A study on the Academic Achievement of 8th Grade Students in English Language at Likabali Circle of Lower Siang District of Arunachal Pradesh

[1*]Mr. Dwijen Sarmah, [2]Mrs. Jyotshna Borah

[1*]Associate Professor, Dept. of Education, Nowboicha College, Assam, India

*Email id: ** djsarmah73gmail.com

[2]Ex-Student, Dept. of Education, Rajiv Gandhi University, Itanagar, Arunachal Pradesh, India

Abstract: **English is not only use as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide. It is clearly present when a lot of people in a country speak English as the first language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa and others. The expansion of the English language has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds. The major objectives of this study were (i) To study the academic achievement of 8th-grade students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh; (ii) To find out the significant difference in academic achievement among 8th-grade students in the English language in relation to their gender; and (iii) To find out significant difference in academic achievement among 8th-grade students in the English language in relation to their locality. In this study the investigators used descriptive Survey method of educational research in order to find out the academic achievement of 8th-grade students in English at Likabali Circle of Lower Siang District of Arunachal Pradesh. The researcher found that the performance of 8th grade students of Likabali Circle of Lower Siang District of Arunachal Pradesh in English language is poor. The average performance of the students is below 50% in English language.**

Keywords: **Academic Achievement, English Language, Likabali, Lower Siang and Arunachal Pradesh.**

1. INTRODUCTION

The development of a Country depends on the education of its people. Education is a process, which contributes towards development. It facilitates learning, and the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

The chief concern of education is to bring about all-round development of the individuals to achieve its goal. As a result of it, the whole education system focuses its attention on measures to improve Academic Achievement of learners, techniques of emulating Personality Traits of students to shape their Personality, organizing Personality Development programs, Teacher Effectiveness, School Improvement Programs, Evaluation System, Feedback programs of various kinds,... etc.

2. CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations 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 may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance". Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Mehta K.K. (1969) defined academic achievement as "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place". The learning outcome changes the behaviour pattern of the student through different subjects. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, the academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates.

3. RATIONAL OF THE STUDY

The academic achievement is considered a significant measure of success in life. Within the framework of this assertion, researchers and Educational psychologist have defined academic achievement as the desire of their children in order to climb ladder of performance to high as possible. The desire for a high academic achievement put lots of pressure on students, teachers, schools and general educational system itself**.** The present study has been designed to study the academic achievement of the 8th-grade students of the English subject. The formal system of education has its own hierarchy based on the achievement to attained ability or degree of competence in school task, usually measured by the standardized test and expressed in term of age or grade, units based or norms derived from a wide sampling of pupil's performances.   So many studies has been conducted on the academic achievements of the students by Dewal, O.S. (1974), Balasubramanian, P. and Sivakumar, R. (2003), Attah, R.F. & Ita, P.M. (2017), Gemora, R.B. & Arellano, N.A. (2016), Ghosh, A. (2017), Halder, U. K. (2018). Though many studies have been conducted in India and abroad on academic achievement, but no such study has been conducted by any of the researcher of Lower Siang District of Arunachal Pradesh. So, taking into consideration of the background of this area and interest of the researcher, he has made keen interest to study on the Academic Achievement of 8th Grade Students in English Language at Likabali Circle of Lower Siang District of Arunachal Pradesh. The statement of the problem is stated as under.

Statement of the Problem

A study on the Academic Achievement of 8th Grade Students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh

Objectives of the Study

The objectives of the study were:

i. To study the academic achievement of 8th-grade students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh

ii. To find out the significant difference in academic achievement among 8th-grade students in the English language in relation to their gender.

iii. To find out significant difference in academic achievement among 8th-grade students in the English language in relation to their locality.

Hypotheses of the Study

In view of the above objectives of the study, the investigator formulated the following hypotheses.

i. There is no significant difference in academic achievement among 8th-grade students in the English language in relation to gender.

ii. There is no significant difference in academic achievement among 8th-grade students in the English language in relation to locality.

4. METHODOLOGY

In this present study, the investigators applied ***Descriptive Survey method of Educational Research*** in order to find out and compare the academic achievement among 8th-grade students in the English language.

❖ **Population**

The target population of the present study consisted of Male-Female Teachers of Secondary Schools of Lakhimpur District of Assam during the session 2017-2018.

