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## Level of Achievement of Higher Secondary School Students in English

N. L. N. Jayanthi, M.A, M.Ed., M.Phil., Ph.D. (English), Ph.D.  
(Education)

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### Abstract

The present study aims at finding out the level of achievement of Higher Secondary School students in English with respect to certain variables. The achievement test constructed and standardized by the investigator was administered to a random sample of 950 Higher Secondary School students studying in different schools of Cuddalore educational district. This study clearly indicates that the Higher Secondary School students' achievement in English is good (High). There is no significant difference in achievement of male and female students. Rural and urban students differ significantly in their achievement in English. Students studying in government and private schools differ significantly in their achievement in English.

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## **Introduction**

According to Thorndike (1913), “an achievement test refers to any test that measures the attainments or accomplishments of an individual after a period of learning and training”. Researchers in India and abroad have tried to find out the correlates of achievement and the quantum of influence of various factors on academic achievement, as it is the prime concern of the students, teachers, parents, administrators and educational researchers. Some of the studies carried out in the field of achievement uniformly showed the influence of certain variables like gender, locality and type of management on achievement. The present study is an attempt study the influence of various factors on academic achievement of students in English.

## **Objectives of the Study**

The study has been undertaken to find out the following

1. To find out the level of achievement in English of the students of standard XI.
2. To find out the whether there is any significant difference in the achievement of male and female students.
3. To find out the whether there is any significant difference in the achievement of rural students and urban students.
4. To find out the whether there is any significant difference in the achievement of students studying in government schools and private schools.

## **Hypotheses of the Study**

In the light of the above objectives the following research hypotheses have been formulated:

1. The level of achievement in English of the XI standard students is low.
2. There is a significant difference in the achievement in English of the male and female students.
3. There is a significant difference in the achievement in English of the rural and urban students.

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4. There is a significant difference in the achievement in English of the students studying in government schools and those studying in private schools.

### **Method of Study**

The normative survey method was used. The achievement test constructed and standardized by the investigator was administered to a random sample of 950 XI standard students studying in different schools of Cuddalore educational district of Tamilnadu. The independent variables taken into consideration for the study were (1) Gender (2) Locality and (3) Type of Management.

### **Statistical Techniques Used**

Descriptive analysis and Discriminative analysis have been used to analyze the data.

### **Descriptive Analysis of the Data**

In order to find out the level of achievement in English of the total population, the investigator has calculated the Mean and Standard Deviation of the achievement scores of the whole sample and they were found to be 34.80 and 8.54. The calculated Mean value i.e. 34.80 is greater than 50% of the highest score in the achievement test i.e.25.00. The above value clearly indicates that the XI Standard student's achievement in English is High.

### **Academic Achievement — High Achievers/ Average Achievers/ Low Achievers**

In order to divide the whole sample into three groups namely, High Achievers ( HA), Average Achievers (AA)and Low Achievers (LA) on the basis of their achievement scores, the investigator assumed normality of distribution of academic

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achievement scores and followed the conventional procedure of using **sigma ( $\sigma$ ) distance**. In order to divide the sample into the above stated three groups, the base line of the normal curve representing the distribution to extend from a distance  $-3\sigma$  to  $+3\sigma$  i.e. over a range of 6, a range of  $2\sigma$  was allotted to each group. The subjects whose achievement in English falls in between  $M-1\sigma$  and  $M+1\sigma$  are classified as average achievers. Those subjects whose achievement scores fall below  $M-1\sigma$  were regarded as low achievers while subjects were above  $M+1\sigma$  were classified as high achievers. Table 1 reveals the number of subjects in each group and their percentage in the sample.

**Table-1**  
**High Achievers /Average Achievers/Low Achievers %**

Group	Method	Whole Sample		Score	Population N	%
		Mean	SD			
High	$M+1\sigma$	46.18	1.41	Above 43	192	20.21
Average	in between scores	35.02	4.68	Between 27 and 43	578	60.84
Low	$M-1\sigma$	21.93	3.72	Less than 27	180	18.95
Total					950	100

Table 2 reveals that the mean scores of high, average and low achievers are 46.18, 35.02 and 21.93 respectively The SD values for these three groups are respectively 1.41, 4.68 and 3.72.

**Table-2**  
**High Achievers /Average Achievers/Low Achievers**

S.No	Groups	N	M	SD
1.	Whole	950	34.80	8.54
2.	High	192	46.18	1.41
3.	Average	578	35.02	4.68
4.	Low	180	21.93	3.72

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## Discriminative Analysis

The investigator applied 't' value to find out the differences if any, between two groups under investigation to arrive at meaningful conclusions.

**Table-3**  
**Comparison of Mean Achievement Scores of Male and Female Students**

S.No.	Sex	Mean	S.D	Mean D	t value	S/NS	Level
1	Male	34.98	9.22	0.31	0.56	NS	0.05
2	Female	34.67	8.02				

In order to find out if there is any significant difference between male and female students in respect of English achievement, t-value is calculated and it is found to be 0.56. The calculated

t- value 0.56 is less than table value (1.96) at 0.05level and it is not significant . Hence there is no significant difference between male and female students achievement in English. So the null hypothesis is accepted.

**Table-4**  
**Comparison of Mean Achievement Scores of Government and Private School Students**

SL.No.	Type	Mean	S.D	Mean D	t value	S/NS	Level
1	Government	34.53	8.68	0.77	1.32	NS	0.05
2	Private	35.30	8.27				

In order to find out if there is any significant difference between Government and Private Higher Secondary School students in respect of English achievement, t-value is calculated and it is found to be 1.32. The calculated t-value 1.32 is less than table value (1.96) at 0.05 level and it is not significant. Hence there is no significant difference between Government and Private School students' achievement in English. So the null hypothesis is accepted.

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**Table-5**  
**Comparison of Mean Achievement Scores of Rural and Urban Students**

S .No.	Type	Mean	S.D	Mean D	t value	S/NS	Level
1	Rural	33.99	8.37	2.75	4.58	S	0.01
2	Urban	36.74	8.65				

In order to find out if there is any significant difference between Rural and Urban students in respect of English achievement, t-value is calculated and it is found to be 4.58. The calculated t-value 4.58 is more than the table value (2.58) at 0.01 level and it is significant. Hence there is significant difference between the rural and urban student's achievement in English. So the null hypothesis is rejected.

### **Conclusion**

1. The level of achievement of students in English is good (high).
2. There is no significant difference in achievement of male and female students.
3. Rural and urban students differ significantly in their achievement in English.
4. .Students studying in government and private schools differ significantly in their achievement in English.

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Mrs. N.L.N.Jayanthi, M.A, M.Ed., M.Phil., Ph.D. (English), Ph.D. (Education)  
Associate Professor  
Department of Education  
Annamalai University  
Annamalainagar 608002  
Tamilnadu  
[jayanthinln@yahoo.com](mailto:jayanthinln@yahoo.com)

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