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AN ANALYTICAL STUDY OF THE IMPORTANCE OF ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN 10TH STANDARD LEVEL.

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Formal Education system and qualitative and quantitative parameters are denoted by it. Educational achievement and academic achievement have significant relationship as various directions for further study or course selection even profession selection are solely determined by academic achievement. Due to diversified nature of world, English language is gaining ground through the world and in India, English language was introduced as foreign language but with the course of time, English language has become the Second Language (L2) or more aptly English language has become the 'Lingua Franca' of Indian people. English language is not considered as the status symbol of Indian learners rather it has become the need of the hour (Ahuja, 1989). The fascination towards English language and measuring its mastery through academic achievement in this foreign language is considered as predictor of future successive orientation towards different frontiers (Naidu, 2001, p-123).

ABSTRACT

The paper attempts to find-out relative importance of academic achievement in English language, factors, and barriers behind it & to some suggestive measures. As, 10th standard level plays an important part in Formal Education, so attainment of good academic achievement in English language has become the need of present time. Hence, the researchers have felt the need to touch upon this area. Secondary data source have used for the present study and is expected the suggestive measures would be taken by the educationists, administrators, policy

makers, researchers and to those in allied filed.

KEYWORDS: academic achievement, Secondary level, 10th standard, foreign language.

INTRODUCTION AND CONCEPTUAL FRAMEWORK:

Formal Education and academic achievement critically questions existing educational system due to inter-allied nature for further advancement (Sethi, 1987, p-123). Academic achievement is such aspect which provides platform for further academic scope. Academic Achievement is the key issue in

Learning and applying English language appropriately in educational and day-to-day life situations are testimony of command over English language and this command not is a haphazard one rather is a systematic one. This systematic process comes through the performance in educational field where this performance is measured through academic achievement. Academic achievement indicates the rank, the significance of the learner in the class and in the school. The consistency of academic achievement in English language becomes the predictor of learners' success as in today's techno-centric world, without the knowledge of English language; one can hardly receive any zenith position in a worldly sense. So, it is a very crucial reason for increasing the trend of the society to be the master of this foreign language in spite of the phobia related for this language. But one's good academic achievement in English language can display that this learner has overcome the phobia and getting the grip over this foreign language for educational and day-to-day life uses.

ACADEMIC ACHIEVEMENT:

Academic achievement is dependent upon some factors such as home, parental education, type of family, locale, occupation of parents etc. It is critically examined by most of the researchers about cause-effect relationship among academic achievement and other related factors. Studies have revealed that parental education, type of family, locale, gender etc have significant impact on academic achievement. Academic achievement makes differentiation between the learners and rank is provided based upon it. Formal Education and academic achievement are linked-up with each other. Hence, today's teaching-learning scenario is compressing towards academic achievement. So, educationists, policy makers, researchers are showing their prime concern about academic achievement of the learners in their learning subjects.

10TH STANDARD AND ITS IMPORTANCE:

10th standard in Secondary level denotes the average age-span of 14+ to 18+ when the learner are adolescent. Adolescent is the changing time-span of life when the learners undergo from various physical and mental changes. Adolescent age group is very sensitive not from the perspectives of physical and mental but also from the academic achievement too. In this time-span of life, the learners remain in Secondary level which consist class which consists class IX and X. Academic achievement in 10th standard level is very significant as future direction of life is decided from it. The success and failure of career selection and academic achievement are rooted mostly in 10th standard of Secondary level education.

CONCEPT MAPPING:

The home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship showed a significant difference between the high achievers and low achievers at 0.01 level (Sarkar (1983).

Joshi (1984) had undertaken a study on Factors Influencing English language Abilities. The major findings of the study were: The growth of English language ability was found to be influenced by such factors as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality.

Father's occupation, Father's education and academic achievement in science, social reconstruction etc appeared to contribute meaningfully differences in the academic outcomes of their children (Rajput (1985).

