

A Comparative Study of Proficiency in English and Study Habits of Government and Non-Government School Students

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Abstract

English proficiency is the demonstrated ability to speak, write, read and comprehend. English as a language has been in India for more than a century. But English not being spoken by many peoples. The students coming from government schools are found to be good at spoken hindi but their proficiency in English language is very weak. English proficiency improves with the good study habits. The purpose of this study is to analysis the English language proficiency and study habits of government and non-government school students. For this study 150 students were selected from 22 government and non-government schools. English Language Proficiency Test (ELPT) of secondary school students by Professor K.S. Mishra and Dr. Ruchi Dubey and Study Habits Inventory of Dr. B.V. Patel were used for data collection. Prior from the data collection permissions were taken from principal's office. Before distributing the questionnaires to the students the instructions given in the tools were explained in a specified manner to the students. There was no time limit for the study habit questionnaire and the time limit for ELPT was 30 minutes. The statistical analysis has been done with the help of Microsoft excel 2010. A t-test was applied to measure the significance difference between proficiency in

English language and study habits of students studying in government and non-government schools. The result of the study showed that there is no significant difference between the study habits of the students studying in Government and Non-government schools where as a significant difference found in Government and Non-government schools students with proficiency in English languag.

I. INTRODUCTION

Language plays an important role in human life. Language is a means of communication, thoughts, feelings and ideas by human beings. Language proficiency is the ability of an individual to speak or perform in an acquired manner. So language proficiency is very necessary for effective communication. English as a language has been in India for more than a century. But even now, very few can speak English. English proficiency is the demonstrated ability to speak, write read and comprehend English to a standard set by the institution. English is introduced as a second language in most of the schools, but the proficiency of English language of the students of government school is very weak. However even after many years of its compulsory study vast number of student completing high school are unable to speak, read or write simple English. There are so many factors which are responsible for poor Proficiency in English among school students. One of those factors is study habit. Verma (1996) stated that study habit means the ways of studying, whatever systematic or unsystematic, efficient or inefficient. Kohli (1977) pointed out that in the academic field; study habits have particular theoretical and practical importance. Students, who practice study habits, study individually, in groups or attend tutorials. The study habits of the secondary school students also have an impact on the English proficiency of the students. Study habit is important for academic achievement of students and for successful adjustment. Knowledge about study habit is of immense value both to learner and to teacher. Study habits can be used as predictors of achievements in different disciplines (Thathong, 2002). Effective study habits help students to achieve good results (Sadia, 2005). Various factors such as home environment, school environment, curriculum, personality of the child, intelligence etc. influence students study habits and English language proficiency (Nagaraju, 2004).

Generally it is a proven fact that the study habits of the learners enabled him to take active part in the teaching learning process. If students are aware of their study habits, they can willingly involve themselves in the learning process. Knowledge about study habits is of immense value both to learner and to teacher. Students can know about the specific weaknesses in different study behaviours and can overcome them accordingly. The teaching learning process can be made more effective and maximum learning can place which is the main goal of teaching learning process at all levels of education, school, college as well as higher education or at University level. A teacher must be strategic so that he/she can make English class amazing and interesting to the students. Teaching is a noble profession so dedicated teachers will have the skills of

motivating students, giving the assistance in solving the problems. In order to improve the English Proficiency among students govt. should also take certain steps. Every secondary school should be equipped with modern facilities and provide modern technology for teaching English. An English language lab should be set up in all the secondary schools and provide skilled teachers in English. The school students should be encouraged to use library books and magazines to develop good study habits in them. The students require more guidance and counselling with regard to study habits so that the students may identify their strengths and weaknesses in the learning strategies and they may become more conscious about better study habits.

However, this study assessed and analyzed the study habits and English proficiency of the students in both the government and non-government schools.

