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## **Secondary School Student's Attitude towards English Language and Their Academic Achievement in English Language**

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### **Abstract:**

*The aim of the study is to find out secondary school student's attitude towards English Language and their academic achievement in English Language. For this purpose the sample was selected from different secondary schools of Mysore district in Karnataka state. The sample consisted of 50 secondary school students and their previous year's results. A standardised text was administered for data collection. T-test, Standard Deviation and Pearson's correlation were used to analyze the data.*

**Keywords:** *Secondary school student's attitude and their academic achievement in English*

### **1. Introduction**

Education is a process where knowledge, values and skills are transmitted through instructions at individual or an institutional level at large. The concept of education has been perceived uniquely by the people who had diverse requirements to be met. Education aims at making learner capable of becoming responsible productive and useful members of society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school.

Language is a unique creation of man. Man alone is endowed with the power of speech. If we come to know the English language is one of the most communicated languages in present society, because India is multi lingual country. Language plays very important role in education, since it is a social behaviour, so it is for communication and social participation. Language efficiency is also essential for academic success, hence development of language occupy very important position in school curriculum.

### **2. Need and Importance**

English is an important foreign language that has attained the status of link language in various countries of world. It occupies unique position in India and it is used by a large number of people for a variety of purposes and functions. English would serve as a "Window of the world" and would also fulfil important socio-economic needs of the individual, serving as the "Language of Opportunity". English is rich in literature of all kinds, humanistic, technological, scientific, medical, legal etc. It has opened worldwide chances for employment.

### **3. Reviews**

According to Martin Luther King Jr. 1947 "The function of Education is to teach one to think intensively and to think critically". According to Kothari Commission (1964 – 66) "A strong foundation in language will have to be laid at school stage because the world language is growing at a tremendous speed especially in science and technology. India must not only keep up this growth but also make her own significant contribution to it".

Little Wood (2001) in a survey of student attitude towards classroom English learning in eight Asian countries and three European countries was found that most students in all countries question the traditional authority based, transmission mode of learning. They wish to participate actively in exploring knowledge and have positive attitude towards working purposefully, in group, towards common goal.

Dr. Radhakrishnan Commission (1948) observed "If under sentimental urges we should give up English, we should but ourselves off from the living stream of ever growing knowledge. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools, which will admit them either university or to vocation must acquire sufficient mastery of English to give".

Academic achievement is the outcome of education – the extent to which the student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. Academic achievement refers to a student's success in meeting short or long term goals in education. It may

also refer to a person's strong performance in a given academic arena. Academic achievement is important because it prepares students for future career. It also allows students to enter competitive field.

Rao (1965) studied from factors related to scholastic achievement. This study was undertaken to find out the relationship of intelligence, study habits, socio economic status and certain attitudes towards the school with academic achievement. 400 boys were selected for this study. Tools used for the purpose of collecting data were achievement test battery, the CIE group test intelligence, WRENN'S study habit inventory and Kupp Swamy's socio-economic status scale. The following conclusion were drawn about the study ie, independent variable, intelligence, study habits and school attitude were significantly related to the prediction of scholastic achievement. While socio-economic status was not. The multiple correlation co-efficient between achievement and scores of intelligence, study habit and attitude towards school was quiet high.

Satya Prema (1982) has studied the relationship between study habit, study attitude, study orientation and achievement of students. Samples taken were 222 pupils from different education colleges. They were given Brown and Holtzman's SSHA questionnaire and achievement test constructed by the researcher. The findings of the study were

- There was a positive relationship between study attitude and achievement
- There was a positive relationship between study orientation and achievement

#### 4. Objectives of the Study

- To study the rural secondary school male and female students attitude towards English Language learning
- To study the urban secondary school male and female students attitude towards English Language learning
- To study the rural secondary school boys and urban secondary school girls achievement towards English subject

#### 5. Hypothesis of the Study

- There is no significant difference between rural secondary school male and female students attitude towards English Language learning
- There is no significant difference between urban secondary school male and female students attitude towards English Language learning
- There is no significant difference between the rural secondary school boys and urban secondary school girls achievement towards English subject

#### 6. Variables of the Study

- Attitude
- Academic achievement

#### 7. Sample of the Study

The study was carried on a sample of 50 Mysore District secondary school students attitude and their previous class's annual result. The sample was selected using proportionate stratified sampling technique for ensuring the representation of the population.

#### 8. Tools

Tools used for the study are

- Secondary school students attitude towards English Language
- Secondary school students academic achievement

#### 9. Methodology of the Study

The researcher adopted descriptive research survey method. Research design signifies the questions to be investigated the process of sample selection, methods of procedure to be followed and measurements to be obtained and other analysis to be made.

#### 10. Statistical techniques

The data was computerised and analysed for three statistical techniques.

1. Mean
2. t-test

#### 11. Data Analysis

Rural secondary school student's attitude	Sex	N	Mean	Mean difference	S D	Difference	T Value	Significance
	Male	25	110.92	8.16	20.78	2.26	-3.10	0.002 Significant
	Female	25	119.18		18.92			

Table 1: There is no significant difference between rural secondary school male and female student's attitude towards English Language learning

It is evident from Table 1 that t-value for different among the mean of rural secondary school male and female students attitude towards English language learning is significant hence the hypothesis is not accepted and concluded that there is significant difference between secondary school male and female students attitude towards English language learning.

Urban secondary school student's attitude	Sex	N	Mean	Mean difference	S D	Difference	T Value	Significance
	Male	25	113.98	1.08	20.87	1.2	1.91	0.553 Not significant
	Female	25	112.07		19.67			

*Table 2: There is no significant difference between urban secondary school male and female student's attitude towards English Language learning*

It is evident from Table II that t-value for different among the mean of urban secondary school male and female students attitude towards English language learning is not significant hence the hypothesis is accepted and concluded that there is no significant difference between urban secondary school male and female students attitude towards English language learning.

Area	Sex	N	Mean	Difference	S D	Difference
Rural	Boys	50	26.5	8.5	5.5	5.1
Urban	Girls	50	35.0		10.6	

*Table 3: There is no significant difference between the rural secondary school boys and urban secondary school girls achievement towards English subject*

As per Table 3, rural secondary school boys and urban secondary school girls have difference in mean value 8.5 and the difference of S D value is 5.1. Hence the hypothesis is not accepted and concluded that there is significant difference between the rural secondary school boys and urban secondary school girls achievement towards English subject.

## 12. Conclusion

From the present study it is concluded that there is a difference between rural male and female students attitude towards English language learning and in urban secondary school attitude is not affected on English language learning. Rural secondary school boys achievement is lesser than urban secondary school girls achievement towards English.

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