Misra (1986) conducted a Critical Study of the Influence of Socioeconomic Status on Academic Achievement of Higher-Secondary Students in Rural and Urban Areas of Kanpur. The main findings of the study were: 1. there was a positive relationship between socio-economic status, and academic achievement of the students. 2. There was a positive relationship between the intelligence test score and academic performance of the students. 3. Intelligence positively affected academic performance of the students. 4. The academic achievement of the rural students was lower than the achievement of the urban students. 5. The academic performance of girls was superior to the performance of boys.

Chatterji (1987) conducted an investigation into Interdependence of Cognitive Development and Language Development in the Middle School Children. The findings of the study were: 1. Language treatment enhanced cognitive maturity scores of students being taught by teachers with high cognitive development and low cognitive development, 2. Cognitive treatment resulted in higher gains for students being taught by high

cognitive maturity teachers in respect of the language achievement test. 3. The high cognitive development group obtained significant higher scores on various components of the language achievement test (vocabulary, form words and function words) than the low cognitive development treatment group. 4. The effect of the total learning environment on the language treatment and those being taught by teachers with low cognitive maturity. 5. Home environment was significant while comparing the 6. The effect of the total learning environment on the language treatment and those being taught by teachers with low cognitive maturity. 7. Home environment was significant while comparing the language achievement test scores of the high and low cognitive treatment groups.

Narang (1987) made a Comparative Study of the Socio-economic and Home Factors Affecting the Academic Achievement of Boys and Girls (10 and 11 years) in the Urban and Rural Areas. The major findings of the study were: 1. Socio-economic status did not affect academic performance in the city, town and village areas. 2. The relationship with the principal did not affect academic achievement. 3. In the city area, the relationship with the teacher affected the achievement of Marathi medium girls. In the town area, achievement was affected the ability of the respondent to go to the teacher with problems.

Ige (1996), in relating attitude to achievement under some teaching strategies, concluded among other things on the relationship between academic ability and student's achievement in English language the attitude will guide teachers to plan their lesson for different ability groups in the class.

Education of parents and its impact are studied by Mathur (1997) and the study revealed that highly literate parents' children significantly display consistent academic achievement in-comparison-to the semi-literate or illiterate parents.

Ige (1996) and Fakeye (2002) concluded that intellectual ability (academic ability) was a good means of predicting how successful a learner would be at language learning in general and English as a second language (ESL) learning in particular.

Umoh (2001) has the view that gender has its role to express the better ability of language expression between male and female.

Whitney (2006) expressed that the performance in language subjects by the female is better than of the male students.

Mathew (2003) inferred that 'type of family' has no significant influence on academic achievement of the learners as academic achievement is not linked-up positively with 'type of family'. She further argued that academic achievement is dependent upon school related factors not on 'type of family'. But the study of Parawal (2007) discarded that notion and she argued that children of 'joint family' possess good academic achievement in-comparison-to the children of 'nuclear family'.

Vuzo (2010) explained that learners and teachers may have difficulties in using the language with adequate proficiency at the secondary schools. Various demographic features such as gender and age were examined in relation to academic performance in higher education (Li, Chen, & Duanmu, 2010).

Emerging the Issue (Barriers and Suggestive Measures):

Barriers:

Academic achievement in English language in any level is a very challenging issue and when it comes the matter about 10th standard level then it becomes very important as in Formal Education system, 10th standard level is very crucial. Academic achievement in English language is associated with some factors which are directly and indirectly associated with it. There are many barriers in-order-to attain academic achievement in English language and some of them are discussed in brief. Some of the barriers are related to the family of the learners whereas some of the barriers are related with school itself.

i) Lack of Parental Education: ---If parents are less qualified or illiterate so the chances of good academic achievement by their children too become less average.

ii) Parental Occupation: ---Parental occupation is another important factor and if the parents remain busy in their profession and the academic achievement of their children remains somewhat neglected.

iii) Problem of Locale: ---Locale of the school has its relative advantages and disadvantages. It is generally observed that urban school students in average to rural school students have better academic achievement.

