"A Study On The Causes For Low Achievement In English Language At +2 Level Students In Warangal District".

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Introduction

Though the status, the precise role and the function of the English language has changed since independence, it has retained a place of its own in the educational system and official structure of India. It has thus to its credit the recognizable national importance, like individuals, exchange ideas and there by profit themselves. A living language, like English ensure wider view of the world the **Radhakrishnan Commission**. English is the 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. A sense of the world is in the making and control over a medium.

The teaching of English language at +2 level

The academic importance of the **"+2"stage**, for the first time, was recognized by the **"university education commission (1948)"**, popularly known as "Radhakrishnan commission" and it recommended for the vocationalization of the studies at this stage. A few years after the commission had made its recommendations, the first year of the existing two year +2 course was attached to the high school. This was called 'multipurpose' system. The remaining year of the old 2 years three years duration.

The importance of +2 level stage

The two year **"+2 course"** plays an important role both as a terminal as well as well as a preparatory course in the academic life of a student. As a terminal course, it was to provide specific vocational courses. The important objective of vocational education is to prepare the student for the proper vocation in life by enabling him to complete the course.

This programme was also aimed at generating self employment potential and thereby reducing pressure on higher education**.** The two year **"+2"** course was also conceived as a preparatory course.

Academic achievement

The word **"academic achievement"** is very broad term which indicates generally the learning outcomes of the **student's** learning. It requires a series of planned and organized experiences and hence learning is called a process of achievement**.**

Causes for low achievement in English

The main goal of all formally organized instruction is to enable the learners to achieve pre-determined goals(or)changes in behavior. It follows, therefore, that formulation of the objectives to be realized, preparation of teaching materials and teaching methods.

Which reflect the said objectives and measurement of progress and achievement of learning outcomes through evaluation become the main factors that lead to the successful learning process Lack of **co-ordination** among these would make the entire teaching and learning process.

Under achievement some causes

Following are some of the major causes that may result in under achievement. A typical **English language** class room at **"+2"** level. Consists of 80 to 100 students and almost all of them are first generation learners. As they come from poor social and economic background.

Statement of the problem

"A Study on the Causes for Low Achievement in English Language At +2 Level Students in Warangal District".

Need of the study

The main aim of the formally organized instruction is to make the learners reach the set goals. Lack of **co-ordination** among the different aspects like objectives, teaching materials, method and faculty examination pattern leads to low achievement. So, this investigator has felt the need to find out the reasons and various factors that lead to under achievement (or) low achievement.

Objectives of the study

1. To study the opinion of +2 level students on their interest in learning English subject, read magazines, reading English books w.r.to variables.

2. To study the opinion of +2 level students on their opinion on afraid of English, get less mark, classroom interaction w.r.to variables.

3. To study the opinion of +2 level students on their opinion on parents attend parents teaching attending meeting, parent provide English tutor, co-curricular activities, proper ventilation w.r.to variables..

4. To study the opinion of +2 level students on their opinion on clarify doubts in English, write a letter give a seminar w.r.to variables.

5. To study the opinion of +2 level students on their opinion on lecturer given any project, lecturers teach English grammar, read English novels w.r.to the variables.

6. To study the opinion of +2 level students on their opinion on lecturer give you in developing skills, teacher write every important meaning, explanation, got appreciation from your parents w.r.to variables.

Hypothesis of the study

Hypothesis-1 There is no significant difference between the opinion of +2 level students towards English w.r.to the variables.

Hypothesis-2 There is no significant difference between the opinion of +2 level students towards spends much time in reading English books w.r.to the variables.

Hypothesis-3 There is no significant difference between the opinion of +2 level students towards afraid of studying English as a subject w.r.to the variables.

Hypothesis-4 There is no significant difference between the opinion of +2 level students towards get less marks in English than in other subject w.r.to the variables.

Hypothesis-5 There is no significant difference between the opinion of +2 level students towards parents provide English tutor at home w.r.to the variables.

