



**ORIGINAL RESEARCH PAPER**

**Education**

**STUDENTS' ACHIEVEMENT AND ATTITUDE TOWARDS ENGLISH WITH REFERENCE TO GENDER, RESIDENCE, AND STREAMS OF STUDY**

**KEY WORDS:** Students; achievement; attitude; English language; gender; residence and stream of study.

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**ABSTRACT**

The current study examined the attitude of the senior secondary students of Tirap district, Arunachal Pradesh, India towards English. It explored a differential analysis to find significant differences in the attitude and achievement levels of these students in relation to variables including gender, residence, and stream of study. 350 senior secondary students were added to the sample for examination. The data collected were analysed and interpreted with the use of mean, standard deviation, and t-test and there were two tools applied in the present study such as, (i) The Attitude Towards English Language Scale (ATELS) developed by Clara Dominique (2016), and (ii) Personal data sheet. The findings of the study indicated a high attitude level towards English among the senior secondary students in the district. Above and beyond, the result revealed no significant difference in the attitude of senior secondary students with respect to gender, residence, and streams of study variables. Besides, no significant difference was observed in the achievement level of these students in relation to the residence variable as against the variables such as gender and streams of study that displayed a significant difference for the same.

**INTRODUCTION**

It is said that attitude affects action more than the knowledge of a person. It tends to largely determine the direction of an individual's behavior. It is called the settled way of thinking and feeling, which plays a dominant role in regulating and determining actions which is also demarcated as a readiness to respond towards/against some values or object. Attitudes are decisive in language development and growth or may also cause decay or destruction. The attitudes are important so much so that the learned or adopted attitudes generally lead to the status and importance of a language in society. Although it may belong to an individual, it stems originally from the collective behavior. Unlike, some other aspects, attitudes are learned predispositions, and not inherited, which are likely to be relatively stable. It tends to persist and vary from favorability to un-favorability. However, these are moved by experience leading it to change sometimes. In a language situation, attitudes are complex constructs as they may turn out to be both positive and negative. Csepo and Nikolov (2002) studied the relationship between Students' Foreign Language Achievement and General Thinking Skills which led to the result of the existence of a close relationship between students' attitudes toward foreign languages and parent education for 6, 8, and 10 grade students. Al-Tamimi and Shuib (2009) revealed students' positive orientation toward the English language. It also indicated that a high number of the students showed their interest in the culture of the English-speaking world as represented by English-language films. Momani's (2009) findings showed that the respondents had neutral positive attitudes toward learning English and a strong correlation between the students' attitudes toward learning English and their performance in reading comprehension was seen. Ba-Udhan (2011) declared through a study that there exists no significant difference between male and female students in terms of their attitudes; both hold positive attitudes towards English and learning English and towards the native speakers of English and their culture. However, Yemeni people realize the importance of speaking English, they tend to discourage people who speak in English among them. It is found that there is a positive correlation between students' attitudes towards learning English and their proficiency in it. The study of Chandrakanthi and Ananthasayanam (2003) found that Socioeconomic status, family environment, and personality traits were identified as significant factors affecting the language skills among the selected engineering students, and the influence of pedagogical factors such as study habits, locus control,

learning approaches, learning styles, and learners' effectiveness significantly influenced the language skills of the students. The current paper was an attempt to study the achievement in English by the senior secondary students of Tirap district in Arunachal Pradesh and their attitude towards English Language concerning certain variables such as gender, residence, and streams of study.

**Objectives Of The Study**

1. To study the attitude of senior secondary students of Tirap district, Arunachal Pradesh towards English.
2. To find out the significant difference in the attitude towards English among the senior secondary students in relation to some variables such as gender, residence, and streams of study.
3. To find out the significant difference in achievement level of senior secondary students in English concerning gender, residence, and streams of study.

**Research Hypotheses**

The hypotheses of the study are as follows:

1. There is no significant difference in the attitude of senior secondary students towards English in relation to variables such as gender, residence, and streams of study.
2. There is no significant difference in the achievement level of senior secondary students in English in relation to variables such as gender, residence, and streams of study.

**Methodology**

The descriptive-normative survey method has been adopted in the present study. All the senior secondary students of Tirap district in Arunachal Pradesh were the population of the study and all three senior secondary schools of Tirap district were covered in the study. With the use of a stratified random sampling technique, a sample of 350 senior secondary students was chosen for examination.

