

A Correlational Study on Achievement in English and Motivational Orientation of Higher Secondary Students

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Abstract: *In this study, an attempt has been made to study the correlational study on Achievement in English and Motivational Orientation of Higher Secondary Students. Achievement in English Questionnaire and Motivational Orientation Questionnaire are constructed and validated by the Researcher (2023), have been used to collect the data from a sample of 770 Higher Secondary Students studying in Cuddalore District of Tamilnadu, India. The Normative survey method has been followed and simple random sampling has been used in administration of the research tools. The result of the analysis reveals that there is average level of Achievement in English and Motivational Orientation is high of higher secondary students. This study also found that there is significant difference in the Achievement in English of Higher Secondary Students in respect of Gender and Medium of Study, there is significant difference in the Motivational Orientation of Higher Secondary Students in respect of Gender and Medium of Study, there is significant and positive relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.*

Key Words: *Achievement in English, Motivational Orientation, Gender, Medium of Study and Higher Secondary Students*

1. INTRODUCTION

English language is now widely used and can be considered as one of the most effective medium of communication in international business and technology-based industries. India has recognized the importance of English and has made various strategies in the field education to improve the standard of its citizen's English language capability. As a multilingual country, India represents a complex linguistic society, but one in which English is promoted as the key to modernization by policy makers. Apart from mother tongue and regional languages, students must have to learn the English language, as it is the language of international importance. After independence, various commissions and committees have been appointed

by the government of India to look into the problem of whole educational structure and suggest remedies for its improvement.

One of the basic factors in a learning process is to keep the learners motivated towards the attainment of the goals and objectives. However, various researchers have investigated motivation from the different perspectives, but, no single author defines it clearly, instead, every researcher has narrated its personal stance on the perception of motivation and explained it. According to Liu & Thompson (2018), motivation is the person's initiation towards the attainment of the desires and wishes, which are raised due to cognitive and motor mechanism of the person. Another description is put forward by Gardner & Lambert, motivation is the intrinsic driver that leads a person to act in a particular way.

2. SIGNIFICANCE OF THE STUDY

Achievement among students is one of the most important topics that has preoccupied all teachers, specialists and educational psychologists, and everyone related to the educational process, and perhaps among the educational problems facing parents and teachers is the poor level of student performance and the negative consequences that affect Achievement in particular and in their future lives in general, and hence we find that the reason for the decline in Achievement is due to several factors, including family factors, economic factors, and administrative factors, and when students are unable to practice thinking and the low level of Motivation, the chance of success and excellence in their academic lives becomes very weak, so students have become in need Thinking and Motivation development programs.

3. OPERATIONAL DEFINITION OF KEY TERMS

Achievement in English

Achievement in English is the competency shown by the student in English. It is the result of acquired knowledge or information, understanding, skills and techniques developed in the subject of English in a particular stage. Its measure is the score on the Achievement test in English.

Motivational Orientation

Motivational orientation refers to the general approach towards learning that is influenced by intrinsic or extrinsic goals, shaping individuals' preferences for strategic processing in acquiring knowledge.

4. OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To find out the level of Achievement in English of Higher Secondary Students.
2. To find out the level of Motivational Orientation of Higher Secondary Students.
3. To find out whether there is any significant difference in the Achievement in English of Higher Secondary Students in respect of gender.
4. To find out whether there is any significant difference in the Achievement in English of Higher Secondary Students in respect of medium of study.
5. To find out whether there is any significant difference in the Motivational Orientation of Higher Secondary Students in respect of gender.
6. To find out whether there is any significant difference in the Motivational Orientation of Higher Secondary Students in respect of medium of study.
7. To find out whether there is any significant relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.

5. HYPOTHESES OF THE STUDY

1. The level of Achievement in English of Higher Secondary Students is low.
2. The level of Motivational Orientation of Higher Secondary Students is low.
3. There is no significant difference in the Achievement in English of Higher Secondary Students in respect of gender.

4. There is no significant difference in the Achievement in English of Higher Secondary Students in respect of medium of study.
5. There is no significant difference in the Motivational Orientation of Higher Secondary Students in respect of gender.
6. There is no significant difference in the Motivational Orientation of Higher Secondary Students in respect of medium of study.
7. There is no significant relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.

6. METHOD OF THE STUDY

Normative survey method was adopted in the present study.

7. SAMPLE USED

Simple random sampling has been employed to collect the data from 770 Higher Secondary Students studying in Cuddalore District of Tamilnadu State, India.

8. TOOLS USED

In order to collect the required data, Achievement in English and Motivational Orientation Questionnaire (2023) are Constructed and Validated by the Researcher.

9. ANALYSIS OF DATA AND INTERPRETATION

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Hypothesis No.1

The level of Achievement in English of Higher Secondary Students is low.

Table 1: Mean and Standard Deviation in respect of Achievement in English of Higher Secondary Students

Variable	N	Mean	SD
Achievement in English	770	40.43	6.48

From table-1, it is observed the calculated mean and standard deviation for the Achievement in English scores of the entire sample were found to be 40.43 and 6.48 respectively. One can get a maximum score of 55 on Achievement in English scale. The mean score lies between the average Achievement in English value range (35-46), the framed

hypothesis (1) is rejected and it is concluded that the Achievement in English of Higher Secondary Students is average.

