.33
9 role play	19	31.67
10 extempore	10	16.67

Interpretation From the table it can be deduced that Item4 elicits the maximum response at 86.67% with 52 students participating, followed by Item1 at 51.67% and item 7 at 41.67% which implies that the students elicits much interest and enjoys them thoroughly.

Objective 4: To assess the significant association between the non-academic activities and the students participation – performance.

Hypothesis: H₂: There is a significant association between the non-academic activities of the students and their participation-performance.

Table 6: Association between students' participation/ performance in non-academic activities and the different items-

Item	Participate	Donot participate	Degrees of freedom (d.f.)	χ ² (Chi-Square)-Value
1	31	29	(10-1)x(2-1)=9	97.51** (p<0.0001)
2	24	36		
3	23	37		
4	52	8		
5	18	42		
6	27	33		
7	25	3		
8	23	37		
9	19	41		
10	10	50		

** → Highly significant association

Interpretation- It is seen from the table that the χ² value of 97.51 with 9df far exceeds the critical value of 16.919 at 0.05 level and 21.666 at 0.01 level of significance, hence the hypothesis has been accepted. We can conclude that there is highly significant association between students' participation and performance and non-academic activities.

Findings and conclusion: In the teaching-learning situation, students' interest and motivation to participate in school tasks show their need to achieve and their competency level in the different curriculum activities. The above study shows

that among the scheduled tribes, the students belonging to the Karbi tribe show more interest in academics, i.e. from the mean score in English. Most of the Karbi's have converted to Christianity, at the same time they too are in the grasp of the process of globalisation, exposure to English language through scripts, audio, media, television have all effected changes in them; could be some reasons for eliciting interest in the language. However, the average mean scores of the sample students do not differ much in terms of subject score. In non academic activities irrespective of Bodo, Kachari or Rabha the students participated with much enthusiasm. The

students did their best in curricular activities by participating in English recitation, drama play, poetry writing, enacting role plays, listening to music in the language, listening to English broadcasts and reading sessions etc. It is for the English teacher to make academics as well as all other activities interesting within the curriculum, to create a relevant, context based environment so as to sustain their interest in meaningful tasks, at the same time concentrating on the future challenges and needs for gaining proficiency in the language.

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