



A STUDY OF ENGLISH ACHIEVEMENT OF IX CLASS STUDENTS WITH MANAGEMENT AND LIBRARY FACILITY

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ABSTRACT Academic achievement is a multi-dimensional phenomenon and may be affected by three main types of factors viz. Subjective, objective and personality factors. The main objective of the present study is to study the influence of management and library facilities on the English achievement of IX class students. English achievement test was adopted from **Sudheer, N (2020)** for the present study. A sample of 320 IX class students representing all categories of secondary schools in Kurnool District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of management and library facility at 0.01 level of significance on the English achievement of IX class students. Private school students performed better in English achievement than the Government school students, the administrators have to provide extra coaching facilities for Government school students. Those who are having Library facility in school performed better in English achievement than those who are not having Library facility in school, the administrators have to provide a good number of books in libraries for schools.

KEYWORDS : Achievement, English, Management, Library facility and IX class students.

INTRODUCTION

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general on the educational system itself. Ifact, it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used for helping students to achieve better in their academic endeavors. The academic achievement is regarded as a synonym of scholastic achievement.

Academic achievement affects three major areas of behaviour of students: (i) Cognitive, (ii) Affective and (iii) Psycho-motor. However, it is difficult to say without proper evidence that students reach at the same level in all three dimensions at the same time. Students may be at somewhat higher levels in one dimension and at somewhat lower levels of achievement in different areas. As the areas of affective domain and psycho-motor domain are not sufficiently explored, it is generally a custom to restrict the term 'scholastic achievement' to the level of achievement of students in the cognitive areas of various school subjects. Virtually, all the teachers use some kind of tests to assess the performance of their students.

REVIEW OF LITERATURE

Shaik Khadar Valli (2015), Vijaya, S and Vijaya, R (2015), Madhusudhana Reddy, P (2016), Sana Hemavathi and Dayakara Reddy, V (2016) and Sana Hemavathi (2020) reported that management of individuals do have significant difference on achievement. However, **Laxmidhar Behera and Sushant Kumar Roul (2004), Shahpur Nagappa and Panchalingappa (2004) and Sudheer, N (2020)** reported that management of individuals does not have a significant difference on achievement.

Geethadevi, Y (2020) and Geethadevi, Y and Hemalatha Kalaimathi, D (2020 a) reported that library facilities of individuals do have significant difference on achievement. However, by **Lalithanhawla (1983), Varghese (1995) and Sana Hemavathi (2020)** reported that library facilities of individuals do not have significant difference on achievement.

Scope of the Study: The main intention of the present study is to find the relation of English achievement of IX class students with management and library facility.

Objective of the Study: To study the impact of management and library facilities on the English achievement of IX class students.

Hypotheses of the study

1. There would be no significant impact of 'management' on the

English achievement of IX class students.

2. There would be no significant impact of 'library facilities' on the English achievement of IX class students.

Tools for the Study

1. The English achievement test was adopted from **Sudheer, N (2020)**. The tool was highly reliable for the investigation. The total items are 100. For the purpose of scoring one mark can be awarded for each correct answer and the total marks obtained by each student can be marked on the right top corner of the sheet.
2. Personal data regarding the student – 1. Name 2. Management 3. Library facility.

Data Collection

The sample for the investigation consisted of 320 IX class students in Kurnool district. The stratified random sampling can be applied in three stages. The first stage is management i.e., Government and Private, second stage is locality i.e., rural and urban and third stage gender i.e., boys and girls. It is a 2X2X2 factorial design with 320 sample subjects. On visiting the schools with the permission of the head masters the IX class students who attended the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned IX class students of the schools. The IX class students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The English achievement test and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' – test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Management

The relationship of English achievement of IX class students with their management is studied in the present investigation. On the basis of management, the students are divided into two groups. Government school students form the Group – I and Group – II forms with private school students. The corresponding English achievement of IX class students of the two groups were analyzed accordingly. The mean values of English achievement of IX class students for the two groups were tested for significance by employing 't' – test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'management' on the English achievement of IX class students.

The above hypothesis is tested by employing 't' – test. The results are presented in **Table – 1**.

Table – 1: Influence of management on the English achievement of IX class students

S. No.	Management	N	Mean	S.D.	'F' - Test
1.	Government	160	64.31	14.13	3.685**
2.	Private	160	67.86	17.27	

** Indicates significant at 0.01 level

The table value of 't' for 1 and 318 df at 0.01 level is 2.59 and at 0.05 level is 1.97.

It is found from the **Table – 1** that the computed value of 't' (3.685) is greater than the critical value of 't' (2.59) for 1 and 318 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the management has significant influence on the English achievement of IX class students.

2. Library facilities

The relationship of English achievement of IX class students with their library facilities is studied in the present investigation. On the basis of library facilities, the students are divided into two groups. Library facilities are available in school students form the Group – I and Group – II forms with non-availability in school students. The corresponding English achievement of IX class students of the two groups were analyzed accordingly. The mean values of English achievement of IX class students for the two groups were tested for significance by employing 't' – test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'library facility' on the English achievement of IX class students.

The above hypothesis is tested by employing 't' – test. The results are presented in **Table – 2**.

Table – 2: Influence of library facility on the English achievement of IX class students

S. No.	Library facilities	N	Mean	S.D.	'F' - Test
1.	Available	110	68.17	18.24	4.003**
2.	Non-available	210	64.81	14.91	

** Indicates significant at 0.01 level

The table value of 't' for 1 and 318 df at 0.01 level is 2.59 and at 0.05 level is 1.97.

It is found from the **Table – 2** that the computed value of 't' (4.003) is greater than the critical value of 't' (2.59) for 1 and 318 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the library facility has significant influence on the English achievement of IX class students.

Findings: There is significant influence of management and library facilities at 0.01 level of significance on the English achievement of IX class students.

Conclusions: In the light of the findings, the following conclusions are drawn. Management and library facilities have significant influence on the English achievement of IX class students.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their English achievement of IX class students.

1. Management is highly influenced in English achievement of IX class students. Private school students have better performance than the Government school students. The administrators have to provide extra coaching facilities for Government school students.
2. Library facilities are highly influenced in English achievement of IX class students. Those who are having Library facilities in school performed better in English achievement than those who are not having Library facilities in school, the administrators have to provide a good number of books in libraries for schools.

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