❖ **Sample**

Sampling is the process of selecting a small number of individuals and units in order to find out the information or data something from the entire population or the universe. It is a small representation of population which is proportional in nature just like a mirror or replica which reflects about entire population drawn from the same constituent population for a Research study, which the researcher decides the sample frame of population on random selection basis he or she can do by preparing an outline on the basis of different variables used for the study. So far the sampling procedure is concerned the investigator used the Stratified Random sampling procedure for collection of data which was consisted of 150 8th grade students from 2 government and 3 private Secondary Schools of Lower Siang District of Arunachal Pradesh. The sample was also concluded 150 8th grade students studying in the Secondary Schools of Lower Siang District of Arunachal Pradesh.

List of Schools Selected by the Researcher for Data Collection from Lower Siang District of Arunachal Pradesh

Sl No.	Name of School	Type of Management	Sample
1	Govt. Secondary School, Liru, Likabali	Government	50
2	Govt. Secondary School, Lipu, Likabali	Government	47
3	Poi Vidya Niketan School, Likabali	Private	21
4	Karmi Abotai Bidya Niketan	Private	14
5	New Life Mission School, Likabali	Private	18
Total			150

Tools Used in the Study

The selection of any Tools in any place of Research study may be considered as a significant part of the study and depends upon the data and the data depend upon the accuracy of the tools through the establishment of validity and estimation of reliability as the characteristics of good tools of Evaluation. Therefore, the investigator of the present study used a self- developed Data Capturing Format (DCF) to collect the data from the representative sample of 8th-grade secondary schools of Lower Siang District of Arunachal Pradesh.

Administration of Tools

To administer the tool and collect the data, the investigator firstly took permission from the DEO (District Education Officer) by writing a later formally. After getting permission from the DEO, the investigator also took permission from the principal of respective schools. After completion of all the formalities, the investigator recorded the required data in the appropriate place of DCF with utmost care. After completion of the field study, the investigator completed the scoring work.

Statistical techniques used

The investigators used inferential statistics as 't' test, simple % and pie chart for graphical representation in order to analyze and interpret the result for the purpose of the study

Major Findings of the Study

Variable wise estimation on the academic achievement of 8th-grade students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh and the major findings of the study has been stated under.

Objective-l: To study the academic achievement of 8th-grade students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh

Table-4.1.1: Showing the Academic performance of the 8th Grade Learners in the English Language in Likabali Circle of Lower Siang District of Arunachal Pradesh.

Range of Marks	No. of students in Percentage
81-100	0.67%
61-80	12%
41-60	32.67
21-40	34%
1-20	20.66%
Total	**100%**
Average Score	**37.74%**

