



Effectiveness of perceptions on English Achievement Test and Achievement of Class XI students

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1. Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity.

Human beings are social animals, who always have the thirst of eagerness to know things in and around. To satisfy the thirst of eagerness interaction and communication are necessary and to fulfill this purpose language plays an important role in the life of mankind. Without language human beings are unthinkable. It promotes our thoughts, mediates our relations with others and even creeps in our dreams. It plays an important part in unifying a vast and complex world. Without it, society as we now know would be impossible. The overwhelming buck of human knowledge is stored and transmitted in language. Language learning requires active participation of learners. Whatever is learnt needs constant practice and use for consolidation of knowledge. **Hutchison and Waters (1987)** pertinently point out, "learning a language is not just a mental process but a process of negotiation between individuals and society".

English has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. It has been described as a pipeline for the stream learning. The **NCERT (1966)** observed, "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up English we could out ourselves off from the living stream of ever growing knowledge. **Education Commission (1964-1966)** as rightly stressed that English would play a vital role in higher education as an important library language. The Commission has said that no student should be considered as qualified for a degree, in particular Master's degree, unless he has acquired a reasonable proficiency in English.

2. Objectives of the Study

1. To Construct and try-out of perceptions on English Achievement Test scale for students of Class XI.
2. To Construct and try-out of English Language Achievement for students of Class XI.
3. To study the effectiveness of English Language Achievement for students of Class XI with reference to gender, habitat, types of Socio-Economic status and level of intelligence.
4. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on English of students having low Intelligence.
5. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on English of students having moderate Intelligence.
6. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise, Gender-wise, intelligence-wise and its interaction on Achievement Score on English.

3. Operational Definitions

3.1 English Language Achievement

By English Language Achievement, the investigator means, how far Class XI students have reached the expected level of achievement of the pre-defined skills namely listening, speaking, reading, writing, grammar, vocabulary and comprehension assessed through appropriate tests.

4. Delimitations

The present investigation has the following delimitations:

1. This study is delimited to English Achievement Test and home environment only.
2. The Study is delimited to government schools and private school only.
3. For collection of data regarding English language achievement, the investigator will construct and administer a tool considering the components like chapter and class of XI of H.S.School of the Patan district during the year of 2018-2019.

5. Method Used For The Present Study

After reviewing the characteristics of the different methods of educational research, the investigator will decided to use the survey type of research for the present study.

6. Population and Sample

All the students studying in Class XI in the Government and private school with traditional and English medium language of instruction will be considered as the population for the present study. Stratified random sample technique will be used for the selection of the sample for the present study.

7. Tools Used for the Present Study

By keeping various objectives and purposes of the study in mind, the investigator will prepared the following tools for the present study for the purpose of data collection.

A. Bio-data form

B. English Language Achievement Test

C. Score in Previous Examination as the level of the Intelligence

8. Administration of the Tools

Investigator will get the prior permission from the headmasters/ headmistresses concerned schools. Then with the help of the class teachers, he will met the students of these schools, will introduced himself, will explained the purpose of his visit and also the items in the research tool. The students will ask to fill in the bio-data form. Then they will be instructed to respond to the items in the tools. The filled-in response sheets will properly collected. Thus the tools will be administered.

9. Results of Hypotheses

Ho No.	Hypothesis	F-Value	Sig
1	There will be no significant difference between mean score of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of English of the Class: XI.	1.46	NS
2	There will be no significant difference between mean score of the habitat of students having low Intelligence on the achievement Test of English of the Class: XI.	2.48	NS
3	There will be no significant difference between mean score of the gender of students having low Intelligence on the achievement Test of English of the Class: XI.	0.08	NS
4	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having low Intelligence with low, moderate and high Socio-Economic status on the	2.21	NS

	achievement Test of English of the Class: XI.		
5	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of English of the Class: XI.	1.76	NS
6	There will be no significant difference between interaction of Habitat X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of English of the Class: XI.	0.16	NS
7	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of English of the Class: XI.	0.16	NS
8	There will be no significant difference between mean score of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of English of the Class: XI.	1.47	NS
9	There will be no significant difference between mean score of the habitat of students having moderate Intelligence on the achievement Test of English of the Class: XI.	2.04	NS
10	There will be no significant difference between mean score of the gender of students having moderate Intelligence on the achievement Test of English of the Class: XI.	0.48	NS

10. Summary

A problem cannot be solving with the help of preparing research plan only. Research plan directs only direction to solve the problem, and every problem is related with the different variables they may be directly or indirectly. Attempts and practice to solve the selected each problem makes the phenomena to understand the problem and this is makes the situation to probable solution of the problem. Effectiveness of the present research will be useful and fruitfulness either it will be applied at the various level of the research of the English Achievement of the students. In this present research there is intelligence-wise significant difference found, it has been also seen that there habitat-wise, gender-wise and SES-wise no any significant difference found on the English Achievement Test.

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