iv) Family Income: ---In today's scenario, Academic achievement relies on many intervening variables such as home-tuition, purchasing of reference books, accessing internet and personal computer etc. Lagging of all these factors too play a significant barrier of achieving academic achievement.

v) Type of Family: ---Now-a-days, joint family system is abolishing and nuclear family is increasing and in nuclear family, either the parents or any one is working and it too has positive and negative impact on learners' academic achievement.

vi) Lack of Qualified Teachers: ---Qualified teachers are those who can mould and shape students easily from ordinary to moderate, from moderate to bright and bright to star. If qualified teachers are not present, so academic achievement of the learners becomes hampered.

vii) Lack of Proper Educational Facilities in Schools: ---Most of the private schools in urban areas have more facilities like language laboratory, wi-fi facilities, ICT, enriched library but most of the Indian schools do not have such facilities.

viii) Overcrowded Classrooms: ---Most of the Indian classrooms are over-crowded and teacher-student ratio is not proper. So, it is not possible for the teachers to provide proper individual concentration to each and every student; hence academic achievement is too hampered due to it.

ix) Rigidity in Teaching Methods: ---Teaching methods must be flexible a not rigid and it should be flexible as per teaching-learning situations but it is unfortunate that most of the Indian classrooms are witnessing of rigid teaching methods.

x) Improper Pedagogy---Pedagogy is known as scientific art of teaching but it is not followed by most of the English teachers in India; rather traditional teacher-centric methods are followed.

xi) Rigid Curriculum:---Curriculum must be flexible and enriched as like as C.B.S.E curriculum .But most state boards curriculum are not such; hence the students face various drawbacks.

xii) Faulty Evaluation System:--- Evaluation system must be continuous and it should not be haphazard. Evaluation system should focus on Norm-referencing and Criterion-referencing so that through evaluation, qualitative and quantitative aspects would be met.

SUGGESTIVE MEASURES:

To eradicate cited issues, some measures can be adopted and they are as follows:

i) Locale of the School: ---Provisions should be kept so that locale of the school must be students' favour to reach.

ii) Stipend Facility: ---Stipend facility encourages the poor students to concentrate more towards study and stipend facility helps in this regard.

iii) Proper Funding of the School:---Arrangement of funding is another pre-requisite for school for various improvement purpose such as infrastructure facilities, recruitment of qualified teachers, enrichment of language laboratory, library enrichment etc do play a significant role

iv) Proper Teacher-student Ratio: ---Teacher-student ratio should be proper otherwise individual attention is not possible so academic achievement becomes hampered. So, school should focus to maintain proper teacher-student ratio in-order-to achieve qualitative and quantitative parameter of the students.

v) Flexibility in Teaching-Learning Methods:--- Focus should be given on flexibility in teaching methods as rigidity in teaching methods should not be followed in diverse classrooms of English language teaching.

vi) Application of Child-centric Pedagogy:---Pedagogy must be child-centric and learners should be active rather than passive. So, in English language teaching, pedagogy should encourage group-work, pair-work, role-play, project, drama etc.

vii) Flexibility in Curriculum---Curriculum should be changed as per the need of time to bridge the gap of present and future. Language is used for communication and communication is leaning towards global language and that is English. So the curriculum must be flexible.

viii) Student-centric Evaluation:--- Evaluation should be both Norm-referencing and Criterion-referencing so those through evaluations of each type of students' performance in academic achievement and in other domains become justified.

CONCLUDING REMARKS:

Hence, it is observed that attainment of academic achievement has become a key issue in today's Formal Education. Being, the 'Lingua Franca', need of English language is prioritizing day-by-day as increasing numbers of schools and other educational sectors in English medium are there to witness such. As success in academic achievement matters is the predictor of future course selection and career direction, so factors related to academic achievement in English language should be seriously scrutinized. If academic achievement in English language in 10th standard level is regarded as dependent variable then there are some demographic independent variables to validate success rate. Furthermore, higher education, global market, job sector etc have totally inclined towards English language. So, success rate in academic achievement in English language is the predictor of future success as today's learners' are worthy human resource for tomorrow.

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