Figure -1: Summary of Academic Achievement of 8th-Grade Students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh.
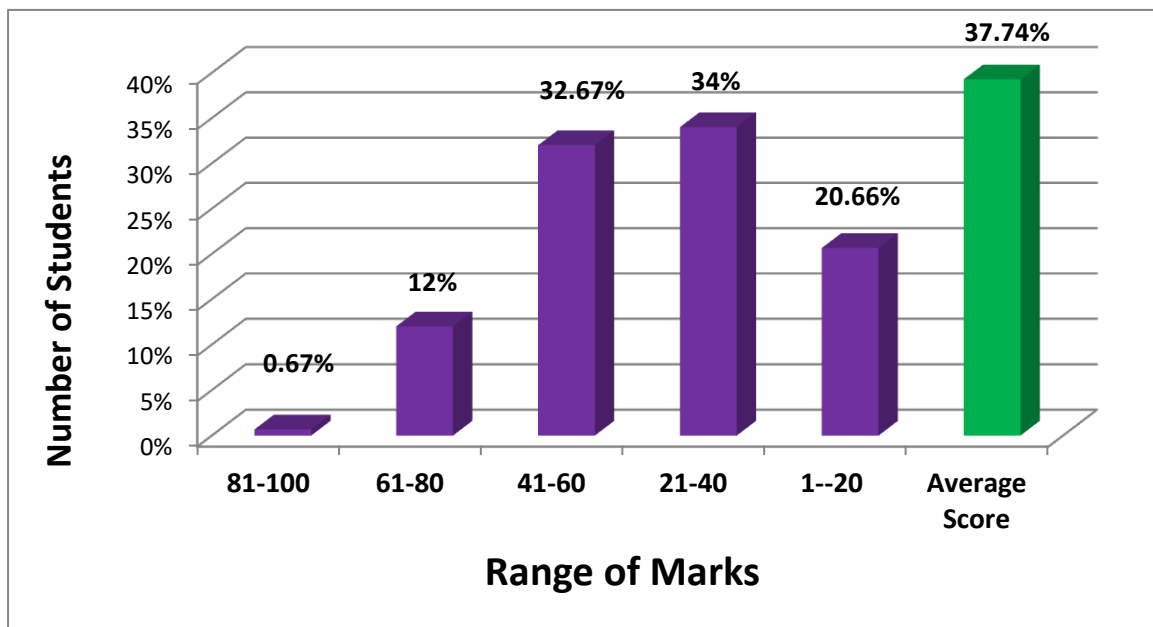
Interpretation: Table- 1 and Diagram no.-1 reveals that the average score of 8th-grade learners in English of Likabali Circle of Lower Siang District of Arunachal Pradesh was 39.28 which is quite low. The above table and diagram also depicts that only 0.67% of students' performance lies in between 81-100 marks, 12% of students' performance lies in between 61-80 marks, 32.67% of students' performance lies in between 41-60 marks, 34% of students' performance lies in between 21-40 marks and 20.66% of students' performance lies in between 1-20 marks only. From this, it can be clearly understood that in Likabali Circle the performance 8th-grade learners' in English is poor in comparision to the performance of other States of India.

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Objective- 2: To find out significant difference in academic achievement among 8th-grade learners in the English language in relation to gender.
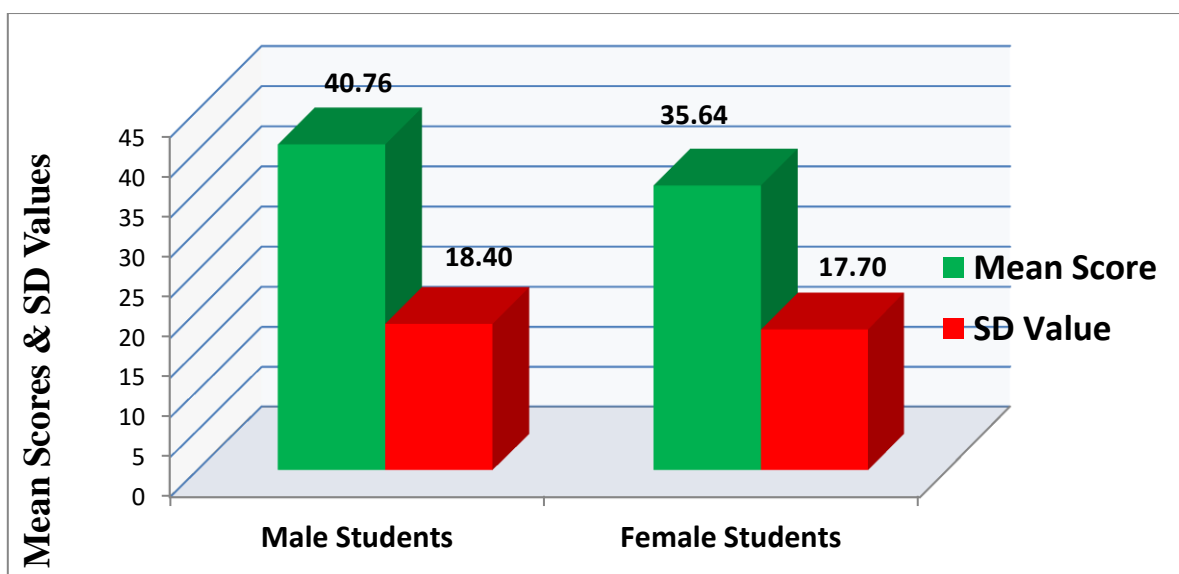
Hypothesis- 1: There is no significant difference in academic achievement among 8th-grade learners in the English language in relation to gender.

