RELATIONSHIP AMONG ATTITUDE AND ACADEMIC ACHIEVEMENT IN ENGLISH AT STANDARD IXth

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Abstract
The present study was conducted to expect the attitude and academic achievement of students. The sufficient comprised of six hundred fifty IXth class students (325 boys and 325 girls) from the government, aided, and matriculation high schools of Coimbatore educational district. The data were obtained by using Attitude Scale developed and standardized by Boonrangsri et al. (2004) revalidated by the investigator in 2017. The Marks obtained by the IXth Standard students those who have assessing the academic achievement level. The finding the estimate of attitude of students on the basis of academic achievement is significantly higher as compared to their different likelihoods.
Keywords: *Attitude, Academic Achievement, IXth Class Students.*

Introduction

Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, or research. Education frequently takes place under the guidance of educators, but students may also educate themselves in a process called autodidactic learning.

Students' academic success is strongly influenced by individual differences like attitude and academic achievement. The current study addresses these gaps by examining relationship among attitude and academic achievement in English at standard IXth. The current study is focused mostly on Academic Achievement affected by attitude factors among high school students. The study will provide clear and consistent evidence regarding the extent to which relationship among attitude and academic achievement in English at standard IXth.

Review of Related Literature

Gajalakshmi (2013)investigated the IX-standard students' attitude towards learning English language. A standardized questionnaire was administered in the form of normative survey to 600 IX standard students (selected randomly from various high and higher secondary schools in Puducherry region) to collect their attitude towards learning English language. The collected data was statistically analyzed by SPSS ver-16. The results revealed that there is a significant difference based on the gender, locality of the school, type of school, type of management. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

Mohd. Abid Siddiqui, & Taiba Ahmad. (2015) Increased enrolment in the field of Higher education has leaded to increase in the number of researchers in all fields including social sciences. It has also deteriorated the quality of researches. Quality of the research varies from institution to institution and in the same institution between departments to department. It is also related to the quality of Guidance as well as the research attitude of the researchers. Research attitude in turn depends upon a number of variables like self concept; achievement motivation etc., Personality factors basically determine the total behaviour pattern of any individual in achieving their life goals. Thus, in this study an attempt has been made to analyse the research attitude of social science research scholars in relation to their achievement motivation and self concept. Data was collected by using standardised tools and analysed by appropriate statistical techniques. Comparative analysis based on gender has also been made. Suggestive measures have also been put forward by the authors of this paper.

Statement of the Problem

In this light the investigator has taken the problem for the present study as ''Relationship among Attitude and Academic Achievement in English at Standard IXth."

Objective of the Study
The Major Objectives Set for the study is;
1. To study the attitude of high school students.
2. To analyse the attitude of secondary students with respect to the sub groups of the sample such as gender and locality of the school of high school students.
3. To analyse the relationship between of attitude and academic achievement of high school students.

Hypotheses of the Study
1. There is no significant difference between the attitude of high school students with respect to their gender and locality of the school.
2. There is no significant relationship between the attitude scale and academic achievement test of high school students.

Delimitation of the Study

The present study being exploratory in nature has following delimitations:

1. The study was delimited to IXth class students of high schools in Coimbatore District in Tamil Nadu.
2. High school students have been selected on stratified random sampling technique.
3. The present study is delimited to two independent variables only.

Methodology

Methodology makes the most important contribution towards the environment of any study. A normative survey technique of research was employed by the investigator.

Sample for the Study

In the present study sample of 600 students (325 boys and 325 girls) were taken using proportionate stratified random sampling technique.

Variables for the Study

The investigator selected the following variables. The attitude and achievement motivation are the independent a variables in the present study. The academic achievement of the students is the dependent variable. The background variables in the present study are gender and locality of the school.

Tools used for the Study

The following tools were used for collecting data for the study:

The investigator has necessitated the development of the following tools for the data collection. The tools have been Attitude Scale developed and standardized by Boonrangsri et al. (2004) revalidated by the investigator in 2017. Academic Achievement Score - (Students obtained in Examination).

Data Collection

After the selection of tools, the investigator visited high school students of selected Districts of Coimbatore. To ensure quick and complete return of statements, they were properly given to the selected sample of IXth class students.After collection of data in this way, the work of scoring was done strictly according to the instruction given in the respective manuals of the tools and under the observation of guide. The data collected was subjected to statistical processing and results were obtained.