Hypothesis-6 There is no significant difference between the opinion of +2 level students towards any co-curricular activities in your college w.r.to the variables.

Hypothesis-7 There is no significant difference between the opinion of +2 level students towards give a seminar in English w.r.to the variables.

Hypothesis-8 There is no significant difference between the opinion of +2 level students towards lecturer given any project in English w.r.to the variables.

Hypothesis-9 There is no significant difference between the opinion of +2 level students towards lecturer teach English grammar w.r.to the variables.

Limitations of the study

This study is confined only to "+2" level students.

In this study the samples are drawn from the gender, locality, and medium.

The study has been limited to the private colleges of Warangal district only.

The study has been limited to the causes for low achievement in English

Language.

Method used for the study

There are different methods of educational research that are commonly used in the field, the difference in the methodology largely due to the difference in purpose of approach. The investigator has selected the **survey method**.

The method of research which was concern itself with the present phenomenon in terms of conditions, practice, belief, processes relationship or trends is variously turned as **normative survey.**

Data Analysis and Interpretation

Hypothesis–1 There is no significant difference between the opinion of +2 level students towards English w.r.to the variables.

TABLE.1

		YES	NO	TOTAL	χ^2 VALUE	L.O.S.
Whole sample		90	10	100	64.00	S(0.01)
Variable	Category					
Gender	Boys	40	05	50	0.112	NS(0.05)
	Girls	50	05	50		
Locality	Rural	41	09	50	7.11	S(0.01)
	Urban	49	01	50		
Medium	English	56	04	60	1.85	NS(0.05)
	Telugu	34	06	40		

Interpretation

Table 1. Shows that the calculated χ2 value 64.00 for whole sample is greater than the table value 6.64 at 0.01 level. Hence there is significant difference between the opinions of +2 level students towards English subject .Hence null hypothesis is rejected.

Calculated χ2 value 7.11 for variable locality is greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards English subject w.r.to locality. Hence null hypothesis is rejected.

Calculated χ2 values 0.1122, 1.85 for variables gender, medium respectively are less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards English subject w.r.to gender, medium. Hence null hypothesis is accepted.

Hypothesis–2 There is no significant difference between the opinion of +2 level students towards spend much time in reading English books w.r.to the variables.

TABLE. 2

		YES	NO	TOTAL	χ^2 VALUE	L.O.S.
Whole sample		51	49	100	0.04	NS(0.05)
Variable	Category					
Gender	Boys	28	22	50	1.004	NS(0.05)
	Girls	23	27	50		
Locality	Rural	24	26	50	0.3601	NS(0.05)
	Urban	27	23	50		
Medium	English	41	19	60	10.39	S(0.01)
	Telugu	10	30	40		

Interpretation

Table 2 shows that the calculated χ2 value 0.04 for whole sample is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards spend much time in reading English books. Hence null hypothesis is accepted.

Calculated χ2 value 1.004, 0.3601 for variables gender, locality is less than the table value 3.84 at 0.05 level. Hence there no is a significant difference between the opinions of +2 level students towards spend much time in reading English books w.r.to gender, locality. Hence null hypothesis is accepted.

Calculated χ2 values 10.93 for variable medium is greater than the table value 6.64 at 0.01 level. Hence there is significant difference between the opinions of +2 level students towards spend much time in reading English books w.r.to medium. Hence null hypothesis is rejected.

Hypothesis–3 There is no significant difference between the opinion of +2 level students towards afraid of studying English as a subject w.r.to the variables.

TABLE .3

		YES	NO	TOTAL	χ^2 VALUE	L.O.S.
Whole sample		56	44	100	1.44	NS(0.05)
Variable	Category					
Gender	Boys	23	27	50	4.058	S(0.05)
	Girls	33	17	50		
Locality	Rural	40	10	50	23.376	S(0.01)
	Urban	16	34	50		
Medium	English	25	35	60	22.506	S(0.01)
	Telugu	31	09	40		

Interpretation

Table 3 shows that the calculated χ2 value 1.44 for whole sample is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards afraid of studying English as a subject. Hence null hypothesis is accepted.

