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## SCHOOL ENVIRONMENT IN LEARNING ENGLISH ON SECONDARY LEVEL STUDENTS-A STUDY

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### INTRODUCTION

The world has become a global village due to the explosion in science and technology developments in transport and communications. More than 670 million people in the world are using English. English is increasingly used in science and technology, education, politics, travels, and media. English is perceived to be becoming a global language with many countries switching over to English for their trade and commerce. It is observed that communication is mostly being transpired in English at National and International levels.

In the fast-changing scenario of liberalization, privatizations, and globalization, the youth are expected to be highly skilled in their fields. The basic education they receive at school plays a significant role in moulding their personalities, and also in imparting skills. Communication is one such skill they need to possess. Language plays a vital role for observing those skills among all worldwide languages. English is regarded as a global language. Hence, the literature, science, and technology and innovations are preserving in English language.

### Status of English in India:

The status of any language can be determined by the perceptions of the language users regarding the value of that language and their desire for using it. English in India is a question of linguistic centralism, while the other Indian languages lead to linguistic regionalism, and foreign language existing so firmly and distinctly has posed a problem to the country. The language problem became more complicated without any practical situation.

**Role of School:**

School occupies special position among the variables factors that influence the social development of child. It is basically a social institution. It can be called a society in miniature. So it can be served as a model of society with all the social characteristics. The amount of influence that school have on the child depends on the caliber and will of the teacher. In the modern times, the school has been used as an important agency of formal education to preserve and strengthen the cultural heritage of a society to control ideals, values, beliefs, customs and traditions.

**The Influences of school on a child:**

The influence of the school in the development of the child is very great because the school becomes a substitute for the mother. Once the child reaches the school age, he spends approximately one-half of the working time in the school. That is why its impact is second only to the home in the individual's development. And the influence of the teachers is the most important single factor in the total school influence on the child's personality.

**Role of school to be played in learning English:**

School occupies a special position in the agencies of educations and more for learning English. Children learn English unconsciously by repeating dialogues and sentences in every moment they need. The interaction between the peer group and teachers is highly educative teachers influences their children in the right direction.

**Factors influencing school environment for learning English:**

“School Environment “has been defined in numerous ways. Dave (1963) defined educational environment as the conditions processes as psychological stimuli which affect the educational achievements of the Child. Since child's habit for learning English begins in the school and school continues to influence the child's language attainment. It is indeed necessary to look into the connection between school environment and learning of English.

**Aims of teaching English:**

There are four aspects which are involved in the study of a language. They are the semantic aspects the phonetic aspects the graphic aspect and phonetic cum graphic aspect. The semantic aspect refers to the understanding of the meaning. The phonetic aspect deals with the spelling and pronunciation. The graphic method deals with written form the phonic can graphic aspects deals with realizing the aspect of language. In the study of a language all these aspects function in coordination with each other.

**Statement of the study:**

English as a second language is taught at secondary education level but the objectives of teaching are not realized. The reasons are wide and varied. They are often related to poor foundation, lack of interest among teachers and student, lack of audio – visual aids etc. child spends most of his time in the school. His likes, dislikes towards English and conditional, emotional responses, all are shaped in school. The research conducted in this aspect revealed that the family environment would have its effects on the child's achievement of learning English. The present study seeks to focus attention on influence of school environment of student belonging to Telugu and English medium school on the achievement of English. Hence the problem has been stated as below.

“School Environment in Learning English on Secondary Students – A study.”

**Significance of the study:**

It is well known fact that school as an agency of education developed at the stage of social development. He acquired the basic knowledge of social relations. He gets opportunities and facilities which may require for learning English. School shape habit for English and that terms a vital force in the entire framework of language learning. In this context the present study focus on the various reasons and influence of school. Solutions and recommendations helps necessary steps to take to reduce school influence on the school life. It also helps to understand the draw backs of school conditions and attempts to improve English through proper motivation and incentive.

**Objectives of the study:**

The researcher has made some objectives and will work out the investigation keeping those objectives in mind. The following are the objectives of the study.

- 1) To study the significant difference between Private and government schools & boys and girl students of secondary level with regard to the teacher motivation.
- 2) To study the significant difference between Private and government schools & boys and girl students of secondary level with regard to the Teaching Learning Material.

**Hypotheses:**

- 1) There is no significant difference between Private and government schools & boys and girl students of secondary level in learning English with regard to the teacher motivation.
- 2) There is no significant difference between Private and government schools & boys and girl students of secondary level in learning English with regard to the Teaching Learning Material.

### Limitations of the Study:

- ❖ The study will be conducted with the following limitations.
- ❖ The research was restricted to Hanmakonda District of Telangana State.
- ❖ The study is limited to IX Standard School Level Only.
- ❖ The study is limited to find out the Impact of the School Environment in Learning English on Secondary Students
- ❖ The study is limited to only two variables i.e. Gender and Management.
- ❖ The study is confined to only 60 Students as it sample..