Table- 2: Summary of Mean scores, SD values, SE_D and 't' values of Male and Female 8th Grade Learners in English Language in Likabali Circle of Lower Siang District of Arunachal Pradesh

Group	N	Mean	SD	D	SE_D	Computed 't' value	Criterion 't' value	Remark
Male Students	78	40.76	18.76	4.76	2.95	1.61	1.98 At 0.05 level of significance	Not significant p < 2.01
Female Students	72	35.64	17.70					

Interpretation: The above table no. 2 indicates that the computed 't' value came out to be (1.61) which is smaller than (<) the criterion 't' value (1.98) at 0.05 level of significance for df 148. As the computed 't' value 1.61 is not significant at 0.05 level, therefore, the null hypothesis (Ho-1) the gets accepted. From this, it can clearly be understood that truly there is no significant difference between the Male and Female 8th-grade Secondary School students of Likabali Circle of Lower Siang District of Arunachal Pradesh on their academic performance on the English language. It signifies that both the Male and Female 8th-grade students of Likabali Circle of Lower Siang District of Arunachal Pradesh had equal academic performance in the English language. But by looking at the Mean scores of both the Male and Female 8th-grade Secondary School students which seems to be that the mean score of male 8th-grade students (40.76) is a bit higher than the mean score of female 8th-grade students (35.64) (shown in the diagram no-4.2.2). Though statistically there is no significant difference between the Male and Female students on their academic performance in English language, but as per the mean scores are concerned it reveals that the male 8th grade Secondary School students of Likabali Circle of Lower Siang District of Arunachal Pradesh to some extent are having better academic performance in English language in comparison to their Counterparts. This difference exists because of the chance factors only. The result reveals that the male and female students have same academic performance in the English language may be because of the same environment prevails for both male and female 8th-grade learners under the same roof of classroom and the teaching-learning.

Diagram-2: Showing the Mean Scores and SD Values of Academic Performance in the English Language of 8th Grade Learners in the English Language in Likabali Circle of Lower Siang District of Arunachal Pradesh

Objective- 3: To find out the significant difference in academic achievement among 8th-grade learners in the English language in relation to locality.

Hypothesis- 2: There is no significant difference in academic achievement among 8th-grade learners in the English language in relation to locality.

Table- 3: Summary of Mean scores, SD values, SE_D and 't' values of Rural and Urban 8th Grade Learners in English Language in Likabali Circle of Lower Siang District of Arunachal Pradesh

Group	N	Mean	SD	D	SE_D	Computed 't' value	Criterion 't' value	Remark
Rural Students	65	35.65	15.10	4.67	2.70	1.73	1.98 At 0.05 level of significance	Not significant p < 2.01
Urban Students	85	40.32	17.90					

Interpretation: The above table no. 3 indicates that the computed 't' value came out to be (1.73) which is smaller than (<) the criterion 't' value (1.98) at 0.05 level of significance for df 148. As the computed 't' value 1.73 is not significant at 0.05 level, therefore the formulated hypothesis (Ho-2) **"**There is no significant difference in academic achievement among 8th-grade learners in the English language in relation to locality'' gets accepted. From this, it is clearly comprehended that truly there is no significant difference between the rural and urban 8th grade Secondary School students of Likabali Circle of Lower Siang District of Arunachal Pradesh on their academic performance on the English language. It signifies that both the rural and urban 8th-grade students of Likabali Circle of Lower Siang District of Arunachal Pradesh had equal academic performance on the English language. But by looking at the Mean scores of both the rural and urban 8th grade Secondary School students which seems that the mean score of urban 8th-grade students i.e. 40.32 is slightly higher than the mean score of rural 8th-grade students i.e. 36.65 (shown in the diagram no-4.1.3). Though statistically there is no significant difference between the rural and urban students on their academic performance in English language, but as per the mean scores are concerned it reveals that the rural 8th grade Secondary School students in Likabali Circle of Lower Siang District of Arunachal Pradesh to some extent are having better academic performance in English language in comparison to the rural-based students. This difference exists because of the chance factors or errors in measurement. The result reveals that the rural and urban students have same academic performance in the English language that may be because of the same environment prevails for both male and female 8th-grade learners under the same roof of class-room and the teaching-learning.

