



ORIGINAL RESEARCH PAPER

Education

A STUDY OF ENGLISH ACHIEVEMENT OF IX CLASS STUDENTS WITH GENDER AND LOCALITY

KEY WORDS: Achievement, English, Gender, Locality and IX class students.

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ABSTRACT

English in India is a question of linguistic centralism while the other Indian languages lead to linguistic regionalism. Hence English is a must for us as ours is a multilingual society. The main objective of the present study is to study the influence of gender and locality 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 gender and locality at 0.01 level of significance on the English achievement of IX class students. Girls performed better in English achievement than the boys, the administrators have to provide extra coaching facilities for boys. Urban students performed better in English achievement than the rural students, the administrators have to provide good amenities for rural students.

INTRODUCTION

To develop on par with today's world, we need to learn English, and so we should not give way to political and regional segregation. So the solution is a need of co-existence of English with Indian languages. It is known that English would promote national integration in India.

The academic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute. Academic achievement, as currently is used a fuzzy term that may mean any one of a dozen unspecified things. The sum total of information a student has at his command, when he finishes a course of instructions, the getting of a passing grade in a course regardless of what may lie behind the grade or the score on a test that has 'performance' in its title.

Academic achievement refers to 'identifiable operations' a student is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the students can and does perform at the beginning or at the end of the course. It is incorrect to consider high and low achievement, synonymous with over and under achievement. Under achievement is a fact, not simply an artifact of psychological and educational measurement. An under achiever is one who performs significantly less well in school / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under achievement is that high and low achievement are defined in terms of an absolute standard of performance while over or under achievement involve the discrepancy between predicted and actual achievement.

REVIEW OF LITERATURE

Sudharsan, V and Lakshmi Shanmugam, P. N (2018), Magalingam, A (2019), Geethadevi, Y (2020), Geethadevi, Y and Hemalatha Kalaimathi, D (2020 a) and Sana Hemavathi (2020) reported that gender of individuals do have significant difference on achievement. However, **Ali Imam and Ruchi Srivastav (2015), Manpreet Kaur, Ram Niwas and Rai, V.K (2015) and Sudheer, N (2020)** reported that gender of individuals do not have significant difference on achievement.

Sana Hemavathi and Dayakara Reddy, V (2016),

Geethadevi, Y (2020), Geethadevi, Y and Hemalatha Kalaimathi, D (2020 a) and Sana Hemavathi (2020) reported that locality of individuals do have significant difference on achievement. However, **Panchalingappa (2004), Manpreet Kaur, Ram Niwas and Rai, V.K (2015) and Sudheer, N (2020)** reported that locality 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 gender and locality.

Objective of the Study: To study the impact of gender and locality on the English achievement of IX class students.

Hypotheses of the study

1. There would be no significant impact of 'gender' on the English achievement of IX class students.
2. There would be no significant impact of 'locality' 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 is awarded for each correct answer and the total marks obtained by each student are marked on the right top corner of the sheet.

2. Personal data regarding the student – 1. Name 2. Gender 3. Locality.

Data Collection

The sample for the investigation consisted of 320 IX class students in Kurnool district. The stratified random sampling was 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. After visiting the schools with the permission of the head masters the data was collected. The IX class students who attended to 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. Gender

The relationship of English achievement of IX class students with their gender is studied in the present investigation. On the basis of gender, the students are divided into two groups. Girls form the Group - I and Group - II forms with boys. 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 'gender' 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 gender on the English achievement of IX class students

S. No.	Gender	N	Mean	S.D.	'F' - Test
1.	Girls	160	68.62	18.26	4.567**
2.	Boys	160	64.32	13.59	

** 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' (4.567) 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 gender has significant influence on the English achievement of IX class students.

2. Locality

The relationship of English achievement of IX class students with their locality is studied in the present investigation. On the basis of locality, the students are divided into two groups. Rural students from the Group - I and Group - II forms with urban 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 'locality' 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 locality on the English achievement of IX class students

S. No.	Locality	N	Mean	S.D.	'F' - Test
1.	Rural	160	63.22	13.88	3.985**
2.	Urban	160	67.81	18.37	

** 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' (3.985) 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 locality has significant influence on the English achievement of IX class students.

Findings: There is significant influence of gender and locality 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. Gender and locality 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. Gender is the highly influenced in English achievement of IX class students. Girls have better performance than the boys. The administrators have to provide extra coaching facilities for the boys.

2. Locality is highly influenced in English achievement of IX class students. Urban students have better performance than the rural students. The administrators have to provide good amenities for the rural students.

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