### REVIEW OF RELATED LITERATURE

- 1) In the view of international children's year 1979 the UNESCO has published many brochures suggesting for the improvement of environment conditions both at home and school. Many such reports advocate that proper development of children can take place if they get affections from other quarters. This needs immediate attention of the government social workers parents and teachers.
- 2) **Pestaloazi (1972)** the great educationalist leads the psychological tendency and its importance in the Field of education while Herbert, spencer backed with scientific tendency and its impact on education.
- 3) **Gokak- V-K (1971)** has remarked "Pupils are taught English for about six periods a week for six years. But it has been estimated, that they hardly know 1500 words by the time they join a university. It means they have hardly been able to learn English words at the rate of one word for period.
- 4) In the words of Frank (1960) a German Philosopher. A language could best be taught by using it actively in the class room and with the harmonious cooperation of family environment. The teachers must therefore encourage the direct and spontaneous use of the foreign language in order their children imbibe the rules of grammar.
- 5) **Hymen's (1980)** introduced the term "communicative competence". It enjoyed increasing popularity among teachers, researchers, and others who are interested in the language a more recent. But related analysis of communicative competence is found in which four dimensions. They are grammatically, socio- linguistic, discourse and strategic. The socio- linguist dimension is highly influenced by school environment. The relation between school and its environment has been summed up by the international commission in the development correlation simultaneous and delayed changes in the socio-economic basis environment and the structures and forms of action of education.
- 6) **The National Educational policy 1986** also emphasized the better environment conditional for the students also nutrition food for them. Based on their view the government has set up many residential schools all over India. In our state Social Welfare, Ashram Patashala, APRJC, etc.,

## METHODOLOGY

### Introduction:

A research study requires a systematic collection of data from the sample through the use of appropriate data gathering devices. Research objectives are achieved by employing different methods and strategies of research methods is only the abstract in reality they form an organic whole and matter determination method, as objectives determines means and content and spirit determines style and term in literature. Whether defined methodology as “The science of method or arrangement”. Method is determined as after lines and regularity of habitual practices of them in action”. George J Mosley has classified research method in to three basic types. They are:

- 1) Survey
- 2) Historical
- 3) Experimental

The investigator will select the Normative Survey Method. The method of research which concern itself with the present phenomena in term of conditions, practice, belief, processes relationship or trends is variously turned as Normative Survey or descriptive survey status or survey worthwhile.

### Sample of the study:

The number of the students selected for the study each school for the study in 60 in this, 30 students belongs to private school and remaining 30 students belongs to government and among them are both boys and girls.

### Development of tool:

Tools are instruments that are employed to collect new facts or to explore new fields. The use of particular research may use one or more number of tools in combination for the purpose of such tools or method of data collection includes tests, Interview, Questionnaire, Checking and observation schedules etc.

### Procedure of Data Collection:

The questionnaire will be administered personally by the investigation to the student on separate dates and will be collected from them after completion. The investigation will visit the schools that are located in Hanmakonda District.

The students belong to Govt. / Private schools will be selected for the study. The data that will be collected through questionnaire will be analyzed, classified and tabulated. The problems in the questionnaire will be statistically analyzed, interpreted and conclusions will be drawn.

### Statement of the problem:

“School Environment in Learning English on Secondary School Students – A study”.

### The design of the study:

The study is intended to find out the “School environment in learning English on secondary school students - A study”, for the purpose of study 60 boys and 60 girls has taken.

## DATA ANALYSIS AND INTERPRETATION

### Hypothesis 1:

i) There is no significant difference between Boys and Girls in learning English at secondary level with regard to the teacher motivation.

**Table 1 :**

| No. | Dimension          | Variable | Sample | Mean Values | S.D. Value | T Test Values | Level of Signification           |
|-----|--------------------|----------|--------|-------------|------------|---------------|----------------------------------|
| 5.  | Teacher motivation | Female   | 29     | 7.81        | 1.283      | 0.235         | Not significant<br>At 0.05 level |
|     |                    | Male     | 31     | 8.7         | 1.475      | 0.229         |                                  |

### Interpretation:

It is clear from the above table-1, shows that the calculated mean values of boys and girls students is 7.81.62 and 8.7. Their standard Deviation (S.D) values are 1.283 and 1.475 and their t-test values are 0.235 and 0.229 respectively.

The calculated t-test value is 0.235 which is less than the table value 1.98 at 0.05 levels.

Hence, the null hypothesis is accepted.

It is concluded that there is no significant difference between boy and girl students in learning English of secondary level with regard to the teacher motivation.

ii) There is no significant difference between government and private school students in learning English at secondary level with regard to the Teacher Motivation.