Calculated χ2 value 4.058 for variables gender is greater than the table value 3.84 at 0.05 level. Hence there is a significant difference between the opinions of +2 level students towards afraid of studying English as a subject w.r.to gender. Hence null hypothesis is rejected.

Calculated χ2 values 23.376, 12.506 for variables locality, medium respectively are greater than the table value 6.64 at 0.01 level. Hence there is significant difference between the opinions of +2 level students towards afraid of studying English as a subject w.r.to locality, medium. Hence null hypothesis is rejected.

Hypothesis–4 There is no significant difference between the opinion of +2 level students towards get less marks in English than in other subject w.r.to the variables.

TABLE. 4

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		64	34	100	7.84	S(0.01)
Variable	Category					
Gender	Boys	22	28	50	17.361	S(0.01)
	Girls	42	08	50		
Locality	Rural	35	15	50	1.5625	NS(0.05)
	Urban	29	21	50		
Medium	English	34	26	60	3.501	NS(0.05)
	Telugu	30	10	40		

Interpretation

Table 4. Shows that the calculated χ2 value 7.84 for whole sample is greater than the table value 6.64 at 0.01 level. Hence there is significant difference between the opinions of +2 level students towards get less marks in English than in other subject. Hence null hypothesis is rejected.

Calculated χ2 value 17.361 for variables gender is greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards get less marks in English than in other subject w.r.to gender. Hence null hypothesis is rejected.

Calculated χ2 values 1.5625, 3.501 for variables locality, medium respectively are less than the table value 3.84

at 0.05 level. Hence there is significant difference between the opinions of +2 level students towards get less marks in English than in other subject w.r.to locality, medium. Hence null hypothesis is accepted.

Hypothesis–5 There is no significant difference between the opinion of +2 level students towards parents provide English tutor at home w.r.to the variables.

TABLE .5

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		49	51	100	0.04	NS(0.05)
Variable	Category					
Gender	Boys	37	13	50	17.571	S(0.01)
	Girls	42	08	50		
Locality	Rural	35	15	50	0.36	NS(0.05)
	Urban	29	21	50		
Medium	English	34	26	60	9.63	S(0.01)
	Telugu	30	10	40		

Interpretation

Table 5 shows that the calculated χ2 value 0.04 for whole sample is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards parents provide English tutor at home. Hence null hypothesis is accepted.

Calculated χ2 values 17.571, 9.63 for variables respectively gender, medium are greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards parents provide English tutor at home w.r.to gender, medium. Hence null hypothesis is rejected.

Calculated χ2 value 0.36 variable locality is less than the table value at 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards parents provide English tutor at home w.r.to locality. Hence null hypothesis is accepted.

Hypothesis–6 There is no significant difference between the opinion of +2 level students towards any co-curricular activities in your college w.r.to the variables.

TABLE .6

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		64	36	100	7.84	S(0.01)
Variable	Category					
Gender	Boys	40	10	50	11.11	S(0.01)
	Girls	24	26	50		
Locality	Rural	33	17	50	0.1736	NS(0.05)
	Urban	31	19	50		
Medium	English	28	32	60	19.56	S(0.01)
	Telugu	36	04	40		

Interpretation

Table 6 shows that the calculated χ2 value 7.84 for whole sample is greater than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards any co-curricular activities in your college. Hence null hypothesis is accepted.

Calculated χ2 values 11.11, 19.56 for variables respectively gender, medium are greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards any co-curricular activities in your college w.r.to gender, medium. Hence null hypothesis is rejected.

Calculated χ2 value 0.1736 for variable locality is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards any co-curricular activities in your college w.r.to locality. Hence null hypothesis is accepted.

