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A Study Of Achievement In English Of Boys & Girls Of Government & Non-government School At Middle Level

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Abstract:"Language in its widest sense means the sum total of such signs of our thoughts and feeling as are capable of external perception as could be produce and repeated at will."

A.H. Gardiner.

Keyword: Achievement ,Non-Government ,Middle Level ,teaching English.

INTRODUCTION:

The history of the language is usually described as covering three stages. Old English up to about 1150, Middle English to about 1500, and then Modern English. The gap between the modern language and old English is now so great that Old English has to be studied as if it were a foreign language.

In India English now exists as a second language and it should be taught as a language and not as a literature. The aim of teaching English in India is to help students to acquire practical command of English i.e. students should be able to understand spoken English, Speak English, read English and write English. Thus these are the basic aims of teaching English.

According to 'Thompson' and 'Wytt' the four specific aims of teaching English at school stages etc.

1.To understand spoken English.
2.To speak English.
3.To understand written English.
4.To write English.

The importance of English as an international language can not be denied by anyone. It is only through English that we can establish social, economic, cultural and political relations with other countries of the world. It opens a wide window for maintaining international relations. If we close this window, we will shut ourselves up in the walls of our nationality. This will certainly bring about downfall, because modern science has reduced the vast dimensions of the globe to size of small village. Under such circumstances we can not ignore, English. We should give Hindi the place of national language. But this never means that English should be completely eradicated from the Indian curriculum.

A child at the middle level faces new challenges with new and growing curriculum. He has various subjects to deal with. He has various queries to solve and amidst these comes the problem of learning and understanding the language.

The Present Problem :

The Teachers are still using the old faulty Translation-cum Grammar method of teaching. The new approaches structural and situational are not popular with our teachers. Till now grammar and composition has occupied an important place in the school curriculum. But they do not know the real principles of language teaching. Teachers waste their time by teaching grammar. Too much emphasis on grammar does not develop the four basic skills of the language learning. So such type of teaching should be abolished and teachers must try to enable the child to speak, read and write English perfectly.

Variables of the Study :

1.Dependent variables
Study of Boys & Girls
2.Independent Variable
Achievement in English.

Hypothesis of the Study :

The present study deals with three hypotheses, which are:

H-1No significant difference between Boys and Girls of Government and Non- Government School students in achievement in English.
H-2No significant difference between Government School Boys and Non- Government School Girls achievement in English.
H-3No significant difference between Government Girls and Non- Government School Boys in achievement in English

Objectives of Study :

This study is an attempt to explore the Achievement in English.

Following specific objectives were kept in view while concluding this investigation.

1.To know the achievement in English among the middle

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class students.
2.To assess the achievement of English in Government and Non-Government school students.
3.To assess the achievement of English in Government and Non-Government boys & girls.
4.To compare Boys and Girls in terms of achievement.

3.3 Methods of Sampling :

The research scholar has used random sampling which means that the population has an equal chance of being chosen. For selecting a representative sample research scholar has identified four schools two Government and two Non-Government which are located in Bhopal.

3.5 Tools and Techniques :

In order to assess the achievement in English on boys and girls of the selected sample the research scholar used the standard tool on Achievement in English prepared by Renu sing(1987-88)

5.4 Delimitation of Study :

1.The study was conducted on 50 boys and 50 girls.
2.The study was conducted on 50 boys and 50 girls.
3.The sample included in the study belongs to age group 12 years.
4.The sample was selected by two Government and two non-Government school of Bhopal.
5.The study is delimited to the achievement of English subject.

3.6 Administration of tools and collection of data :

After selecting and developing the appropriate instrument the task left with the research scholar was to administer the tools.

As per the schedule English achievement test was administrated to students. The students were asked to assemble in the examination hall and were asked to be seated and their description and purpose of test were told to the students. They were also assured that performance in this test will not be disclosed.

The population has an equal chance of being chosen; the selection of any one unit is in no way tied to the selection of any other.

For selecting a representative sample research scholar has identified four schools two Government and two Non. Government which are located in Bhopal. The Principals of these schools were contacted to seek the permission to carry out the present research. Principal of Mahatma Gandhi H.School, (Govt), Mithi Gobindram (Non-Govt) Navnidh Hassomal Lakhani and Jaslok Girls Govt. School granted permission for the same.

For the present study the research scholar has used simple random sampling techniques. To draw a simple random sample a table of random numbers was used.
The research scholar had given all necessary instruction and question paper to students. After question paper, answer sheet was distributed and students were asked to give their identification data on answer that provide to them before writing answer.

Time of 1:00 hour was allotted to students and answer sheet were collected back by research scholar.

3.1 Number of four different schools in shown in the table.

S.No.	No. of Students	Boys	Girls
1.	Mithi Gobindram (Non-Govt)	25	-
2.	Navnidh Hassomal Lakhani	-	25
3.	Jaslok Girls Govt. School	-	25
4.	Mahatma Gandhi H.S. BHEl (Govt)	25	-

In all the four schools there were students in middle class that is 50 boys and 50 girls.