Statistical Analysis

In the present study to compare the high school students on the attitude and academic achievement Mean, S.D, t-test and Correlation analysis of a range of was used. For the purpose of the analysis, differential analysis statistical techniques were used. The level of significance was set at 0.05 and 0.01 levels.

Differential Analysis

Table 1 Significance of difference between the boys and girls attitude scores

*S - Level of Significant

Gender	N	Mean	S.D	't' Value	LS
Boys	325	177.08	16.88	2.82	S
Girls	325	160.18	22.73		

It could be observed from table: 1 the computed't' value 2.82 is Significant at 0.01 level. It suggests that the secondary level boys and girls students significantly differed in their level of attitude hence the null hypothesis 1 is rejected.

Figure 1 Comparative bar diagram shows the difference between the boys and girls attitude scores
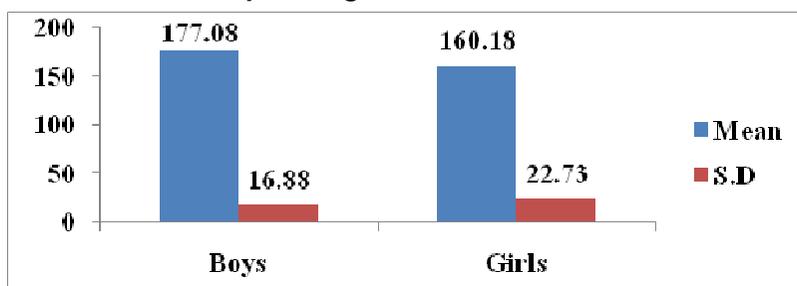

Table 2 Significance of difference between the urban and rural attitude score

*LS - Level of Not Significant

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	250	161.42	21.52	1.04	NS
Rural	400	173.14	20.63		

It could be observed from table: 2 the computed't' value 1.04 is Not Significant at 0.05 levels. It suggests that the secondary level urban and rural students not significantly differ in their level of attitude hence the null hypothesis 2 is accepted.

Table 3 Significance of Relationship between the Attitude Scale and Academic Achievement Test Students Score

*S - Level of Significant

Variables	N	N – 2df	Mean	S.D	'r' Value	LS
Attitude Scale Students	650	2	168.63	21.72	0.066	S
Academic Achievement Test Students			69.48	11.84		

It could be observed from table: 3 the computed 'r' value 0.066 is Significant at 0.05 level. It suggests that the high school students significantly differed in their level of attitude scale and academic achievement test score hence the null hypothesis 3 is rejected.

Figure 2 Comparative Bar Diagram shows the Relationship between the Attitude Scale and Academic Achievement Test Score
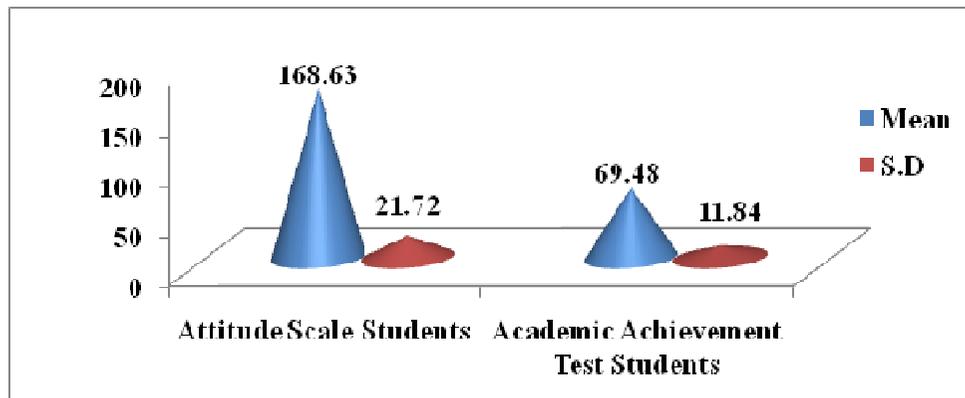
Conclusion

The attitude of high school students is high. The academic achievement of high school students is also high. There is significant difference between the attitudes of high school students with respect to their gender. There is no significant difference between the attitudes of high school students with respect to their locality of the school. There is significant relationship between the attitude scale and academic achievement test of high school students. Finally there is high positive't' value and 'r' value for the entire sample with respect to their attitude scale and academic achievement test in high school students.

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