Hypothesis–7 There is no significant difference between the opinion of +2 level students towards give a seminar in English w.r.to the variables.

TABLE .7

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		61	39	100	4.84	S(0.05)
Variable	Category					
Gender	Boys	30	20	50	0.042	NS(0.05)
	Girls	31	19	50		
Locality	Rural	32	18	50	0.378	NS(0.05)
	Urban	29	21	50		
Medium	English	37	23	60	0.085	NS(0.01)
	Telugu	24	16	40		

Interpretation

Table .7 shows that the calculated χ2 value 4.84 for whole sample is less than the table value 3.84 at 0.05 level.

Hence there is no significant difference between the opinions of +2 level students towards give a seminar in English. Hence null hypothesis is accepted.

Calculated χ2 values 0.042, 0.378, 0.085 for variables gender, locality, and medium are less than the table value 3.84 at 0.05 level. Hence there is a significant difference between the opinions of +2 level students towards give a seminar in English w.r.to gender, locality, and medium. Hence null hypothesis is accepted.

Hypothesis–8 There is no significant difference between the opinion of +2 level students towards lecturer given any project in English w.r.to the variables.

TABLE .8

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		54	46	100	0.64	NS(0.05)
Variable	Category					
Gender	Boys	20	30	50	7.89	S(0.01)
	Girls	34	16	50		
Locality	Rural	24	26	50	1.449	NS(0.05)
	Urban	30	20	50		
Medium	English	39	21	60	7.306	S(0.01)
	Telugu	15	25	40		

Interpretation

Table .8 shows that the calculated χ2 value 0.64 for whole sample is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards lecturer given any project in English. Hence null hypothesis is accepted.

Calculated χ2 value 7.89, 7.306 for variables gender, medium respectively is greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards lecturer given any project in English w.r.to gender, medium. Hence null hypothesis is rejected.

Calculated χ2 values 1.449 for variable locality is greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards lecturer given any project in English w.r.to locality. Hence null hypothesis is rejected.

Hypothesis–9 There is no significant difference between the opinion of +2 level students towards lecturer teach English grammar w.r.to the variables.

TABLE .9

		YES	NO	TOTAL	χ^2 VALUE	L.O.S
Whole sample		62	38	100	5.76	S(0.05)
Variable	Category					
Gender	Boys	20	30	50	4.841	NS(0.05)
	Girls	31	19	50		
Locality	Rural	34	16	50	11.56	NS(0.05)
	Urban	17	33	50		
Medium	English	41	19	60	18.03	S(0.01)
	Telugu	10	30	40		

Interpretation

Table 9 shows that the calculated $\chi 2$ value 5.76 for whole sample is less than the table value 3.84 at 0.05 level. Hence there is no significant difference between the opinions of +2 level students towards lecturer teach English grammar. Hence null hypothesis is accepted.

Calculated $\chi 2$ values 0.679, 1.528 for variables gender, locality respectively are less than the table value 3.84 at 0.05 level. Hence there is a significant difference between the opinions of +2 level students towards lecturer teach English grammar w.r.to gender, locality. Hence null hypothesis is accepted.

Calculated $\chi 2$ values 12.183 for variable respectively medium is greater than the table value 6.64 at 0.01 level. Hence there is a significant difference between the opinions of +2 level students towards lecturer teach English grammar w.r.to medium. Hence null hypothesis is rejected.

Suggestions for further study

A study may be conducted on the opinions of the junior lecturers on the factors that influence low achievement in English language.

The use of latest methods in English language by the junior lecturers also can be made as a study.

A research may be conducted on the proper use of language skill by the junior lecturers in the classroom to develop English language among the students.

An investigation may be conducted on the availability of the English language laboratories in junior colleges.

A study may also be taken up on the suitability of the curriculum in developing English language

proficiency among the intermediate students.

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