Types of items, number of items and their weightage are as follows:

S.No.	No. of Items	Items	Weightage
1.	Match the column	206	12
2	Make the sentence	104	4
3	Join the sentence	104	4
4	Objectives	06	6
5	Q & A	06	6
6	Sentence	01	10
7	Application	01	10
8	Grammar		8
9	Change the sentence		10
		46	70

3.7 Statistical Techniques used :

The data collected was tabulated both quantitatively and qualitatively. Statistical techniques mean, standard deviation and 't' test were used. The data was also analyzed qualitatively using logical method.

Data Presentation, Analysis and Interpretation :

This part of the study deals with the presentation, analysis and interpretation of data. Since the main objectives of this study is to find the achievement in English. Statistical analysis of data is done by the research scholar in deriving conclusion. The researcher has used standard deviation and t-test for the analysis of the same.

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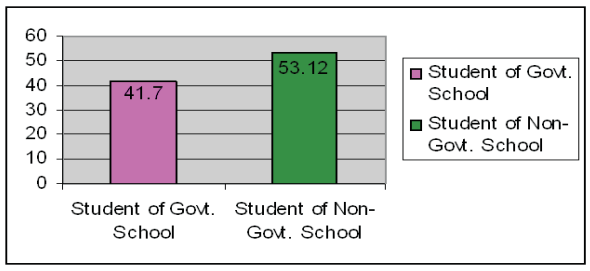
Hypothesis 1
No significant difference between Boys and Girls of Government. and Non- Government School student in Achievement in English.

S.No.	Group	No.	Mean	S.D.	't' test	df	result
1.	Student of Govt. School	50	41.70	5.250	10.318	48	0.05 reject
2.	Student of Non-Govt. School	50	53.12	9.397		48	0.01 reject

Diagrammatic representation

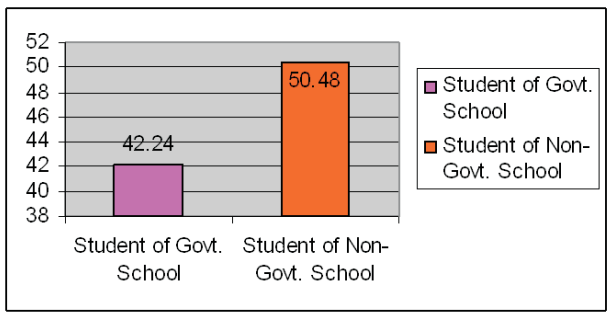


Interpretation :

First hypothesis show that computed value of t is 10.318 and table values were 2.60 at 0.01 level of significance and 2.60 at 0.05 level of significance. As the computed value was very high than table value so hypothesis is rejected. That means that there is significant difference between Boys and Girls of Government and Non-Government School student in Achievement in English.

Hypothesis 2
No significant difference between Government school Boys and Non-Government school Girls in Achievement in English.

S.No.	Group	No.	Mean	S.D.	't' test	df	result
1.	Student of Govt. School	25	42.24	5.030	4.382	23	0.05 2.60 reject
2.	Student of Non-Govt. School	25	50.48	10.711		23	0.01 2.80 reject

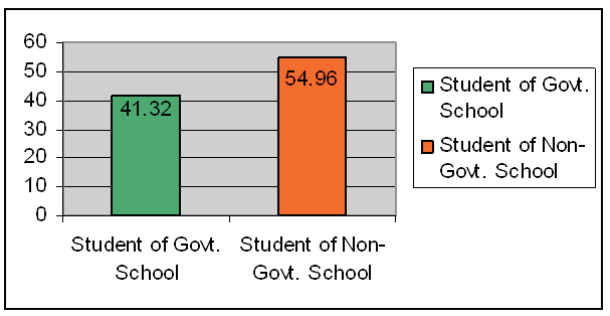


Interpretation :

As computed value of t is 4.382 and table values were 2.80 at 0.01 level of significance and 2.60 at 0.05 level of significance. The computed value is found to be higher than table value so hypothesis is rejected. This indicates that perception of boys and girls about achievement in English are different.

Hypothesis 3
No significant difference between Government school Girls and Non Government school Boys in achievement in English.

S.No.	Group	No.	Mean	S.D.	't' test	df	result
1.	Student of Govt. School	25	41.32	5.423	14.06	23	0.05 2.60 reject
2.	Student of Non-Govt. School	25	54.96	7.202		23	0.01 2.80 reject



Interpretation :

As seen in the above table the 't' value is equal to 14.06 which is very high from the table value of 't' at both levels. Hence this hypothesis is also rejected which means that there is significant difference between Government school Girls and Non Government school Boys in achievement in English.

5.14 Recommendations for Further Research :

In the light of the result of the present study, the problem can be undertaken from various other angles. Some of the recommended areas where investigation can be undertaken.

1.A study of achievement in English can be taken into two different forms of organizations like c.b.s.e. and i.c.s.e. can be taken.
2.Socio economic status, I.Q., Age may be taken under consideration for the achievement.
3.Studies of similar nature can be conducted on any other classes.
4.A comparative study with the variables exclusively boys and girls schools as sample can be undertaken.
5. Study can also be conducted at higher education level.
6. schools from different cities or states can also be studied.

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