**Table 2:**

| No. | Dimension          | Variable   |         | Sample | Mean Values | S.D. Value | T Test Values | Level of Signification           |
|-----|--------------------|------------|---------|--------|-------------|------------|---------------|----------------------------------|
| 6.  | Teacher motivation | Management | Govt.   | 30     | 7.74        | 1.277      | -0555         | Not significant<br>At 0.05 level |
|     |                    |            | Private | 30     | 7.76        | 1.488      | -0.555        |                                  |

**Interpretation:**

It is clear from the above table-2, shows that the calculated mean value of government and private school students are 7.74 and 7.76 Their standard deviation (S.D) values are 1.277 and 1.488 and their t-test value is -0.555 respectively.

The calculated t-test is -0.555 which is less than the table value 1.98 at 0.05 levels. Hence the null hypothesis is accepted.

It is concluded that there is no significant difference between Telugu and English medium students in learning English at secondary level with regard to the Teacher Motivation.

**Hypothesis 2:**

- i) There is no significant difference between girl and boys students in learning English at secondary level with regard to the Teaching learning material.

**Table 3:**

| No. | Dimension                  | Variable |        | Sample | Mean Values | S.D. Value | T Test Values | Level of Signification           |
|-----|----------------------------|----------|--------|--------|-------------|------------|---------------|----------------------------------|
| 14  | Teaching Learning Material | Gender   | Female | 29     | 6.89        | 1.506      | 0.513         | Not significant<br>At 0.05 level |
|     |                            |          | Male   | 31     | 6.64        | 1.164      | 0.554         |                                  |

**Interpretation:**

It is clear from the above table-3, shows that the calculated mean value of girls and boy students are 6.89 and 6.64. Their standard Deviation (S.D) values are 1.506 and 1.164. And their t-test values are 0.513 and 0.554 respectively.

The calculated t-test is 0.554 and 1.108 which is less than the table value 1.98 at 0.05 levels.

Hence, the null hypothesis is accepted.

It is concluded that there is no significant difference between Girl and Boy students in learning English at secondary level with regard to the Teaching Learning Material.



ii) There is no significant difference between government and private school students in learning English at secondary level with regard to the Teaching Learning Material.

**Table 4:**

| No. | Dimension                  | Variable   |         | Sample | Mean Values | S.D. Value | T Test Values | Level of Signification           |
|-----|----------------------------|------------|---------|--------|-------------|------------|---------------|----------------------------------|
| 15  | Teaching Learning Material | Management | Govt.   | 30     | 6.54        | 1.400      | -0.928        | Not significant<br>At 0.05 level |
|     |                            |            | Private | 60     | 6.99        | 1.250      |               |                                  |

### Interpretation:

It is clear from the above table-4, shows that the calculated mean values of government and private school students are 6.54 and 6.99. Their standard Deviation (S.D) values are 1.400 and 1.250. And their t-test values are -0.928 respectively.

The calculated t-test value is -0.928 which is less than the table value 1.98 at 0.05 levels. Hence, the null hypothesis is accepted.

It is concluded that there is no significant difference between government and private school students in learning English at secondary level with regard to the Teaching Learning Material.

## SUMMARY AND CONCLUSION

The summary and conclusion section is the most widely used as a part of research report because it reviews all the information that has been presented in the previous chapter. Most of the readers scan this section to get an over view of the study and to derive its utilitarian value out of it.

The content reported in the foregone chapters of this survey was undertaken to study “The Impact of School Environment in learning English on secondary school students – A study after collecting the data, with appropriate statistical techniques the analysis was done.

In the present chapter attempt has been made to summarize. The findings and conclusions are derived basing upon the data obtained. Finally an attempt has also been made to provide meaningful suggestions for future research.

### Findings:

- ❖ Only English medium private school conducts spoken English periods whereas there is no chance of conducting spoken English period in Telugu medium school.
- ❖ There is a better encouragement given by the teachers irrespective of their gender and management.
- ❖ Government school teachers use teaching learning material more efficiently than the private school teachers.
- ❖ Teacher are qualified and experienced in government school than private school.
- ❖ Private schools are possessing good library facilities for better improvement of students' language skills in English.
- ❖ Private English medium schools provide a separate period for audio-video programmers, whereas there is no change in government schools.
- ❖ Teachers provided a sufficient clarification to the students faced in the class room, irrespective of gender and type of school.
- ❖ Teachers encourage to use dictionary irrespective of gender, medium of instruction type of school.
- ❖ Most of the private school students approach internet and e-mails to learn better English.
- ❖ All types of school teacher assign projects related to develop and hard words.
- ❖ Most of government school students feel fear to speak English in front of the teachers whereas private school students are free to speak English in front of their teachers.

### Suggestions for further research:

- ❖ The same study may be conducted in other districts of Telangana state.
- ❖ The same study may be conducted by using other variables.
- ❖ The same study may be conducted by taking a larger sample for effective generalizations.
- ❖ The same study may be conducted with the teachers' opinion towards learning difficulties of students.
- ❖ The same study may be conducted with the higher secondary school students.

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