Hypothesis No.2

The level of Motivational Orientation of Higher Secondary Students is low.

Table 2: Mean and Standard Deviation in respect of Motivational Orientation of Higher Secondary Students

Variable	N	Mean	SD
Motivational Orientation	770	41.99	10.09

From table-2, it is observed the calculated mean and standard deviation for the Motivational Orientation scores of the entire sample were found to be 41.99 and 10.09 respectively. One can get a maximum score of 60 on Motivational Orientation scale. The norms score the high Motivational Orientation value range (above 40), the framed hypothesis (2) is rejected and it is concluded that the Motivational Orientation of Higher Secondary Students is high.

Differential Analysis

Hypothesis No.3

There is no significant difference in the Achievement in English of Higher Secondary Students in respect of gender.

Table-3: Comparison of Mean Achievement in English Scores of Higher Secondary Students in respect of Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in English	Male	442	39.63	5.53	2.63	Significant
	Female	328	42.13	6.16		

Table-3, shows that the computed 't' value for the mean Achievement in English scores between male and female Higher Secondary Students [$t_{(770)} = 2.63 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the Achievement in English of Higher Secondary Students in respect of gender. It is also inferred that female students are

more Achievement in English than the male students.

Hypothesis No.4

There is no significant difference in the Achievement in English of Higher Secondary Students in respect of medium of study.

Table-4: Comparison of Mean Achievement in English Scores of Higher Secondary Students in respect of Medium of Study

Variable	Medium of Study	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in English	Tamil medium	391	39.98	5.96	3.45	Significant
	English medium	379	44.70	7.64		

Table-4, shows that the computed 't' value for the mean Achievement in English scores between Tamil and English medium Higher Secondary

Students [$t_{(770)} = 3.45 > p$] is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is a significant difference in the

Achievement in English of Higher Secondary Students in respect of medium of study. It is also inferred that English medium students are more Achievement in English than the Tamil medium students.

Hypothesis No.5

There is no significant difference in the Motivational Orientation of Higher Secondary Students in respect of gender.

Table-5: Comparison of Mean Motivational Orientation Scores of Higher Secondary Students in respect of Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Motivational Orientation	Male	442	40.13	9.53	2.43	Significant
	Female	328	44.63	10.16		

Table-5, shows that the computed 't' value for the mean Motivational Orientation scores between male and female Higher Secondary Students [$t_{(770)} = 2.43 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the Motivational Orientation of Higher Secondary Students in respect

of gender. It is also inferred that female students are more Motivational Orientation than the male students.

Hypothesis No.6

There is no significant difference in the Motivational Orientation of Higher Secondary Students in respect of medium of study.

Table-6: Comparison of Mean Motivational Orientation Scores of Higher Secondary Students in respect of Medium of Study

Variable	Medium of Study	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Motivational Orientation	Tamil medium	391	41.58	9.04	3.94	Significant
	English medium	379	45.85	11.13		

Table-6, shows that the computed 't' value for the mean Motivational Orientation scores between Tamil and English medium Higher Secondary Students [$t_{(770)} = 3.94 > p$] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is a significant difference in the Motivational Orientation of Higher Secondary Students in respect of medium of study. It is also inferred that English medium students are more

Motivational Orientation than the Tamil medium students.

Correlation Analysis

Hypothesis No.7

There is no significant relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.

Table – 7: Showing the correlation values between Achievement in English and Motivational Orientation of Higher Secondary Students based on Entire sample

Variable	N	'r' value	Level of Significance
Achievement in English and Motivational Orientation	770	0.310	Significant

Table-7 shows that, the co-efficient of correlation between Achievement in English and Motivational Orientation of Higher Secondary Students is found to be [N=310, r=0.458 at 0.01 level] which indicates

that there is a positive correlation between Achievement in English and Motivational Orientation scores. Therefore hypothesis 7 is rejected and it is concluded that there is a positive

and significant relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.

10. FINDINGS OF THE STUDY

- The level of Achievement in English of Higher Secondary Students is average.
- The level of Motivational Orientation of Higher Secondary Students is high.
- There is a significant difference in the Achievement in English of Higher Secondary Students with respect to their gender.
- There is a significant difference in the Achievement in English of Higher Secondary Students with respect to their medium of study.
- There is a significant difference in the Motivational Orientation of Higher Secondary Students with respect to their gender.
- There is a significant difference in the Motivational Orientation of Higher Secondary Students with respect to their medium of study.
- There is a positive and significant relationship between Achievement in English and Motivational Orientation of Higher Secondary Students.

12. CONCLUSION

This study suggested that parents, teachers, administrators, and educational policymakers should create awareness about the importance of English in the present era. Most of the government secondary schools are without language laboratory and qualified teachers to handle English language. Government and others concerned stakeholders should appoint qualified teachers and language laboratory should be provided where necessary.

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