II. METHODOLOGY

In the present study the investigator used the descriptive cum survey method. The school survey is a comprehensive study of existing conditions of school and suggests improvement wherever necessary. This study involves the description, recording, analyzing and interpretation of already existing conditions. Moreover, it involves comparison and contrast to discover the comparison between existing non-manipulating variables.

▶▶ **Population**

In the present study the population consisted of 12, 404 school students studying in class IX, X of Raipur Block in Dehradun. The total number of secondary schools in Raipur Block was 106, out of which 58 government schools and 48 non-government schools.

▶▶ **Sample**

The present study was conducted on a sample of 150 students drawn from 22 schools, out of which 11 were government school and 11 were non-government school selected based upon cluster sampling technique. Only seven students from each school were selected randomly.

▶▶ **Research Tools**

In order to meet the needs and objectives of the study, the investigator used the following standardized tools:

- ▶▶ **English Language Proficiency Test (ELPT)** of secondary school students by Professor K.S. Mishra and Dr. Ruchi Dubey. The test consists of 56 items with the three sections: 1. Knowledge 2. Understanding 3. Application, It has fourteen areas which is administered on X class students. In English Proficiency test the split-half reliability and Kuder-Richardson reliability coefficient of the test have been found to be 0.85 and 0.84 respectively. Face validity has been found by asking experts belonging to the field of Education and English. Concurrent validity was found to be 0.50. Scoring was done through manual scoring; a score of 1 was given for every correct response and 0 for wrong

response. After that the counting of responses was done and the raw scores were converted into standard scores and then profile were filled and low, average and high score description was found for each student.

▶▶ **Study Habits Inventory** of Dr. B.V. Patel. The test consists of 45 items and has seven areas as under. i) Home environment and planning, ii) Reading and Note taking, iii) Planning of subjects, iv) Habits of concentrations, v) Preparation for examination, vi) General habits and attitudes, vii) School environment. In study habits test the reliability established by test retest method and split-half method were found to be 0.79 and 0.82 respectively. The validity was established by using external criteria. Here scores on the study habits inventory were correlated with the teacher's opinion and examination marks. The coefficient of examination marks was 0.50, which is sufficiently high with teacher's opinion the coefficient of correlation was 0.40. On the basis of their scores the students were categorized in following three groups' viz. poor, normal and good study habits. As the students scored 160 and below were termed as "Poor" in study habits, the students scored between 161 up to 179 were termed as "Normal" in study habits and the students scored 180 and above were termed as "Good" in study habits.

▶▶ **Administration of the Tools**

The tool was administered in accordance with the instructions laid down in the manual of study habit inventory and English language proficiency test. Before distributing the study habit inventory to the students, the instructions given in the tool were explained in a specified manner to the students. Investigator distributed the questionnaire among the students of government and non-government schools. Investigator instructed the students the way to give the answer for the both questionnaires. There was no time limit for the study habit questionnaire and the time limit for ELPT was 30 minutes.

▶▶ **Statistical Analysis**

The statistical analysis has been done with the help of Microsoft excel 2010. A t-test was applied to measure the significance difference between proficiency in English language and study habits of students studying in government and non-government schools.

III. RESULTS

Table: 1 Distribution of students studying in Govt. and Non-govt. school on the basis of their proficiency in English

Types of school	Level of Proficiency			Total
	Low	Average	High	
Govt.	61 (39.61%)	15 (9.74%)	1 (0.65%)	77 (50%)
Non-govt.	29 (18.83%)	38 (24.68%)	4 (2.60%)	77 (50%)
G. Total	90 (58.44%)	53 (34.42%)	11 (7.14%)	154 (100%)

It is evident from the above table that 39.61% of the school students studying in government school students have low proficiency in English, 9.74% have an average proficiency in English and 0.65% have high proficiency in English. Similarly 18.83% of the school students studying in Non-government school students have low proficiency in English, 24.68% have an average proficiency in English and the remaining 2.60% have high proficiency in English.