Diagram-3: Showing the Mean Scores and SD Values of Academic Performance in the English Language of 8th Grade Learners in the English Language in Likabali Circle of Lower Siang District of Arunachal Pradesh in relation to Settlement
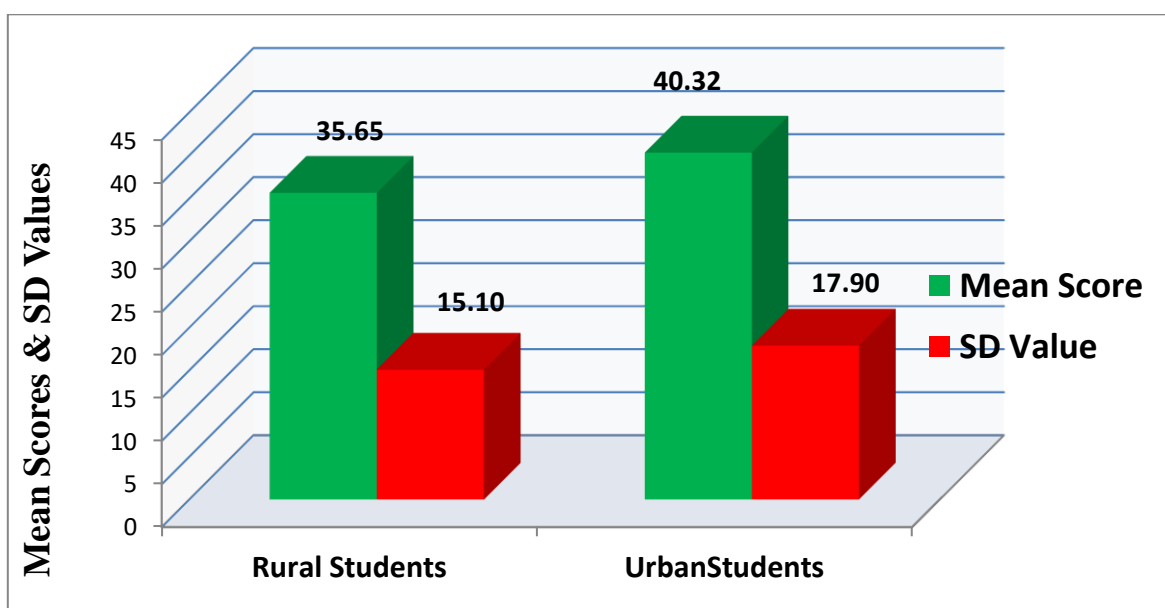
5. DISCUSSION OF THE RESULT

An Examination to the above Analysis and Findings of the study relating to the *Academic Achievement of 8th Grade Students in English of Likabali Circle of Lower Siang District of Arunachal Pradesh*, it reveals that the average score 8th grade learners in English of Lower Siang District of Arunachal Pradesh is quite low i.e. 37.74 which is very low and below 50% as well. Therefore, this result conveys the massage to the public and the administration that, the students are not performing well in English subject that may be because of inadequate teachers of English language, inadequate facilities and instructional media/materials, teachers' attitude toward innovation and use of instructional media, negative attitude of students toward learning English language and improper use of methods of teaching by teachers.

Further, the investigator investigated the Academic performance of 8th grade Student in English of Likabali Circle pertaining to Gender and Location. From this analysis, it can be indicated here that the Academic performance 8th grade Student in English of Likabali Circle of Lower Siang District of Arunachal Pradesh do not differ significantly in terms of academic performance in English language with respect to Gender and location . This result implies that the male and female, rural and urban 8th grade Student of Likabali Circle of Lower Siang District do not differ significantly in terms of their academic performance in English language. There is no significant difference found in relation to gender and location variable because the students are studying in the same school environment as well as the same kind of teaching strategies prevailed in the school of Likabali Circle of Lower Siang District of Arunachal Pradesh

6. CONCLUSION

Academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations 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 has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. The researcher conducted the study on the academic achievement of 8th grade learners in English language. From this study the researcher can conclude that the performance of 8th grade students of Likabali Circle of Lower Siang District of Arunachal Pradesh in English language is poor. The average performance of the students is below 50% in English language. Therefore, the researcher suggests Educational planners and administrators to take efforts to make change in the organizational set up to eradicate the causes of poor academic achievement. The teachers can also keep constant vigil on the parents' behaviour and can rectify their declining attention towards their children.

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