**Measures (Tools)**

The study made use of two tools such are:

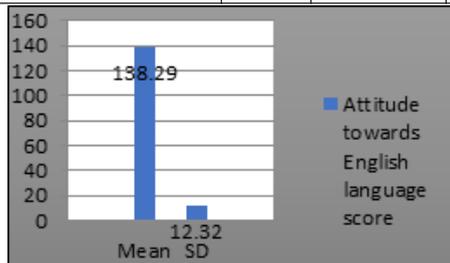
- (i) Attitude towards English Language Scale (ATELS) developed by Clara Dominique (2016)
- (ii) Personal data sheet to obtain the General Information of the respondent including Gender (Male/Female), Residence (Urban/Rural), Stream of study (Arts/Science), and Achievement in English scored in class X under CBSE board examination.

**Statistical Techniques Applied**

The investigators analyzed the data by using statistical techniques like Mean, Standard Deviation, and t-test.

**Table 1. Mean, And Sd Values For The Attitude Of The Senior Secondary Students Of Tirap District, Towards English**

Attitude towards English	N	Mean	SD
	350	138.29	12.32



**Figure 1:** Attitude of the senior secondary students of Tirap district, Arunachal Pradesh towards English Language

**Interpretation:** Table 1 and Figure 1 reveal a high attitude level towards English among the senior secondary students in Tirap district in Arunachal Pradesh. The mean and standard deviation of attitude towards the English Language were found to be 138.29 and 12.32 respectively which was obtained in the range of 101 to 197 whereas the actual range is 0 to 200. The obtained mean of attitude towards English (M=138.29) of the senior secondary students is above the scale average (Scale average = 100.00). Therefore, it is concluded that the attitude towards English Language is high.

**Table 2. Variables with Two Sub-Samples**

Attitude									
Variables	Sub-samples	N	Mean	SD	D	SE <sub>d</sub>	df	t-value	p-value
Gender	Male	145	138.79	11.98	0.8	1.3	348	0.66	>0.05
	Female	205	137.90	12.93	9	3			
Residence	Rural	85	137.43	11.53	1.1	1.4	348	0.77	>0.05
	Urban	265	138.56	12.56	3	5			
Streams of study	Arts	314	137.93	12.53	3.4	1.7	348	1.79	>0.05
	Science	36	141.38	9.91	5	7			

- 0.05: Significant at 0.05 level
- 0.05: Not significant at 0.05 level

**Interpretation:** The obtained t-value was found to be insignificant between male and female senior secondary students of Tirap district with respect to their attitude towards English. Similarly, the variables such as residence and streams of study, showcased no significant difference among these students. Henceforth it is clear that there exists no significant difference in the attitude of the senior secondary students towards English in relation to variables like gender, residence, and streams of study.

**Table 3. Variables with Two Sub-Samples**

Achievement									
Variables	Sub-samples	N	Mean	SD	D	SE <sub>d</sub>	df	t-value	p-value
Gender	Male	145	63.26	15.28	3.2	1.54	348	2.07	<0.05
	Female	205	60.06	12.65					
Residence	Rural	85	62.92	15.08	2.03	1.64	348	1.23	>0.05
	Urban	265	60.89	13.45					
Streams of study	Arts	314	60.60	13.84	7.65	2.18	348	3.50	<0.01
	Science	36	68.25	12.26					

- 0.05: Significant at 0.05 level

- 0.05: Not significant at 0.05 level

**Interpretation:** Table 3 shows a calculated t-value (2.07) greater than the table value (1.96) leading to the rejection of the null hypothesis meaning thereby, there is a significant difference between male and female senior secondary students of Tirap district. With the mean scores of males (63.26) as against the mean scores of females (60.06), it is clear that the male students are higher in their achievement level in English compared to their counterparts. Considering the residence variable, both the groups, urban and rural students display no significant difference in their achievement level. However, a significant difference in the attitude of senior secondary students could be observed with respect to the variable, streams of study. It is clear from the mean score difference that the Science students are higher in their achievement level compared to the Arts- students in the district.

**DISCUSSION AND CONCLUSION**

Language serves a crucial purpose in the education system. As such, English has been functioning as an important agent of learning among students. The present study showcased a high attitude level towards English by the senior secondary students. Tirap is a district of Arunachal Pradesh which is located in a remote area. Despite studying in an interior region, the students performed highly in English. One of the reasons could be the fact that English is the state's official language. In addition, the study also showed that gender, residence, and streams of study showed no significant difference in the attitude of these students. Possibly males and females, students of rural or urban, and Arts or Science in the district schools may enjoy equal opportunities and care in learning, and their attitudes are shaped by the teachers teaching in these schools. Apart from this, no significant difference was observed in the achievement level of these students in relation to the residence variable. Similar to the case of attitude towards English, teachers in the district may have been providing good opportunities to both groups and are effective in teaching, which could be the reason for having no significant difference between the two groups of each variable. However, there was a significant difference in the achievement level of these students based on variables, gender, and streams of study. Such findings could be due to having different learning capabilities and efforts from the students' side, parental care, attitude towards the subject, and so forth.

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