Table: 2 Distribution of school students studying in Govt. and Non-govt. school on the basis of their study habits

Types of School	Grading of study habit			
	Poor	Normal	Good	Total
Govt.	27 (17.53%)	30 (19.48%)	20 (12.99%)	77 (50%)
Non-govt.	19 (12.34%)	28 (18.18%)	30 (19.48%)	77 (50%)
G. Total	46 (29.87%)	58 (37.66%)	50 (32.47%)	154 (100%)

From the above table it has been concluded that 17.53% students studying in government school have poor study habits, 19.48% have normal study habits and 12.99% have good study habits. In the same way 12.34% students studying in Non-government school have poor study habits, 18.18% have normal study habits and 19.48% have good study habits.

Table: 3 Comparison of study habits of the students studying in Government and Non-government schools

S. No.	Type of School	Study habit			Level of significance
		M	SD	t-value	
1.	Govt. School N=77	168.39	31.95	1.27	p > 0.05
2.	Non-govt. school N=77	174.42	26.99		

Table 3 shows the study habits of the school students studying in Government and Non-government school in the form of Mean and SD. The difference between the means of the study habits of the students studying in Government and Non-government school students were compared using 't' test and 't' value is found to be 1.27 which is statistically not significant. Therefore, it can be inferred that there is no significant difference between the study habits of the students studying in Government and Non-government schools.

Table: 4 Comparison of Proficiency in English of the students studying in Government and Non-government schools

S. No.	Types of School	Proficiency in English			Level of significance
		M	SD	t-value	
1.	Govt. School N=77	15.82	29.48	8.29	p < 0.01
2.	Non-govt. school N=77	29.58	29.55		

Table 4 shows the proficiency in English of the students studying in Government and Non-government schools in the form of Mean and SD. The difference between the means of the proficiency in English of the students studying in Government and Non-government schools were compared using 't' test and 't' value is found to be 8.29 which is statistically significant at 0.01 level of significance. Therefore it can be inferred that there is a significant difference in proficiency in English of the students studying in Government and Non-government schools.

IV. DISCUSSION

In the present scenario, English has gained immense importance as it is essential for survival in the present globalised world. English is the library language and the language of Science, Literature, research and technology. Knowledge of English helps a person to become a citizen of the world. Good command over English language is essential in order to keep pace with the professional advancements and to excel in professional field. Thus, it is very essential for the upcoming generation to have a good command and Proficiency in English in order to have the power to excel and progress. Verma (1996) and Reddy (2008) found that students possessing good study habits scored higher in English than students possessing poor study habits.

The findings of the study revealed that there exists a positive and statistically significant relationship between the study habit and English proficiency of the students studying in government and non-government schools. Thus it may be inferred that better proficiency in English among the students studying in government and non-government schools depends on their good study habits.

The study revealed that there is no significant difference between the study habits of the students studying in government and non-government schools. Thus it may be inferred that the students belonging to government and non-government schools were by and large similar with respect to their study habits supported by the findings of Chaudhary & Lily (1991) and Chand S. (2013). But Naggapa and Venkataish (1995) found different results. The findings of their study revealed that the students studying in non-government schools have good study habits than the students studying in government schools. Motivated teachers and regular assigning and checking homework were given as reasons for good study habits among the students studying in non-government schools.

The researcher also found that there is significant difference between the English proficiency of the students studying in government and non-government school. Thus it can be inferred that the students studying in government and non-government schools differs in proficiency in English. The findings also revealed that non-government school students have better Proficiency in English than government school students supported by the findings of Gakhar and Bawa (2006) and Chawla and Sharma (2013). The reason for differences in English proficiency among government and non-government school students is home environment, interference of the mother tongue, lack of devoted teachers, lack of modern methods & techniques of language teaching etc.

V. CONCLUSION

The proficiency in English among the students studying in government and non-government schools depends on their study habits. So teachers should motivate the students to develop good study habits which could lead the students towards betterment in academic achievement. But findings revealed that non-government student studying have better proficiency in English than the students studying in government schools.

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